## Questions and Answers

**1. If creating a new IET program, is it a requirement to collaborate with an existing IET program?**

No, all projects are required to have a partner who is either an Adult Education and Training Provider, community college, or other innovative training providers 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 providers with the capacity and interest in creating a new IET program. For more information on required partnerships, refer to section II.C: Partnerships.

**2. For a new IET program, does the program design need to incorporate all the goals and objectives listed on page 4 of the Solicitation for Proposals (SFP) document?**

Within Exhibit A, an applicant will explain the types of services and training that will be used to achieve the planned goals and objectives. Applicants will demonstrate how their service approach will achieve the goals listed on page 4 of the Solicitation for Proposal.

**3. For a new IET program, is the objective for all students to obtain an industry-recognized credential, or can the objective be to prepare students for an industry-recognized credential?**

The ELL IET grant funds will support projects that establish an IET-centered training model and will provide industry-recognized credentials. In Exhibit K, applicants will list their anticipated "credential attainment within four quarters after exit." For more information about performance goals, refer to the Workforce Services (WSD22-01): *Performance Guidance* (WSD22-01).

**4. On the Partner Roles & Responsibilities (Exhibit J) has a section for Community Colleges with an Established IET Program. Where would Adult Schools with an Established IET Program or Newly Proposed IET Program be entered on this chart?**

Adult schools with established IET programs or newly proposed IET programs may be entered on "Other Partners not listed in the above categories."

**5. What does case management entail? Is there a formal definition to adhere to?**

Applicants are expected to provide comprehensive case management and navigation support for participating ELLs, including career services, supportive services, job placement, and follow-up/job retention services.

**6. Does the lead agency on the application need to be included in Exhibit J?**

If the lead agency is filling the role of one of the required partners, then the lead agency must be listed on the Partner Roles & Responsibilities (Exhibit J), as well as list their in-kind contribution or leveraged funds.

**7. Where does Hospitality Industry fit in the demand for skills? Wages are increasing, and internal promotions are possible in all Hospitality areas (restaurants, catering, corporate food, food in healthcare facilities, etc.)**

If an organization would like to select hospitality as the target industry, then in Exhibit A.1.2: Targeted Industry Sector, the applicant will have the opportunity to explain why the targeted industry was selected and how the targeted industry will benefit ELLs.

**8. Does the grant support the development of new IET programs?**

All applicants must 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 curricula leading to high-quality employment with sustainable wages.

**9. Since this SFP is 42-45 months, will there not be another ELL SFP for several years? Or when will the next ELL SFP be released?**

The ELL is funded by the California General Funds, which does not guarantee new annual projects. Applicants should describe how they plan to sustain their project beyond the life of the grant.

**10. What does Utilization of Existing IET Programming mean? Is this trying to use some existing program in the state that already has created the program?**

Many community colleges, adult education providers, and other training providers already have IET course offerings. Reference Appendix E: for a list of Adult IETs in California.

**11. Where do we get access to the application package?**

You can access the application package on the [EDD website](#).

**12. About how many projects do you look to approve?**

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.

**13. How are IETs approved? Is it possible to use a slightly more unconventional IET model in which the technical vocational training is provided in a student's L1, but the more customer-service-oriented language requirements of the vocation are contextualized ELL instruction? Would that still be considered an 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. The WIOA Final Regulations define IET programs 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."

**14. Do all training providers have to use the same type of IET programming, i.e., I-BEST, used by some, and another program, such as Burlington English, used by others?**

The ELL IET program model builds on the Integrated Basic Education and Skills Training (I-BEST) model, which 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. Applicants should refer to the successful I-BEST program for best practice, but any IET model that meets the requirements for an IET as described in this SFP is allowed. 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.

**15. Please detail what is allowable for "subsidized employment?"**

Subsidized, work-based training and employment typically refers to a program activity in which grant funds are used to subsidize all or a portion of a participant's hourly wage for a specific period while the participant receives on-the-job training and/or employment.

**16. In Exhibit I: Project Work Plan, in the obejective/activity section include objectives and activities that will performed in class, or when these objectives and activities will be presented to the students?**

No. The project goals and objectives listed on page 4 are the goals of the overall program, not components of the IET course curriculum. Applicants will describe how their project design and proposed activities, including the proposed IETs, with help to achieve the project goals and objectives listed on page 4 of the application. Required project design elements can be found on pages 5 through 10 of the SFP. The elements of the IET course curriculum should be determined by the project partners whose roles and responsibilities include the IET curriculum course and development.

**17. How many people are expected to be served in one project? What would be a general target for clients served?**

Applicants will list the anticipated number of participants they plan to serve in Exhibit K. Each applicant's amount may differ based on the needs of the target population and service area. There is no specific cost per participant identified in the SFP.

**18. Is the "job placement" component required as part of the grant requirement? If so, what is the timeline for participants to be placed at the job? Also, is there any specific requirement for such jobs regarding wages or hours? For example, if the job starts as part-time/on-call but moves to full-time capacity as the participants get more prepared, is that allowed?**

The ELL IET PY 22-23 grant seeks to create access to employment in high-quality jobs. Applicants will list the anticipated number of participants in employment in Exhibit K. For more information on high-quality jobs, refer to Appendix E: Internet Resources.

**19. Can an organization outside CA apply as long as they serve English Language Learners in CA?**

Yes, as long as the entity is based in the United States and the services are provided to English Language Learners in California. For more information on the types of organizations that are eligible, see Section II.A: Applicants of the SFP.

**20. Can the training and workforce services providers be the same entity?**

Yes. An applicant can propose to be both the training and workforce services providers. If so, the applicant should clearly indicate that they are filling both roles and responsibilities in Exhibit J and Section V: Partnerships and Leveraged Resources in Exhibit A and demonstrate their capacity to fill both roles in their statement of capabilities section of Exhibit A.

**21. Can this program support applicants with projects that assist workers in alternative employment models, such as co-ops, entrepreneurs, etc?**

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. 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.

**22. Can a consortium as a whole apply together for this funding?**

Yes. Proposals will only 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.

**23. Can an agency submit multiple applications?**

No.

**24. When working with Community Colleges, do they have to have an IET designation for a program already, even if the curriculum is the same as other programs already approved for IET?**

If an entity is not listed as an education provider offering IET programs found in Appendix G, the applicant must apply as a new IET program.

**25. Do students enrolled in IET programs using these grant funds need proof of documentation/work eligibility?**

No, in alignment with Senate Bill 178, participants "who are not lawfully present in the United States may participate in and benefit from services. To implement this provision, an entity or person shall not seek information that is (b) unnecessary to determine eligibility, including immigration or citizenship status."

**26. How will a project check students' eligibility for enrollment, child care, transportation, and so on?**

Eligible participants are adult English language learners that reside in the state of California. Residency can be determined with any form of identification that includes the participant's name and address, including, but not limited to, a Driver's License, California State ID, utility bill, or self-attestation for individuals experiencing homelessness.

**27. Can grant funds be used for student stipends while in good standing in an educational program? For example, to pay for childcare, transportation, and rent?**

Applicants will provide ELLs with supportive services, which may include childcare, transportation, and rental assistance. For a complete list of types of services, see Section E.4: Wrap Around Services on pages 8-9 of the SFP and Appendix B: Allowable Services. Services not included in the SFP will require EDD's prior approval.

**28. If a school is starting a pilot offering of the ELL IET class they plan to expand utilizing grant funding, and the pilot cohort begins in May 2023 and ends in November 2023, can those students be included in the grant outcomes if they receive services and educational programming provided with grant funding?**

Participants will be included in performance outcomes if the students enroll in the grant and receive services from the lead agency and/or partner during the grant's performance period.

**29. Can there be a fee for career training classes?**

The cost of training/tuition for participants enrolled in this grant should be covered with grant funds, public assistance, or other leveraged resources. Proposed budgets should illustrate that there is no duplication of costs: i.e., cannot charge for all costs associated with delivering the course and then again charge the grant for tuition to students.

**30. Can WIOA Title I funds be used along with available in-house tuition assistance if fees are allowable?**

Yes, co-enrollment with WIOA Title I is allowed for participants with WIOA Title I eligibility. Applicants must ensure that WIOA eligibility determinations do not impact a participant's ability to enroll in this grant.

**31. Does the budget reflect all four years or just Year 1?**

The budget will reflect all four years of the period of performance.

**32. Can all the costs of vocational training, work experience, and on-the-job training (OJT) be included in the budget?**

Vocational training, work experience, and OJT may be added on Exhibit F2, line item I: Participant Compensation.

**33. If the project start date is July 2023, when can an awardee expect funding to be available (allowing ample time for contract signatures, etc.)?**

July 2023 is the anticipated funding start, including all necessary implementation and start-up activities. No obligation of funds will be allowed before or beyond the grant period of performance. Any funds not expended during the grant agreement period shall be returned to the EDD. Funding dates are subject to change.

**34. May grant funds be used for curriculum translation--English to Spanish?**

Any activities not outlined in the SFP may be allowable with prior approval from EDD. Therefore, the activity would be allowable if curriculum translation results in a defined IET program. Any activities not in the SFP may be allowable with prior approval from EDD.

**35. Can you clarify the difference between a Commitment Letter and a Letter of Support? Is there a minimum or maximum for either of these?**

There was an error in the document order table. There is no need to send a letter of support. An applicant must send a commitment letter from the minimum required partners. For more information on required partners, refer to Section III.C: Partnerships of the SFP.

**36. Will this webinar be recorded?**

This webinar will not be recorded. However, a webinar summary and cumulative Q&A document will be provided to all registered attendees.

**37. The proposal narrative template says Arial 12-point, but the SFP Page 10 says Calibri-12 point. Which is correct?**

The Proposal Narrative has a 15-page limit using 12-point Calibri font.

**38. The SFP references a 10-page limit and a 15-page limit for Appendix A, correct?**

The Proposal Narrative has a 15-page limit using 12-point Calibri font.

**39. Can you provide a link to the ETP website?**

Attached is a link to the [ETP website](#).

**40. Letters of support are not required; however, are they optional to include if they speak to the agency's ability to implement their proposed project?**

Since letters of support are not required in the application, the recommendation is to turn all letters of support into partnership commitment letters.

**41. Is there any assistance the EDD can provide for new applicants that do not have existing relationships with any of the required partners?**

The applicant is responsible for developing relationships with partners.

**42. Can you please clarify Participant Compensation? Can an applicant use these funds to augment wages for apprentices and/or to provide stipends to pre-apprentices?**

Participant Compensation includes subsidized wages, along with other supportive and wraparound services. For more information on allowable costs, reference Exhibit B of the SFP.

**43. What would be the difference between a program or administrative expense listed for line item I of Exhibit F2?**

In Exhibit F2, each line item has a program or administrative expense. For information on what is classified as administrative cost, reference Appendix C of the SFP. If no expense is charged to that category, please enter a zero.

**44. Budget Summary Line Item I: what is meant by Participant Compensation? Is this for participant stipends?**

Line Item I: Participant Compensation will include participant stipends and other supportive and wraparound services. For more information on allowable costs, reference Exhibit B of the SFP.

**45. Where would I enter costs on the Budget Summary & Budget Narrative for work-based learning (Work Experience, OJT), certified vocational training (ITA's), and participant Supportive Services?**

Work experience, OJT, certified vocational training, and participant supportive services expenditures should be entered on line I of Exhibit F, and the detail of the different types of participant compensation should be entered on Exhibit F2 of the SFP.

**46. Where would I enter costs for our subrecipients on the Budget Summary?**

All subrecipients and contracts will be entered on line item K for Exhibit F. A further breakdown of the types of services will be required in Exhibit G.