

NOTICE OF AVAILABILITY OF FUNDS

by the Employment Development Department
on behalf of the California Labor and Workforce Development Agency

Workforce Innovation and Opportunity Act (WIOA) Opportunity Young Adult Career Pathway Program Program Year 2023-24 (PY 23-24)

Solicitation for Proposals (SFP)



December 2023

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This Opportunity Young Adult Career Pathway Program is funded by a grant award of \$16 million (100%) from the U.S. Department of Labor, with \$0 (0%) financed from non-federal sources.

Proposal Package Instructions and Exhibits

The following contains the Solicitation for Proposals (SFP) instructions and required exhibits for the Opportunity Young Adult Career Pathway Program for Program Year 2023-24 (PY 23-24) funding opportunity. Select each downloadable exhibit indicated in blue link on the lists below individually and download each before saving the solicitation for proposals (SFP) to a personal computer (PC). Applicants should carefully read the SFP for the required elements and follow the Proposal Package Instructions in Appendix A to meet all proposal application requirements.

Note – Once the SFP has been downloaded and saved, the exhibit links will become disabled.

Required Exhibits:

- [SFP Exhibit A – Project Narrative \(DOCX\)](#)
- [SFP Exhibit I – Project Work Plan \(DOCX\)](#)
- [SFP Exhibit J – Partner Roles and Responsibilities \(DOCX\)](#)
- [SFP Exhibit K – Performance Goals Matrix \(DOCX\)](#)
- [SFP Exhibit F – Budget Summary \(DOCX\)](#)
- [SFP Exhibit F2 – Budget Narrative \(DOCX\)](#)
- [SFP Exhibit G – Supplemental Budget \(DOCX\) \(if applicable\)](#)
- [SFP Exhibit H – Logic Model \(DOCX\)](#)

Required Exhibit Attachments:

- [Cover Signature Page \(DOCX\)](#)
- [Executive Summary \(DOCX\)](#)
- Commitment and Partnership Agreement Letters
- [Indirect Cost Declaration \(DOCX\)](#)
- Negotiated Indirect Cost Rate Agreement (NICRA) (if applicable)

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I. Introduction, Background, and Purpose

A. Introduction

The Employment Development Department (EDD), in coordination with the California Labor and Workforce Development Agency (LWDA), announces the availability of up to \$16 million in Workforce Innovation and Opportunity Act (WIOA) Governor’s Discretionary funds for the Opportunity Young Adult (OYA) Career Pathway Program for Program Year 2023-24 (PY 23-24) Solicitation for Proposals (SFP). The OYA Career Pathway Program PY 23-24 grants and additional funding in 2024 will be awarded to design and implement projects that focus on creating pathways to success that test and demonstrate program strategies to improve employment outcomes and reduce persistent economic inequities for OYA 18-28 years of age. The OYA Career Pathway Program should position OYA to obtain access to good-quality jobs¹, including jobs that pay family-sustaining wages, offer benefits, have predictable hours, opportunities for career advancement, and worker voice. Projects will also provide investments for wrap-around support and services to increase the likelihood of program completion, employment outcomes, and career pathway advancement, including comprehensive case management with a trauma-informed² lens.

B. Background

In California, we have a demographic of thousands of resilient young people who, despite their potential, have faced insurmountable challenges that have left them disconnected from school or work. Many are young parents or justice-involved or working in low-wage jobs, often without any opportunity for career advancement. These young adults are not alone in their challenges; however, they face unique systemic barriers that have made their journey to sustainable employment arduous and challenging.

A recent study and resulting essays published in the Brookings Metro³ delved into what extent young people from socioeconomically disadvantaged backgrounds achieved economic mobility by their early thirties. Using a multivariate analysis, the authors identified factors likely to determine which of four different earnings groups people will end up in. Factors associated with membership in the two higher-earning groups include higher education, military service, union membership, and job-related training. Factors related to belonging to the lowest earning group among youth between ages 16 and 23 included incarceration, work-limiting health conditions, teen parenthood, prolonged unemployment, and disconnection from school and work in their adolescence.

¹ Detailed information relating to the Good Jobs definition can be found at: https://results4america.org/wp-content/uploads/2022/07/RFA-WorkLab_-_Job-Quality-Framework-Final.pdf and <https://www.aspeninstitute.org/wp-content/uploads/2021/03/To-Build-Back-Better-Job-Quality-Is-the-Key.pdf>

² a trauma-informed lens means issues from a perspective that OYA have experienced an increase in mental health challenges between 2006-2014 exacerbated by the pandemic, economic and political instability, substance abuse, social media, job loss and the uncertainty about their future.

³ Ross, M., et al. (2022, June 1). *Diverging employment pathways among young adults*. Brookings. <https://www.brookings.edu/articles/pathways-to-upward-mobility-diverging-pathways/>

Moreover, the analysis indicated that service jobs held at age 25 are less likely to result in economic mobility by age 31 than individuals in other occupations, such as construction or production, who are more likely to be upwardly mobile by age 25. Furthermore, the results of this study and the resulting essays found that someone holding a job in any occupational group aside from service is more likely to reach the group with the second-greatest earnings and benefits trajectory.

In addition, Black young adults, in comparison to both white and Latino/Hispanic young adults, are less likely to be in a more upwardly mobile trajectory group. Also, females are more likely to be in the two trajectory groups with the lowest economic mobility. Considering these challenges, the data underscores the vital need for state funding to support the targeted young adults in bridge programs and training and employment programs. The numbers represent WIOA youth program outcomes for Black and Hispanic populations and reflect consistent community participation. This data emphasizes the demand for programs tailored to their specific needs. Therefore, in alignment with the Governor's Freedom to Succeed initiative, the EDD and the LWDA aim to address systemic barriers and acknowledge historical inequities to rectify economic disparities and create equality of opportunity across the state for this target population.

C. Purpose

This funding opportunity will aid in providing programs that center around providing critical services for these OYAs that will accelerate their movement into family-sustaining jobs. This program will allow the state to implement projects that utilize innovative, OYA-centered outreach and program strategies for OYAs and place them in living-wage jobs and develop culturally competent services and programs tailored to the needs of young people with barriers experiencing unemployment or underemployment informed by OYA voice through engagement that builds on the experience and perspective of OYA for program design and delivery.

Therefore, the OYA Career Pathway Program PY 23-24 grant competition solicits proposals that employ best practices to accelerate employment into good-quality jobs in health, infrastructure, agriculture, and manufacturing, explicitly emphasizing public sector career pathways. Competitive programs will develop innovative employment strategies for the target populations by combining targeted industry sector training and education with trauma-informed and tailored wrap-around services. Programs should launch OYAs into sustainable career paths with a trajectory toward upward mobility. Particular attention should be devoted to expanding registered apprenticeships and work-based learning opportunities and developing other education and training alternatives to the traditional four-year degree that prepare OYAs for quality employment in growing industries and provide good-quality jobs that offer living wages, benefits, and opportunities for advancement.

D. Theory of Change

The vision for the State is to create pathways to success for OYA and test and demonstrate program strategies that improve outcomes for OYA and reduce persistent economic inequities.

This program supports the Governor’s Executive Order N-11-23⁴ to further and build equitable career pathways, improve skills training and hands-on experiences at schools and beyond, and provide universal and affordable access to education, noting that considerable work remains to integrate these programs and align training and other opportunities to the real-life needs of students, workers and businesses and other employers, especially in the context of an evolving economy. These program strategies will prioritize: (i) investments in education and workforce training programs that build skills, supports and employer partnerships to create pathways to good jobs; (ii) expand innovative “earn and learn” opportunities such as apprenticeships, pre-apprenticeships, and other work-based learning opportunities including paid work experience (PWEX), on-the job training (OJT) and internships; (iii) advance dual enrollment implementation to accelerate both educational and employment opportunities; (iv) promote accessible, affordable post-secondary options (including two- and four-year colleges, shorter term credentialing (less than years), apprenticeships, and other kinds of training); (v) focus not only on post-secondary enrollment but also college credits and completion of degrees; (vi) build more vital bridges between school and work; (v) provide investments for wrap around support and services to increase the likelihood of program completion, employment outcomes, and career pathway advancement (vi) provide comprehensive case management with a trauma informed lens; (vii) provide support for basic needs such as food, housing, internet access, transportation, childcare, health, and mental health care, as well as financial support/living stipends during training goals.⁵

Best practices from projects will inform broader systemic change in California's YA service delivery model with the prospect of scaling statewide. This funding program also intends to demonstrate strategies to enhance state capacity for improving employment and earnings outcomes for OYAs by (i) addressing systemic barriers and acknowledging historical inequities and increasing equality of opportunity by providing critical services for these OYAs that will accelerate movement into family-sustaining jobs, (i) enabling LWDA and EDD to support case management and comprehensive wrap-around services with a trauma-informed approach either as preparation for education, training, or employment or as part of a skills training program, leading to sustainable employment.

II. Program Overview

A. Availability

There is a total of \$17 million available, and \$16 million will fund the OYA Career Pathway Program for PY 23-24, and \$2 million will be set aside to fund an OYA Career Pathway Program Technical Assistance (TA) and/or evaluation SFP. Additional funding may be released in 2024 to support other OYA career pathway programs.

⁴ [8.31.23-Career-Education-Executive-Order.pdf](#)

⁵ Stipends must follow state guidance and that grantees are required to have a policy in place.

Applicants may apply for funding of \$2,000,000 up to \$2,500,000 to serve the target population. The state may choose to exceed the maximum amount for awards based on the availability of funds. The EDD anticipates that 6-8 projects will be awarded.

The period of performance (POP) for projects funded under this SFP will be 18 to 24 months, with an anticipated start date of April 1, 2024, and a project end date of March 31, 2026. This POP includes all necessary implementation and start-up activities. Grant funds will not be available for longer than 24 months. No obligation of funds will be allowed before or beyond the grant POP. Any funds not expended during the grant agreement period shall be returned to the state.

B. Target Populations

For this SFP, the target groups include opportunity and disconnected young adults ages 18-28 facing significant employment barriers that increase the likelihood of lower earnings throughout adulthood, including but not limited to:

- Being Black or a person of color
- Being female
- Holding a service sector job
- Persistent unemployment
- Being a teen parent
- Work-limiting health conditions or having a disability
- History of incarceration
- Low parental earnings and wealth
- Lack of a high school diploma or GED

C. Target Regions

The OYA Career Pathway Programs should focus on services in counties and regions in California where significantly large or concentrated amounts of OYA with employment barriers reside. Applicants should identify the target region(s) and make a case that there is a concentrated population of the targeted demographic in the target region(s). Factors include but are not limited to communities with high crime or incarceration rates, high poverty rates, high underemployed or unemployment rates, and/or communities of color within each county. Some identified and suggested target regions include Alameda, Contra Costa, Fresno, San Francisco, Solano, Sacramento, San Joaquin, Los Angeles, San Bernardino, and San Diego counties based on each county's absolute or proportional number of OYAs or the percentage of a county's population.

D. Target Industry Sectors

The OYA Career Pathway Program should target sectors with quality jobs with strong projected demand and career advancement opportunities, such as Public, Agriculture, Infrastructure, Manufacturing, and Health. Applicants can target other sectors but should make a case for

consideration of those sectors. Factors include but are not limited to sectors or industries that connect with apprenticeship programs, pre-apprenticeship programs, community college, and adult school programs with evidence of success.

E. Eligibility

Applicants: Non-profit organizations, labor unions, public agencies (local governments), tribal governments, community colleges, local workforce boards, and education and training providers. Applicants, including collaborations among partners, must have demonstrated expertise in assisting OYA and in workforce development programs.

Participants: All individuals must be at least 18-28 years of age and meet WIOA Title I Adult eligibility requirements to participate in the OYA Career Pathway Program PY 23-24 program.

III. Project Design

A. Project Goals and Objectives

The OYS Career Pathway Program grant aims to provide comprehensive, coordinated training and support services to enable opportunities for OYAs ages 18-28 facing significant employment barriers to successfully build skills and obtain good quality jobs with career advancement potential.

This grant program is intended to address existing and emerging gaps in the current workforce system for the serving OYAs in unserved communities across California, including service gaps in public workforce services, education, training delivery, and job quality challenges for the target population. This grant program seeks to create sustainable change by providing case management and wrap-around services to targeted diverse and vulnerable young adult communities through a trauma-informed lens and cohort model, either as preparation for education and skills training or as a critical component of skills training. This funding will provide programs with greater flexibility to demonstrate strategies that enhance the state's capacity for improving employment and earnings outcomes for targeted diverse and vulnerable young adult communities. The cohort-based approach will enable disconnected young adults from targeted diverse and vulnerable communities to provide peer support and develop relationships with service providers to keep each other informed. It is a proven approach to keep students on track to achieve their goals. The EDD will set clear targets for grant outcomes, including specific evaluation metrics. Formal evaluations for the grant programs will include recommendations for future outreach efforts.

B. Project Design

Competitive projects will implement evidence-based practices and collaborate with entities attuned to the unique needs of OYA to achieve program outcomes. Applicants will complete a detailed work plan demonstrating how their project will meet the defined goals and direct existing resources in new, more effective ways of serving the target population. Also, applicants

will be required to complete a program logic model using the Logic Model Worksheet provided in the SFP to give a graphical representation of program activities and their intended outcomes as depicted in the overall project's theory of change.

Program design should focus on the following:

- Cohort-based training that focuses on good quality jobs, with close employer partnerships and evidence of demand and career advancement potential, with occupational skills components, work readiness, basic math, reading, and literacy skills.
- Expanding apprenticeships and other work experiences as entry points to employment include paid internships, pre-apprenticeships, on-the-job training, registered apprenticeships, and mentorships.
- Connecting OYAs to career-track employment through work-based learning opportunities High Road Training Partnerships (H RTP) programs by providing work readiness and technical occupational skills training.
- Developing other education and training alternatives to the traditional four-year degree by offering academic and nonacademic support through cohort-based training programs with work-based learning components.
- Fostering YA engagement in program design and ongoing improvement.
- Establishing well-defined employment objectives by creating individual development plans and skills assessments.
- Developing culturally competent programs that include case management, supportive and wrap-around service using a trauma-informed approach.
- Creating targeted outreach and program strategies to serve the target population's needs.
- Implementing a project that will inform broader systemic change to increase workforce success for young people through a model that can be scaled.

C. Strategies

In pursuit of the program's strategies, applicants may (i) create new tools, (ii) borrow methods from other disciplines, and/or (iii) apply models from other sectors or population-specific strategies to achieve the desired outcomes. Also, to ensure the quality, effectiveness, and delivery of the projects being funded, competitive proposals should foreground (i) strong collaboration with employers, labor partners, community-based organizations, and other workforce entities; (ii) strategic co-enrollment with other WIOA programs; (iii) equal access; and (iv) the implementation of evidence-based strategies that provide wrap-around support and case management with a trauma-informed approach⁶. Also, supportive services should assist with referrals to health, housing, educational resources, coaching for job search,

⁶ a trauma-informed approach would mean recognizing that OYA have experienced an increase in mental health challenges between 2006-2014 exacerbated by the pandemic, economic and political instability, substance abuse, social media, job loss and the uncertainty about their future. Substance Abuse and Mental Health Services Administration. *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA_Trauma.pdf

mentoring for workplace success, and financial literacy. Please note that financial stipends paid for by the funds received through this program will only be available to trainees participating in designated training programs to support their participation and successful outcomes. Stipends are only available during the grant term and not after the grant has ended.

Strategies should be tailored to local or regional needs and incorporate and include, but are not limited to, the following:

- Maximize partner resources by braiding funds and leveraging resources.
- Customize case management and wrap-around support based on OYA-specific needs.
- Provide cohort-based training for peer support, networking, and accelerated completion of certificates and/or credentials.
- Design outreach and marketing strategies relevant to the OYA population based on workers' and young adults' voices and input.
- Establish partnerships with organizations with a strong relationship with the local YA population.
- Bridge the gap between completing high school and entering the workforce or between low-wage jobs and jobs offering family-sustaining wages.

Consider the promising practice of serving OYAs learned through recent program evaluations⁷ and outlined below when tailoring strategies to local or regional needs and incorporate, if applicable. Evaluation study participants shared and underscored the value of the following:

- Young people rely on messengers they trust to learn about, enroll, and persist in training programs. Establishing these relational touch points directly or through partnerships for recruitment and marketing is critical to identifying and connecting with target YA populations. This often requires new and different capacities for training providers to develop strategies and fund associated activities.
- Partnerships are essential for successful programs, especially in the case of YA providers who should look to partner with entities not often considered workforce partners, such as providers of housing, mental health services, childcare, and transportation.
- Working with intermediaries and unions can support training providers in being able to broker jobs that are harder for youth to access on their own; this is a significant value add in the messaging for YA, many of whom may be eager to take up employment that is more easily accessible and available due to location or training requirements.
- Given the growing need for mental and behavioral health services in YA workforce programs, participants noted that wraparound supports should be embedded in any training model.

⁷ See <https://info.jff.org> and <https://www.newwaystowork.org/wp-content/uploads/2022/09/California-Data-Report.pdf>

D. Creating Career Pathways/Certified Training, Cohort-Based Training, and WBL

The OYA Support project plan must focus on providing training for good-quality jobs in in-demand industry sectors through innovation. Applicants are encouraged to utilize or develop pre-apprenticeships, apprenticeships, PWEX, or other WBLs to train participants for good-quality jobs. To this end, partnerships or linkages with the DAS are encouraged. Applicants who do not provide WBL, certified training, or cohort-based training directly must increase access to training by developing a relationship with partners with the demonstrated ability to provide cohort-based training as part of the project plan. Applicants should (i) create new models for service delivery and funding alignment that can be expanded system-wide within the project's county service area and can be replicated across the state and tailored to regional needs; (ii) increase the number of OYA in career pathways, pre-apprenticeship, apprenticeship, and other WBL models; and (iii) plan for and implement a sustainability plan to promote project continuation after the period of performance.

E. Providing Supportive Services, Wrap-Around Support, and Case Management

The OYA Career Pathway Program must provide participants with innovative wrap-around support and case management. Essential elements of this program include (i) strong partner collaboration, (ii) strategic co-enrollment, (iii) equal access, and (iv) the implementation of evidence-based strategies that offer a holistic suite of wrap-around support, case management, and supportive service interventions designed to address the needs of the target population. Trauma-informed wrap-around support and case management services must be tailored to each participant's cultural, personal, educational, and professional needs to ensure full engagement in education and training opportunities and increase the likelihood of job placement and retention. Wrap-around support and case management services can include but are not limited to providing assessments, access to career navigation training, customized occupational skills training, finding employment opportunities with career ladders, and childcare subsidies enabling individuals to focus on learning opportunities. Supportive services can include but are not limited to childcare, mental health, health, financial literacy, transportation, and other services to support individual needs.

F. Collaboration and Strategic Partnerships

Successful applicants will detail (i) the partnerships needed to achieve the goals and objectives of the program, (ii) the collaborative approach to how the partners will work together, (iii) demonstrate how partners will provide support for the target population, (iv) how to provide services to address basic needs of the target population to participate in training programs. Additionally, partnerships must facilitate the provision of a full array of wrap-around support and case management services tailored to the needs of the target population in the project area.

Successful applicants are strongly encouraged to establish partnerships including but not limited to the following:

- Collaborative partnerships between mission-driven CBOs such as labor or non-profit organizations with demonstrated expertise in engaging and assisting OYA, local workforce development boards and/or other community-based organizations, and training and education providers with experience providing workforce and training services to target populations.
- Programs focused on basic skills and/or upskilling projects should include partnerships with training organizations that provide services to YAs.
- A human service agency, other public agency, nonprofit community-based organization, or workforce development board that can provide case management, wrap-around, supportive, and follow-up services.
- Adult Education and Training Provider, community college, or other innovative training provider with an established Integrated Education and Training (IET)⁸ program with sustainable wages in the target or industry sectors.
- Workforce services provider with demonstrated experience and success in providing workforce services and case management to YA in the target region(s); CBOs may serve in this role.
- Department of Corrections and Rehabilitation staff at the county or state level administers collaboration with other state agencies and departments, probation or diversion programs such as drug courts, veterans' courts, community courts, or other specialty courts.
- Additional partnerships that will enhance the project's success are recommended based on the needs of the target population, industry, and geography.

See Appendix H for a list of education partners with existing IET programs. Strategic partnerships must facilitate the provision of a full array of services tailored to the needs of OYAs in the project area, from education to high-quality employment. Partnership agreement letters will strengthen the application. Proposals without existing collaboration and partnership commitments are required to demonstrate robust plans for implementing the program and developing the partnerships necessary for future success. See section V. Submission and Format for more information on submitting partnership agreement letters.

G. Supporting Data

Successful proposals must cite supporting data on labor market demand for the proposed training as applicable from various sources, as appropriate. Relevant data sources may include the EDD Labor Market Information Division (LMID), Bureau of Labor Statistics (BLS), local surveys, or any other reliable data source such as consultation with industry associations, Local Areas, or mandatory and non-mandatory partners. The supporting data should (i) reflect the

⁸ IET programs are defined by WIOA Final Regulations at 34 CFR 463.35 as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

applicant’s comprehensive understanding of the issues specific to the advancement of Young Adults into in-demand and good-quality jobs with the focus on Public, Agriculture, Infrastructure, Manufacturing, and Health sectors (ii) demonstrate the need for the proposed project; (iii) justify the project’s approach and make a case for the potential for success; (iv) validate program design with evidence that the best practices are being used; and (v) use local data sources that illustrate the experience of individuals and specific communities, such as analyses of local news articles and reliable social media groups, or data from interviews, focus group sessions, or surveys.

IV. Application and Program Requirements

All proposals must adhere to requirements, utilize the required format, and include all requested information and attachments. Incomplete submissions will be deemed non-responsive. Proposals that do not meet the minimum requirements will not be scored or considered for funding. Refer to Appendix A for guidance on adequately completing, formatting, and submitting all elements of the proposal package.

A. Required Exhibits and Attachments

- Exhibit A: Project Narrative
- Exhibit F: Budget Summary
- Exhibit F2: Budget Narrative
- Exhibit G: Supplemental Budget (if applicable)
- Exhibit H: Logic Model
- Exhibit I: Project Work Plan
- Exhibit J: Partner Roles and Responsibilities
- Exhibit K: Performance Goals Matrix
- Cover/Signature Page
- Executive Summary
- Partnership Agreement Letters and Commitment Letters
- Indirect Cost Declaration
- Negotiated Indirect Cost Rate Agreement (NICRA) (if applicable)

B. Registration with the System for Award Management (SAM)

Applicants must register with the SAM to apply for and receive funding for this initiative.

Note – SAM registration must be reviewed and updated every 12 months to keep accounts current, accurate, and complete in the SAM database. To remain eligible for funding, applicants must maintain an active registration in the SAM database. Applicants must ensure this information is updated before applying for funding. The registration and/or renewal process can take several weeks to complete and requires privileged information, including financial and banking information, which may take time to obtain. The applicant must have all information up to date and accessible through the SAM before applying. Visit the [SAM website](#) for more information about registration requirements.

C. Partnership Agreement and Commitment Letters

To enhance the project, applicants must submit partnership agreement letters from any proposed partners. Any partner, including the applicant providing the whole or part of the leveraged in-kind or cash contribution to the program, must also provide a commitment letter stating the amount of the cash and/or in-kind contribution being leveraged for the project. If the applicant is one of the partners and/or provides required leveraged funds or resources, they must provide their letter to document the commitment. See Appendix A for more information on submitting partnership agreements and commitment letters.

D. Performance Goals

Applicants can reference the state’s negotiated performance goals in Figure 3. These metrics and rates of achievement are provided as a point of reference for applicants when reviewing their local goals. The state recognizes that local goals may differ from those presented here. Refer to Appendix A and Workforce Services Information Notice (IN) *State Negotiated Performance Goals PY 22 and 23* (June 14, 2022) ([WSIN21-51](#)), and IN *Local Area Negotiated Performance Goals PY 22 and 23* (October 13, 2022) ([WSIN22-14](#)) for more information about performance goals.⁹

Figure 3: State Negotiated Performance Goals

PY 22-23 Negotiated Performance Goals	Adults
Employment Rate 2nd Quarter After Exit	64.0%
Employment Rate 4th Quarter After Exit	61.0%
Median Earnings 2nd Quarter After Exit	\$7,000
Credential Attainment within 4 Quarters After Exit	65.5%
Measurable Skill Gains	55.0%

In addition to the WIOA performance measures, the state requires subrecipients to track total participants enrolled in education, training, and training-related employment. Refer to Workforce Services Directive *Performance Guidance* (November 8, 2023) ([WSD23-03](#)) for detailed information regarding the WIOA's six primary performance indicators.¹⁰

For this SFP, the applicant is encouraged to meet or exceed the state-negotiated performance goals in delivering on the measurable employment and quality job outcomes outlined below. Applicants should tailor performance goals to the project needs and regional objectives. The project narrative explanation of performance goals must reflect a data-driven local/regional economic analysis that supports the proposed project performance goals concerning service delivery, target populations, and skill attainment.

⁹ All Workforce Services Information Notices referenced in this SFP can be found on the [EDD website](#).

¹⁰ All Workforce Services Directives referenced in this SFP can be found on the [EDD website](#).

To meet the primary goals of the OYA Career Pathway Program and to improve YAs' employment outcomes, grantees will need to set performance goals for the following outcomes, which are based on WIOA performance indicators:

1. Total Participants to be served.
2. Number to be enrolled in certified training and work-based learning (WBL).
3. Total Participants Exited.
4. Employment Rate 2nd Quarter After Exit.
5. Employment Rate 4th Quarter After Exit.
6. Credential Attainment within 4 Quarters After Exit.
7. Median Earnings 2nd Quarter After Exit.
8. Number of Participants who receive benefits through employment.
9. Number of participants who transition into the next job at a higher wage than the previous job or hourly wages that meet or exceed the [Massachusetts Institute of Technology](#) (MIT) living wage standard for local regions.
10. Number of participants who transitioned to higher education or enrolled in credential programs.
11. Number of participants who achieved credential attainment during the grant period.

V. Budgeting and Performance Requirements

A. Funding Request

Funding timing and decisions are based on the availability of funds. Estimated amounts and dates are not final and are subject to change. A total of \$16 million in funding for OYA Career Pathway Program PY 23-24. Applicants can apply for a minimum of \$2 million and a maximum of \$2.5 million. Final awards and participant counts may be adjusted depending on the number of successfully submitted proposals. The state expects the performance period for participating projects funded under this SFP to be 18-24 months. Grant funds will not be available for longer than 24 months. No obligation or commitment of funds will be allowed before or beyond the grant period of performance. Any funds not expended during the grant agreement period shall be returned to the state.

EDD recognizes that intensive training in occupational skills literacy and other essential skills, combined with robust wrap-around support and ancillary services, will result in higher costs per participant than other similar training programs; therefore, an applicant may serve any number of participants but must provide a rationale for the cost per participant¹¹. The average cost per participant may vary based on geographic location, target population, service type, and intensity. These funds will support projects that can leverage other resources to maximize the project's impact, earn the maximum return on investment, and foster project replication and

¹¹ The number of projected participants is calculated using the mid-range average cost per participant (\$9,000) and the high-range average cost per participant (\$15,000). All numbers are approximate due to rounding. The number of projected participants is calculated using the following equation: $[\text{Amount Requested}] + [\text{Required Leveraged Funds}] / [\text{average cost per participant}]$.

sustainability. Therefore, to ensure equitable distribution of grant funds and maximize the program's impact, a funding cap of \$15,000 per participant is highly encouraged. This cap balances the program's resources to serve a diverse group of OYAs. Demonstrated success in achieving program outcomes for the OYA population will factor into funding decisions and the viability of program design.

B. Leveraging Funds and Resources

Applicants must demonstrate the ability to leverage at least 20 percent of their budget with funds or services from other sources. The leverage needed for funds is based on the total grant funding requested. Applicants are encouraged to braid funds, leverage human capital, and utilize other resources to maximize the project's success. Leveraged resources can come from various sources. All leveraged funds will be subject to the reporting requirements contained in *Workforce Services Directive Monthly and Quarterly Financial Reporting Requirements* (December 4, 2019) ([WSD 19-05](#)) and Title 2 Code of Federal Regulations (CFR) Part 200: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" (Uniform Guidance), Section [200.306](#) Cost sharing or leveraging.

Leveraged funds are a contribution of funds made available to the subrecipient to be explicitly used for project activities and must be consistent with the allowable activities of the fund source. The awarded subrecipient has control over and disburses these funds. The definition of "in-kind resources" is a contribution of non-cash resources explicitly used for project activities. Examples include but are not limited to donated personnel, services, and use of equipment or space. See Appendix A for more information on adequately documenting pledge contribution agreements.

C. Allowable Uses of Funds

The proper and improper use of grant funds is governed by (i) the WIOA and its associated federal regulations, (ii) state and federal directives, and (iii) the Federal Office of Management and Budget (OMB) Uniform Guidance for Grants and Agreements. Refer to Appendices B, C, and D for the general requirements of these funds. Funds awarded under this SFP cannot be used to purchase real property or to construct buildings. The Title I and III service category definitions and a comprehensive list of CalJOBS activity codes, see *Workforce Services Information Notice CalJOBS Activity Codes* (December 27, 2019) ([WSD19-06](#)).

D. Administrative Cost Limits

A maximum of 10 percent of the total requested grant amount will be allowed for administrative costs. Refer to Appendix D for the definition of administrative costs.

VI. Submission

Only one proposal will be accepted by each applicant. If EDD receives more than one application from one applicant, only the first one received will be accepted, while the others will be disqualified.

A. Submission and Format

The applicant must electronically submit the proposal package as a ZIP file to WSBSFP3@edd.ca.gov with the subject line “[Applicant Name] OYA PY 23-24 Proposal.” The proposal package, including all elements and the Cover/Signature page with the electronic signature of the signatory authority, is due by 3 p.m. on February 5, 2024. The Project Narrative, Executive Summary, and all exhibits must be submitted in Microsoft Word:

- Documents must be saved according to the following naming convention: “[Applicant Name] OYA PY 23-24[Name of Document]”.
- The applicant may utilize an acronym for their organization if desired. File names must not exceed 40 characters.

The Cover/Signature page, partnership agreement letters, and commitment letters must be submitted in PDF form:

- The Cover/Signature page must be saved according to the naming convention: “[Applicant Name] OYA PY 23-24 Cover Page”.
- Letters should be grouped by category and submitted as two separate PDFs with the following naming conventions: “[Applicant Name] OYA PY 23-24 Commit Letters” and “[Applicant Name] OYA PY 23-24 Partner Letters”.
- The applicant may utilize an acronym for their organization if desired. File names must not exceed 40 characters.
- Submit any additional binding documents and Creative Commons Attribution License verifying Documents (if applicable) in Adobe PDF.

B. Important Dates and Deadlines

Figure 1: Application Timeline

Event	Date
SFP release	December 22, 2023
Last date to submit questions for the webinar	January 5, 2024, by 12 Noon PST
Deadline to preregister for the webinar	January 11, 2024, at 9 a.m.
Informational Webinar	January 11, 2024, at 10 a.m. PST
Notice of Intent to Apply	January 19, 2024, by 12 Noon PST
Proposals due	February 5, 2024, by 3 p.m. PST
Proposal review and evaluation	February 12, 2024 - February 16, 2024
Deadline to appeal	February 14, 2024
Award announcements	March 2024
Estimated project start date	April 2024

Note – All dates after the final proposal submission deadline are approximate and may be adjusted as conditions dictate without an addendum to this SFP.

C. Questions and Answers

An informational webinar is scheduled on January 11, 2024, at 10 a.m. PST to review application requirements and answer questions. The webinar will be the applicant's final opportunity to ask specific questions about the SFP and the application process. Preregistration is required for all participants. Refer to the [EDD's Workforce Development Solicitation for Proposals website](#) for the [pre-registration link](#). To complete the pre-registration, an applicant must fill out the pre-registration information. After successfully preregistering, a system-generated email will provide the webinar link. Before submitting questions, applicants must thoroughly review the SFP and the Proposal Package Instructions in Appendix A.

Submit inquiries for the webinar to WSBSFP3@EDD.ca.gov with the subject "OYA PY 23-24 SFP Inquiry". Questions must be received before 12 Noon PST on January 5, 2024. Since the webinar will not be recorded, the attendees will receive a webinar summary of the content and Q&As via email within a week following the webinar. A compiled list of all the questions and answers received before, during, and after the webinar will be posted to the EDD website approximately one week after the informational webinar.

D. Delivery

Applicants must submit a complete proposal package with all required elements to WSBSFP3@EDD.ca.gov signed by the signatory authority as stated in the resolution for signatory authority by February 5, 2024, at 3 p.m. PT. Refer to Appendix A for further guidelines on electronic submission and IV. D. Agreement and Contracting for the signatory authority requirements for the Subgrant Agreement (contract).

VII. Award and Contracting Process

After the deadline, the EDD will (i) vet the proposals based on the minimum qualifications established in this SFP and (ii) administer a competitive evaluation for all proposals that meet the minimum qualifications. Funding decisions are based on scoring criteria, performance history, and regional and target population needs. The EDD will notify all applicants regarding the status of submitted proposals. A summary of projects funded under this SFP will be publicly posted on the EDD website.

A. Proposal Review, Scoring, and Evaluation

Teams of reviewers will score, and rank proposals based on the criteria outlined in this SFP; for those organizations that have participated in past grant programs administered by the EDD’s Workforce Services Branch (WSB), past and present performance will be considered in making funding decisions. An example of the scoring value of each section of the SFP is as follows:

Figure 4: Scoring Rubric

Narrative Criteria	Maximum Points
Section I – Statement of Need	15
Section II – Project Plan	20
Section III – Performance Goals	20
Section IV – Partnerships and Leveraged Resources	20
Section V – Statement of Capabilities	15
Section VI – Budget Summary Narrative and Plan	10
Minimum and Other Requirements Total Maximum	100

Only proposals that score in the top tier, are deemed meritorious, and are in the state's best interest will be recommended for funding. The EDD reserves the right to conduct on-site reviews before making final funding recommendations. After completion of the evaluation process, the EDD Director will receive the funding recommendations. The LWDA Secretary, in consultation with the EDD, will make final funding decisions based on the ranked scores and other factors such as the distribution of funds across geographic locations and special populations in need, past performance, innovative approach, and uniqueness of the project.

B. Appeals Process

A proposal may be disqualified for not meeting the application requirements. Read the SFP carefully and consult Appendix A for detailed instructions on adequately completing and submitting all application elements and ensuring all requirements have been met. An appeal of the disqualification decision may be filed; however, take into consideration the following:

- There is no appeal process for not meeting the proposal submission deadline.
- Proposals that do not meet the submission deadline or requirements will be deemed incomplete and not evaluated for funding.
- Final funding decisions cannot be appealed.
- The application requirements are those conditions that must be met for the proposal to be forwarded for evaluation and scoring. See sections III, IV, and V of the SFP and Appendix A for more information on application and submission requirements.

The EDD will email and mail disqualification letters to applicants. Applicants have seven calendar days from when the disqualification email is received to appeal. Send all appeals to WSBSFP3@EDD.ca.gov by the close of business on the seventh calendar day. The appellant

must submit the facts in writing. The review will be limited to the information provided in the report. To be considered for review, the appeal must contain the following information:

- Appealing organization's full name, address, and telephone number.
- A brief statement of the reasons for the appeal, including citations to the SFP and pertinent documents.
- A statement of the relief sought.
- All corrective documentation (for example, if a commitment letter did not contain the exact amount of the leveraged funds, the applicant must include a new commitment letter that meets the requirements indicated in the SFP and Appendix A).
- A scanned copy of the statement with an original wet signature of the authorized signatory of the organization.
- Appeals must be submitted in PDF form to WSBSFP3@EDD.ca.gov.

The EDD will respond to appeals via email. The review will be limited to determining whether the corrective actions taken by the applicant were successful and whether the proposal meets the minimum application requirements to be evaluated.

C. Award Notification

Awards will be announced on the EDD website, and applicants will be notified of the funding decisions. Award decision notices are anticipated to be mailed by March 2024. An award offer does not constitute approval of the application as submitted. The applicant must negotiate with the EDD to finalize program components, staffing levels, budget elements, and administrative systems to support grant implementation. If the negotiations do not result in a mutually acceptable submission, the EDD reserves the right to terminate negotiations and decline to fund the application.

D. Agreement and Contracting

The EDD will contact the subrecipients to finalize the details of the Subgrant Agreement (contract). The EDD may request that the contracts incorporate changes to the original project proposals. After all exhibits are finalized, the awardee will officially enter a contract with EDD to provide the services and serve the number of participants listed in the contract for the amount awarded. Any unauthorized deviation or non-responsiveness may be grounds for breach of contract with legal repercussions. Please ensure that the contract goals and objectives are feasible and reasonable for your organization and that your infrastructure supports the administrative and operational requirements. The state expects contract negotiations to begin immediately after providing official award notices. A Notice of Award does not automatically entitle the subrecipient to funding. The EDD reserves the right to terminate any funding offer if a subrecipient does not negotiate in good faith. Subrecipients are advised to consider whether official action by a County Board of Supervisors, City Council, or other similar decision-making body will be necessary before accepting funds awarded under this SFP. The time needed for such official action will affect the subrecipient's ability to meet the project terms and conditions and the projected work plan.

All projects selected for funding are contingent upon the revision and approval of the contract exhibits. Project exhibits are not automatically approved. Subrecipients may be required to revise the project exhibits to comply with federal and state mandates during the approval and contract negotiation process. The Special Initiatives Support Group will guide the finalization of the exhibits and verify that all requirements are met to be incorporated into the official Subgrant Agreement (contract). The subrecipients must submit a resolution for signatory authority designating the position having the authority to sign for the organization. The EDD reserves the right to rescind any funding offer if a subrecipient does not comply with the revision process and the terms of the Subgrant Agreement.

VIII. Administrative Requirements

To qualify for awarded funds, successful applicants must comply with all administrative and reporting requirements. Applicants who do not comply may be de-obligated. Refer to Workforce Services Directive *Unilateral De-Obligation* (July 20, 2016) ([WSD16-03](#)) for more guidance.

A. Monitoring and Audits

During the POP, subrecipients will be monitored and/or audited by the state, following existing policies, procedures, and EDD guidance to clarify WIOA funds' requirements. Subrecipients are expected to be responsive to all reviewers' requests, provide reasonable and timely access to records and staff, facilitate access to subcontractors, and communicate with reviewers in a timely manner. Complete and accurate reporting is essential during the monitoring process. Subrecipients that expend over \$750,000 in federal funds from any source must complete a single or program-specific audit for the fiscal year per the Single Audit Act for State and Local Agencies, 1996 Amendments, Public Law 104-156. Refer to Workforce Services Directive *Audit Requirements* (October 13, 2020) ([WSD20-03](#)) for more information.

B. Record Retention

Subrecipients must maintain sufficient project and fiscal records to allow federal, state, and local reviewers to evaluate the project's effectiveness and proper use of funds. The record-keeping system must include both original and summary (computer-generated) data sources. Subrecipients will retain all records pertinent to the contract for five years from the date of the final payment of the contract unless a more extended period of record retention is stipulated.

C. Reporting

All subrecipients must have access to the CalJOBS website to report expenditures, participant information, and outcome data to the state promptly and accurately. Refer to Appendix F: CalJOBS Workstation and Software Requirements for more details. The state will provide training on how to use the CalJOBS reporting system. Review [Types of Work-Based Learning WIOA Desk References](#) (<https://ion.workforcegps.org/resources/2017/07/14/09/08/Work-Based-Learning-Desk-Reference>) and Workforce Services Directive *CalJOBS Activity Codes*

(December 27, 2019) ([WSD19-06](#)) for guidance on entering grant activity codes. See Workforce Services Directive *CalJOBS Participant Reporting* (April 8, 2021) ([WSD20-10](#)) for more information regarding participant reporting requirements.

Subrecipients will be required to submit monthly financial and participant reports using CalJOBS. Subrecipients will also be required to submit monthly narrative progress reports (QPR) on the status of the projects, which is a condition of the contract. Failure to properly report may result in cash hold and de-obligation. Refer to Workforce Services Directive *Monthly and Quarterly Financial Reporting Requirements* (December 4, 2019) ([WSD19-05](#)) for further information.

D. Closeout

Project closeout reports are due within 60 days of the project termination date. Applicants should include costs associated with closeout activities in the budget plan. Refer to Workforce Services Directive *Monthly and Quarterly Financial Reporting Requirements* (December 4, 2019) ([WSD19-05](#)) for further guidance.

E. Compliance

All funds are subject to state and federal statutory and regulatory requirements, including the WIOA and its associated federal regulations, OMB Circulars, Title 29 of the *Code of Federal Regulations*, and compliance with the Subgrant Agreement.

F. Intellectual Property Rights/Creative Commons Attribution License

Subrecipients of a federal award obtain the title to intangible property once acquired. The subrecipient must use the property for the authorized initial purpose and must not encumber the property without approval from the EDD. Further, the DOL has the right to obtain, reproduce, publish, or otherwise use the data produced under a federal award and authorize others to receive, reproduce, publish, or otherwise use such data for federal purposes (Uniform Guidance Section 200.315[a], [d]). In addition, the DOL requires intellectual property developed under a competitive federal award process to be licensed under a Creative Commons Attribution license. This license allows subsequent users to copy, distribute, transmit, and adapt the copyrighted work and requires such users to attribute the work as specified by the recipient (DOL Exceptions 2 CFR Section 2900.13). Refer to Workforce Services Directive *Property – Purchasing, Inventory, and Disposal* (November 10, 2016) ([WSD16-10](#)) for more information.

G. Public Communications – Certain Information Requirement

According to P.L. 117-103, Division H, Title V, Section 505, when issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all non-Federal entities receiving Federal funds shall clearly state:

1. The percentage of the total costs of the program or project that will be financed with Federal money.
2. The dollar amount of Federal funds for the project or program.
3. The percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

The requirements of this term are separate from those in 2 CFR Part 200, and, when applicable, both must be complied with.

H. Evaluation

The WIOA Sections 134 and 136 (e) provide for the ongoing evaluation of workforce development activities. A statewide activities assessment allows the state to determine the effectiveness of the Governor's Discretionary Funds in addressing identified statewide needs. As a result, the state may pursue a statewide evaluation of the projects awarded through this SFP. If a statewide evaluation occurs, the subrecipient must participate by providing the requested data and information. Therefore, throughout the POP, subrecipients must document lessons learned and effective practices ascertained through this project and share them through the QPR medium.

Appendices

Appendix A: Proposal Package Instructions

Applicants must follow the instructions below and complete all requested exhibits in the SFP announcement. The Cover/Signature Page, Executive Summary, Project Narrative, and all Exhibits must be completed in Calibri 12-point font. The Cover/Signature Page, Executive Summary, required exhibits, mandatory commitment letters for leveraged funds, and partnership agreement letters are not included in the 15-page limit, which applies only to the narrative. After carefully reviewing the SFP and Appendices, questions regarding the proposal package can be emailed to the EDD staff at WSBSFP3@EDD.ca.gov.

Format and Document Order

The following chart lists the documents that must be included in the proposal package. Applications not including all the required documents listed will be deemed non-responsive and not considered for funding. This may also be used as a checklist to help ensure a complete grant package submission.

1. Exhibits	
Exhibit A – Project Narrative (must include the following sections) – Word Template	
I. Statement of Need	
II. Project Plan	
III. Performance Goals	
IV. Partnerships and Leveraged Resources	
V. Statement of Capabilities	
VI. Budget Summary Narrative and Plan	
Exhibit F – Budget Summary-Word Template	
Exhibit F2 – Budget Narrative-Word Template	
Exhibit G – Supplemental Budget (if applicable) – Word Template	
Exhibit H – Logic Model-Word Template	
Exhibit I – Project Work Plan-Word Template	
Exhibit J – Partner Roles and Responsibilities – Word Template	

Exhibit K – Performance Goals Matrix	
2. Exhibit Attachments	
Cover/Signature Page (e-signed by the authorized signatory) – PDF of Word Template	
Executive Summary – Word Template	
Commitment Letters (Required for Leveraged Funds) and Partnership Agreement Letters (Required for Collaborations and Strategic Partnerships in proposal)- PDF	
Indirect Cost Declaration – Word Template	
Negotiated Indirect Cost Rate Agreement (NICRA) (if applicable) If an applicant claims indirect costs, include your indirect cost rate proposal/approval from your Cognizant/Approving Agency OR attach your Cost Allocation Plan with certification letter.	

Exhibit Instructions

Complete only the required information in the exhibits. Do not change or alter the exhibits. Submit all exhibits as Microsoft Word documents with the following title: "[Applicant Name] OYA PY 23-24[Exhibit]". For example, "OrgXYZ [OYA PY 23-24ExF" for Exhibit F. File names must not exceed 40 characters. Disclaimer: The exhibits have been updated for accessibility in compliance with the Americans with Disabilities Act. Exhibits must be completed accurately.

Exhibit A: Project Narrative

The applicant should demonstrate in the Project Narrative how the applicant’s project plan will lead to the success of the target population. The entire Project Narrative must be written in MS Word using Calibri 12-point font, limited to 15 pages. Anything beyond the 15-page limit will not be considered. The other required exhibits and attachments do not count toward the page limit. Save this document according to the following naming convention: “[Applicant Name] OYA PY 23-24[Exhibit]”. For example, “OrgXYZ OYA PY 23-24ExA”. File names must not exceed 40 characters.

The Project Narrative must include the following seven sections in the following order as indicated in Exhibit A:

- I. Statement of Need (15 points)
- II. Project Plan (20 points)
- III. Performance Goals (20 points)
- IV. Partnerships and Leveraged Resources (20 points)
- V. Statement of Capabilities (15 points)
- VI. Budget Summary Narrative and Plan (10 points)

For each section to be considered complete, applicants must cite supporting data. Relevant data sources may include the EDD Labor Market Information Division (LMID), Bureau of Labor Statistics (BLS), MIT living wage for the local area, local surveys, or any other reliable data source such as consultation with industry associations, Local Areas, or mandatory and non-mandatory partners. The data should reflect the applicant's comprehensive understanding of the issues specific to the target population, demonstrate the need for the proposed project, justify the project's approach, and make a case for the potential for success. The data should also support the focus on the regionally specific impacts on the risk of the target population and/or evidence of best program design practices to support the target population. Applicants should use local data sources that illustrate the experience of individuals and specific communities in need, such as analyses of local news articles, to support the other data presented in the narrative.

The narrative must be organized as follows: include the headers indicated in bold and address the bulleted prompts. Each section will be reviewed and scored individually for content according to the instructions below.

Section I – Statement of Need (Maximum 15 points)

I.1. Target Region (Score Range 0–5 points)

- Describe the target region(s), including an estimated number of the target population in the region(s).
- Describe the unmet needs of the target population, including gaps in services.
- Explain how the unmet need was determined and what factors contributed to the unmet need.
- Provide supporting data and sources.

I.2. Target Group Description (Score range 0–5 points)

- Describe the characteristics of the target population.
- Describe common and significant barriers to employment, training, and services.
- Identify and describe the supportive service needs.
- Describe basic and occupational skills gaps and needs.
- Provide a clear strategy to address skills gaps and improve the labor market and skills outcomes.
- Discuss current challenges with employment and retention and how the project will address them.
- Provide a clear justification for the project, including qualitative and quantitative evidence, to explain how existing gaps in services currently provided to the target population will be addressed.
- Cite data sources.

I.3. Target Industry Sector (Score Range 0-5 points)

- Describe the target industry sector(s) where participants will be trained and placed.
- Indicate the criteria that qualify the target occupations as good-quality jobs (as defined on page 1 of the SFP).
- Demonstrate the demand for skilled workers in the target industries in the service region, including how the demand was determined.
- Describe the current and projected employment opportunities in the targeted industry sector(s) and geographic service region, including a forecast of the approximate number of jobs available in the target industries.
- Assess the individual skill levels of the demographic population and compare the skills needed by the industry sector(s) that justify the project's recruitment, training, and employment strategies.
- Provide wage data for specific occupation(s) based on the MIT living wage standard.

Section II – Project Plan (Maximum 20 points)

II.1. Outreach/Recruitment (Score range 0–5 points)

- Identify the culturally relevant outreach and recruitment methods specific to the target population that will be used to recruit program participants.
- If the outreach and recruitment methods for this project have been used before by the organization or other agency, describe the outcomes and lessons learned.
- Explain how these outreach methods will ensure equity goals are met.
- Demonstrate how these methods will reach a significant percentage of the target population in a replicable, effective, and timely manner.

II.2. Planned Service Approach/Logic Model (Score range 0–5 points)

- Complete and attach the Project Work Plan (Exhibit I) and Logic Model (Exhibit H).
- Describe the project work plan and how the objectives, activities, outcomes, and milestones will be achieved.
- Demonstrate how the approach addresses the challenges in the Statement of Needs.
- Indicate what best practices will be applied and how building upon them will result in an innovative new approach.
- Describe the services and training used to achieve the planned goals and objectives.
- Describe how the service delivery plan will address the barriers to the target population, transition participants into employment, and/or help participants achieve ongoing career advancement and sustainability.
- Demonstrate how services and training will enable participants to increase their vocational and job readiness skills, attain and retain employment, enter career pathways, and advance in the target industries.
- Describe how the project will strengthen collaboration, support co-enrollment, provide clear pathways to employment, and provide support and follow-up services to ensure participant success.
- Explain how the project is replicable, scalable, and sustainable.

II.3. Career Pathways/Certified Training, Cohort-Based Training, and WBL (Score range 0–5 points)

- Demonstrate a central approach for providing required certified training, cohort-based training, and WBL programs that prepare participants for good-quality jobs in the demand sector in their region.
- To train for good-quality jobs, demonstrate a strategy to utilize or develop pre-apprenticeship, apprenticeships, PWEX, or other WBLs.
- Demonstrate that the approach to providing certified training, cohort-based training, and WBL programs balances participant and community needs with those of employers.
- Demonstrate that the proposed strategy seeks to build the infrastructure necessary to support future WBL, certified training, or cohort-based training programs.

- Demonstrate that the technical or occupational skills targeted in this project are based on standards developed or endorsed by the target industries and/or employers.
- Explain how this strategy will enable participants to obtain employment in a career pathway that offers career mobility and living wages.

II.4. Wrap-Around Support/Case Management (Score range 0–5 points)

- Explain the strategy to develop capabilities and increase access to training by focusing on target population-specific outreach, staff development, policy development, barrier removal, systemic change, and intensive case management services.
- Demonstrate a strong collaboration, strategic co-enrollment, equal access, and the implementation of evidence-based strategies that offer a holistic suite of wrap-around support, case management, and supportive service interventions designed to address the needs of the target population.
- Demonstrate an approach to provide wrap-around support and case management with a trauma-informed approach tailored to the individual's cultural, personal, educational, and professional needs to ensure full engagement in education and training opportunities and increase the likelihood of job placement and retention.
- Explain the type of wrap-around support and case management that will be utilized to enable participants to focus on learning opportunities. Examples can include but are not limited to providing assessments, access to career navigation training, customized occupational skills training, finding employment opportunities with career ladders, and childcare subsidies.
- Explain the supportive services such as childcare, mental health, health, financial literacy, transportation, and other services that will be utilized to support individual needs.

Section III – Performance Goals (Maximum 20 Points)

III.1. Performance Goals Matrix (Score range 0–5 points)

- Complete the target population's Performance Goals Matrix (SFP Exhibit K). If serving multiple populations, complete a separate Exhibit K for each population(s).
- Analyze labor market information and explain how this informs the proposed performance goals in Exhibit K.

III.2. Performance Goal Measurements (Score range 0–5 points)

- Describe all planned goals, including participant access to good-quality jobs and anticipated measurements of the MIT living wage standard in the local area.
- Describe how performance goals are tailored to the project needs and regional objectives and how the project goals will be measured.

- Provide a baseline to demonstrate the impact of the project on the target industries and population.
- Describe the goals to provide good-quality jobs in the in-demand sectors with wages that meet or exceed the local MIT living wage standard with measurable skill gains of at least 75 percent.
- If the planned project goals are not higher than the state’s negotiated WIOA performance goals for PY 22-23, explain the discrepancies.

III.3. Performance Goal Effectiveness (Score range 0–5 points)

- Identify and describe anticipated employment and job quality outcomes in the in-demand sectors and among the target population.
- Describe how the project goals will be measured.
- Provide a baseline to demonstrate the project's impact on the target population.
- If a baseline does not exist, state when a baseline measurement will be taken for the project (must have one).
- Describe how the identified outcomes will result in sustained, meaningful partnerships to increase long-term employment with living wages for the target population and create systemic change.
- Describe the data-driven local/regional economic analysis that supports the proposed project performance goals concerning service delivery, target populations, and skill attainment.

III.4. Project Sustainability (Score range 0–5 points)

- Demonstrate how the program activities will continue beyond the life of the project.
- Explain how the project will use appropriate technology, technological skills training, and internet resources to guarantee accessibility to all participants and which is replicable and sustainable beyond the life of the grant.
- Demonstrate how the project will continue to identify best practices beyond the life of the grant and implement lessons learned via policy development, service delivery changes, and access barriers removal.
- Describe how the strategies identified above will result in inequitable access to services in the workforce system and equitable employment outcomes for the targeted population(s).

Section IV – Partnerships and Leveraged Resources (Maximum 20 points)

IV.1. Partner Roles and Responsibilities (Score range 0–5 points)

- Complete and attach the Partner Roles and Responsibilities (Exhibit J).
- Describe how regional partnerships have been or will be successfully formed with each mandatory partner and other partners or partner agencies committed to good-quality job outcomes for participants.
- Explain how partnerships will be used to coordinate and provide services.
- Describe the roles and responsibilities of each mandatory and optional partner in terms of specific tasks, services, or support that will be provided.
- Understanding changing situations, provide a brief statement that ensures a contingency plan to ensure project success (meeting goals) in case any partnerships drop or do not come through during the performance period.

See exhibit instructions below for detailed information on completing Exhibit J and partnership agreement letters.

IV.2. Employer Outreach/Recruitment (Score range 0–5 points)

- Identify the outreach and recruitment methods that will be used to reach employers.
- Explain how employers were selected and how good-quality job standards were applied in the selection process.
- Demonstrate how new and current partnerships actively engage employers within the selected industry sector(s) to identify the target population's industry needs and employment opportunities.
- Describe participant employers' proposed commitments to creating equity and good-quality jobs in the in-demand sectors.
- Describe existing employer relationships and plans for developing new relationships related to the industries identified in the project.

IV.3. Employer Engagement (Score range 0–5 points)

- Describe how employer needs will be identified and incorporated in developing the sector strategy approach and each project plan part.
- Describe how employers will provide industry-based advice on curricula, career pathways, program delivery, and employment opportunities.
- Describe how partnerships will promote systemic change, sustainability, and replication of successful industry partnerships, increasing employment and retention.
- Explain how employer partners will contribute to the equity and good-quality jobs goals of this grant (for example, through strategies such as thorough onboarding, high-quality supervision and mentorship, career advancement support, ongoing training, and career development, diversity in hiring practices, diversity in the workplace programs, etc.).

IV.4. Partnerships and Leveraged Resource Strategies (Score range 0–5 points)

- Describe how the project will develop long-term working relationships with employers

and other partners that will enhance the project's success based on the needs of the target population and service area.

- Describe how the project will build a network of employers, workforce partners, and CBOs to support job placement and close gaps in providing training to the target population.
- Explain how the partnerships will facilitate the provision of a full array of wrap-around support and case management services tailored to the needs of the target population in the project area.
- Demonstrate that strong relationships already exist or are being established that provide opportunities for innovation, test new approaches, and adapt best practices to provide the target population with opportunities to gain in-demand skills and obtain high-quality employment.

Section V – Statement of Capabilities (Maximum 15 points)

V.1. Capability and Knowledge (Score range 0–5 points)

- Demonstrate or identify opportunities to expand capabilities and knowledge in conducting and administering programs for the target population.
- Identify opportunities to use new approaches to serve the target population through new partnerships, staff development, and targeted outreach.
- Demonstrate capacity to collect and report financial and participant performance data as required per the SFP.
- Describe past or present projects that have prepared participants for good-quality jobs and how grant funds will build on these experiences.
- Include planned/actual number served, designed/exact placed into employment, planned/actual number trained, types of employment, or other pertinent information relevant to the success of this project.
- Describe past success in preparing participants for good-quality jobs defined in the SFP. Provide concrete performance outcomes.
- If the organization has limited experience and/or capacity, describe how past or current partnerships with higher capacity, more experienced agencies satisfy the requirements in this section.

V.2. Staffing and Organizational Capability (Score range 0–10 points)

- Describe the organizational infrastructure and capacity demonstrating the ability to provide services to the target population.
- Include the proposed staffing plan for this project and detail staff experience working with the target population in the identified capacity.
- List and describe all key positions that will carry out the project.
- Provide an organizational structure to show the team's competency and ability to meet the administrative requirements of the SFP.

- If staff is not currently identified, describe the process of identifying, hiring, or appointing key staff, the timeline, and the training provided during the project start-up period.
- Describe the organization's capacity to lead all mandatory and optional partners.
- Describe your organization's experience with or training in diversity, equity, and inclusion practices.

Section VI- Budget Summary Narrative and Plan (Maximum 10 Points)

VI.1. Budget Plan (Score range 0–5 points)

- Complete and attach the Budget Summary (Exhibit F).
- If applicable, complete and attach the Supplemental Budget (Exhibit G).
- Explain how the proposed costs are necessary and reasonable regarding benefits to participants.
- Demonstrate that most project costs are allocated to providing or connecting to existing certified training and WBL activities, as well as wrap-around support and case management for the benefit of the participants served.
- Demonstrate that the project can leverage other resources to maximize the impact of the project, earn the maximum return on investment, and foster project replication and sustainability.
- Demonstrate a minimum of 20 percent leverage funds or services from other sources based on the total grant funding requested.
- Explain how the project will braid funds, leverage human capital, and utilize other resources to maximize the project's success.
- Explain the variety of sources, including, but not limited to, businesses, industry associations, labor organizations, CBOs, education and training providers, and/or federal, state, and local government programs that the project will leverage.
- Explain how other WIOA funds will be leveraged within the project's scope of allowable activities of those funds.

See exhibit instructions below for detailed information on completing Exhibits F and G.

VI.2. Budget Cost Effectiveness (Score range 0–5 points)

- Complete and attach the Budget Narrative (Exhibit F2).
- The figures in Exhibit F2 must align with Exhibit F.
- The narrative clearly explains all line items in the Budget Summary (Exhibit F).
- Demonstrate that assigned personnel funded by the project have adequate time and resources to achieve project goals and outcomes.
- Identify travel costs for key project staff to attend mandatory quarterly meetings, communities of practice, and other activities planned by the approved TA provider.
- If applicable, provide a detailed narrative justification for purchases and/or contracted items in the Supplemental Budget (Exhibit G) and how they will support the project's goals.

- Explain how the proposed costs are necessary and reasonable regarding benefits to participants.
- Explain how the budget will provide cohort-based training, WBL, wrap support, and case management through partnerships and leveraging funds.

See exhibit instructions below for detailed information on how to complete Exhibit F2.

Exhibit F Budget Summary

- The Grant Funds column must contain the cost of each expense item and must total the requested grant funds.
- Under Amount Leveraged, enter the cash and/or in-kind resources identified in the Project Narrative (Exhibit A) and documented in commitment letters.
- The Total Project Budget column includes calculated fields that must be populated. Once all data is entered, right-click inside each field and select "Update Field" to populate each line item—complete Total Funding, row P, using the same steps.
- Program Costs and Administrative Costs must add up to the total award amount.
- The In-Kind/Cash column in the Budget Summary Plan (Exhibit F) must equal the Total Cash/In-Kind Contributions in the Partner Roles and Responsibilities (Exhibit J) and commitment letters.
- The amounts entered for row P in the Budget Summary Plan (Exhibit F) must match those listed on the Cover/Signature page.
- If the applicant plans to purchase equipment with a unit cost of \$5,000 or more and a useful life span of more than one year, the Supplemental Budget (Exhibit G), Section I. Equipment must be completed.
- If an applicant plans to sub-award funds to subrecipients to carry out a portion of the grant services, Section II is the Supplemental Budget (Exhibit G) Section III: Subrecipients must be completed.
- If an applicant plans to procure a contract with a contractor such as a vendor, dealer, distributor, merchant, or other seller providing goods or services, the Supplemental Budget (Exhibit G), Section III: Contractor must be completed.

Exhibit F2 Budget Narrative

- Provide a detailed justification in the Budget Narrative (Exhibit F2) for each line-item cost contained in the Budget Summary Plan (Exhibit F). For example, a clear rationale for staff salaries should include the title or position, a narrative of the staff roles, responsibilities, activities, annual salary, the percentage of staff time devoted to the project, and the corresponding portion of the salary charged to the grant.
- All explanations should include how the proposed costs are necessary and reasonable regarding benefits to participants.

- **In section (A-D) Staff Salaries**, enter the total dollar amount of the Salaries paid and benefits charged to the grant in the line provided.
- Utilize line items A-D from the Budget Summary Plan (Exhibit F) to complete the table in section A of the Budget Narrative (Exhibit F2):
 - In column 1, list each staff position.
 - In column 2, multiply the number of full-time equivalents (FTE) by the monthly salary by the amount of staff time devoted to the project (FTE x Monthly Salary x Time).
 - In column 3, enter the staff Fringe Benefit.
 - In column 4, calculate the Total by adding (FTE x Monthly Salary x Time) to the Fringe Benefits. Provide details of line items A-D below the table.
- **In section E**, enter the estimated total Staff Travel expenses on the line provided. Provide details of staff travel expenses. Award recipients and critical staff must attend quarterly meetings, communities of practice, and other activities coordinated by EDD-approved TA providers; all travel costs are included in the budget. Specify whether an expense is for an Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section F**, enter the Operating Expenses on the line provided. In the table, list the dollar amount under Cost in column 2 of the items listed in column 1. Specify whether an expense is for an Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section G**, enter the estimated total of required or targeted activities paid expenses to the grant in the line provided. In the indicated space, describe the purpose and planned expenses for participant stipends, training/tuition, work-based learning, and supportive services. Specify whether an expense is for an Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section H**, enter the total cost of Furniture and Equipment on the line provided. Refer to Workforce Services Directives *Allowable Costs and Prior Written Approval* (February 21, 2017) ([WSD16-16](#)), *Property – Purchasing, Inventory, and Disposal* (November 10, 2016) ([WSD16-10](#)), and *Procurement of Equipment and Related Services* (March 14, 2018) ([WSD17-08](#)) for Procurement Guidelines.
 - In line item 1, list the total amount of Equipment and Furniture items less than \$5,000 per unit, indicate lease or purchase, and include a cost allocation. In the indicated space, include the name, cost, and quantity of the item that will be purchased.
 - In line item 2, enter the total expense amount of Equipment and Furniture items greater than \$5,000. In the indicated space, include the item's name, cost, and quantity; if any items are listed in G.2., complete Exhibit G.
 - In line item 3, provide the estimated Equipment Lease dollar amount. Below the line item, explain the calculation.
- **Section I** includes the total cost of Contractual Services (Exhibit G, complete if applicable) on the line provided. Describe in detail.
- **In section J**, enter the total Indirect Costs on the line provided. The Indirect Cost Rate must be negotiated and approved by Cognizant Agency, per Appendices III or IV to

Uniform Guidance, 2CFR200.

*Indirect Cost Rate must be negotiated and approved by Cognizant Agency, per Appendices III or IV to Uniform Guidance, 2CFR200, and a copy of the Negotiated Indirect Cost Rate Agreement (NICRA) must be submitted with the application package to be considered for funding.

- **In section K**, list other expenses. Describe in detail the additional costs that do not fit into the specific categories in the prior sections. Specify whether an expense is for an Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.

Exhibit G Supplemental Budget- Section I: Equipment

- If the applicant plans to purchase equipment with a unit cost of \$5,000 or more and a useful life span of more than one year, the Supplemental Budget (Exhibit G), Section I: Equipment must be completed.
- Due to the short-term nature of these projects, the purchase of high-cost equipment is discouraged. Instead, rental or leasing options should be explored if high-cost equipment is essential to the project's operation. Section II of the Supplemental Budget (Exhibit G) is for contractual services. Contractual Services must be completed.
- All equipment with a unit cost of \$5,000 or more is subject to prior approval by the EDD and will be negotiated with contract completion.
- A separate request to purchase equipment must be submitted to the EDD for approval. See Basic Considerations in OMB Uniform Guidance Section 200.407. Refer to Workforce Services Directives *Allowable Costs and Prior Written Approval* (February 21, 2017) ([WSD16-16](#)), *Property – Purchasing, Inventory, and Disposal* (November 10, 2016) ([WSD16-10](#)), and *Procurement of Equipment and Related Services* (March 14, 2018) ([WSD17-08](#)) for Procurement Guidelines.
- The Item Description column must list all equipment costing \$5,000 or more.
- The Quantity column must contain the desired amount for each item in the Item Description column.
- The Cost Per Item column must contain the cost for each item listed in the Item Description column.
- Right-click each cell in the Total Cost column and select "Update Field" to populate the total cost for each item listed in the Item Description column.
- The Percent Charged to Project column must be manually calculated. If the percentage sign is deleted, it must be re-entered manually to ensure an accurate calculation in the following column, the Total Cost Charged to Project column.
- To populate the Total Cost Charged to Project column, right-click each cell and select "Update Field."
- To populate the Total cells in the final row of columns 3 and 5, right-click on each cell and select "Update Field."

Exhibit G Supplemental Budget- Section II Subrecipient

- If an applicant plans to sub-award funds to a subrecipient to carry out a portion of the grant services, the Supplemental Budget (Exhibit G), Section III: Subrecipient must be completed.
- The Service Provider Name column must list the subrecipient's name.
- The Subaward Amount column must contain the desired sub-award amount of each service provider listed in the Service Provider Name column.
- The Deliverables column must contain the deliverables contributing to the grant objectives for each provider listed in the Service Provider column.
- Right-click on the Total cell in the Subaward Amount column and select "Update Field" to populate the total award for each amount listed in the Subaward Amount column.

Exhibit G Supplemental Budget- Section III: Contractor

- If an applicant plans to procure a contract with a contractor such as a vendor, dealer, distributor, merchant, or other seller providing goods or services, the Supplemental Budget (Exhibit G), Section III: Contractor must be completed.
- The Description-Type of Service column must list the type of services the contractor will provide through procurement.
- The Cost column must contain the service(s) cost for each service listed in the Description-Type of Service column.
- The Service Provider (If known) column must list the name of the contractor that will be competitively procured to provide the contractual services for each service listed in the Description-Type of Service column.
- Right-click on the Total cell in the Cost column and select "Update Field" to populate the total cost for each amount listed in the Cost column.

Exhibit H Logic Model

See Appendix G for a SAMPLE of a Logic Model.

Exhibit I Project Work Plan

- Describe the goals of the project in the space provided.
- In the space provided, list barriers or external factors that may affect the implementation of the project or impede the attainment of project goals. Describe the plans to overcome the obstacles.
- Enter activities, start and end dates, deliverables, outcomes, and the partner(s) responsible for each anticipated program goal and milestone for each quarter of the project term.
- The Activities column may be used to describe the following, as applicable to the project: start-up activities, business partners selected to hire, outreach and recruitment, screening/enrollment/assessment, work activities (preparation/readiness, PWEX, transitional job, OJT, WBL), employment retention and follow-up, closeout activities, and other.

- Enter each activity's estimated dates or ranges in the Start and End Date columns.
- The Deliverables column should list the expected results (for example, specific improvements in the workforce or service delivery system) of each item in the Activities column.
- The Outcomes column should describe the benefits participants will derive from participating in the planned activities.
- List the responsible partner(s) implementing the activity(ies).
- To add rows, place the cursor between lines at the far-left side of the table and select the "+" symbol.

Exhibit J Partner Roles and Responsibilities

- List all partners in the Organization column under the heading the partner corresponds to.
- To add a row for additional partners, hover over a row in the far left and select the "+" symbol. Then copy and paste the preformatted rows into the newly added rows using the paste option "Overwrite Cells."
- Enter the contribution amounts pledged in the required commitment letters in the Cash/In-Kind Contribution Amount column.
- Right-click "Update Field" to populate the Total Cash/In-Kind Contribution cell.
- Roles and responsibilities should be summarized in terms of specific tasks, services, or support partners will provide for each organizational type.
- A more in-depth description of roles and responsibilities can be provided in the Project Narrative.
- List the funding source under the Fund Source column for partners providing leveraged funds.
- Check "Yes" in the Partnership Agreement Letter column if a partner provided a partnership agreement letter.

Exhibit K Performance Goals Matrix

- Complete and submit each target population's Performance Goals Matrix (Exhibit K).
- The state requires subrecipients to track the total number of participants enrolled in education, training, and/or training-related employment. Data written in the narrative should be reflected in the Performance Goals Matrix (Exhibit K). The program requires that all data associated with performance be tracked in CalJOBS.
- In the Performance Goals Matrix (Exhibit K), the rows under Performance Goals Descriptions list the required performance indicators for this grant.
- In the second column, under Total Participants, enter the total planned number of participants for each performance goal in the first column.
- The Performance Goal Rate (%) column is a calculated field. Do not delete or enter figures in the calculated fields. Once the data in the Total Participants column has been completed, right-click on each cell marked "! Zero Divide" and select "Update Field" to populate the Performance Goal Rate column.

- Performance Goal Rate Formulas:

- Number to be enrolled in certified training and work-based learning (WBL)

$$\frac{\text{Number to be enrolled in certified training and work – based learning (WBL)}}{\text{Total Participants to be served}}$$

- Number enrolled scheduled for completion of credentials.

$$\frac{\text{Number enrolled scheduled for completion of credentials}}{\text{Total Participants to be served}}$$

- Employment Rate 2nd Quarter after Exit

$$\frac{\text{Employment Rate 2nd Quarter after Exit}}{\text{Total Participants Exited}}$$

- Employment Rate 4th Quarter after Exit

$$\frac{\text{Employment Rate 4th Quarter after Exit}}{\text{Total Participants Exited}}$$

- Credential Attainment within 4 Quarters after Exit

$$\frac{\text{Credential Attainment within 4 Quarters after Exit}}{\text{Total Participants Exited}}$$

Refer to Workforce Services Directive *Performance Guidance for Procurement Guidelines* ([WSD22-01](#)).

Note – Subrecipients must complete detailed expenditure and enrollment plans if awarded as part of the Subgrant Agreement.

Exhibit Attachment Instructions

Complete only the required information in the exhibit's attachments. Do not change or alter the exhibit attachments. Submit all exhibit attachments in the required format with the following title: "[Applicant Name] OYA PY 23-24 [Attachment title]". For example, "UnityOrgXYZ OYA PY 23-24 CovSign" for the Cover Signature Page. File names must not exceed 40 characters. Disclaimer: The exhibit attachment has been updated for accessibility in compliance with the Americans with Disabilities Act. All Exhibit Attachments must be completed accurately and submitted as part of the application package.

Cover/Signature Page

The Cover/Signature page must be completed and submitted electronically as a PDF document with the electronic signature of the signatory authority designated by the organization applying. Ensure that contact information for both the designated contact person and the authorized signatory authority is correct. Save this document according to the naming convention: “[Applicant Name] OYA PY 23-24 CoverPage”. For example, “OrgXYZ OYA PY 23-24 CoverPage”. File names must not exceed 40 characters.

Executive Summary

The Executive Summary is limited to three pages. All sections must be completed. The Executive Summary will be publicly posted online and must be written in complete sentences (unless otherwise indicated) with proper grammar. Acronyms must be spelled out the first time they are used. Summaries that do not meet these requirements will be returned to the applicant to be rewritten. See the bulleted list below for specific instructions. Save this document according to the naming convention: “[Applicant Name] OYA PY 23-24 ExecSum”. For example, “OrgXYZ OYA PY 23-24 ExecSum”. File names must not exceed 40 characters.

Industry(ies) of Focus

- Targeted industries must be alphabetically and adequately capitalized (for example, Advanced Manufacturing, Business Services, Cybersecurity, Healthcare, Information Technology, and Security Services).
- Do not include a narrative in this space.

Counties to be Served

- If serving more than one county, list counties in alphabetical order.

Targeted Populations to be Served

- Targeted populations must be listed alphabetically.
- If desired, the applicant may include an explanation or a short narrative after listing the targeted populations.

Key Partners

- List critical partners in a bulleted list.
- Required partners should be listed first, followed by additional training, education, employer, and supportive services partners.

Project Description

- Provide an abstract of project highlights (this section should summarize the Project Narrative).
- Use complete sentences and proper grammar.

Proposed Outcomes

- Proposed outcomes are not the same as performance goals. Outcomes are mid and long-term results that demonstrate individual participants’ progress towards successful career pathways and reflect a meaningful change in the workforce system.
- Include the proposed outcomes of your project in a short narrative.

Commitment and Partnership Agreement Letters

Please note: Commitment and partnership agreement letters should be submitted separately or combined as PDF files.

Applicants must demonstrate the ability to leverage at least 20 percent of their budget with funds or services from other sources. The leverage needed for funds is based on the total grant funding requested. Applicants must provide a letter to verify the dollar amount and sources of contributions from each entity pledging cash or in-kind resources to the project. The letters should clearly define the contribution parameters and include the exact cash amount or an estimate of the in-kind dollar amount of the contribution. These letters' amounts and totals must match those listed in Exhibit J. In the case of a discrepancy, the dollar amount pledged in the letter will be used in all calculations. If a partner or partners contribute, the applicant must provide a letter that conforms to the stated guidelines.

Regardless of the source, all leveraged funds must be documented in a commitment agreement letter supplied by the funding agency. If the lead applicant is providing contributions, the applicant organization must provide a letter that conforms to the stated guidelines. Contributions mentioned in the narrative or documented in exhibits will not be considered official if no commitment letter is included to verify leveraged funds.

Each commitment letter must contain the following:

- Describe in detail the specific roles and responsibilities of each of the partners.
- Describe how the services will differ from or enhance what already exists locally.
- Be signed by an authorized signatory representative of the partner agency with the contact's name, title, and telephone number.
- Be dated within the grant competition period between December 22, 2023, to February 5, 2024.
- Be submitted together in one continuous PDF entitled "[Applicant Name] OYA PY 23-24 Commit Letters". For example, "ABCOrg OYA PY 23-24 Commit Letters". Names must not exceed 40 characters.

Note: If one organization provides cash/in-kind contributions for several aspects of the project, provide a precise, easily identifiable total. (For example, the Program Manager's time has an estimated \$10,000. Our organization will also donate facilities for training valued at \$5,000. We will provide laptops for virtual training and distance learning valued at \$25,000. The total value of our organization's in-kind contribution is \$40,000.) Applicants not providing letters verifying leveraged funds will be deemed non-responsive and not considered for funding.

Leveraged Funds Details

Applicants are required to demonstrate a minimum of 20 percent leveraged funds concerning the total requested funds to be calculated according to the following example:

Requested Funds: \$1,000,000

Minimum Leveraged Funds: (\$1,000,000) x (20%) = \$200,000

Leveraged resources can be leveraged from various sources, including, but not limited to, businesses, industry associations, labor organizations, CBOs, education and training providers, and/or federal, state, and local government programs. The leveraged funds may include other WIOA funds, provided this project's scope falls under the allowable activities of those funds. Leveraged funds will be subject to the reporting requirements in Workforce Services Directive *Quarterly and Monthly Financial Reporting Requirements* (December 4, 2019) ([WSD19-05](#)) and Title 2 CFR Part 200: Uniform Guidance, Section [200.306](#).

The definition of “cash contribution” is a contribution of funds made available to the subrecipient to be explicitly used for project activities and must be consistent with the allowable activities of the funding source. The awarded subrecipient has control over and disburses these funds. Examples include, but are not limited to, funding received from employers, foundations, private entities, or local governments.

“In-kind contribution” is a contribution of non-cash resources explicitly used for project activities. This type of contribution includes, but is not limited to, donated personnel or staff, services, and use of equipment or space. If an education provider provides classroom instruction, for example, the classroom space and instructor(s) are considered a leveraged resource, and the value of the space and instruction qualifies as an “in-kind” contribution.

Partnership Agreement Letters

Applicants must submit letters of agreement for the strategic partnerships established in the proposal. Each partnership agreement letter must:

- Describe each partner's specific roles and responsibilities related to the project goals.
- Describe how the services will differ from what already exists locally.
- Identify an agency contact person and telephone number.
- Be signed by an authorized signatory representative of the partner agency.
- Describe the extent of the partnership and its anticipated outcomes.
- Be dated within the grant competition period between December 22, 2023, and February 5, 2024.
- Letters must be submitted in one continuous PDF entitled “[Applicant Name] RP PY 23-24 Partner Letters.” For example, “ABCOrg OYA PY 23-24 Partner Letters.” Names must not exceed 40 characters.

Indirect Cost Declaration

Fill out the indirect cost declaration to indicate if your organization will claim indirect costs to the WIOA Title I program. Save this document according to the naming convention: “[Applicant Name] OYA PY 23-24 AICD”. For example, “OrgXYZ OYA PY 23-24 ICD”. File names must not exceed 40 characters.

Negotiated Indirect Cost Rate Agreement (NICRA) (if applicable)

If you claim indirect costs, include your indirect cost rate proposal/approval from your Cognizant/Approving Agency or attach your Cost Allocation Plan with the certification letter. Save this document according to the naming convention: “[Applicant Name] OYA PY 23-24 NICRA”. For example, “OrgXYZ OYA PY 23-24 NICRA”. File names must not exceed 40 characters.

Appendix B: WIOA Allowable Activities

The WIOA permits three career services: essential career services, individualized career services, and follow-up services.

Basic Career Services

1. Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs.
2. Outreach, intake, and orientation to information and other services available through the one-stop delivery system.
3. Initial assessment of skill levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs.
4. Job search, placement assistance, and career counseling, including the following:
 - Information on in-demand industry sectors and occupations.
 - Information on nontraditional employment.
 - Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system.
5. Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and other workforce development programs
6. Provision of workforce and labor market employment data relating to local, regional, and national labor market areas, including the following:
 - Job vacancy listings in labor market areas.
 - Information on job skills necessary to obtain the vacant jobs listed.
 - Information relating to local, in-demand occupations, including earnings, skill requirements, and opportunities for advancement.
7. Provision of performance and program cost information pertaining to eligible providers of training services by program and type of providers.
8. Provision of information regarding the Local Area performance that specifies local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system.

9. Provision of information relating to the availability of supportive services or assistance, including child care; child support; medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program; benefits under the CalFresh Program— federally known as the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; assistance, supportive services, and transportation through the Temporary Assistance for Needy Families (TANF) program.
10. Provision of information and assistance regarding filing claims for Unemployment Insurance (UI), by which the America’s Job Center of CaliforniaSM (AJCC) must provide “meaningful assistance” to individuals seeking assistance in filing a UI claim. The term “meaningful assistance” means the following:
 - Assisting on-site using staff who are well-trained in UI claim filing and the rights and responsibilities of claimants.
 - Assisting by phone or via other technology, if the assistance is provided by trained and available staff and within a reasonable time.
 - Assistance in establishing eligibility for financial aid assistance for training and education programs not provided under the WIOA.

Individualized Career Services

1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include the following:
 - Diagnostic testing and use of other assessment tools.
 - In-depth interviewing and evaluation to identify employment barriers and employment goals.
2. Development of an individual employment plan to identify employment goals, achievement objectives, and the appropriate combination of services for the participant to achieve their employment goals, including information about eligible training providers.
3. Group counseling.
4. Individual counseling.
5. Career planning.
6. Short-term pre-vocational services include the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.
7. Internships and work experiences that are linked to careers.
8. Workforce preparation activities.

9. Financial literacy services.
10. Out-of-area job search assistance and relocation assistance.
11. English language acquisition and integrated education and training programs.

Follow-up Services

Follow-up services, such as counseling regarding the workplace, are provided for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment. Participants may receive follow-up services for up to 12 months after the first day of employment.

Each proposal should include follow-up services for participants after being placed in unsubsidized employment and after exiting the project. The follow-up is intended to support the client in retaining employment and improving their employment success after exit. The final follow-up design will be negotiated with each successful applicant during contract negotiations based on the length of the contract and the funding available to the applicant. While follow-up services must be available, not all registered participants placed into unsubsidized employment will need or want such services.

Appendix C: Allowable Costs and Cost Items Matrix

An entity that receives funds under Title I of the WIOA must comply with the OMB Uniform Guidance 2 CFR Part 200 and U.S. DOL exceptions 2 CFR Part 2900. In general, to be an allowable charge under the WIOA, a cost must meet the following criteria:

- Be necessary and reasonable for the performance of the award.
- Be allocable to the award.
- Conform to any limitations or exclusions set forth in the award.
- Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the non-federal entity.
- Be accorded consistent treatment.
- Be determined in accordance with generally accepted accounting principles.
- Not be used to meet cost-sharing or leveraging of funds requirements of any other federally financed program (without prior approval from the state).
- Be adequately documented.

Below is a high-level cost items matrix with six columns. The first four columns identify cost items and various entity types. The remaining two columns are reserved for the specific Uniform Guidance sections and DOL exceptions (if applicable). It should be noted that the matrix is intended to be used as an initial tool or quick reference guide rather than a final authority for determining whether a cost would be considered allowable. The legend key below, along with the definitions, is intended to help the user understand whether a cost item is allowable or not.

Figure 1: Allowable Costs Legend

Legend Key	Legend Key Definition
A	Allowable
AP	Allowable with Prior Approval
AC	Allowable with Conditions
U	Unallowable
NS	Not Specified in the Uniform Guidance

Users should delve further into the various information sources if a cost item is denoted with two or more legend keys, as they may provide the additional necessary clarity. If this effort does not provide the essential information, then the project manager or Regional Advisor should be contacted. The “NS” legend key means that information may not be readily available. In this event, other information sources should be sought before contacting the project manager or Regional Advisor. The “AP” legend key means that, in some instances, prior written approval will be required. In this event, the user should adhere to the Uniform Guidance

Section 200.407, DOL exceptions Section 2900.16, and contact their project manager or Regional Advisor.

Figure 2: Cost Items Matrix

Cost Item		Educational Institutions	Non-Profit Organizations	State, Local, and Indian Tribal Governments	Uniform Guidance Section	DOL Exception Section
1	Advertising and public relations	A/U	A/U	A/U	200.421	
2	Advisory councils	AC/U	AC/U	AC/U	200.422	
3	Alcoholic beverages	U	U	U	200.423	
4	Alumni/ae activities	U	NS	NS	200.424	
5	Audit services	AC/U	AC/U	AC/U	200.425	
6	Bad debts	U	U	U	200.426	
7	Bonding costs	A	A	A	200.427	
8	Collection of improper payments	A	A	A	200.428	
9	Commencement and convocation costs	AC/U	NS	NS	200.429	
10	Compensation – personal services	A/U	A/U	A/U	200.430	
11	Compensation – fringe benefits	A /U	A /U	A /U	200.431	
12	Conferences	A	A	A	200.432	
13	Contingency provisions	AC/U	AC/U	AC/U	200.433	2900.18
14	Contributions and donations	U	U	U	200.434	
15	Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringement	AC/U	AC/U	AC/U	200.435	
16	Depreciation	AC	AC	AC	200.436	
17	Employee health and welfare costs	A	A	A	200.437	

Cost Item		Educational Institutions	Non-Profit Organizations	State, Local, and Indian Tribal Governments	Uniform Guidance Section	DOL Exception Section
18	Entertainment costs	U/AP	U/AP	U/AP	200.438	
19	Equipment and other capital expenditures	AP/U	AP/U	AP/U	200.439	
20	Exchange rates	AP	AP	AP	200.440	
21	Fines, penalties, damages, and other settlements	U/AP	U/AP	U/AP	200.441	
22	Fundraising and investment management costs	U/AP/A	U/AP/A	U/AP/A	200.442	
23	Gains and losses on disposition of depreciable assets	AC	AC	AC	200.443	
24	General cost of government	NS	NS	U/A	200.444	
25	Goods or services for personal use	U/AP	U/AP	U/AP	200.445	
26	Idle facilities and idle capacity	AC/U	AC/U	AC/U	200.446	
27	Insurance and indemnification	AC/U	AC/U	AC/U	200.447	
28	Intellectual property	A/U	A/U	A/U	200.448	
29	Interest	AC/U	AC/U	AC/U	200.449	
30	Lobbying	U	U	U	200.450	
31	Losses on other awards or contracts	U	U	U	200.451	
32	Maintenance and repair costs	A	A	A	200.452	
33	Material and supplies costs, including costs of computing devices	A	A	A	200.453	
34	Memberships, subscriptions, and	A/U	A/U	A/U	200.454	

Cost Item		Educational Institutions	Non-Profit Organizations	State, Local, and Indian Tribal Governments	Uniform Guidance Section	DOL Exception Section
	professional activity costs					
35	Organization costs	U/AP	U/AP	U/AP	200.455	
36	Participant support costs	AP	AP	AP	200.456	
37	Plant and security costs	A	A	A	200.457	
38	Pre-award costs	AP	AP	AP	200.458	
39	Professional services costs	A	A	A	200.459	
40	Proposal costs	A	A	A	200.460	
41	Publication and printing costs	A	A	A	200.461	
42	Rearrangement and reconversion costs	A/AP	A/AP	A/AP	200.462	
43	Recruiting costs	A/U	A/U	A/U	200.463	
44	Relocations costs of employees	AC/U	AC/U	AC/U	200.464	
45	Rental costs of real property and equipment	AC/U	AC/U	AC/U	200.465	
46	Scholarships and student aid costs	AC	NS	NS	200.466	
47	Selling and marketing	U/AP	U/AP	U/AP	200.467	
48	Specialized service facilities	AC	AC	AC	200.468	
49	Student activity costs	U/AP	U/AP	U/AP	200.469	2900.19
50	Taxes	AC	AC	AC	200.470	
51	Termination costs	AC/U	AC/U	AC/U	200.471	
52	Training and education costs	A	A	A	200.472	
53	Transportation costs	A	A	A	200.473	
54	Travel costs	AC	AC	AP	200.474	
55	Trustees	A	A	NS	200.475	

Appendix D: Administrative Costs

Per CFR 683.205 local area expenditures for administrative purposes under WIOA formula grants are limited to no more than 10 percent of the amount allocated to the local area under secs. 128(b) and 133(b) of WIOA. As stated in 20 CFR Section 683.215, the following WIOA Title I function, and activities constitute the costs of administration subject to the administrative cost limitation:

1. “The costs of administration are expenditures incurred by direct grant recipients, local grant recipients, local grant subrecipients, and local fiscal agents, and which are not related to the direct provision of WIOA services, including services to participants and employers. These costs can be both personnel and non-personnel and both direct and indirect.”
2. The costs of administration are the costs associated with performing the following functions:
 - a. Performing the following overall general administrative functions and coordination of those functions under WIOA Title I:
 - Accounting, budgeting, financial, and cash management functions
 - Procurement and purchasing functions
 - Property management functions
 - Personnel management functions
 - Payroll functions
 - Coordinating the resolution of findings arising from audits, reviews, investigations, and incident reports
 - Audit functions
 - General legal services functions
 - Developing systems and procedures, including information systems, required for these administrative functions
 - Fiscal agent responsibilities
 - b. Performing oversight and monitoring responsibilities related to WIOA administrative functions.
 - c. Costs of goods and services required for administrative functions of the program, including goods and services such as rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space.
 - d. Travel costs incurred for official business in carrying out administrative activities or the overall management of the WIOA system.

- e. Costs of information systems related to administrative functions (for example, personnel, procurement, purchasing, property management, accounting, and payroll systems), including the purchase, systems development, and operating costs of such systems.
3. Awards to sub-recipients or contractors that are solely for the performance of administrative functions are classified as administrative costs:
- a. Personnel and related non-personnel costs of staff that perform both administrative functions specified in item 2 of this section and programmatic services, or activities must be allocated as administrative or program costs to the benefitting cost objectives/categories based on documented distributions of actual time worked or other equitable cost allocation methods.
 - b. Specific costs charged to an overhead or indirect cost pool that can be identified directly as a program cost are to be charged as a program cost. Documentation of such charges must be maintained.
 - c. Except as provided in item 2a of this section, all costs incurred for functions and activities of subrecipients, and contractors are program costs.
 - d. Continuous improvement activities are charged to the administration or program category based on the purpose or nature of the activity to be improved. Documentation of such charges must be maintained.
4. Costs of the following information systems, including the purchase, systems development, and operational costs (for example, data entry), are charged to the program category:
- a. Tracking or monitoring of participant and performance information.
 - b. Employment statistics information, including job listing information, job skills information, and demand occupation information.
 - c. Performance and program cost information on eligible providers of training services, youth activities, and appropriate education activities.
 - d. Local Area performance information.
 - e. Information relating to supportive services and unemployment insurance claims for program participants.
5. Where possible, entities identified in item 1 must make efforts to streamline:
- a. Services in item 2a-2e of this section to reduce administrative costs by minimizing duplication and effectively using information technology to improve services.

Appendix E: Internet Resources

The following websites provide additional information that may help develop project plans, build partnerships, obtain data, and respond to questions in the SFP:

- **America’s Job Center of CaliforniaSM ([AJCC](#))**
Central location for information about Job/Career Centers and related links.
- **California Association for Local Economic Development ([CALED](#))**
Economic development organization dedicated to advancing its members’ ability to achieve excellence in delivering economic development services to their communities and business clients within California.
- **California Community Colleges Economic and Workforce Development ([CCCEWD](#))**
The primary system for delivering career technical education and workforce training to Californians.
- **California Department of Finance-Demographic Research ([DOF](#))**
State finance census data, including population by gender, age, and race by county.
- **California Department of Health Care Services ([DHCS](#))**
Provides services to preserve and improve the health status of all Californians.
- **California Department of Education ([DOE](#))**
Programs available to provide adults with the knowledge and skills necessary to participate effectively as productive citizens and workers.
- **California Department of Food and Agriculture ([CDFA](#))**
Serves the citizens of California by promoting and protecting a safe, healthy food supply, and enhancing local and global agricultural trade, through efficient management, innovation and sound science, with a commitment to environmental stewardship.
- **California Department of Industrial Relations-Division of Apprenticeship Standards ([DIR-DAS](#))**
Provides opportunities for workers to gain employable lifetime skills and provides employers with a highly skilled and experienced workforce while strengthening California's economy. Contains information on the quality elements of apprenticeship and pre-apprenticeship programs.
- **California Department of Rehabilitation ([DOR](#))**
Services and advocacy for employment, independent living, and equality for individuals with disabilities.
- **California Department of Social Services ([DSS](#))**
Oversight and administration of programs serving California's most vulnerable residents.

- **California Employment Development Department ([EDD](#))**
The EDD is the administrative entity for the WIOA ESP SFP. This site contains links to a wide range of employment and training resources, including labor market information.
- **California's 2020-2023 Unified Strategic Workforce Development Plan ([State Plan](#))**
The State Plan represents an agreement among partners identified in the WIOA and serves as the framework for the development of public policy, fiscal investment, and operation of the state workforce and education system.
- **CalJOBS ([CalJOBS](#))**
The CalJOBS system is California's online resource to help job seekers and employers navigate the state's workforce services. The enhanced system allows users to easily search for jobs, build résumés, access career resources, find qualified candidates for employment, and gather information on education and training programs.
- **California Labor and Workforce Development Agency ([LWDA](#))**
The Labor Agency oversees seven major departments, boards, and panels that serve California businesses and workers, including the EDD.
- **California Natural Resources Agency ([CNRA](#))**
Oversees and supports more than 26 distinct departments, conservancies, and commissions to restore, protect and manage the state's natural, historical and cultural resources for current and future generations.
- **California Workforce Association ([CWA](#))**
CWA is a non-profit membership organization that develops public policy strategies and builds local capacity to address critical workforce issues while collaborating with workforce development partners in California.
- **California Workforce Development Board ([CWDB](#))**
The CWDB establishes policy for and provides guidance to, Local Workforce Development Boards (Local Board), which provide services under the WIOA.
- **Disability Benefits 101 ([DB 101](#))**
Gives tools and information on health coverage, benefits, and employment.
- **Final Rule ([Uniform Guidance](#))**
Uniform Guidance applies to all Federal awards, including funds awarded under this SFP.
- **EDD Labor Market Information Division ([LMID](#))**
Find labor market information to research and write the proposal.
- **Local Workforce Development Areas ([Local Area](#))**
A listing of Local Areas with addresses and contact information.
- **Office of Management and Budget ([OMB](#))**

The OMB oversees and coordinates Federal administration procurement, financial management, information, and regulatory policies.

- **Resources for Grant Subrecipients ([EDD Resources](#))**
An EDD website featuring “Frequently Asked Questions,” project management resources, guidance, webinar materials and other important information for applicants and subrecipients.
- **United States Census Bureau ([Census Bureau](#))**
Serves as the leading source of quality data about people, business, and economy.
- **U.S. Small Business Administration ([SBA](#))**
Guidance and resource information to owners and operators of small businesses.
- **U.S. Chamber of Commerce – Institute for Competitive Workforce ([ICW](#))**
Develops workforce strategies for businesses, chambers of commerce, and communities to hire, train, retain, and advance skilled workers in the 21st century.
- **U.S. Department of Labor Employment and Training Administration ([DOLETA](#))**
The U.S. DOLETA is the federal agent for the WIOA program.
- **Workforce Development Solicitation for Proposals ([SFP](#))**
WIOA-funded SFPs and related information can be accessed from the EDD’s SFP page.
- **WorkforceGPS ([WorkforceGPS](#))**
An integrated workforce system network sponsored by the DOL Employment and Training Administration.
- **Workforce Innovation and Opportunity Act ([WIOA](#))**
The act governing the funds made available in this SFP.

Appendix F: CalJOBS Workstation and Software Requirements






Figure 1: Workstation Requirements (VOS v16.x)

System	Hardware Required	Software Required	Connectivity
Client Workstation	<p>Processor: PIII or higher</p> <p>Memory: 2 GB of RAM or higher</p> <p>Display: Super VGA (800 X 600) or higher-resolution video adapter and monitor</p>	<p>Operating System: Microsoft Windows 7 Macintosh OS X v10. 4.8 (Panther) or higher</p> <p>3rd-Party Software (described after the table):</p> <p>Meadco ScriptX ActiveX 7.4/ Object¹/ Microsoft Silverlight 3²</p> <p>DynamSoft HTML5 Document Scanning</p>	<p>Minimum: Dedicated broadband or high-speed access, 380k or higher</p>
Staff/ Administrator Workstation	<p>Processor: PIII or higher</p> <p>Memory: 2GB of RAM or higher</p> <p>Display: Super VGA (800 X 600) or higher-resolution video adapter and monitor</p>	<p>Operating System: Microsoft Windows 7 Macintosh OS X v10. 4.8 (Panther) or higher.</p> <p>JAWS for Windows software for visually impaired access (optional)</p> <p>3rd-Party Software (described after the table):</p> <p>Meadco ScriptX ActiveX 7.4/ Object</p> <p>Microsoft Silverlight 3</p> <p>DynamSoft HTML5 Document Scanning</p>	<p>Minimum: Dedicated broadband or high-speed access, 380Kbps or higher</p>

Supported Browsers

For best results, use a current version of one of the following supported browsers:

Desktop Browsers

-  [Google Chrome | Download Latest Version](#)
-  [Mozilla Firefox | Download Latest Version](#)
-  [Apple Safari | Download Latest Version](#)
-  [Opera | Download Latest Version](#)
-  [Microsoft Edge | Download the Latest version](#)

Mobile Browsers

For iOS and Android mobile phones and tablets, use a current version of one of the following supported browsers:

iOS

-  [Safari for iOS](#)
-  [Google Chrome for iOS](#)
-  [Firefox for iOS](#)

Android

-  [Google Chrome for Android](#)
-  [Firefox for Android](#)

Client Workstations (Third-Party Software)

As indicated in the preceding table, specific freely available third-party software is required on client workstations to maximize all the features in the Virtual OneStop suite.

Figure 2: Third-Party Software

VOS	v14.0	v15.3	
Adobe Acrobat Reader	v8.0+	v8.0+	Adobe Acrobat Reader
Adobe Flash	v11+	v11+	Adobe Flash
Meadco ScriptX	v7.4+	v7.4+	Meadco ScriptX
Microsoft RSClientPrint for SSRS reports			Downloading and installing the ActiveX control RSClientPrint.cab requires administrator permissions on the client machine. A user with permissions would opt to install when prompted by their browser to download the Active X control.
DynamSoft HTML5 Document Scanning			DynamSoft Download DynamicWebTWAINHTML5Edition.exe

Meadco ScriptX 7.4: ScriptX provides for the closely controlled printing of HTML- and XML-based documents. It is a client-side ActiveX object used throughout Virtual OneStop to ensure the consistent formatting and appearance of printed output from any local or networked printer, regardless of the printing attributes already set in that computer’s browser. It temporarily controls printer settings such as margin sizes, header and footer information, page numbering, and whether to print in Landscape or Portrait mode. The control is in place at the time of printing a browser window or framed content; all settings are automatically restored to default settings, and no permanent changes are saved. ScriptX v7.5 or later is required when working with Internet Explorer 8 on Windows XP, Windows Vista, and Windows 7.

Adobe Acrobat Reader 11: Certain documents (such as User Guides and Quick Reference Cards) are available to our customers on our external OPC website as Adobe Acrobat files. They are also frequently attached as some resources available on the Staff Online Resources page in Virtual LMI. These files can be read with Adobe Acrobat Reader 6.0 or higher; however, it is recommended that this recent version of Adobe Acrobat Reader be installed. Acrobat Reader is free browser software.

Adobe Flash 11: The Training/Learning Center Videos for Virtual OneStop can be watched with Adobe Flash 9 or later, although we recommend the current version 11. Adobe Flash is free browser software. The only limitations may be client firewalls and security obstructions that may keep the videos from functioning correctly.

RSClientPrint is a Microsoft ActiveX control that enables client-side printing of Microsoft SQL Server Reporting Services reports. The ActiveX control displays a custom print dialog box that shares common features with other print dialog boxes. The client-side print dialog box includes a printer list for selection, a print preview option, page margin settings, orientation, etc.

Downloading and installing the ActiveX control RSClientPrint.cab requires administrator permissions on the client machine.

VOS uses CKEditor version 4.3.1

The version 14.0 Virtual One Stop (VOS) currently uses version 4.3.1 of CKEditor. CKEditor is used within the VOS system to allow you to use common word processing features in the system with such things as job descriptions, resumes, and cover letters.

CKEditor supports all popular browsers, including Chrome, Firefox, Internet Explorer, Opera, and Safari. However, Internet Explorer 7 (or lower) and Firefox 3.6 are no longer supported (CKEditor 4.1.3 was the last version to support Internet Explorer 7 and Firefox 3.6).

It should also be noted that while the latest version of Safari is actively supported, earlier versions may have compatibility issues.

If using these unsupported browser versions, the browser should be updated to avoid compatibility issues.

Appendix G: Logic Model SAMPLE



**Opportunity Young Adult Career Pathway Program
 Program Year 2023-2024
 Logic Model SAMPLE**

Organization Name: XYZ, Inc.

Project Name: Workforce Development Young Adult Support Program (WDYASP)

Refer to the Solicitation for Proposals for population definition and eligibility information.

Please note: The example below provides one sample. There is a three-page limit for this document.

*PROBLEM/Statement of Need	INPUTS	ACTIVITIES	**OUTPUTS	***OUTCOME
The community target population problem that the project activities (interventions) are designed to address.	<i>What we invest-</i> include number of participants and cost, organizational, and community resources available for carrying out a program’s activities.	<i>What we do-</i> the processes, tools, events, and actions that are used to bring about a program’s intended changes or results.	Direct products from program activities.	Long-Term <i>Meaningful changes in employment, earnings, and life conditions.</i>
Example: Opportunity YA in rural areas and cities in the Central Valley are unemployed, underemployed, and large numbers of youth lack postsecondary credentials or high school diplomas	Example: Target Populations: (1) In-school and out-of-school opportunity YA in the Central Valley Core Activity: LEA outreach to better inform about programs and services available	Example: The Program and Services for YA: •Mentoring •Education and training •Occupational skills training •Leadership development •Supportive Services	Example: Provide skills training and job placement in medical assisting to 100 young adults in partnership with the XXX Adult School and Central Valley Community Clinic Consortium	Example: Increased numbers of OYAs will be working in jobs in the healthcare field at wages at or above the local area median wage.

*Must include the statement of needs from Exhibit A: Project Narrative
 ** Must include appropriate outputs/deliverables from Exe I: Work Plan
 *** Must include appropriate outcome(s) from Exe I: Work Plan

Appendix H: Directory of Adult Education Centers with IET Programs

Alameda

Alameda Adult School

Director: Joy Chua, Principle

Phone: 510-522-3858 x58700

Email: jchua@alamedaunified.org

IET Programs: Education, Child Development, and Family Services; Health Science and Medical Technology

Berkeley Adult School

Director: Thomas Reid, Principal

Phone: 510-644-8960

Email: thomasreid@berkeley.net

IET Programs: Business and Finance; Health Science and Medical Technology; Hospitality, Tourism, and Recreation

Castro Valley Adult & Career Education

Director: Beth Cutter, Director

Phone: 510-886-1000

Email: bcutter@cv.k12.ca.us

IET Programs: Health Science and Medical Technology; Information and Communication Technologies

Fremont Adult and Continuing Education

Director: Heidi McFadden, Principal

Phone: 510-793-6465 x29105

Email: hmcfadden@fremont.k12.ca.us

IET Programs: Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Hospitality, Tourism, and Recreation

Hayward Adult School

Director: Evelyn Ocasio, Director

Phone: 510-783-4001 x36105

Email: eocasio@has.edu; ekanakis@has.edu

IET Programs: Health Science and Medical Technology

Livermore Adult Education

Director: Sara Walke, Administrator
Phone: 925-606-4722 x7175
Email: swalke@lvjUSD.org

IET Programs: Business and Finance

New Haven Adult School

Director: Grace Kim, Principal
Phone: 510-476-2696 x62635
Email: gkim@nhUSD.k12.ca.us

IET Programs: Education, Child Development, and Family Services

Oakland Adult and Career Education

Director: Kim Jones, Director
Phone: 510-273-2311
Email: kim.jones1@ousd.org

IET Programs: Health Science and Medical Technology

San Leandro Adult School

Director: Bradley Frazier, Principal
Phone: 510-618-4424
Email: bfrazier@slUSD.us

IET Programs: Information and Communication Technologies

San Lorenzo Adult School

Director: Sharita Williams, Principal
Phone: 510-317-4204
Email: swilliams@slZUSD.org

IET Programs: Business and Finance; Education, Child Development, and Family Services

Contra Costa**Liberty Adult Education**

Director: Debbie Norgaard, Coordinator
Phone: 925-634-2565 x1073
Email: norgaard@luhsd.net

IET Programs: Business and Finance; Hospitality, Tourism, and Recreation

Martinez Adult Education

Director: Suzanne Murphy, Director

Phone: 925-335-5890 x3963

Email: smurphy@martinez.k12.ca.us

IET Programs: Health Science and Medical Technology

Mt. Diablo Adult Education

Director: G. Vittoria Abbate, Director

Phone: 925-685-7340 x6710

Email: abbategv@mdusd.org

IET Programs: Health Science and Medical Technology; Information and Communication Technologies

Pittsburg Adult Education Center

Director: Danny Lockwood, Principal

Phone: 925-473-2400 x2402

Email: dlockwood@pittsburg.k12.ca.us

IET Programs: Information and Communication Technologies

West Contra Costa Adult Education

Director: Ann Shin, Director

Phone: 510-231-1100

Email: ashin@wccusd.net

IET Programs: Health Science and Medical Technology; Hospitality, Tourism, and Recreation

Fresno**Central Unified Adult Education**

Director: Leah Spate, Director

Phone: 559-276-5230 x53102

Email: lspate@centralusd.k12.ca.us

IET Programs: Business and Finance

Fresno Adult School

Director: Raine Bumatay, Principal

Phone: 559-457-6024

Email: Raine.Bumatay@fresnounified.org

IET Programs: Hospitality, Tourism, and Recreation; Information and Communication Technologies

Valley Regional Occupation Program (ValleyROP)

Director: Fabrizio Lofaro

Phone: (559) 876-2122

Email: flofaro@valleyrop.net

IET Programs: Construction, Forestry, Healthcare

Kern

FIELD

Director: Delilah Martinez, Director

Phone: 209-2048320

Email: dmartinez@fieldinstitute.org

IET Programs: Agriculture and Natural Resources; Business and Finance; Education, Child Development, and Family Services; Energy, Environment, and Utilities

Bakersfield Adult School

Director: Mark Wyatt, Principal

Phone: 661-835-1855 x61120

Email: mark_wyatt@kernhigh.org

IET Programs: Business and Finance; Hospitality, Tourism, and Recreation

Los Angeles

ABC Adult School

Director: Pao Ling Guo, Principal

Phone: 562-229-7960 x25011

Email: Paoling.Guo@abcusd.us

IET Programs: Business and Finance; Health Science and Medical Technology

Azusa Adult Education Center

Director: Paul Hernandez, Director

Phone: 626-852-8400

Email: pfernandez@azusa.org

IET Programs: Business and Finance; Health Science and Medical Technology

Baldwin Park Adult and Community Education

Director: Veronica Valenzuela, Director of Adult and Community Education

Phone: 626-939-4456 x4103

Email: vvalenzuela144@bpusd.net

IET Programs: Building and Construction Trades; Energy, Environment, and Utilities; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Marketing, Sales, and Service; Transportation

Burbank Adult School

Director: Emilio Urioste, Director

Phone: 818-729-5950 x33901

Email: emiliourioste@burbankusd.org

IET Programs: Health Science and Medical Technology; Information and Communication Technologies

Cerritos College

Director: Graciela Vasquez, Associate Dean

Phone: 562-860-2451 x2490

Email: gvasquez@cerritos.edu; tdiaz@cerritos.edu

IET Programs: Business and Finance; Transportation

Glendale Community College

Director: Alfred Ramirez, Administrative Dean

Phone: 818-240-1000 x5018

Email: aramirez@glendale.edu

IET Programs: Business and Finance; Health Science and Medical Technology

Hacienda La Puente Adult Education

Director: Greg Buckner, Executive Director

Phone: 626-933-3915

Email: gbuckner@hlpusd.k12.ca.us

IET Programs: Fashion and Interior Design

Los Angeles Community College District

Director: Nelines Colon-Paladini, WIOA Adult Ed and Civics Director

Phone: 323-953-4000 x2232

Email: colonn@lacitycollege.edu; ramirea2@lacitycollege.edu; alvarebn@laccd.edu

IET Programs: Health Science and Medical Technology; Hospitality, Tourism, and Recreation

Division of Adult and Career Education

Director: Joseph Stark, Executive Director

Phone: 213-241-3150

Email: joseph.stark@lausd.net

IET Programs: Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services; Energy, Environment, and Utilities; Fashion and Interior Design; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Transportation

Lynwood Community Adult School

Director: Shamel Wilson, Principal

Phone: 310-604-3096 x7201

Email: swilson@mylusd.org

IET Programs: Business and Finance

Monrovia Community Adult School

Director: Flint Fertig, Director

Phone: 626-471-3060

Email: Ffertig@monrovia.schools.net

IET Programs: Health Science and Medical Technology

Montebello Community Adult School

Director: Angel Gallardo, Acting Adult Education Director

Phone: 323-887-7844

Email: gallardo_angel@montebello.k12.ca.us

IET Programs: Health Science and Medical Technology; Public Services

Mt. San Antonio College

Director: Madelyn Arballo, Associate Vice President, Continuing Education

Phone: 909-274-5228

Email: marballo@mtsac.edu

IET Programs: Business and Finance; Health Science and Medical Technology

Norwalk-La Mirada Adult School

Director: Sharon Todd, Director

Phone: 562-210-3996 x614101

Email: stodd@nlmusd.org

IET Programs: Business and Finance; Education, Child Development, and Family Services

Paramount Adult School

Director: Yvonne Rodriguez, Principal
Phone: 562-602-8080
Email: yrodriguez@paramount.k12.ca.us

IET Programs: Information and Communication Technologies

Adult Education Center

Director: Anthony Fuller, Principal
Phone: 310-664-6222 x66208
Email: afuller@smmusd.org

IET Programs: Business and Finance; Hospitality, Tourism, and Recreation

Torrance Adult School

Director: Wayne Diulio, Director
Phone: 310-972-6500 x6965
Email: diulio.wayne@tusd.org

IET Programs: Business and Finance; Education, Child Development, and Family Services; Health Science and Medical Technology

Whittier Adult School

Director: Margie Moriarty, Principal
Phone: 562-698-8121 x1300
Email: margie.moriarty@wuhsd.org

IET Programs: Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services

Madera**Madera Adult School**

Director: David Raygoza, Principal
Phone: 559-675-4425 x103
Email: davidraygoza@maderausd.org

IET Programs: Information and Communication Technologies

Marin

Tamalpais Adult School

Director: Jaemi Naish, Director

Phone: 415-945-1070

Email: jnaish@tamdistrict.org

IET Programs: Health Science and Medical Technology

Monterey

Salinas Adult School

Director: Tatiana Roganova, Director

Phone: 831-796-6900 x1378

Email: tatiana.roganova@salinasuhdsd.org

IET Programs: Hospitality, Tourism, and Recreation

Napa

Napa Valley Adult Education

Director: Rick Jordan, Principal

Phone: 707-253-3594

Email: Rick.Jordan@nvusd.org

IET Programs: Business and Finance

Nevada

Nevada Union Adult Education

Director: Michael Hughes, Principal

Phone: 530-477-1225 x5012

Email: mhughes@njuhsd.com

IET Programs: Education, Child Development, and Family Services

Orange

BPSOS Center for Community Advancement

Director: Brendon Peacock, Lead Adult Education Instructor

Phone: 714-463-6357

Email: brendon.peacock@bpsos.org

IET Programs: Health Science and Medical Technology

Garden Grove Adult Education/Lincoln Education Center

Director: M'Liss Patterson, Director

Phone: 714-663-6305

Email: mpatterson@ggusd.us

IET Programs: Business and Finance

Huntington Beach Adult School

Director: Steve Curiel, Principal

Phone: 714-842-4227 x4401

Email: scuriel@hbas.edu

IET Programs: Business and Finance; Education, Child Development, and Family Services; Health Science and Medical Technology; Information and Communication Technologies

North Orange Continuing Education

Director: Karen Bautista, Vice President of Instruction

Phone: 714-808-4570

Email: kbautista@noce.edu

IET Programs: Business and Finance; Education, Child Development, and Family Services; Health Science and Medical Technology

Rancho Santiago Community College District

Director: Christine Kosko, Dean of Instruction & Student Services

Phone: 714-241-5715

Email: Kosko_Christine@sac.edu

IET Programs: Business and Finance; Health Science and Medical Technology; Information and Communication Technologies

Placer**Roseville Adult School**

Director: Lisa Voss, Director

Phone: 916-782-3952 x1701

Email: lvoss@rjuhsd.us

IET Programs: Business and Finance

Tahoe Truckee Unified Adult Education

Director: Todd M. Wold, Ed.D., Manager of College, and Careers: Career Technical and Adult Education

Phone: 530-582-2591 x20444

Email: twold@ttusd.org

IET Programs: Transportation

Riverside**Coachella Valley Adult School**

Director: Jereme Weischedel, Principal

Phone: 760-398-6302

Email: Jereme.weischedel@cvusd.us

IET Programs: Hospitality, Tourism, and Recreation

Corona-Norco Adult School

Director: JoDee Slyter, Director

Phone: 951-736-7128

Email: jslyter@cnusd.k12.ca.us

IET Programs: Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services

College of the Desert

Director: Dean Papas, Acting Director of Noncredit & Adult Education Programs

Phone: 760-776-7371

Email: dpapas@collegeofthedesert.edu

IET Programs: Manufacturing and Product Development

Jurupa Adult School

Director: Annamarie Montanez, Principal

Phone: 951-222-7739

Email: annamarie_montanez@jUSD.k12.ca.us

IET Programs: Manufacturing and Product Development; Public Services

Valley Adult School

Director: Nohora Vazquez, Facilitator

Phone: 951-253-7093 x2131

Email: nohora.vazquez@leusd.k12.ca.us

IET Programs: Education, Child Development, and Family Services

Moreno Valley Community Adult School

Director: Patricia Bazanos, Ed. D, Principal

Phone: 951-571-4790 x64801

Email: pbazanos@mvusd.net

IET Programs: Health Science and Medical Technology

Mt. San Jacinto Community College

Director: Amy Campbell, Director

Phone: 951-506-6957 x6521

Email: acampbell@msjc.edu

IET Programs: Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services; Hospitality, Tourism, and Recreation; Information and Communication Technologies; Transportation

Sacramento

Center Adult School

Director: David French, Program Coordinator

Phone: 916-338-6440

Email: davidlf@centerusd.org

IET Programs: Education, Child Development, and Family Services

Elk Grove Adult and Community Education

Director: Karen Malkiewicz, Principal

Phone: 916-686-7717 x78000

Email: kmalkiew@egusd.net

IET Programs: Education, Child Development, and Family Services; Hospitality, Tourism, and Recreation

Folsom Cordova Adult School

Director: Rhonda Balmain, Principal

Phone: 916-294-9106 x840151

Email: rbalmain@fcusd.org

IET Programs: Education, Child Development, and Family Services; Information and Communication Technologies

Warren McClaskey Adult Center

Director: Susan Lytle Gilmore, Director

Phone: 916-395-5788

Email: gilmores@scusd.edu

IET Programs: Business and Finance

Charles A. Jones Career and Education Center

Director: Susan Lytle Gilmore, Director

Phone: 916-395-5788

Email: gilmores@scusd.edu

IET Programs: Business and Finance

San Juan School for Adults

Director: Brett Wolfe, CTE & Adult Education Director

Phone: 916-971-7163

Email: brett.wolfe@sanjuan.edu, lbartlett@sanjuan.edu

IET Programs: Health Science and Medical Technology

San Bernardino**Chaffey Adult School**

Director: Todd Haag, Principal

Phone: 909-391-5365 x2800

Email: todd.haag@cjuhsd.net

IET Programs: Education, Child Development, and Family Services; Health Science and Medical Technology

Fontana Adult School

Director: Cynthia Gleason, Principal

Phone: 909-357-5490 x56117

Email: cynthia.gleason@fusd.net; tracey.vackar@fusd.net

IET Programs: Business and Finance; Education, Child Development, and Family Services; Health Science and Medical Technology; Marketing, Sales, and Service

San Diego

Grossmont Adult Education

Director: Kim Bellaart, Director

Phone: 619-588-3511

Email: kbellaart@guhsd.net

IET Programs: Health Science and Medical Technology; Transportation

MiraCosta Community College - Community Learning Center

Director: John Makevich, Dean

Phone: 760-7958701

Email: jmakevich@miracosta.edu

IET Programs: Education, Child Development, and Family Services

San Diego Continuing Education

Director: Michelle Fischthal, Vice President

Phone: 619-388-4990 x93884990

Email: Mfischthal@sdccd.edu

IET Programs: Business and Finance; Education, Child Development, and Family Services; Fashion and Interior Design; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Information and Communication Technologies

National City, Chula Vista, Montgomery, San Ysidro Adult Schools

Director: Ryan Burke, Director

Phone: 619-796-7200

Email: ryan.burke@sweetwaterschools.org

IET Programs: Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Information and Communication Technologies

San Joaquin

School For Adults

Director: Jeff Dundas; Principal

Phone: 209-933-7455 x1403

Email: jdundas@stocktonusd.net

IET Programs: Health Science and Medical Technology; Transportation

San Luis Obispo

Cuesta College Continuing Education

Director: Mia Ruiz, Director

Phone: 805-591-6270

Email: mruiz@cuesta.edu

IET Programs: Hospitality, Tourism, and Recreation; Information and Communication Technologies

San Mateo

Jefferson Adult School

Director: Mark Beshirs, Principal

Phone: 650-550-7874

Email: mbeshirs@juhsd.net

IET Programs: Business and Finance

San Mateo Adult School

Director: Angela Taylor, Director

Phone: 650-558-2100

Email: ataylor@smuhsd.org

IET Programs: Business and Finance

Sequoia District Adult School

Director: Lionel de Maine, Director

Phone: 650-369-1411 x77934

Email: ldemaine@seq.org

IET Programs: Information and Communication Technologies

Santa Barbara

Santa Barbara City College

Director: Sachiko Oates, Coordinator

Phone: 805-6838230

Email: sooates@pipeline.sbcc.edu

IET Programs: Building and Construction Trades

Santa Clara

Campbell Adult and Community Education

Director: Usha Narayanan, Director

Phone: 408-626-3402 x2601

Email: unarayanan@cuhsd.org

IET Programs: Business and Finance; Information and Communication Technology

FUHSD Adult School

Director: Lori Riehl, Principal

Phone: 408-522-2717

Email: lori_riehl@fuhdsd.org

IET Programs: Health Science and Medical Technology; Information and Communication Technology

Milpitas Adult Education

Director: Giuliana Brahim, Principal

Phone: 408-635-2692 x4556

Email: gbrahim@musd.org

IET Programs: Education, Child Development, and Family Services; Hospitality, Tourism, and Recreation

Santa Clara Adult Education

Director: Carrie Castro, Principal

Phone: 1-650-940-1333 ext: 4012

Email: ccasto@scusd.net

Mountain View Los Altos Adult School

Director: Julie Vo

Phone: 408-423-3508

Email: Julie.vo@mvla.net

IET Programs: Health Science and Medical Technology

Santa Cruz

Watsonville/Aptos/Santa Cruz Adult Education

Director: Nancy A. Bilicich, Director

Phone: 831-786-2160

Email: nancy_bilicich@pvusd.net

IET Programs: Building and Construction Trades; Education, Child Development and Family Services; Health Science and Medical Technology

Solano

Fairfield-Suisun Adult School

Director: Kristen Witt, Director

Phone: 707-399-5131

Email: kristenw@fsusd.org

IET Programs: Building and Construction Trades; Education, Child Development and Family Services; Information and Communication Technologies

Vallejo Regional Education Center

Director: Laura Dutch, Principal

Phone: 707-556-8850 x54402

Email: ldutch@vcusd.org

IET Programs: Building and Construction Trades; Hospitality, Tourism, and Recreation

Sutter

North Central Counties Adult Education Consortium

Director: Cindy Newton

Phone: 1-530-751-8202

Email: cnewton@ncen.org

Tulare

Tulare Adult School

Director: Larriann Torrez, Director

Phone: 559-686-0225

Email: larriann.torrez@tulare.k12.ca.us

IET Programs: Education, Child Development, and Family Services; Hospitality, Tourism, and Recreation

Visalia Adult School

Director: Tami Olson, Principal

Phone: 559-730-7655

Email: tolson@vusd.org

IET Programs: Education, Child Development, and Family Services

Ventura

Conejo Valley Adult Education

Director: Mike Sanders, Principal

Phone: 805-497-2761 x1009

Email: mikesanders@conejoadulted.org

IET Programs: Business and Finance; Education, Health Science and Medical Technology

Oxnard Adult School

Director: Kathy Greaves, Principal

Phone: 805-385-5227

Email: Kathy.Greaves@oxnardunion.org

IET Programs: Health Science and Medical Technology

Simi Institute for Careers & Education

Director: Michele Arso, Principal

Phone: 805-579-6200 x1605

Email: michele.arsso@simivalleyusd.org

IET Programs: Business and Finance; Manufacturing and Product Development

Ventura Adult and Continuing Education

Director: Carolyn Vang-Walker, Director/Principal

Phone: 805-289-1744 x1108

Email: Carolyn.Vang-walker@AdultEdVentura.edu