NOTICE OF AVAILABILITY OF FUNDS

by the Employment Development Department
in coordination with the California Workforce Development Board
on behalf of the California Labor and Workforce Development Agency

**English Language Learner Integrated Education and Training Fund
Program Year 2022-23
Solicitation for Proposals**

January 2023

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Proposal Package Instructions and Exhibits

The following contains the Solicitation for Proposals (SFP) instructions and required exhibits for the English Language Learner (ELL) Integrated Education and Training (IET) funding opportunity. Applicants should carefully read the SFP for the required elements and follow the instructions in order to meet the proposal application requirements:

- SFP Cover/Signature Page (DOCX)
- SFP Executive Summary (DOCX)
- SFP Exhibit A- Proposal Narrative (DOCX)
- SFP Exhibit I – Project Work Plan (DOCX)
- SFP Exhibit J – Partner Roles and Responsibilities (DOCX)
- SFP Exhibit F – Budget Summary (DOCX)
- SFP Exhibit F2 – Budget Narrative (DOCX)
- SFP Exhibit G – Supplemental Budget (if applicable) (DOCX)
- SFP Exhibit K – Performance Goals Matrix (DOCX)

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I.   ELL IET Program Overview

A. Purpose

The Employment Development Department (EDD), in coordination with the California Labor and Workforce Development Agency (LWDA), announces the availability of up to $18 million in funds appropriated by Senate Bill (SB 178)[1], the 2022 State Fiscal Year budget, for English Language Learner (ELL) Integrated Education and Training (IET). ELL IET grants will be awarded to design, develop, and implement projects that expand IET course offerings across the state and accelerate employment and re-employment strategies for English Language Learners[2] (ELLs).

The ELL IET PY 22-23 grant will support new or existing projects that incorporate an Integrated Education and Training (IET)[3] program model to prepare ELLs for in-demand, high quality jobs with sustainable wages[4]. The IET instructional strategy offers ELLs integrated instruction for career-related training and contextualized language-building skills, which will expedite entrance into and advancement in the workforce. It is an education program that incorporates adult education services with occupational skills training to increase participant advancement in education and career. The IET program model requires a sector-based approach to education and training and robust employer partnerships in the local or regional labor market. Expansion of the IET model will increase access to career pathways and bridge educational gaps to help ELLs with significant barriers to high quality employment enter or advance in the workforce. Through this program, ELLs will obtain occupational skills for living wage jobs within in-demand industries in the project service area.

B. Background

Immigrants make up one-third of the California workforce and many face barriers to employment due to limited English language skills, as well as opportunities to develop transferrable and in-demand occupational skills. ELLs from disadvantaged or minority groups including women, racial and ethnic minorities, justice-impacted, low-income, disabled, and/or

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[1] Senate Bill 178 – The 2022 State Fiscal Year Budget

[2] English Language Learner is defined by this SFP as a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.

[3] 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."

[4] High-quality employment is defined as work that offers family-supporting, living wages in in-demand occupations that offer benefits, long-term job security, and upward mobility. More resources can be found in Appendix E.

other marginalized individuals may face even greater barriers to employment. This grant seeks to address the need for equal access to training and employment opportunities for high quality jobs with sustainable wages across communities. The ELL IET grant will work to ensure that ELLs, including those that have been disproportionately impacted by the pandemic, will have access to accelerated training, as well as the additional supports and resources needed to secure a stable and sustainable future in California's economy.

C. Vision

The ELL IET PY 22-23 grant aims to support the expansion of IET course offerings across the state, increasing both the types of training offered and the number of available sites. The grant focuses on utilizing sector-based strategies to develop new IET course offerings in partnership with employers and education providers, and utilizing documented best practices and evidence-based strategies to support ELLs with full wrap around services through their participation in new and existing IETs.

The ELL IET program model builds on the Integrated Basic Education and Skills Training (I-BEST) [5] model and develops a systems-change approach to remove barriers to employment in quality jobs for ELLs. The I-BEST model is an innovative program model and strategy that increases the rate at which adult basic education and English-as-a-second language students advance to college-level occupational programs and complete postsecondary credentials in fields offering good wages and career advancement. The model will substantially broaden access to occupational skills training through the expansion of evidence-based practices that accelerate learning for ELLs. Applicants should refer to the successful I-BEST program for best practice, but should not limit themselves to a precise replication of I-BEST.

ELL IET PY 22-23 grant funds will support projects that establish an IET-centered training model with an interconnected network of employers and education and training partners that ensure career pathways culminate in high-quality employment with advancement opportunities for ELLs. Applicants are encouraged to collaborate with Institutions of Higher Education (IHEs) such as Adult Schools and/or community colleges, innovative training providers, or other partners, such as community-based organizations and worker centers that are best suited to create or expand IET offerings. Through these partnerships, applicants will promote the use of regional industry-sector strategies to develop new IET course offerings and utilize existing IETs as the framework to help unemployed and underemployed ELLs with significant barriers to employment.

ELL IET project teams should include employers, workforce partners, WIOA Title II/adult education programs or community colleges, and CBOs that have trusted relationships in the immigrant community to ensure the availability of IET programming and full wrap-around services. All applicants must either collaborate with one of the many existing IET programs in California, and/or develop and implement a plan for creating new IET programs in high-demand industry sectors, to deliver innovative and effective curriculum leading to high-quality

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[5] Resources to learn more about the I-BEST model.

employment with sustainable wages.[6] Collaboration with county human services agencies and other WIOA unified plan partners is also recommended to assist ELLs in navigating other available resources.

Funded programs will implement co-enrollment strategies among education, workforce, and human services programs, where appropriate, leverage other program funding, and provide robust job placement, supportive and follow-up services. Dependent on participant eligibility, additional co-enrollment may include enrollment in WIOA Title I Adult, Title II Adult Education, Title III Wagner-Peyser, Title IV Vocational Rehabilitation, CalWORKS and CalFRESH, and other human service programs[7], or other WIOA unified plan programs[8]. Applicants are also encouraged to create linkages to existing High Road Training Partnership (HRTP)[9] projects and apprenticeship programs[10].

To achieve equity in labor market outcomes, partnerships with community-based organizations (CBOs) that are grounded in and provide critical resources to marginalized communities can be the key to success and are highly recommended for this program. CBOs' position in and direct knowledge about the communities they serve make them invaluable partners in participants' success and in furthering an equitable high road agenda in accordance with California's Strategic Plan. Successful applicants representing other types of entities should incorporate collaboration with CBOs with demonstrated track records of success in serving marginalized communities into their outreach and service delivery plans to promote equitable access to services, ensuring that marginalized ELL communities are made aware of and benefit from available services.

Applicants are encouraged to utilize lessons learned from past ELL projects administered by the state and develop new and innovative strategies that foster success for individual participants and promote system-wide implementation of IET strategies locally or within the applicant's region. The IETs developed and the strategies utilized should strive to be sustainable beyond the life of this grant and be replicable in other California communities. Projects are expected to implement evidence-based practices where available, and share lessons learned with the state.

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[6] A list of education providers offering IET programs can be found in Appendix G.

[7] Human service programs can include CalWORKs, CalFresh, CalFresh Employment and Training (E&T), Refugee Programs, and other programs under the health and human services umbrella. CalFresh E&T does not exist in all counties; Refer to Appendix E for an overview of the CalFresh and CalFresh E&T program. Grantees are encouraged to collaborate with human service programs where partnerships exist and/or use this effort to start working towards the development of new partnerships.

[8] Unified Plan Partners are those groups that are part of the WIOA Unified State Plan. The link to the state plan can be found in Appendix E.

[9] Resources to learn more about the High Road Training Partnership (HRTP)

[10] Resources to learn more about the DIR - apprenticeship programs

These solutions will be shared with workforce providers and partners to create lasting change and improvements in the workforce system.

D. Project Goals and Objectives

The ELL IET PY 22-23 grant seeks to create sustainable change in workforce and education programming to enhance the lives of California's immigrant population through accelerated education and training opportunities that will ensure equitable access to employment in high quality jobs.

Program funding should be used to expand and enhance IET course offerings and other workforce opportunities for the target population in accordance with the following goals and objectives:

1. Equity

- Enable upward mobility for ELLs in California, especially ELLs from marginalized communities or with significant barriers to employment.
- Equitable access to education, training, and workforce services for ELLs.
- Removal of barriers to obtaining in-demand employment in high quality jobs for ELLs.
- Greater opportunity for ELLs who have been locked out of the mainstream economy, are under-represented in high-wage occupations and industries, and/or face multiple barriers to quality employment.
- Increased number of ELLs placed in high quality jobs with sustainable wages.

2. Acceleration

- Accelerate upskilling by supporting concurrent English language learning, basic skills development, occupational skills development and attainment of industry-recognized credentials.
- Reduce the amount of time ELLs have low or no income through accelerated learning, work- based learning, supportive and wrap around services.

3. Workforce and Economic Development

- Grow California's skilled workforce by fostering demand-driven skills attainment.
- Assist employers in filling vacancies with skilled workers.
- Fuel industry growth by supporting industry workforce needs.

4. Sustainability and System Alignment

- Increase the state's capacity to provide IET through funding alignment between workforce and education that can be expanded within the project's local area, and replicated across the state, tailored to regional needs.
- Adapt local level policies and procedures to ensure sustainability of project objectives including removal of any barriers to service accessibility and adoption of best practices.
- Inform state and regional partners of lessons learned that may inform future project

designs, regional collaborations, and state level policies and procedures.

E. Project Design

Proposals must reflect how the project goals and objectives outlined above will be achieved in an innovative project plan.

1. Integrated Education and Training (IET)

IET integrates adult education and literacy activities including English language instruction, adult basic education, and high school diploma/high school equivalency with employability skills and workforce training activities in a specific occupation or occupational cluster. Instruction in each area is conducted concurrently rather than sequentially in order to accelerate learning within the context of the career pathway. Delivery of IET instruction can be done through a co-teaching model, an alternate teaching model, or separate instruction with co-designing, co-planning, and ongoing coordination to ensure aligned contextualized learning objectives. Resources with more information about IET models can be found in Appendix E.

Projects should target industry sectors or occupations based on labor market analysis and input from employer partners to ensure there is sufficient demand for the skills and industry-recognized credentials being developed in IET programs. Focus should be on industries that are strategic for the health of the local, regional, or state economy that can provide high quality jobs to ELLs. Resources for labor market information can be found in Appendix E.

Strong applications will demonstrate sufficient capacity, partnerships, and infrastructure in place to utilize existing IET offerings to meet the immediate training needs of ELLs **and** to expand IET offerings to meet labor market and employer demands. Applicants may propose to implement one or both of the following strategies.

Development of new IET Programming

Successful applicants proposing to develop new IET programming will provide a statement of need that demonstrates the need for expansion of IET offerings in their region based on local/regional labor market information and/or employer demand. Applicants will detail a plan for the development of new IET curriculum and the launch of new IET offerings based on employer/industry demand.

Utilization of Existing IET Programming

Successful applicants proposing to utilize existing IET programming will detail existing IET offerings and partnerships, with outcomes data demonstrating the ability of those IETs to meet local/regional labor market and employer demands and to result in job placements for ELLs.

2. Project Team and Partnerships

Successful applicants will develop a team composed of at least one of each of the following **required partners**:

- Employer(s) within the geographic target region offering high quality jobs in the targeted industry sector(s)
- Adult Education and Training Provider(s), community college(s), or other innovative training provider(s) with an established IET program in an in-demand industry with sustainable wages in the proposed service area **and/or** Adult Education and Training Provider(s), community college(s), or other innovative training provider(s) with the capacity and interest in creating a new IET program
- Workforce services provider with demonstrated experience to provide workforce services and case management to ELLs; a community-based organization with demonstrated success with ELLs may serve as the workforce services provider.

The lead applicant is expected to coordinate partner activities for the development of new and/or utilization of existing IET programming as well as to coordinate effective service delivery among partners. Through an Integrated Resource Team (IRT) or similar model, partners will coordinate and share resources to implement service plans and leverage expertise to help ELLs overcome barriers to employment and gain new skills and jobs quickly and efficiently. The project team will work together to provide comprehensive services to support ELLs from education to job placement in a career pathway with sustainable wages. Project teams will use their expertise in working with ELLs and employers to ensure that participants receive the necessary supportive and follow-up services they need to successfully complete the program and secure a high-quality job. Strong coordination across program partners is expected to achieve outcomes that will benefit the target population.

CBOs with demonstrated success serving ELLs may be an additional member of the project team and support the project by making connections to immigrant communities, outreach and recruitment, language capacity, cultural competency, or to support other project activities. Strong applications will incorporate CBO partnerships in their proposed outreach strategies, student support and other service delivery plans. The state also encourages partnerships with human service programs, additional workforce and education partners, and other special grants and initiatives beyond the required partnerships whenever such additional partnerships are possible and relevant to the project.

Project team partners determine the project design and approach. Strong applicants will clearly articulate their own proposed model and partnerships, and how those partnerships will contribute to the achievement of the goals and objectives of the grant.

Partnerships for the Development of New IET Programming
Projects that will develop new IET programming will bring together workforce, education, and employer partners to identify industry training needs, develop IET curriculum for both contextualized English and occupational skills, and launch new IET courses. Employer partners should support the development of new IETs by identifying their workforce needs and target occupations within the target industries, by reviewing or providing input on IET curriculum and

course offerings, and allowing site visits so curriculum can take into account the work environment, equipment, or on-the-job scenarios. Employer partners may also create opportunities for job placement and work-based learning to support skill development during or after course completion, as appropriate.

Education and training partners will work with employers and workforce partners to develop IET curriculum, expand IET course offerings, and ensure IET courses and curriculum are responsive to industry demands. Costs associated with the development of IET curriculum may be charged to the grant. Projects will work towards aligning services and co-case management between workforce and education partners. Workforce services providers will provide comprehensive case management and navigation support for participating ELLs, including career services, supportive services, job placement, and follow-up/job retention services.

Applicants proposing to develop **new IETs** will detail a plan for engagement with all required partners, including demonstrating any existing partner commitments, plans for obtaining commitments from other required partners, and planned roles and responsibilities for each proposed partner. Partnership commitment letters for all required partners will not be required at the time of application for new IET development; however, proposals should demonstrate that applicants will be able to obtain partner commitments within the first 90 days of the project.

Strong applications will demonstrate that working relationships already exist, are in the process of being established, or that there is a strong proposal for how new relationship development will be approached. For existing partners, applicants should identify each team member and describe the role of the project team and its members in project development, IET development, service delivery, and each partner's role in ensuring sustainability and system alignment. It is highly recommended that partnership commitment letters are provided at the time of application for existing partners. For partnerships still being established, applicants must provide a description of progress and planned activities for relationship development and future partner roles.

Partnerships for the Utilization of Existing IET Programming
Projects that will utilize existing IET programming will bring together workforce, education, and employer partners to assist ELLs in accessing existing IETs including removing any barriers to access, ensuring wrap around services, and providing job placement and retention services. Projects should focus on aligning services and co-case management between workforce and education partners. Workforce services providers will provide comprehensive case management and navigation support for participating ELLs, including supportive services, job placement, and follow-up/job retention services. Employer partners should be tapped for job placement and to create opportunities for work-based learning to support skill development during or after course completion, as appropriate.

Applicants proposing to utilize **existing IETs** will demonstrate existing partner commitments including roles and responsibilities for each partner. Partnership commitment letters are

required at the time of application for workforce and education partners. Partnership commitment letters from employers are highly recommended but are not required at the time of application. Proposals without existing employer commitments must demonstrate robust plans for employer outreach and engagement for job placement.

3. Outreach, Recruitment, and Accessibility

Successful applicants must explain how they will conduct robust intentional outreach to the target population, ensuring that immigrant communities in the proposed service area will be made aware of available services. Applicants must explain how they will provide equal access to ELLs from disadvantaged or minority groups including women, racial and ethnic minorities, justice-impacted, low-income, disabled, and/or other marginalized individuals that face significant barriers to employment. This includes thoughtful approaches to recruitment and retention, as well as creative solutions to the provision of appropriate technology, technology skills training, and internet resources required to complete online courses, training, and other program related requirements. Strong applications will incorporate partnerships with CBOs with strong connections to ELL communities in their outreach plans and strategies.

Applicants should aim to ensure that there are no access barriers to services for individuals that are limited English proficient or lack computer literacy skills and/or internet access. Applicants should address how they will ensure entry points have language capacity and are accessible to individuals without access to technology, as well as providing digital skills training. For example, while requests for appointments or services could potentially be conducted virtually, there must be additional methods made available that do not exclude individuals that lack English language proficiency, computer/internet access, or computer literacy.

Applicants can provide virtual solutions to participant engagement where appropriate, including online coursework and training delivery, simulation-based training and assessment, and online delivery models for services such as program enrollment, advising and/or case management, apprenticeship placement, participant evaluation and interviewing, and the provision of supportive services. Where virtual services are part of service delivery plans, proposals should address how the lead applicant or the applicant's partner(s) will provide access to technology-enabled programs to individuals and communities that require additional assistance and training in technology, such as instruction in basic technology and access to equipment and the internet. Applicants should ensure diversity of service delivery methods between virtual, by phone, and in-person, to ensure that ELLs are able to access services in the method that is most appropriate for their skill level and service needs, and best supports their employment goals with the least amount of access barriers. In-person services must be available to participants that are not able to sufficiently access services virtually. Grant funds may be used to increase and enhance participants' digital skills.

4. Wrap Around Services

Applicants should aim to provide ELLs with full wrap-around services that can include, but are not limited to, basic and individualized career services, high school completion/equivalency,

training services, work based learning, and supportive services, such as assistance with transportation, work tools and clothing, school books, child care, mental health, health, financial literacy, support for documentation and citizenship applications, and other supportive services. The project must provide ELLs with case management and navigation services, ensuring that any barriers to employment are addressed and ELLs are able to access all needed services, whether through the lead applicant or partner networks. Job retention/follow up services must also be made available, including supportive services after job placement to ensure job retention, and secondary job placement, when needed.

Award recipients will implement a project that includes collaboration, co-enrollment, and integrated service delivery leading towards placement into high quality jobs. The project team should utilize an Integrated Resource Team (IRT) or similar model of service delivery to provide no wrong-door entry and a full breadth of wraparound services to participants from entrance into a training program to post-employment follow-up services. Applicants are encouraged to include other partners in IRTs and leverage other workforce programs, public services such as CalWorks and CalFresh, and foundation or philanthropic resources to provide a full breadth of services to ELLs from enrollment to employment. Successful applicants will leverage partner networks to ensure wrap around services and job placements for program participants. For a comprehensive listing of allowable services see Appendix B: Allowable Services. Additional services not listed may be allowable with prior approval from EDD.

5. Job Placement and Retention

Applicants must identify the regionally in-demand career pathways available to participants through the proposed project. Applicants must identify existing IET programs or propose a plan to develop new IET programs, and specify how these will provide participants with the skills and competencies necessary to successfully enter the labor market, retain employment, and earn wages that lead to self-sufficiency and economic security. Applicants should detail existing employer partnerships, including commitments to hire and/or robust employer outreach and job development plans to ensure ELL job placement at the completion of their IET program.

Projects should include robust follow-up and job retention services to ensure ELLs have the supports needed to maintain employment, including supportive services and secondary job placement for career advancement or if job loss occurs. Job-retention related supportive services may include, but are not limited to, provision of work tools and clothing, assistance with transportation and childcare costs to enable them to work, rental and utility assistance prior to receipt of their first paycheck, and assistance with personal and workplace accommodations. Work readiness and career coaching may also continue through follow up, as needed.

Participants may receive follow-up and job retention services for as long as is necessary to support participants in maintaining their employment or advancing to employment with a higher wage and/or benefits.

Each proposal should include follow-up and job retention services for participants after they are placed in unsubsidized employment and after they have exited from the project. The follow-up is intended to support the client in retaining employment and continuing to improve their employment success after exit. While follow-up and job retention services must be made available, not all participants who are registered and placed into unsubsidized employment will need or want such services.

II. Eligibility

Proposals will be accepted from all eligible applicants. Proposals must meet the minimum requirements to be read and scored. The most competitive proposals will be those that utilize existing IET offerings to meet the immediate training needs of ELLs **and** expand IET course offerings, and serve ELLs in innovative ways that strategize cross-cutting relationships, system-wide collaboration, and employment in high quality jobs.

A. Applicants

Proposals will be accepted from CBOs, adult education providers, California Community College districts or colleges, other education or training providers, labor organizations and labor-management partnerships, workforce intermediaries, and Local Workforce Development Areas.

B. Participants

Eligible participants are adult English language learners that reside in the state of California. English language learner is defined on page one of this SFP. In alignment with Senate Bill 178, participants "who are not lawfully present in the United States may participate in and benefit from services. For purposes of implementing this provision, an entity or person shall not seek information that is (b) unnecessary to determine eligibility, including immigration or citizenship status."

III. Application and Program Requirements

All applications must adhere to Application Package requirements, use the required format, and include all the requested information and attachments; otherwise, the application will be deemed nonresponsive. Applications that do not meet the minimum requirements will not be scored or considered for funding. Refer to the Refer to SFP Instructions in Appendix A for guidance on how to properly complete format, and submit all elements of the Application package. A maximum of 15 pages (12-point Calibri font, single-spaced) will be accepted for the Project Narrative and Project Work Plan. Applicants have the flexibility to decide how they want to distribute the 15 pages over the Project Narrative and Project Work Plan.

Only one Application Package will be accepted from each applicant. Do not submit more than one Application Package. Applicants should leverage increased partnerships as the program continues but only the initial partnerships of the applicant will collectively develop the Application Package based on shared visions and goals that address the needs of this grant. All proposals must adhere to the required format in order to be competitive and must include all

of the requested information and attachments. Refer to the Proposal Instructions for details on how to properly complete all required documents.

A. Data and Supporting Evidence

Successful applications must use a combination of quantitative and qualitative supporting data as applicable from a variety of reliable sources that demonstrate the socio-economic, climate, and community-wide factors that inform the application. The data should reflect the applicant's comprehensive understanding of the issues and capacities specific to the recruitment, training, and job placement of ELLs and suggest the potential for success given each service area's unique barriers. Relevant data sources 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 jurisdictions, or mandatory and non-mandatory partners. Applicants should also use local data sources that illustrate the experience and needs 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. Appendix E suggests several data sources and tools, which applicants and successful grantees may use.

B. Required Exhibits and Attachments

- **Cover/Signature Page:** Electronic signed copies required.
- **Proposal Summary:** Abstract of the project.
- **Exhibit A – Proposal Narrative:** Describes the project design with a clear rationale in narrative form.
- **Exhibit I – Project Work Plan:** Provides roles, responsibilities, and milestones for project implementation.
- **Exhibit J – Partner Roles and Responsibilities:** Verifies roles and responsibilities of partners.
- **Exhibit F –Budget Summary:** Lists line item costs for project activities and administration.
- **Exhibit F2 –Budget Narrative:** Justification of the expenses in each line item.
- **Exhibit G – Supplemental Budget (if applicable):** Required if the proposal includes the purchase of any equipment over $5,000 or the procurement of any contractual services regardless of the dollar amount.
- **Partnership Agreement Letters:** Required for all mandatory and essential partners.

C. Partnerships

Successful applicants will develop a team composed of at minimum one of each of the following required partners:

- Employer(s) within the geographic target region offering high quality jobs in the targeted industry sector(s).
- Adult Education and Training Provider, community college, or other innovative training provider with an established IET program in an in-demand industry with sustainable wages in the proposed service area **and/or** an Adult Education and Training Provider,

community college, or other innovative training provider with the capacity and interest in creating a new IET program

- Workforce services provider with demonstrated experience and success in providing workforce services and case management to ELLs; community based organizations may serve in this role.

See Appendix G for a list of education partners with existing IET programs.

Additional partnerships that will enhance the success of the project are recommended based on the needs of the target population and service area. Applicants are strongly encouraged to build a network of employers, workforce and education partners, and CBOs. Partnerships must facilitate the provision of a full array of services tailored to the needs of ELLs in the project area from education to high-quality employment.

Applicants proposing to develop **new IETs** will detail a plan for engagement with all required partners, including demonstrating any existing partner commitments, plans for obtaining commitments from other required partners, and planned roles and responsibilities for each proposed partner. Partnership commitment letters for all required partners will not be required at the time of application for new IET development, however, proposals should demonstrate that applicants will be able to obtain partner commitments within the first 90 days of the project. It is recommended that partnership commitment letters are provided at the time of application for existing partners. For partnerships still being established, applicants should provide a description of progress and planned activities for relationship development and future partner roles.

Applicants proposing to utilize **existing IETs** will demonstrate existing partner commitments including roles and responsibilities for each partner. Partnership commitment letters are required at the time of application for workforce and education partners. Partnership commitment letters for employers are not required at the time of application, however, will strengthen the application. Proposals without existing employer commitments should demonstrate robust plans for employer outreach and engagement for job placement.

See section V.B. Submission and Format for more information on submitting partnership commitment letters.

D. Performance Goals
The state's negotiated performance goals can be found in Figure 1. These metrics and rates of achievement are provided as a point of reference for applicants when determining their performance goals for the purposes of this application. The state recognizes that goals may differ from those presented here. Applicants should tailor performance goals to the project needs and goals.

Figure 1: Negotiated Performance Goals

PY 2022-2023 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%

For this SFP, the proposal narrative explanation of performance goals should reflect a data-driven local economic analysis leading to the proposed project performance goals in connection to service delivery, target populations, and skill attainment. In addition to the identified performance measures, the state requires grantees to track total participants enrolled in education, training, and training-related employment. Additional performance metrics may be determined and required as the project develops. The Performance Goals Chart in Section IV of Exhibit A should reflect the data written in the narrative section.

E. Collaboration with EDD

The EDD requires key project staff to participate in training opportunities and project evaluation activities, and attend mandatory quarterly meetings. Key project staff may also be required to partner with EDD project management staff for technical assistance including CalJOBS training and guidance during start-up, implementation, and throughout the grant period of performance. Start-up and training activities may take up to six months.

F. Reporting Capacity

All reporting requirements will be fulfilled through the state's required reporting system, CalJOBS. Applicants that do not currently have access must have the capacity to gain access to and report through CalJOBS. See section VIII.C. Reporting for more information.

Participants enrolled in the grant program must be entered into CalJOBS. Additional metrics, including participant co-enrollments, will be tracked. Partners must ensure that the appropriate data sharing agreements are in place to support implementation of this project.

Additional reporting requirements may be implemented throughout the course of the project including, but not limited to, monthly or quarterly narrative reporting.

IV. Funding and Budgetary Requirements

A. Available Funds

A total of $18 million in General Fund dollars are available through this SFP. Applicants may request awards up to $4 million. The EDD anticipates being able to fund approximately 5 to 10 awards. Final awards and participant counts may be adjusted depending on the number of successfully submitted proposals. Leveraged resources are encouraged, where possible, but there is no requirement for matched funds.

Determination of funding requests, projected participants, and other performance measures should take into account factors specific to the service area, target population, and reasonable costs for proposed services. Awarding decisions are based on the availability of funds.

Note – Proposed funding is based on the anticipated availability of relevant funds, should anything change, the EDD reserves the right to make adjustments based on the level of funding. Estimated amounts and dates are not final and are subject to change.

B. Project Term

The period of performance (POP) for this grant will be approximately 42 to 45 months, with an anticipated start date in July 2023. This POP includes all necessary implementation and start-up activities. Grant funds will not be available for longer than 45 months. No obligation of funds will be allowed before or beyond the grant period of performance. Any grant funds not expended during the grant agreement period shall be returned to the EDD.

C. Registration with the System for Award Management

Applicants must register with the System for Award Management (SAM) in order to apply for and receive funding for this initiative. Registration with the SAM must be reviewed and updated every 12 months in order to remain current, accurate, and complete in the SAM database. A recipient must maintain an active registration with current information at all times during which it has an application under consideration or an active state award, including state funding distributed through the EDD. Applicants must ensure that this information is updated well in advance of submitting an application for funding. Proposals received with an inactive registration will not be evaluated and will be disqualified.

Note – The process of registration and/or renewal can take several weeks to complete and requires privileged information, including financial and banking information, which may take time to obtain. It is the applicant's responsibility to have all information up to date and accessible through the SAM prior to submitting the application. Visit the SAM website for more information about registration requirements.

D. Cost Sharing

There is no required match for this project. However, the applicant is encouraged to leverage other resources to maximize the impact of the project, earn the maximum return on investment, and foster project replication and sustainability. Applicants are encouraged to braid funds, leverage human capital, and utilize other resources to maximize success for the project. Resources can be leveraged from a 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.

Leveraged funds are a contribution of funds or resources made available to the subrecipient, to be used specifically 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.

E. Allowable Uses of Funds

The funds awarded in this SFP must be used to assist ELL IET program awardees in the successful implementation of projects that allow participants to obtain and retain employment in high quality jobs within the targeted high-growth businesses or industries by:

- Developing new or utilizing existing IET programming and curriculum in partnership with employers and education partners including curriculum development and conversion of existing curriculum to IET model.
- Developing employer partnerships for work-based learning, training, and job placement
- Providing direct services to participants, including but not limited to career services, short-term pre-vocational training services, IET, case management, systems navigation assistance, supportive services, WBL, job placement, and follow up/job retention services. For a comprehensive listing of allowable services, see Appendix B.
- Appointing project staff or hiring new project staff.
- Providing staff development, training, and cross-training to program and partner staff.
- Allowing travel for staff to attend mandatory meetings, trainings, or events.
- Other costs associated with operating the project and meeting the project goals and objectives.

The General Fund and its associated state regulations, state directives, applicable Government Codes including but not limited to 16300 and 13303, and California Department of Finance (DOF) Guidance for Grants and Agreements govern the use of the grant funds. Refer to Appendix C and Appendix D for the general requirements of these funds. Funds awarded under this SFP cannot be used to purchase real property or to construct buildings. Refer to Appendix C and Appendix D for the general requirements of these funds.

F. Administrative Cost Limits

A maximum of 10 percent of the total project budget will be allowed for administrative costs. Please refer to Appendix C for the definition of administrative costs.

V. Application Submission

One proposal will be accepted from each applicant. Do not submit more than one proposal. The entire proposal must be submitted electronically by the deadline. All applicants must submit a cover page with an electronic signature by 3 p.m. PT on Thursday, March 16, 2023.

A. Notice of Intent to Apply

Potential applicants are strongly encouraged to notify the EDD of their intent to apply for this funding opportunity by sending a short email message with the applicant organization's name and address to WSBSFP2@EDD.ca.gov by noon on February 22, 2023. The subject line should reflect "Intent to Apply: ELL IET PY 22-23." Applicants that do not provide this email notification may still apply for funding. These non-binding notifications will help inform the EDD to develop a more efficient process for reviewing grant applications in this competition.

B. Submission and Format

Electronically submit the entire proposal package as a ZIP file to WSBSFP2@EDD.ca.gov with the subject line "[Applicant Name] ELL IET 22-23 Proposal." The entire proposal package, including all elements, is due by 3 p.m. PT on Thursday, March 16, 2023.

The Project Narrative, Cover Page, Executive Summary, and all Exhibits must be submitted in the Microsoft (MS) Word file format. Documents must be saved according to the following naming convention: [Applicant Name] ELL IET PY 22-23 [Name of Document]. The applicant may utilize an acronym if desired. For example, "OrgXYZ ELL IET PY 22-23 ExecSum" for the Executive Summary or "xyzORG ELL IET PY21-22 ExE" for Exhibit E. File names can be no longer than 40 characters.

Partnership Agreement and optional Commitment letters must be submitted as a portable document format (PDF). Letters should be grouped together by category and submitted as one PDF with the following naming convention: [Applicant Name] ELL IET PY 22-23 Commit Letters and [Applicant Name] ELL IET Partner Letters. For example, ABCOrg ELL IET PY 22-23 Commit Letters and ABCOrg ELL IET PY 22-23 Partner Letters. File names can be no longer than 40 characters. If submitting Partnership Agreement and/or Commitment letters, clearly identify the partner organization type in each letter.

C. Important Dates and Deadlines

Figure 2: Application Timeline

Event	Date
SFP release	Friday, January 27, 2023
Last date to email questions to EDD	Friday, February 10, 2023
Informational Webinar	Wednesday, February 15, 2023 10 a.m.
Notice of Intent to Apply	Wednesday, February 22, 2023
Proposals due	Thursday, March 16, 2023 3 p.m. PT
Proposal review and evaluation	March 13, 2023 - March 17, 2023
Deadline to appeal	March 30, 2023
Award announcements	April 2023
Estimated project start date	July 2023 (pending exhibit approvals)

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

D. Delivery

Applicants must submit a complete proposal package with all required elements to WSBSFP2@EDD.ca.gov by the applicant's contract signatory authority by Thursday, March 16, 2023 by 3 p.m. PT. Refer to Appendix A for further guidelines on electronic submission.

E. Questions and Answers

Direct any questions regarding this SPF to WSBSFP2@edd.ca.gov. An informational webinar is scheduled for February 15 at 10 a.m. PT to review application requirements and answer questions regarding this SFP. For meeting information, please send an email request to WSBSFP2@edd.ca.gov by 12 noon on Tuesday, February 14, 2023. The questions and answers will be compiled and posted on the EDD website after the information session.

VI.   Award and Contracting Process

After the deadline, the EDD will review the proposals that meet the minimum qualifications. Funding decisions are based on scoring criteria, performance history, and area needs. The EDD will notify all applicants regarding the status of submitted proposals. A summary of projects funded under this SFP will be publically posted on the EDD website.

A. Proposal Review, Scoring, and Evaluation

Teams of independent reviewers will score and rank proposals based on the criteria set forth in this SFP. For those organizations that have participated in past grant programs with EDD's Workforce Services Branch (WSB), past and present performance will be considered in making funding decisions. The scoring value of each section of the SFP is as follows:

Figure 3: Scoring Rubric

Narrative Criteria	Maximum Points
Section I – Statement of Need	15
Section II – Target Group	10
Section III – Project Plan	25
Section IV – Performance Goals	10
Section V – Partnerships and Leveraged Resources	15
Section VI – Statement of Capabilities	10
Section VII – Budget Summary Narrative and Plan	15
Minimum and Other Requirements Total Maximum	**100**

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

All projects selected for funding are contingent on the revision and approval of the contract exhibits. Project exhibits are not automatically approved. Awardees may be required to revise the project exhibits to comply with state mandates during the approval contract negotiation process. The EDD Dislocation, Climate, and Special Populations Support Group will provide guidance should revisions be necessary.

B. Appeal Process

A proposal may be disqualified for not meeting the application requirements. Please read the SFP carefully and consult section IV. Required Proposal Content and section V. Proposal Submission to ensure all program requirements have been adequately addressed in your proposal and that proposals are submitted completely and correctly. An appeal of the disqualification decision may be filed, however, please take into consideration the following:

- There is no appeal process for not meeting the proposal submission deadline

- Final funding decisions cannot be appealed

- The application requirements are those conditions that must be met in order for the proposal to be forwarded for evaluation and scoring. See section IV. Required Proposal Content and section V. Proposal Submission for more information

The EDD will email and mail disqualification letters to applicants. Applicants have seven calendar days from the date the disqualification email is received to appeal. Send all appeals to WSBSFP2@edd.ca.gov by 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 writing. 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 appeal, including citations to the SFP and pertinent documents
- A statement of the relief sought
- A scanned copy of the statement with an original wet signature of the authorized signatory authority of the organization
- Appeals must be submitted in PDF form to WSBSFP2@edd.ca.gov

The WSB Deputy Director's Office (DDO) will respond to appeals via email. The review will be limited to determining whether the proposal met the Application Requirements of the SFP.

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 April 2023.

D. Subcontractor Procurement
Subcontractor procurement processes must adhere to state and local requirements.

VII. Administrative Requirements
Successful applicants must comply with all administrative and reporting requirements to remain eligible for awarded funds. Applicants that do not comply may be de-obligated.

A. Monitoring and Audits
During the performance period, grantees will be monitored and/or audited by the state in accordance with existing policies, procedures, and requirements governing the use of funds. Grantees and 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 and accurate manner. Complete and accurate reporting is essential during the monitoring process.

B. Record Retention
Grantees will be required to maintain the project and fiscal records sufficient to allow 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. Grantees and subrecipients will retain all records pertinent to the grant contract for a period of five years from the date of the final payment of the contract unless a longer period of record retention is stipulated.

C. Reporting

Grantees must have access to the CalJOBS website to report expenditures, participant, and outcome data to the state in a timely and accurate manner. See Appendix F: CalJOBS Workstation and Software Requirements. The state will provide training on how to use the CalJOBS reporting system. Review Types of Work-Based Learning WIOA Desk References and Cal JOBS Activity Codes for guidance on entering grant activity codes.

Grantees will be required to submit monthly financial and participant reports using CalJOBS. Also, grantees will be required to submit monthly narrative progress reports on the status of the projects. Within 60 days of the project termination date, a project closeout report is due. For reference on expected reporting, use *Monthly and Quarterly Financial Reporting Requirements* (WSD19-05).

D. Closeout

Closeout period refers to the 60-day period after a grant agreement has reached its term end date or its funding has been fully utilized. During this period, the grantee submits a closeout package to the state, and the state confirms that all applicable administrative actions and required work has been completed by the grantee. The closeout period is a critical piece in the cycle of a grant. It is used by the grantee to liquidate remaining obligations and to prepare and transmit final fiscal and program documents. Closeout documents and an end of project narrative closeout report will be required 60 days after the end of the grant term. Applicants should include costs associated with closeout activities in the budget plan.

E. Compliance

All funds are subject to their related state statutory and regulatory requirements. The grantee is responsible for evaluating each subrecipient's risk of noncompliance based on a set of common factors. These risk assessments may include factors such as prior experience in managing state general funds and regulatory requirements, previous audits, personnel, and policies or procedures for award execution and oversight. Ongoing monitoring of any given subrecipient should reflect its assessed risk and include monitoring, identification of deficiencies, and follow-up to ensure appropriate remediation.

F. Intellectual Property Rights/Creative Common Attribution License

Subrecipients of a state award obtain the title to intangible property once it has been acquired. The subrecipient must use the property for the originally-authorized purpose and must not encumber the property without approval from the California Labor and Workforce Development Agency (Agency). Further, the Agency has the right to obtain, reproduce, publish,

or otherwise use the data produced under a state award, and authorize others to receive, reproduce, publish, or otherwise use such data for state purposes.

G. Program Evaluation

The state will pursue a statewide evaluation of the activities awarded through this SFP. The grantees and subrecipients will be required to participate in that evaluation by providing the requested data and information. Therefore, throughout the POP, grantees and subrecipients must document lessons learned and effective practices ascertained through this project. At designated points throughout the period of performance, the EDD and/or ELL IET Evaluation Grantee may set priorities, evaluate progress against goals and objectives, discuss new strategies to improve program outcomes and align available funding to maximize results for the state.

Appendices

Appendix A: Proposal Package Instructions

Applicants must follow the specific instructions indicated below and complete all requested exhibits included in the SFP announcement. The Executive Summary, Project Narrative, and all Exhibits must be completed in Calibri 12-point font. The Executive Summary, required SFP exhibits, Partnership Agreement Letters and optional Commitment Letters are not included in the 15 page limit, which applies only to the narrative. If you have any questions regarding the proposal package after having carefully reviewed the SFP and Appendices, email the EDD Grants Team at WSBSFP2@EDD.ca.gov.

Format and Document Order

The following chart lists the order of documents that must be included in the proposal package. This may also be used as a checklist to help ensure submission of a complete grant package.

Document Order	Check Box
1. Cover/Signature Page	
2. Executive Summary	
3. Exhibit A – Project Narrative **(must include the following sections)**	
I. Statement of Need	
II. Target Group	
III. Project Plan	
IV. Performance Goals	
V. Partnership and Leveraged Resources	
VI. Statement of Capabilities	
VII. Budget Summary Narrative and Plan	
4. SFP Exhibits	
Exhibit F – Budget Summary	
Exhibit F2 – Budget Narrative	
Exhibit G – Supplemental Budget (if applicable)	
Exhibit I – Project Work Plan	
Exhibit J – Partner Roles and Responsibilities	
Exhibit K – Performance Goal Matrix	
5. Commitment Letters	

Required Exhibits and Attachments

A. Cover/Signature Page

The Cover/Signature page must be completed in its entirety and submitted electronically as a PDF document with the authorized signatory's electronic signature. Ensure that contact information for both the authorized contact person and the authorized signatory is correct. Save this document according to the following naming convention: [Applicant Name] ELL IET Fund PY 22-23 CoverPage. For example, "OrgXYZ ELL IET Fund PY 22-23 CoverPage." File names must not exceed 40 characters.

B. Executive Summary

The Executive Summary is limited to two 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 bulleted list below for specific instructions. Save this document according to the following naming convention: [Applicant Name] ELL IET Fund PY 22-23 ExecSum. For example, "OrgXYZ ELL IET Fund PY 22-23 ExecSum."

Instructions on What to Include in an Executive Summary

Counties to be Served
- If serving more than one county, list counties in alphabetical order.

Proposal Plan
- This section should summarize the Project Narrative.
- Use complete sentences and proper grammar.

Industry(ies) of Focus
- Targeted industries must be listed 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.

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

Proposed Outcomes
- Proposed outcomes are not the same as performance goals. Outcomes are mid- and long-term results that reflect a meaningful change in the workforce system.
- Be sure to include the proposed outcomes of the project in a short narrative.

C. Exhibit A – Project Narrative

The narrative should clearly convey how the applicant's approach will lead to the success of program awardees, target population(s), and the workforce system. The full Project Narrative must be written in MS Word using Calibri 12-point font, limited to 15 pages between the

Project Narrative and Project Work Plan, with one-inch margins, single-spaced, and one-sided on 8.5 x 11-inch pages. Anything beyond the 10 page limit will not be considered. The other required exhibits and attachments do not count towards the page limit. Save this document according to the following naming convention: [Applicant Name] ELL IET Fund PY 22-23 Narrative. For example, "OrgXYZ ELL IET Fund PY 22-23 Narrative."

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

VIII.   Statement of Need
IX.   Target Group
X.   Project Plan
XI.   Performance Goals
XII.   Partnership and Leveraged Resources
XIII.   Statement of Capabilities
XIV.   Budget Summary Narrative and Plan

For each section to be considered complete, applicants must cite supporting data as applicable. Relevant data sources may include the EDD Labor Market Information Division (LMID), the Bureau of Labor Statistics, the U.S. Census, local surveys, consultation with industry associations, Local Areas, mandatory and non-mandatory partners, case studies, or past performance. The data should reflect the applicant's comprehensive understanding of the issues specific to the workforce system, demonstrate the need for the proposed project, justify the project's approach, and suggest the potential for success.

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 targeted region including an estimated number of the target population in the target region.

- Describe the need for the expansion or creation of ELL IET programs within the region based on employer/industry demand.

- If an applicant is proposing a new IET programming, describe the need for expansion of IET offerings in their region based on cited data.

- If an applicant is utilizing existing IET programming, detail the existing IET offerings, partnerships, and success with outcomes data.

I.2. Targeted Industry Sector (Score range 0-5 points)

- Describe the targeted industry sector(s) participants will be trained and placed into, and why the industry was selected.
- Describe the type of training certifications that will be available in the IET programs that will match the target industry sectors or occupations.
- Demonstrate the shortage (demand) for skilled workers in the targeted industries in the proposed service region, including how the shortage was determined.
- Demonstrate that employer partners are experiencing demand for skilled workers and are willing to hire participants who successfully complete the program.
- Cite data sources.

I.3. Employment Opportunities/Skills Gap (Score range 0-5 points)

- Describe the current and projected employment opportunities in the targeted industry sector in the proposed geographic service region.
- Provide a forecast of the approximate number of jobs available in the targeted industry in the proposed geographic service region.
- Describe the skills gap between what is needed by the industry and the skill levels of the target population.
- Describe current challenges with employment and retention as informed by employer partners. Provide a clear strategy to improve labor market and skills outcomes.
- Cite sources of data that include employer partner demand for employees that complete the proposed IET training programs.

Section II: Target Group (Maximum 10 points)

II.1. Target Group Description (Score range 0-5 points)

- Describe the characteristics of the ELL population that will be served by this project.
- Describe common and significant barriers to employment, training, and services.
- Identify and describe the supportive services needed.
- Describe basic and occupational skill needs.
- 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.

II.2. Outreach/Recruitment of Target Population (Score range 0-5 points)

- Identify the outreach and recruitment methods that will be used to recruit program participants.

- Demonstrate how these methods will enable the applicant to reach a significant percentage of the target population in a replicable, effective, and timely manner.

Section III: Project Plan (Maximum 25 points)

III.1. Service Approach (Score range 0-5 points)

- Demonstrate how the applicant's overall strategic approach addresses the challenges described in the Statement of Need.
- Describe the types of services and training that will be used to achieve the planned goals and objectives.
- Describe how the service delivery plan will address the barriers faced by the target population, transition them into employment, and/or help them attain ongoing career advancement and sustainability.
- Demonstrate how an IET-centered service model will enable program participants to attain employment in a high quality job with opportunities to advance in the target industry.
- Describe how the project will successfully strengthen collaboration, support co-enrollment, provide clear pathways to high quality employment, and provide support services and follow-up services to ensure that participant success will continue after job placement.

III.2. Work-Based Learning/Certified Training (Score range 0-5 points)

- Demonstrate that the technical or occupational skills targeted in this project are informed by standards developed or endorsed by the target industry and/or employers.
- Explain how this strategy results in high quality employment with sustainable wages in the proposed service region.
- Identify the IET training programs available, the credentials participants will receive upon completion, and how these programs will lead to high quality employment.

III.3. Occupational/Wage Range (Score range 0-4 points)

- Describe the occupations in which participants will be trained or employed.
- Provide evidence in the form of expected wage and benefit data to demonstrate jobs resulting from the IET programs meet the criteria for high quality.
- Provide an explanation describing how the listed occupations were determined, including any involvement of the target industry or employers.
- Cite sources of data.

III.4. Employer Outreach/Recruitment (Score range 0-4 points)

- Identify the outreach and recruitment methods that will be used to reach and recruit target employers.
- Explain how employers will be engaged to play an active role in program design and in supporting participant training and employment.
- Demonstrate how new and current partnerships actively engage employers within the selected industry sector(s) to identify industry needs and employment opportunities for the target population.

III.5. Systemic Change and Integrated Service Delivery (Score range 0-4 points)

- Demonstrate the capability to expand or create infrastructure that will allow expansion of new IET programs beyond the life of the grant.
- Describe how partners will operate as an integrated resource team, eliminating barriers to accessing a full breadth of wraparound services that help ELLs successfully complete training and job placement.
- Identify strategies that will foster systemic change in the workforce system and encourage the use of IET programs to provide accelerated training to ELLs.

III.6. Project Plan (Score range 0-3 points)

- Complete and attach the Project Work Plan (SFP Exhibit I) that includes a detailed timeline of objectives, activities, and major milestones that will demonstrate how you will achieve the goal of the project.
- The project work plan must be categorized by essential program elements.

Section IV: Performance Goals (Maximum 10 points)

IV.1. Performance Goals Matrix (Score Range 0-4 points)

- Complete the Performance Goals Matrix (SFP Exhibit K) for the target population.
- Data written in the narrative should be reflected in the Performance Goals Matrix (SFP Exhibit K).
- All planned goals must be described.
- The narrative explanation pertaining to performance goals should reflect a data-driven local economic analysis leading to the proposed local area performance goals in connection to service delivery, target populations, and skills attainment.
- If the planned project goals are lower than the State's proposed Performance Goals for Program Year (PY) 2022-23, the applicant must provide additional explanations that adequately address the discrepancies in the project goals.

IV. 2. Goal Measurement (Score Range 0-3 points)

- Identify and describe anticipated outcomes for increasing employment.
- Describe how the project goals will be measured and provide further clarification to demonstrate their impact on the targeted industry and the target population.

IV. 3. Goal Effectiveness (Score Range 0-3 points)

- Identify and describe anticipated outcomes indicating systemic change which will lead to sustained, meaningful partnerships with state and local agencies/organizations and local/regional in-demand businesses in an effort to increase long-term employment of the target population.

Section V: Partnerships and Leveraged Resources (Maximum 15 points)

V.1. Partnerships (Score range 0-5 points)

- Describe how the applicant has successfully formed regional partnerships with the required partners.
- Provide descriptions of formal or informal agreements that exist with the partners.
- Identify the role of any employer partners including interest in hiring participants that complete training.
- Demonstrate that a high level of coordination already exists or that formalized linkages are in the process of being established.
- Applicants must secure and attach a separate signed "Partnership Agreement" letter from all partners.

V.2. Partner Roles and Responsibilities (Score range 0-5 points)

- Complete and attach the Partner Roles and Responsibilities (SFP Exhibit J).
- Describe how partnerships will be used to coordinate and provide services under this proposal.
- Roles and responsibilities should be clearly defined in terms of specific tasks, services, or support that they will provide for each organizational type.
- Describe how the applicant has successfully formed partnerships with other partner agencies including (as applicable) community colleges, local organizations, local training organizations, public/private employers, community and business development organizations, labor organizations, and other key stakeholders that serve the target population, including advocacy groups, faith-based and community based organizations, and training providers that will be used to coordinate and provide services under this proposal.
- Explain how employer partnerships will ensure that ELLs have access to high-quality employment options after completing the program.

V.3. Employer Engagement (Score Range 0-5 points)

- Describe how employers have been engaged in the development of the sector strategy approach and how they will continue to provide industry-based advice on curricula, career pathways, program delivery, and employment opportunities.
- Describe employer partner's past and present commitment to hiring and/or job placement services.
- Describe employer interest and demand for participants that complete training programs.
- Describe how the project will lead to systemic change and promote sustainability and replication of successful industry partnerships, leading to increased employment and retention in significant work with a career pathway.

Section VI: Statement of Capabilities (Maximum 10 points)

VI.1. Capability and Knowledge (Score Range 0-4 points)

- Describe the applicant organization's capabilities and knowledge in conducting and administering IET programs for ELLs.
- Describe the applicant's ability to collect and report financial and participant performance data as required.

VI.2. Infrastructure/Staffing (Score Range 0-3 points)

- Describe the applicant organization's infrastructure and capacity that demonstrates the applicant's ability to provide services to ELLs.
- Include the proposed staffing for this project and detail their experience working with the target population.
- Provide a listing and describe all key positions required to carry out the project.
- Provide evidence demonstrating the staff's skills, knowledge, and experience in carrying out their assigned activities and show that staff possess a record of working with the target population.
- If staff are not currently identified, describe the process of identifying, hiring, or appointing key staff and the training that will be provided within the allotted project start-up period.

VI.3. Past/Present Performance (Score Range 0-3 points)

- Describe past or present accomplishments in working with a project(s) serving the target population and how grant funds will build on these successes.

- Include examples of accomplished outcomes.

- Describe past and present performance levels as of the end of the project.

- Include information such as planned/actual number served, planned/actual placed into employment, planned/actual number trained, types of employment, or other pertinent information relevant to the success of this project.

Section VII: Budget Summary Narrative and Plan (Maximum 10 Points)

VII.1. Budget Summary Plan (Score Range 0-5 points)

- Complete and attach the Budget Summary Plan (SFP Exhibit F) that details the specific line item costs of the proposal. Provide a detailed narrative justification for purchases and/or contracted items contained in the Supplemental Budget (SFP Exhibit G), if applicable.
- Costs must be necessary, reasonable, and allowable in accordance with the WIOA guidelines and the applicable Directives and OMB circulars.
- Provide an explanation of how costs are necessary, reasonable, and allowable.

VII.2. Cost Effectiveness (Score Range 0-4 points)

- Complete and attach the Budget Narrative (SFP Exhibit F2).
- Provide a detailed narrative justification in the Budget Narrative (Exhibit F2) for all line items contained in the Budget Summary (SFP Exhibit F) and for each line item cost contained in the Budget Narrative (SFP Exhibit F2).
- Explanations should include how the proposed costs are necessary and reasonable in terms of benefits to participants.

VII.3. Project Sustainability (Score Range 0-3 points)

- Demonstrate how the program will plan for future sustainability beyond the life of the project.
- Explain how the project's innovations in technology-enabled education and training will be replicable and sustainable beyond the life of the grant.
- If funding is awarded, monthly expenditure, participant enrollment, and cash/in-kind match plans will be required.
- These and other contract exhibits will be completed as part of contract negotiations.

D. Exhibit F Budget Summary
- 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 using the same steps.

- Program Costs and Administrative Costs must add up to the total award amount.
- Under Amount Leveraged, enter the amount identified in the Project Narrative (Exhibit A) and documented in commitment letters.
- The amounts entered for Total Funding 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.

E. 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 detailed justification of staff salaries should include the title or position, a narrative of the staff roles, responsibilities, or 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 in terms of 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-cost.
  - 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 key staff are required to attend quarterly meetings, communities of practice, and other activities coordinated by EDD-approved TA providers; include all travel costs in the budget. Specify whether an expense is for 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 Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.

- **In section G,** enter the estimated total of Events and Conferences paid expenses to the grant in the line provided. In the indicated space, provide a detailed description of the purpose and planned use of the events and conferences. Specify whether an expense is for Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section H,** enter the estimated total of Data, Planning, and Communication Tools expenses charged to the grant in the line provided. In the indicated space, provide a detailed description of the purpose and planned use of the Data, Planning, and Communication Tools. Specify whether an expense is for Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section I,** enter the estimated total of Participant Compensation expenses charged to the grant in the line provided. In the indicated space, provide a detailed description of the purpose and planned use of Participant Compensation. Specify whether an expense is for Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section J**, enter the total cost of Furniture and Equipment on the line provided. Refer to EDD Directives WSD16-16, Subject: *Allowable Costs and Prior Written Approval* (February 21, 2017), WSD16-10, Subject: *Property – Purchasing, Inventory, and Disposal* (November 10, 2016), and WSD17-08, Subject: *Procurement of Equipment and Related Services* (March 14, 2018) for Procurement Guidelines.
  - o 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.
  - o 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.
  - o In line item 3, provide the estimated Equipment Lease dollar amount. Below the line item, explain the calculation.
- **Section K**, include the total cost of Contractual Services (Exhibit G, complete if applicable) on the line provided. Describe in detail.
- **In section L**, 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.
- **In section M**, 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 Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.

F. 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 for approval to the EDD. See Basic Considerations in OMB Uniform Guidance Section 200.407. Refer to EDD Directives *Allowable Costs and Prior Written Approval* (WSD16-16), Property – Purchasing, Inventory, and Disposal (WSD16-10), and P*rocurement of Equipment and Related Services* (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 in the column 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."

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 Subwarded Amount column must contain the desired subward 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 Subawarded Amount column and select "Update Field" to populate the total award for each amount listed in the Subawarded Amount column.

Section II: 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 contractor's name 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.

G. 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 that may impede the attainment of project goals. Describe the plans to overcome the barriers.
- List the responsible partner(s) that will be implementing any activity.
- To add rows, place the cursor between lines at the far left side of the table and select the "+" symbol.

H. 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 cash/in-kind contributions amounts pledged in the commitment letters in the Cash/In-Kind Contributions Amount column.
- Right-click and select "Update Field" to populate the Total Cash/In-Kind Contributions cell.
- Roles and responsibilities should be clearly summarized in terms of specific tasks, services, or support that partners will provide for each organizational type.
- A more in-depth description of roles and responsibilities can be provided in the Project Narrative.
- For partners providing cash/in-kind contributions, list the funding source under the Fund Source column.
- Check "Yes" in the Partnership Agreement Letter column if a partner provided a partnership agreement letter. Note that if an applicant is one of the mandatory partners, the applicant must include their own partnership agreement letter in the proposal package.

I. Exhibit K Performance Goals Matrix

- Complete and submit the Performance Goals Matrix (Exhibit K) for each target population.
- 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:

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

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

    o Number enrolled scheduled for completion of credentials

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

    o Employment Rate 2nd Quarter after Exit

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

    o Employment Rate 4th Quarter after Exit

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

    o Credential Attainment within 4 Quarters after Exit

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

- Refer to EDD Directive WSD22-01, Subject: Performance Guidance for Procurement Guidelines.

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

J. Commitment Letters

There is no match requirement therefore, Commitment Letters are not required. Applicants are encouraged to provide a letter to verify the dollar amount and sources of contributions from each entity pledging a cash or in-kind resources to the project. The letters should clearly define the parameters of the contribution and include the exact cash amount or an estimate of the in-kind dollar amount of the contribution. The individual amounts and totals in these letters 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 are providing a contribution, the applicant is encouraged to provide a letter that conforms to the stated guidelines.

Optional Commitment Letters should 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.
- Sign each letter by an authorized signatory representative of the partner agency with the contact name, title, and telephone number.
- Date each letter within the grant competition period, between January 27, 2023 and March 16, 2023.
- Submit together in one continuous PDF entitled "[Applicant Name] ELL IET Fund PY 22-23 Commit Letters". For example, "ABCOrg ELL IET Fund PY 22-23 Commit Letters". Names must not exceed 40 characters.

Note – If one organization is providing cash/in-kind contributions for several different aspects of the project, provide a clear total that is easily identifiable. (For example, the Program Manager's time has an estimated value of $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.)

Appendix B: Allowable Services

This SFP permits the following participant services. EDD reserves the right to allow additional activities not included, if deemed beneficial, appropriate, and reasonable in order to achieve employment and job retention outcomes for participants, or other grant objectives. Grantees must receive prior approval from the EDD in order to conduct activities not included in this SFP or otherwise determined allowable by EDD.

Basic Career Services

1. Determinations of whether the individual is eligible to receive services

2. Outreach, intake, and orientation to information and other services available

3. Initial assessment of skill levels including literacy, numeracy, digital literacy 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

5. Systems navigation assistance and referrals to other programs and services

6. 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 and credentials necessary to obtain the vacant jobs listed

    *   Information relating to local, in-demand occupations including earnings, skill requirements, and opportunities for advancement

7. 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

8. Assistance in establishing eligibility for financial aid for training and education programs not provided under this grant

Individualized Career Services

1. Comprehensive and specialized assessments of skill levels and service needs, 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 existing IET course offerings

3. Group or individual counseling

4. Career planning, career pathways planning assistance, career advancement assistance

5. Workforce preparation activities and pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for employment or training

6. Financial literacy services

7. Out-of-area job search assistance and relocation assistance

8. English language acquisition

9. High school completion/equivalency

10. Work based learning/subsidized employment

11. Navigator services including assistance with accessing other programs and services

12. Case management

13. Job development, job placement, secondary job placement

Integrated Education and Training

Integrated adult education and literacy activities including English language instruction, adult basic education, and high school diploma/high school equivalency, combined with employability skills and workforce training activities in a specific occupation or occupational cluster.

Follow-up and Job Retention Services

Follow-up and job retention services, such as counseling regarding the workplace, supportive services to support job retention, career pathways development, assistance with workplace accommodations, secondary job placement, and other job retention and follow up services for participants who are placed in unsubsidized employment.

Appendix C: Administrative Costs

Administrative costs are limited to 10 percent of the grantees total award. The following functions 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, as well as subrecipients, which are not related to the direct provision of 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:

        i. Accounting, budgeting, financial and cash management functions
        ii. Procurement and purchasing functions
        iii. Property management functions
        iv. Personnel management functions
        v. Payroll functions
        vi. Coordinating the resolution of findings arising from audits, reviews, investigations and incident reports
        vii. Audit functions
        viii. General legal services functions
        ix. Developing systems and procedures, including information systems, required for these administrative functions
        x. Fiscal agent responsibilities

    b. Performing oversight and monitoring responsibilities related to 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 IET ELL grant.

    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 subrecipients 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 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 (e.g., 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 Workforce Development 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 services in item 2a-2e of this section to reduce administrative costs by minimizing duplication and effectively using information technology to improve services.

Appendix D: Allowable Costs and Cost Items Matrix

In general, to be an allowable charge under the IET ELL grant, 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 determined in accordance with generally accepted accounting principles

- Be adequately documented

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 Solicitation for Proposals (SFP):

- **America's Job Center of California℠** (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 Adult Education Program Integrated Education and Training in CA Research Brief** (CAEP)
  Integrated Education and Training in California

- **California Community Colleges Economic and Workforce Development** (CCEWD)
  Industry-specific services, grant-funded initiatives and technical assistance to support business growth

- **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** (CDE)
  Programs available to provide adults with knowledge and skills necessary to participate effectively as productive citizens and workers

- **California Department of Industrial Relations-Division of Apprenticeship Standards** (DIR-DAS)
  Opportunities for Californians to gain employable lifetime skills and provides employers with a highly skilled and experienced workforce while strengthening California's economy

- **California Department of Rehabilitation** (DOR)
  Services and advocacy for employment, independent living and equality for individuals with disabilities

- **California Department of Social Services** (CDSS)
  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 ELL SFP. This site contains or 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)
  California's Unified Strategic Workforce Development Plan (State Plan) 2020-2023 represents agreement among partners identified in the Workforce Innovation and Opportunity Act 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 Employment Development Department

- **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 working 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

- **Division of Apprenticeship Standards** (DAS)

Apprenticeship programs' search

- **High Quality Jobs** (Job Quality)
  A library of resources to define, assess, and improve job quality

- **Integrated Basic Education Skills and Training** (I-BEST)
  Information on Washington's dual teacher, accelerated training model

- **Integrated Education and Training: A Career Pathways Policy & Practice** (CLASP)
  Presents the findings from a survey of adult education providers in 43 states
  on Integrated Education and Training

- **Integrated Resources Team** (IRT)
  Resources on the IRT service delivery model

- **Labor Market Information** (LMID)
  Find labor market information industry/business that can be useful in preparing your
  proposal

- **Local Workforce Development Areas** (Local Area)
  A listing of Local Areas with addresses and contact information

- **California Department of Industrial Relations:** Apprenticeships (Pre-apprenticeships)
  Information on the quality elements of a pre-apprenticeship program

- **Resources for Grant Recipients** (Resources)
  An EDD website featuring "Frequently Asked Questions," project management
  resources, guidance, webinar materials and other important information for applicants
  and subrecipients

- **Multi- State Sector Strategy Project** (State Sector Strategies)
  On-going multi-State project focused on accelerating the adoption of sector strategies

- **U.S. Census Bureau** (Census)
  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

Appendix F: CalJOBS Workstation and Software Requirements

Figure 1: Workstation Requirements (VOS v16.x)

System	Hardware Required	Software Required	Connectivity
Client Workstation	Processor: PIII or higher Memory: 2 GB of RAM or higher Display: Super VGA (800 X 600) or higher-resolution video adapter and monitor	Operating System: Microsoft Windows 7 Macintosh OS X v10. 4.8 (Panther) or higher 3rd-Party Software (described after table): Meadco ScriptX ActiveX 7.4/ Object[1]/ Microsoft Silverlight 3[2] DynamSoft HTML5 Document Scanning	Minimum: Dedicated broadband or high speed access, 380k or higher
Staff/ Administrator Workstation	Processor: PIII or higher Memory: 2GB of RAM or higher Display: Super VGA (800 X 600) or higher-resolution video adapter and monitor	Operating System: Microsoft Windows 7 Macintosh OS X v10. 4.8 (Panther) or higher. JAWS for Windows software for visually impaired access (optional) 3rd-Party Software (described after table): Meadco ScriptX ActiveX 7.4/ Object Microsoft Silverlight 3 DynamSoft HTML5 Document Scanning	Minimum: Dedicated broadband or high speed access, 380Kbps or higher

Supported Browsers

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

Desktop Browsers

- Google Chrome | Download Latest Version

- Microsoft Internet Explorer 11 or higher | Download Latest Version

- Mozilla Firefox | Download Latest Version

- Apple Safari | Download Latest Version

- Opera | Download Latest Version

- Microsoft Edge | Download 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 certain freely available third-party software is required on client workstations to maximize all of 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+	
Meadco ScriptX	v7.4+	v7.4+	Meadco ScriptX
Microsoft RSClientPrint for SSRS reports			Detailed instructions for installing the 2012 MS RSClientPrint control can be copied from the following site: 2012 MS RSClientPrint Instructions 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 of the resources that are 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 with 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, 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) is currently using 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 you are using these unsupported browsers versions, your browser should be updated to avoid compatibility issues.

Appendix G: Directory of Adult Education Centers with IET Programs

Alameda County

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

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: phernandez@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@monroviaschools.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@salinasuhsd.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

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

A. 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@fuhsd.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: 408-423-3508
Email: ccasto@scusd.net

IET Programs: Education, Child Development, and Family Services

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

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.arso@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

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