

Notice of Availability of Funds

By the Employment Development Department
On behalf of the California Labor and Workforce Development Agency

Workforce Innovation and Opportunity Act Farmworkers Advancement Program Program Year 2025-26

Solicitation for Proposals



February 2026

The Employment Development Department is an equal opportunity employer/program. Auxiliary aids and Services are available upon request to individuals with disabilities. Requests for services, aids, and alternate formats may be made by calling 1-916-654-8434. TTY users, please contact the California Relay Services at 711.

This Farmworkers Advancement Program is funded by a grant award totaling \$5 million (100%) from the U.S. Department of Labor, with \$0 (0%) financed from non-federal sources.

Proposal Package Instructions and Exhibits

The following list contains the Solicitation for Proposals (SFP) required exhibits and attachments for the Farmworkers Advancement Program (FAP) for Program 2025-26 (PY 25-26) funding opportunity. Select each link individually and download each file before saving the SFP to a personal computer (PC).

Applicants should carefully read the SFP for the required elements and follow the Proposal Package Instructions in Appendix A to meet all proposal application requirements.

Required Exhibits and Attachments :

- [Exhibit A - Project Narrative \(DOCX\)](#)
- [Exhibit F - Budget Summary \(DOCX\)](#)
- [Exhibit F2 - Budget Narrative \(DOCX\)](#)
- [Exhibit G - Supplemental Budget \(if applicable\) \(DOCX\)](#)
- [Exhibit J - Partner Roles and Responsibilities \(DOCX\)](#)
- [Exhibit K - Performance Goals Matrix \(DOCX\)](#)
- [Cover/Signature Page \(DOCX\)](#)
- [Executive Summary \(DOCX\)](#)
- Commitment Letters*
- Partnership Agreement Letters* (if applicable)
- [Indirect Cost Declaration \(DOCX\)](#)
- Indirect Cost Rate Agreement* (if applicable)

*A template is not provided in the SFP.

Table of Contents

| | |
|--|-----------|
| 1. Overview | 1 |
| A. Background | 1 |
| B. Purpose | 2 |
| C. Availability | 3 |
| D. Target Populations | 4 |
| E. Target Regions | 4 |
| F. Eligibility | 5 |
| 2. Project Design | 7 |
| A. Project Goals and Objectives | 7 |
| B. Strategies | 8 |
| C. Upskilling and Career Pathways | 8 |
| D. Supportive Services, Wrap-Around Support, and Case Management | 9 |
| E. Collaboration and Strategic Partnerships | 10 |
| F. Supporting Data | 11 |
| 3. Application and Program Requirements | 12 |
| A. Required Exhibits and Attachments | 12 |
| B. Registration with the System for Award Management | 12 |
| C. Partnership Agreement and Commitment Letters | 12 |
| D. Performance Goals | 13 |
| 4. Budgeting and Performance Requirements | 15 |
| A. Funding Request | 15 |
| B. Leveraging Funds and Resources | 15 |
| C. Allowable Uses of Funds | 16 |
| D. Administrative Cost Limits | 16 |
| 5. Submission | 17 |
| A. Submission Format | 17 |
| B. Submission Guidelines | 17 |
| C. Questions and Answers | 19 |
| D. Delivery | 19 |
| 6. Award and Contracting Process | 20 |
| A. Proposal Review, Scoring, and Evaluation | 20 |
| B. Appeals Process | 21 |
| C. Award Notification | 21 |
| D. Agreement and Contracting | 22 |
| 7. Administrative Requirements | 23 |
| A. Monitoring and Audits | 23 |
| B. Record Retention | 23 |

| | | |
|---|---|-----------|
| C. | Reporting | 23 |
| D. | Closeout | 24 |
| E. | Compliance | 24 |
| F. | Intellectual Property Rights/Creative Commons Attribution License | 24 |
| G. | Public Communications – Certain Information Requirement | 24 |
| H. | Evaluation | 24 |
| Appendix A: Proposal Package Instructions | | 26 |
| A. | Required Documents and Format | 26 |
| B. | SFP Exhibit Instructions | 27 |
| C. | Exhibit Attachment Instructions | 39 |
| Appendix B: WIOA Allowable Activities | | 43 |
| Appendix C: Allowable Costs and Cost Items Matrix | | 45 |
| Appendix D: Administrative Costs | | 50 |
| Appendix E: Internet Resources | | 52 |
| Appendix F: CalJOBSSM Workstation and Software Requirements | | 55 |
| Appendix G: Directory of Adult Education Centers with IET Programs | | 59 |

1. Overview

The Employment Development Department (EDD), in coordination with the California Labor and Workforce Development Agency (LWDA), announces the availability of up to \$5 million in Workforce Innovation and Opportunity Act (WIOA) Governor’s Discretionary funds for the Farmworkers Advancement Program (FAP) for Program Year 2025-26 (PY 25-26) Solicitation for Proposals (SFP). The inaugural FAP SFP was released in PY 23-24 on February 6, 2024, followed by a second round of funding in PY 24-25 on November 4, 2024. This Program Year, the FAP grant will be awarded to projects that focus exclusively on farmworker needs at the regional level by offering essential skills and upskilling training to help farm workers continue working in the agricultural industry or prepare them for employment outside the agricultural sector. Programs should continue to position farmworkers to obtain access to good-quality jobs, including jobs that pay family-sustaining wages, offer benefits, have predictable hours, opportunities for career advancement, and worker voice. Projects will also provide wrap-around support and resources to build skills to prevent job loss and lay the foundation for upward mobility. The FAP grant-funded programs will assist with referrals to health, housing, educational resources, and career and financial coaching.

A. Background

California is a global leader in agriculture. In 2024, California’s farms and ranches received \$61.2 billion in cash receipts¹. With 62,900 farms across the state², the sector employed an average of 406,400 workers during 2024³. Despite the industry’s scale and importance, its workforce is undervalued and underdeveloped. Arduous labor, low wages averaging \$13.59 per hour in 2020, and restricted immigration have created an aging workforce and widespread labor shortages⁴. The number of young, recent immigrants working in agriculture has also fallen.

Climate change is increasingly impacting the agricultural and rural areas of the state, with drought, wildfires, and flooding from unprecedented winter storms displacing farmworkers. To maintain sustainability, some growers are increasingly implementing mechanization and automation across many aspects of the work, transforming the skills required of workers. The state aims to prepare farmworkers for future climate-induced challenges and build a more resilient workforce. As the world relies on technological breakthroughs to prevent catastrophic changes to agricultural production, California must ensure its farmworkers are prepared to utilize emerging tools and methods through investments in research and development, training programs, and skill advancement, all of which support the need for this funding.

Conversations with employers, grower representatives, and other stakeholders have revealed key themes around sector needs and values for farmworkers. They include (i) many employers across California report worker shortages, mainly due to the inability to retain employees⁵ (ii) growers value seasonal flexibility; however, there is an increasing effort to retain and pay workers in the off-season⁶; (iii) skill gaps in farmworker literacy and numeracy already present

¹ <https://www.cdfa.ca.gov/Statistics/>

² https://www.cdfa.ca.gov/Statistics/PDFs/2023-2024_california_agricultural_statistics_review.pdf

³ <https://labormarketinfo.edd.ca.gov/data/ca-agriculture.html>

⁴ <https://www.dol.gov/sites/dolgov/files/ETA/naws/pdfs/NAWS%20Research%20Report%202015.pdf>

significant challenges to efficient farm operations; (iv) new technology and machinery exacerbate these challenges, placing limitations not only on the impacts of precision farming but also the wage growth of farmworkers who lack essential skills; these new technologies also offer opportunities for skill-building and career advancement; (v) beyond literacy and math, employers also value soft skills such as conflict resolution and problem-solving, which are critical to the fluid, seasonal nature of farm work; and (vi) employers anticipate a growing need for high-skilled supervisors and staff who can implement and manage precision farming technologies⁷.

B. Purpose

Considering the needs of the target population and ongoing changes in the agricultural sector, FAP PY 25-26 funds will be used to implement and evaluate projects for farmworkers that offer skills training for roles in the agricultural industry,⁸ as well as essential skills training in English, math, and digital literacy. Programs may also facilitate entry to higher-level training programs or prepare farmworkers for employment outside the agricultural industry.⁹ The focus will be on strategies that are sustainable beyond the life of this grant and replicable in other California farmworker communities that face similar challenges. Projects are expected to implement evidence-based practices where available and share lessons learned with the State to create lasting change and improvements in the greater workforce system to support these and other historically underserved populations.

Through this competitive SFP, collaboration and strategic partnerships are strongly recommended to propose interventions that offer skills training, facilitate entry to higher-level training programs, or prepare farmworkers for employment outside of the agricultural industry by funding projects that will include, but are not limited to, the following:

- Provide farmworkers with skills necessary to advance in the agricultural industry, such as skills essential for managerial and technical roles.
- Prepare displaced farmworkers to obtain employment outside the agricultural industry, allowing them to earn a living wage based on the Massachusetts Institute of Technology (MIT)¹⁰ living wage standard for local regions while remaining in their communities.

⁵ The California Farm Bureau conducted a survey that reported that 45% of growers could not find the people they needed for production of main crops in 2020.

<https://www.agalert.com/california-ag-news/archives/august-3-2022/commentary-farms-rallied-in-crisis-but-still-need-workforce-help/>

⁶ Sumner, Daniel A., "The Future of Agricultural Work in Santa Cruz County and Implications for Employee Training and Development," Santa Cruz County Workforce Development Board (June 30, 2020) (summarizing why farms attempted to improve attractiveness of farm employment to retain workers). <https://workforcescc.com/wp-content/uploads/2022/04/The-Future-of-Agricultural-Work-in-Santa-Cruz-County.pdf>

⁷ Sumner at 18.

⁸ See more details below in the Project Design section on Strategies.

⁹ Programs could, for example, develop programs to train farmworkers in water/wastewater management, seed management, pesticide management, EV battery-manufacturing, outreach and promotora roles. For example, in the FAP FY 23-24 grant, a grantee, North Bay Jobs with Justice, used funds to train farmworkers to begin careers in climate resilience and forest health sectors.

¹⁰ <https://livingwage.mit.edu/>

- Build the capacity of organizations with a demonstrated history and expertise in engaging and supporting farmworkers to develop programming for workforce development and career advancement.
- Help farmworkers achieve their career goals by providing wrap-around support and resources to lay the foundation for upward mobility.
- Refer farmworkers who are not eligible for FAP to other entities for supportive services, educational programs, and other programs¹¹ to provide the services needed.
- Test models and learn practical strategies to build skills among farmworkers, including providing incentives for completing essential skills training pending ratification of state policy.
- Encourage worker engagement by having workers involved in developing training and workforce decision-making.

Successful applicants will: (i) detail the partnerships needed to achieve the goals and objectives of the program; (ii) explain how partners will collaborate; (iii) demonstrate how partners will provide support for the target population; (iv) describe how services will be provided to address the basic needs of farmworkers to participate in training programs, including language assistance and translation services, transportation services, employment support, and childcare.

Programs should support workforce development system change by: (i) identifying how existing best practices can be designed, adapted, and enhanced with a focus on the needs of farmworkers; (ii) identifying opportunities to leverage existing resources and cross-sector partnerships to better serve the target population; (iii) identifying and addressing workforce system barriers that are unique to this population; and (iv) identifying program designs and demonstrating the effectiveness of providing wrap-around support.

C. Availability

There is \$5 million available for FAP PY 25-26. Applicants can apply for \$450,000 to \$1 million for programs that demonstrate a track record of workforce outcomes. The EDD estimates awarding up to 8 organizations. The State may choose to exceed the maximum award amount based on the availability of funds.

The period of performance (POP) for grants funded under this SFP will be between 18 and 24 months, with an anticipated start date of June 2026 and an end date of March 31, 2028. This POP includes all necessary implementation and start-up activities. Grant funds will not be available for longer than 24 months. No obligation of funds will be allowed before or beyond the grant POP. Any funds not expended during the grant agreement period shall be returned to the state.

D. Target Populations

All individuals must be over 18 years of age, meet WIOA Title I Adult eligibility requirements, and fall into one of the target populations. For this SFP, the target population is agricultural workers, including the following:

1. Eligible seasonal farmworkers, defined as low-income individuals who, for 12 consecutive months out of the 24 months before application for the program involved,

¹¹ Workforce Services Directive Pathway to Services, Referral, and Enrollment [WSD18-03](#), issued on August 18, 2018, provides guidance on making services accessible to all populations.

have been primarily employed in agricultural or fish farming labor that is characterized by chronic unemployment or underemployment and face multiple barriers to economic self-sufficiency.

2. Eligible migrant farmworkers and dependents of the migrant farmworker, defined as workers whose agricultural labor requires travel to a job site such that the farmworker cannot return to their permanent residence on the same day.
3. Eligible migrant and seasonal farmworkers (MSFW), defined as an eligible migrant farmworker or an eligible seasonal farmworker.
4. Eligible MSFW young adults, defined as an eligible participant aged 18-28 who is individually eligible or dependent on an eligible MSFW. The term eligible MSFW young adult is a subset of the FAP that entails a multi-generational approach to create pathways for the dependents of farmworkers.
5. Agricultural and farmworker populations in communities and regions with high numbers of farmworkers, including workers with frontline occupations unique to the industry.

E. Target Regions

Applicants for the PY 25-26 FAP grant can serve participants anywhere within the state of California. However, priority, in the form of bonus points, will be given when scoring applications that have a proposed service area within counties in the two target regions outlined in Figure 1.1 below. Refer to Appendix A for further information on how bonus points will be calculated.

The counties in each region were identified based on that county’s total number of farmworkers or the percentage of a county’s population that farmworkers represent, based on the United States Department of Agriculture (USDA) National Agricultural Statistics Service¹². Applicants can serve participants in any region and/or county if the need for services is supported and outlined in their proposal.

Figure 1.1: FAP Regional Breakdown

| Region 1: San Joaquin Valley and Northern California | Region 2: Coastal and Southern California |
|---|--|
| Colusa County | Imperial County |
| Glenn County | Monterey County |
| Fresno County | Napa County |
| Kern County | Riverside County |
| Kings County | San Diego County |
| Madera County | San Luis Obispo County |
| Merced County | Santa Barbara County |

¹² 2022 Census of Agriculture.

https://www.nass.usda.gov/Publications/AgCensus/2022/Full_Report/Volume_1,_Chapter_2_County_Level/California/st06_2_007_007.pdf

| | |
|--------------------|-------------------|
| Modoc County | Santa Cruz County |
| Sacramento County | Sonoma County |
| San Joaquin County | Riverside County |
| Solano County | Ventura County |
| Stanislaus County | |
| Siskiyou County | |
| Tulare County | |
| Yolo County | |

F. Eligibility

Applicants: Non-profit organizations, local labor partners, tribal governments, community colleges, local workforce boards, education and training providers, and farmworker-serving organizations such as worker centers, worker cooperatives, and labor unions. Applicants, including collaborations among partners, must have demonstrated expertise in assisting farmworkers and in workforce development programs.

Collaboration can include, but is not limited to, the following:

- Industry-based training providers
- Industry-based intermediaries, including industry associations
- Labor organizations and labor management partnerships
- Community-based organizations and non-profit organizations
- California Department of Education-Local Educational Agencies
- California Community College Districts
- California State Registered Apprenticeship Programs
- Workforce intermediaries
- Local workforce development boards
- Adult Education

Applicants must provide evidence that they have the expertise, resources, and capacity to provide services to participants as outlined in the SFP. Additionally, applicants must provide evidence that they have the capacity and experience to administer federal funding. Applicants may meet this requirement through a partner that will be a subawardee.

Participants: All individuals must be over 18 years of age, meet WIOA Title I Adult eligibility requirements, and fall into one of the target populations.

2. Project Design

A. Project Goals and Objectives

FAP PY 25-26 intends to address existing and emerging gaps¹³ in the workforce system faced by the agricultural industry and farmworker communities across California including service gaps in public workforce services, education, training delivery, and job quality challenges. This grant seeks to create sustainable change by developing long-term relationships with employers and other partners through supporting and expanding models of education and training that will extend beyond the life of the grant. In coordination with the LWDA, the EDD will partner with all departments and entities receiving funding through this SFP to ensure timely investment of resources. These funds will be used to expand existing programs and establish partnerships that deliver services supporting farmworkers impacted by climate change. The EDD will develop clear targets for grant outcomes, including specific evaluation metrics. Formal evaluations for the grant programs will include recommendations for future outreach efforts.

This SFP offers funding for programs demonstrating a track record of workforce outcomes intended to implement and scale FAPs, and will provide funding to support the following:

- Provide basic skills, including English literacy, math, and digital literacy training, or propose alternative programs to offer essential skills training in English, math, and digital literacy.
- Implement program strategies for (i) developing or distributing online learning tools, (ii) training community educators as basic skills instructors, or increasing basic skills learning opportunities in adult schools, and/or (iii) colleges and community-based organizations (CBOs).
- Implement training modalities such as Integrated Education and Training¹⁴ (IET) to accelerate the acquisition of basic and occupational skills simultaneously.
- Offer upskilling and career pathways to include (i) job skills training, (ii) paid apprenticeships, (iii) work-based learning, (iv) agricultural technology training, (v) training for roles in adjacent sectors, such as forestry management, (vi) and credentials attainment.
- Develop curriculum and deliver training to expand access to higher-paying positions within agriculture, including (i) irrigation, (ii) food safety, and (iii) front-line supervision.
- Create and launch training programs for precision farming and agricultural technology career pathways.
- Create and launch programming to build pipelines to other work opportunities for farmworkers by investing in recruiting and training farmworkers with transferable skills for off-season opportunities or career advancement in adjacent or other sectors.

¹³ Sumner, Daniela A., “The Future of Agricultural Work in Santa Cruz County and Implications for Employee Training and Development,” Santa Cruz County Workforce Development Board (June 30, 2020)

¹⁴ 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.”

<https://lincs.ed.gov/professional-development/resource-collections/profile-1003>

- Programs that are offered or take place at worksites, farmworker housing, or other locations accessible to farmworkers.
- Provide stipends and/or incentives for farmworkers participating in and completing essential skills training.
- Provide referrals for farmworkers that are not eligible for WIOA services to supportive services and other programs.
- Provide direct support for existing or new programs to fully develop their farmworker training and workforce development program, establish partnerships, seek registration from the California Division of Apprenticeship Standards (DAS) (if applicable) for Registered Apprenticeship Programs (RAPs), and design curriculum.
- Provide wrap-around support services to program participants, including (i) case management, (ii) referrals to service providers, (iii) legal services, (iv) career navigation, and more.
- Provide ongoing inclusion of workers' voices to fully understand dynamic workforce needs and effectively facilitate worker participation in design, delivery, and program evaluation.
- Address worker, employer, and industry needs as they respond and adapt to climate change, increasing environmental sustainability, and building community and economic resilience.

B. Strategies

Strategies may include providing opportunities for innovation, testing new approaches, and adapting best practices to give the farmworker community opportunities to build skills for good-quality jobs in the agricultural industry or prepare farmworkers for in-demand employment outside of the agricultural sector. In addition, this funding will provide programs with the flexibility to demonstrate strategies that enhance the state's capacity for improving employment and earnings outcomes for eligible farmworkers. Competitive projects will offer occupational skills training for new roles, good jobs in the agricultural sector, and essential skills training in English literacy, math, and digital literacy.

C. Upskilling and Career Pathways

FAP intervention strategies should address but not be limited to approaches that: (i) design, adapt, and enhance best practices to address the shortage of farmworkers and the inability to retain employees; (ii) leverage existing resources and cross-sector partnerships to provide skill gap training such as literacy and numeracy to serve this population; (iii) address the challenges that have been exacerbated by new technology and machinery placing limitations not only on the impacts of precision farming, but also the wage growth of farmworkers who lack essential skills; (iv) provide soft skills training such as conflict resolution and problem solving, which are critical to the fluid, seasonal nature of farm work; and (v) address employer needs for highly-skilled supervisors and staff who can implement and manage precision farming technologies; (vi) create new models for service delivery and funding alignment that can be expanded system wide within the project's county service area(s), and can be replicated across the state and tailored to regional needs; (vii) increase the number of farmworkers in career pathways, pre-apprenticeship, apprenticeship, and other WBL models; (viii) plan for and implement a sustainability plan to promote project continuation post grant period of performance; and (viii) build capacity and leadership amongst farmworkers to contribute industry expertise to workforce training.

Examples of innovative career pathways that may be considered include the following:

- **Provide entrepreneurship and upskilling training** . A program that builds a pathway for a farmworker to become a farm-owner or an owner-member of a co-op, in collaboration with partners that can provide entrepreneurial training and technical assistance to support the starting or maintaining of a small business or co-op.
- **Provide access to innovative farming**. Training on innovative farming techniques, technologies, and practices that focus on sustaining farm workers outside the traditional growing season. Examples include but are not limited to micro-entrepreneurial farming, beekeeping and bee vectoring, vertical farming, low water, region-sustainable farms, farming technology platforms, and drone technology training.
- **Provide a cohort-based approach** . This approach will enable disconnected young adults from farmworker families to provide peer support and develop relationships with service providers to keep each other informed. This is also a proven approach to keep students on track to achieve their goals, allowing for alternatives to the traditional four-year degree.
- **Provide cohort-based training** . This training will focus on good quality jobs, with close employer partnerships and evidence of demand and career advancement potential that will provide occupational, work readiness, basic math, reading, and literacy skills.

D. Supportive Services, Wrap-Around Support, and Case Management

FAP projects should offer a holistic suite of wrap-around support, case management, and supportive service interventions designed to address the needs of eligible farmworkers to bolster long-term employment stability and retention. Support services may include help with childcare, transportation, financial literacy and education, or mental health counseling. Wrap-around support and case management should consist of comprehensive case management with a trauma-informed¹⁵ approach tailored to the individual's cultural, personal, language, educational, and professional needs, including services and referrals to health, housing, and educational resources, and coaching for personal development and financial capabilities. This program should help prevent job loss and lay the foundation for upward mobility.

Work authorization documentation is critical for individuals to participate in workforce and training programs and fully integrate into society and the local economy. Due to their circumstances, farm workers legally authorized to work in the United States may lack physical copies of work authorization documents. Therefore, FAP projects are strongly encouraged to enroll such individuals and use supportive services to help them obtain physical copies of their work authorization documents. Supportive services such as legal aid are available to participants enrolled in Basic Career, Individualized Career, or Training services.

Grantees of this program may have access to philanthropic support through LWDA partnerships to provide services to workers who may not meet the WIOA eligibility requirements¹⁶. This external funding will allow selected program applicants to offer job training services to all workers, regardless of WIOA eligibility. Refer to Workforce Services Directive Pathway to

¹⁵ A trauma-informed approach recognizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.

¹⁶ <https://clc.ucmerced.edu/grants-opportunities>

Services, Referral, and Enrollment ([WSD18-03](#)), issued on August 18, 2018, for guidance on making services accessible to all populations.

E. Collaboration and Strategic Partnerships

Given the diversity of California's agricultural industry, it is vital to develop relevant training opportunities and supportive services that meet industry demand while providing access to high-quality jobs. Successful applicants are strongly encouraged to establish partnerships with employers, farmworker-serving organizations, training providers, WIOA workforce development organizations and other collaborators to address the needs of the agricultural workforce while effectively administering a WIOA Title I funded program.

This grant program seeks to create sustainable change by developing collaborative partnerships to design and test new strategies to support farmworkers' career and wage growth.

Demonstrating the ability to build and maintain strong partnerships will reflect positively throughout the scoring process.

Examples of highly regarded partnerships include, but are not limited to, the following:

- Collaborative partnerships between mission-driven CBOs such as labor or non-profit organizations with expertise in engaging and assisting farmworkers, local workforce development boards and/or other community-based organizations, and training and education providers with experience providing workforce and training services to target populations.
- Programs focused on basic skills and/or upskilling projects should include partnerships with training organizations that provide services to farmworkers.
- A workforce services provider partnering with a human service agency, other public agency, nonprofit community-based organization, or workforce development board that can provide case management, wrap-around, supportive, and follow-up services.
- Adult education and training providers, community colleges, or other innovative training providers with an established IET program in the agricultural industry or other industry sectors offering sustainable wages.
- Organizations that provide cohort-based training for peer support, networking, and accelerated completion of certificates and/or credentials, especially when targeting young adults, and design outreach and marketing strategies relevant to the targeted population based on workers' and young adults' voices and input.
- Workforce services providers with demonstrated experience and success in providing workforce services and case management to ELLs in the farmworker community.
- Collaboration with other state agencies and departments, such as the California Department of Food and Agriculture (CDFA) or the California Natural Resources Agency (CNRA), to ensure that projects address critical needs and investments of the State related to climate change and to create workforce pipelines into emerging roles in land management and forestry services.
- Farmworker organizations such as worker centers, worker cooperatives, and labor unions.

Additional partnerships that will enhance the project's success are recommended based on the needs of the target population, industry, and geography.

See Appendix G for a list of education partners with existing IET programs; however, this list reflects a point in time, may not be exhaustive, and should be verified prior to enrollment. Strategic partnerships must facilitate the provision of a full array of services tailored to the needs of farmworkers in the project area, from education to high-quality employment. Partnership agreement letters will strengthen the application. Proposals without existing collaboration and partnership commitments are required to demonstrate robust plans for implementing the program and developing the partnerships necessary for future success. See Section 5. Submission for more information on submitting partnership agreement letters.

F. Supporting Data

Successful proposals must cite supporting data from various sources on labor market demand for proposed training and workforce outcomes. Relevant data sources may include the EDD Labor Market Information Division (LMID), Bureau of Labor Statistics (BLS), United States Department of Agriculture (USDA), California Department of Food and Agriculture (CFDA), local surveys, or any other reliable data source, such as consultation with industry associations, Local Areas, or partners. The supporting data should: (i) reflect the applicant's comprehensive understanding of the issues specific to the advancement of farmworkers into in-demand and good-quality jobs in the agriculture sector or adjacent sectors; (ii) demonstrate the need for the proposed project; (iii) justify the project's approach and make a case for the potential for success; (iv) validate program design with evidence that the best practices are being used; and (v) use local data sources that illustrate the experience of individuals and specific communities, such as analyses of local news articles and reliable social media groups, or data from interviews, focus group sessions, or surveys.

3. Application and Program Requirements

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

A. Required Exhibits and Attachments

- Exhibit A - Project Narrative
- Exhibit F - Budget Summary
- Exhibit F2 - Budget Narrative
- Exhibit G - Supplemental Budget (if applicable)
- Exhibit J - Partner Roles and Responsibilities
- Exhibit K - Performance Goals Matrix
- Cover/Signature Page
- Executive Summary
- Partnership Agreement Letters
- Commitment Letters
- Indirect Cost Declaration (ICD)
- Indirect Cost Rate Agreement (ICRA) (if applicable)

B. Registration with the System for Award Management

Applicants must register with the System for Award Management (SAM) to apply for and receive funding for this initiative.

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

C. Partnership Agreement and Commitment Letters

If applicants include partner organizations in their application, then they must provide a Partnership Agreement Letter from each prospective partner. An agreement letter is required regardless of whether partnerships are mandatory or not.

Applicants must also include Commitment Letters detailing the source and dollar amount of any leveraged resources. A Commitment Letter is required, whether the applicant is providing the leveraged resources themselves or sourcing them from a partner organization. This is a requirement for all proposed leveraged resources, whether leveraged resources are required or not.

Commitment and Partnership Agreement Letters must be signed and dated within the SFP’s competitive period of February 3, 2026, to March 2, 2026.

See Appendix A for more information on submitting Commitment and Partnership Agreement Letters.

D. Performance Goals

Applicants can reference the state’s negotiated performance goals in Figure 3.1. These metrics and rates of achievement are provided as a point of reference for applicants when reviewing their local goals. The state recognizes that local goals may differ from those presented here.

Refer to Appendix A, [WSIN23-54](#), Subject: State Negotiated Performance Goals PY - 24-25 (June 13, 2024), and [WSIN24-17](#), Subject: Local Area Negotiated Performance Goals PY 24 and 25 (October 31, 2024) for more information about performance goals.

Figure 3.1: State Negotiated Performance Goals

| PY 24-25 Negotiated Performance Goals | Adults |
|--|---------|
| Employment Rate 2nd Quarter After Exit | 67.5% |
| Employment Rate 4th Quarter After Exit | 65.5% |
| Median Earnings 2nd Quarter After Exit | \$7,800 |
| Credential Attainment | 65.0% |
| Measurable Skill Gains | 60.0% |

In addition to the WIOA performance measures, the state requires subrecipients to track total participants enrolled in education, training, and training-related employment.

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

Successful projects should outline in the project plan measurable outcomes and tailored performance goals, such as the following:

- Determine performance goals for participation in training and support services.
- Determine how many participants will receive services to upgrade their skills, including job training and education related to English literacy, digital literacy, and basic math.
- Determine how many farmworkers receiving services through the program will seek new career paths in agricultural technology or other sectors and obtain new employment through this funding.
- Determine appropriate referrals and service networks that can provide training and support services to individuals who are not eligible for WIOA services.

- Set goals for providing wrap-around support services such as clothing, housing, food, childcare assistance, aid for living expenses when attending a training program, income support for dislocated workers unable to access Unemployment Insurance Benefits, and other case management support.
- Explain how the project will measure job placement, retention, and success in serving farmworkers.
- Determine the percentage of the target number of project participants who completed training and/or obtained an industry-recognized credential.
- Determine the percentage of training project graduates with measurable skill gains.
- Determine median training project graduate wages over time and compare them to regional living wage targets and regional occupational medians (pre-training and post-training).
- Determine the percentage of training project graduates with employer-provided benefits (healthcare, paid leave, meaningful path to retirement).
- Explain how CalJOBS reporting will be used to monitor progress toward these goals and support continuous improvement.
- Describe the processes and internal controls your organization will use to collect, track, and report participant and performance data in CalJOBSSM. Include details on staff roles, timelines for data entry, quality assurance measures, and how you will ensure compliance with EDD reporting requirements. Applicants must demonstrate an understanding that all participant and outcome data will be reported in CalJOBSSM and outline their readiness to meet these obligations.

4. Budgeting and Performance Requirements

A. Funding Request

Funding timing and decisions are based on the availability of funds. Estimated amounts and dates are subject to change and are not final. A total of \$5 million of funding is available through the FAP PY 25-26 SFP. Applicants can apply for up to \$1 million. The EDD anticipates that an estimated 8 awards will be granted. Final awards and participant counts may be adjusted depending on the number of successfully submitted proposals. The state expects the performance period for participating projects funded under this SFP to be 18-24 months. Grant funds will not be available for longer than 24 months. No obligation or commitment of funds will be allowed before or beyond the grant period of performance. Any funds not expended during the grant agreement period shall be returned to the state.

The EDD recognizes that intensive training in occupational skills literacy and other essential skills, combined with robust wrap-around support and ancillary services, will result in higher costs per participant than other similar training programs; demonstrated success in achieving program outcomes for farmworkers or other similar populations will factor into funding decisions, along with the viability of program design and evidence of employer and education and training partners.

B. Leveraging Funds and Resources

Applicants must demonstrate the ability to leverage resources from other sources to support the goals and objectives of this grant. Applicants are required to leverage resources equivalent to 20% of their requested grant award amount.

The term “leverage” is not defined under any regulation or any related administrative requirements. For EDD-funded programs, the term refers to all resources the recipient uses to support grant activity and outcomes, regardless of whether those resources meet the standards required for match.

Applicants are encouraged to braid funds, leverage human capital, and utilize other resources to maximize the project's success. Leveraged resources can come from a variety of sources.

Leveraged resources can include non-cash contributions or third-party in-kind contributions for the purposes of sharing in infrastructure costs. 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 the use of equipment or space. See Appendix A for more information on adequately documenting pledge contribution agreements.

All leveraged resources will be subject to the reporting requirements contained in Workforce Services Directive [WSD19-05](#) Subject: Monthly and Quarterly Financial Reporting Requirements (December 4, 2019) and Title 2 Code of Federal Regulations (CFR) Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), Section [200.306](#) Cost sharing or leveraging.

C. Allowable Uses of Funds

The proper and improper use of grant funds is governed by the WIOA and its associated federal regulations, state and federal directives, and the Federal Office of Management and Budget (OMB) Uniform Guidance for Grants and Agreements. Refer to Appendices B, C, and D for the general requirements of these funds. Funds awarded under this SFP cannot be used to purchase real property or to construct buildings. For Title I and Title III service category definitions and a comprehensive list of CalJOBSSM activity codes, see Workforce Services Information Notice CalJOBS Activity Codes (October 10, 2024) ([WSD24-05](#)).

Please note - To prepare participants for employment and foster positive relationships with employers, staff should make participants aware of federal law requiring employers to verify employment authorization before employment and confirm a participant's consent to work documents before providing a job referral. Refer to Workforce Services Directive Pathway to Services, Referral, and Enrollment ([WSD18-03](#)), issued on August 18, 2018, for guidance on making services accessible to all populations.

D. Administrative Cost Limits

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

5. Submission

Only one proposal will be accepted from each applicant. If the EDD receives more than one application from a single applicant, the first application received will be the only one accepted. Any subsequent submissions will be disqualified. However, an applicant may be a partner in another application. The entire proposal must be submitted electronically by the deadline.

A. Submission Format

Applicants must submit their proposal package via email as a compressed (or “Zipped”) file to WSBSFP3@edd.ca.gov. The subject line of each application submission email must include: “[Applicant’s Three Digit Initialism] FAP PY 25-26 Proposal”. Example: “Subject: ABC FAP PY 25-26 Proposal”. The proposal package is due by 3 p.m. PT on March 2, 2026. Documents must adhere to the following naming convention: [Applicant’s Three-Digit Initialism] [Grant Initialism Program Year Initialism] [Abbreviated Name of Document]. Example: “ABC FAP PY 25-26 ExA”, for Exhibit A.

- Please use your organization’s CalJOBSSM initialism, if available. If your organization does not have a CalJOBS initialism, you may use your own.
- File names must not exceed 40 characters.
- The Cover/Signature page (CovSign), Partnership Agreement Letters (PtrLtr), and Commitment Letters (ComLtr) must be submitted in PDF form. All other exhibits and exhibit attachments must be submitted in Word format.
- The CovSign page and Indirect Cost Declaration (ICD) must include the signature of the signatory authority on the form.
- PtrLtr and ComLtr should be grouped by category, submitted as two separate PDFs.

B. Submission Guidelines

Submit all exhibits and attachments with the following naming convention: “[Applicant’s Three Digit Initialism] [Grant Initialism PY XX-XX] [Exhibit or Attachment Initialism].” For example, “ABC FAP PY 25-26 ExF” for Exhibit F. File names must not exceed 40 Characters. Exhibits must be completed accurately.

Figure 5.1 lists the documents that must be included in the proposal file submission with the suggested naming convention for each file. Applications that do not include all the required documents listed and/or are submitted after 3 p.m. PT on March 2, 2026, will be deemed non-responsive and automatically disqualified from being considered for funding.

Disclaimer: The exhibits have been updated for accessibility in compliance with the Americans with Disabilities Act.

Figure 5.1: Document Submission Guidelines

| Required Documents | Naming Convention Example |
|--|---------------------------|
| Exhibit A : Project Narrative (ExA) | ABC FAP PY 25-26 ExA |
| Exhibit F : Budget Summary (ExF) | ABC FAP PY 25-26 ExF |
| Exhibit F2 : Budget Narrative (ExF2) | ABC FAP PY 25-26 ExF2 |
| Exhibit G : Supplemental Budget (ExG) | ABC FAP PY 25-26 ExG |
| Exhibit J : Partner Roles and Responsibilities (ExJ) | ABC FAP PY 25-26 ExJ |
| Exhibit K : Performance Goals Matrix (ExK) | ABC FAP PY 25-26 ExK |
| Cover/Signature Page (CovSign) | ABC FAP PY 25-26 CovSign |
| Executive Summary (ExecSum) | ABC FAP PY 25-26 ExecSum |
| Commitment Letters (ComLtr) | ABC FAP PY 25-26 ComLtr |
| Partnership Agreement Letters (PartLtr) | ABC FAP PY 25-26 PartLtr |
| Indirect Cost Declaration (ICD or CAP) | ABC FAP PY 25-26 ICD |
| Indirect cost Rate Agreement (ICRA or CAP) (if applicable) | ABC FAP PY 25-26 ICRA |

Figure 5.2: Application Timeline

| Event | Date |
|-------------------------------------|------------------------------------|
| SFP release | February 3, 2026 |
| Last date to email questions to EDD | February 6, 2026, by noon PT |
| Informational Webinar | February 11, 2026, at 1:30 p.m. PT |
| Notice of Intent to Apply | February 17, 2026, by noon PT |
| Proposals due | March 2, 2026, by 3 p.m. PT |
| Proposal review and evaluation | March 16-20, 2026 |
| Award announcements | April 2026 |
| Estimated project start date | June 2026 |
| Estimated project end date | March 2028 |

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

C. Questions and Answers

An informational webinar to review application requirements and answer questions is scheduled for February 11, 2026, at 1:30 p.m. PT. Pre-registration is required for all participants. Refer to the [registration link](#) to register. To complete the registration, an applicant must fill out the registration information. After successfully registering, a system-generated email will provide the webinar link.

Before submitting questions, applicants must thoroughly review the SFP Proposal Package Instructions in Appendix A: Proposal Package Instructions. Email inquiries for the webinar to WSBSFP3@edd.ca.gov with the subject line: “[Applicant’s Initialism] FAP PY 25-26 SFP Inquiry”. All inquiries must be received before noon PT on February 6, 2026.

Please note this webinar will not be recorded. All registered attendees will receive a content summary via email following the webinar. After the informational webinar, a cumulative list of all questions and answers received during the solicitation process will be posted to the EDD website as soon as possible.

D. Delivery

Applicants must submit a complete proposal package with all required elements to WSBSFP3@edd.ca.gov by no later than March 2, 2026, at 3 p.m. PT.

Refer to Appendix A: Proposal Package Instructions for further guidelines on electronic submission and Section 6. D: Agreement and Contracting for the signatory authority requirements for the Subgrant Agreement (contract).

6. Award and Contracting Process

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

A. Proposal Review, Scoring, and Evaluation

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

Figure 6.1: Scoring Rubric

| Narrative Criteria | Maximum Points |
|--|-----------------------|
| Section 1 - Statement of Need | 10 |
| Section 2 - Project Plan | 30 |
| Section 3 - Performance Goals | 20 |
| Section 4 - Partnerships and Leveraged Resources | 15 |
| Section 5 - Statement of Capabilities | 15 |
| Section 6 - Budget Summary Narrative and Plan | 10 |
| *Bonus Points | 5 |
| Total Points Available | 105 |

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

B. Appeals Process

A proposal may be disqualified for not meeting the application requirements. Please read the SFP carefully and consult Appendix A: Proposal Package Instructions for detailed instructions

on adequately completing and submitting all application elements to ensure all applicable requirements have been met.

While disqualification decisions may be appealed, reversals are only granted under specific circumstances. Please note the following important exceptions:

- No appeals will be accepted for proposals submitted after the deadline.
- Final funding decisions are not subject to appeal.
- Application requirements must be fully met for a proposal to advance to the evaluation and scoring phase. See Section 4: Budgeting and Performance Requirements, Section 5: Submission, Section 6: Award and Contracting Process, and Appendix A: Proposal Package Instructions for more information on application and submission requirements.

The EDD will distribute disqualification letters to applicants by email. Applicants have seven calendar days from the date their disqualification email is sent to appeal. Please send all appeals to WSBSFP3@edd.ca.gov by the close of business on the seventh calendar day.

Each appellant must submit all the facts related to their appeal 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 the appeal, including citations from the SFP and other pertinent documents.
- A statement of the relief sought.
- All corrective documentation.
- A scanned copy of the statement with the signature of the authorized signatory authority for the applicant organization.
- Appeals must be submitted in PDF form to WSBSFP3@edd.ca.gov. The EDD will respond to all appeals via email. The review of each appeal will be limited to determining whether the applicant's corrective actions successfully addressed the non-responsiveness indicated in their disqualification letter and whether the proposal now meets the minimum application requirements relayed by the SFP to be evaluated.

C. Award Notification

Awards will be announced on the EDD website, and applicants will be notified of the funding decisions. Award decision notices are anticipated to be made in April 2026. An award offer does not constitute approval of the application as submitted. The applicant is required to negotiate with the EDD to finalize program components, staffing levels, budget elements, and administrative systems to support grant implementation. If the negotiations do not result in a mutually acceptable submission, the EDD reserves the right to terminate negotiations and decline to fund the application.

D. Agreement and Contracting

The EDD will contact the subrecipients to finalize the Subgrant Agreement (contract) details. The EDD may request that the contracts incorporate changes to the original project proposals.

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

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

7. Administrative Requirements

To qualify for awarded funds, successful applicants must comply with all administrative and reporting requirements. Successful applicants who do not comply may be de-obligated and subject to sanctions. Refer to [WSD16-03](#), Subject: Unilateral De-Obligation (July 20, 2016), and [WSD 24-08](#), Subject: Substantial Violations and Applicable Sanctions (December 16, 2024) for more guidance.

A. Monitoring and Audits

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

B. Record Retention

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

C. Reporting

All subrecipients must have access to the CalJOBS website to report expenditures, participant information, and outcome data to the state in a timely and accurate manner. Refer to Appendix F: CalJOBS Workstation and Software Requirements for more details. The state will provide training on how to use the CalJOBS reporting system. Review [Types of Work-Based Learning WIOA Desk References](#) and [CalJOBS Activity Codes \(WSD24-05\)](#) (October 10, 2024) for guidance on entering grant activity codes. See CalJOBS Participant Reporting ([WSD20-10](#)) (April 8, 2021), for more information regarding participant reporting requirements.

Subrecipients must enter participant information for each individual served by the grant into CalJOBS. The information required includes, but is not limited to, complete program applications, individual services provided, supporting documentation, and outcome data. All data must be entered into CalJOBS within 30 days. Review CalJOBS Participant Reporting ([WSD20-10](#)) for more information on reporting participant information in CalJOBS.

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

D. Closeout

Project closeout reports are due within 60 days of the project termination date. Applicants should include costs associated with closeout activities in the budget plan. Refer to WIOA Closeout Requirements ([WSD16-05](#)) (July 29, 2016) for further guidance.

E. Compliance

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

F. Intellectual Property Rights/Creative Commons Attribution License

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

G. Public Communications - Certain Information Requirement

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

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

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

H. Evaluation

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

Appendix A: Proposal Package Instructions

Applicants must follow the instructions below and complete all requested exhibits in the SFP announcement. The Cover/Signature Page, Executive Summary, Project Narrative, and all Exhibits must be completed in Aptos 11-point font. There is a 15-page limit, which applies only to Exhibit A: Project Narrative. All other application attachments are not included in this page limit. After carefully reviewing the SFP and Appendices, questions regarding the proposal package can be emailed to the EDD staff at WSBSFP3@edd.ca.gov.

A. Required Documents and Format

Figure A.1 below lists the SFP Exhibits and Exhibit Attachments the applicant is required to download and complete according to the instructions in this SFP. Applicants should submit documents according to the naming convention guidelines by the deadline stated in the SFP. Applications that fail to do this may be deemed non-responsive and disqualified from being forwarded for funding consideration. The list may also be used as a checklist to help ensure a complete SFP application package submission.

Figure A.1: Required Document Format Checklist

| | |
|--|--|
| Required SFP Exhibits | |
| 1. Exhibit A: Project Narrative - ExA (must complete the Word template provided in the SFP, including all required sections and sub-sections) | |
| 2. Exhibit F: Budget Summary - ExF (must complete the Word template provided in the SFP) | |
| 3. Exhibit F2: Budget Narrative - ExF (must complete the Word template provided in the SFP) | |
| 4. Exhibit G: Supplemental Budget - ExG (if applicable) (must complete the Word template provided in the SFP) | |
| 5. Exhibit J: Partner Roles and Responsibilities - ExJ (must complete the Word template provided in the SFP) | |
| 6. Exhibit K: Performance Goals Matrix - ExK (must complete the Word template provided in the SFP) | |
| Required SFP Exhibit Attachments | |
| 7. Cover/Signature Page - CovSign (must complete the Word template provided in the SFP and submit it as a PDF signed by the authorized signatory) | |
| 8. Executive Summary - ExecSum (must complete the Word template provided in the SFP) | |
| 9. Commitment Letters - ComLtr (Provide a PDF version if applicant or any partner(s) are providing leveraged funds) | |

| | |
|---|--|
| 10. Partnership Agreement Letters - PartLtr (if applicable) (Must provide a PDF version if collaborations and strategic partnerships are established in the proposal) | |
| 11. Indirect Cost Declaration - ICD (must complete the Word template provided in the SFP signed by the authorized signatory. Submit as either a Word document or a PDF) | |
| 12. Indirect Cost Rate Agreement - ICRA; or Cost Allocation Plan - CAP (if applicable) (If an applicant indicates that they are using an ICRA or CAP, they must include the ICRA approved by the Cognizant/Approving Agency or attach a CAP with a certification letter) | |

B. SFP Exhibit Instructions

Complete only the required information in the exhibits provided in the SFP. Submit all exhibits and attachments with the following naming convention: "[Applicant's Three Digit Initialism] FAP PY 25-26 [Exhibit Initialism]". For example, "ABC FAP PY 25-26 ExF" for Exhibit F. File names must not exceed 40 characters.

Disclaimer: The exhibits have been formatted for accessibility in compliance with the Americans with Disabilities Act.

Exhibit A - Project Narrative (ExA)

Applicants will complete Exhibit A using the template provided. The structure and content of the sections and subsections should align with the proposal requirements in this SFP. The Project Narrative should convey how the applicant's approach will lead to the success of program awardees, potential participants, and the workforce system. There is a 15-page limit for Exhibit A. Anything beyond the 15-page limit will not be considered. The other required exhibits and attachments do not count toward this page limit.

The Project Narrative must be submitted in MS Word format using Aptos 11-point font. Save this document according to the following naming convention: "ABC FAP PY 25-26 ExA."

The Project Narrative contains the following sections, which must all be addressed by the applicant:

1. Statement of Need (10 points) (+5 bonus points)
2. Project Plan (30 points)
3. Performance Goals (20 points)
4. Partnerships and Leveraged Resources (15 points)
5. Statement of Capabilities (15 points)
6. Budget Summary Narrative and Plan (10 points)

Applicants must cite supporting data as applicable for each section to be considered complete. Relevant data sources may include the EDD Labor Market Information Division (LMID), the Bureau of Labor Statistics, the U.S. Census, the United States Department of Agriculture (USDA), California Department of Food and Agriculture (CDFA), local surveys, or any other reliable data source, such as consultation with industry associations, local jurisdictions, or any partners. The data should:

- Reflect on 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.
- Suggest the potential for success.

The narrative must include the Section and Sub-Section headers, indicated in bold, and must directly address the bulleted prompts. Each section will be reviewed and scored individually for content according to the instructions below.

Exhibit A - Project Narrative, Section 1: Statement of Need (Maximum 15 points (10 regular points, 5 Bonus Points available))

1.1. Target Region (Score Range 0-3 points) (+5 Bonus Points)

- Describe the target region(s), including an estimate of the target population within the service area.
- Describe the issues, problems, or unmet needs of the target population, including gaps in services and the need to transform the workers' skills in the industry.
- Explain how the unmet need was determined and what factors contributed to the unmet need.
- Provide supporting data and sources that the region has a high number or concentration of farmworkers.
- Identify the County or Counties where the applicant intends to provide services. Provide supporting data and evidence for focusing on these areas. Bonus Points will be awarded to projects serving at least one of the counties identified in Figure 1.1 on page 5 of the SFP (+5 Bonus Points).

1.2. Target Group Description (Score range 0-4 points)

- Describe the target population's characteristics, including frontline occupations unique to the industry and the skills necessary to continue working in the agricultural industry.
- Describe common and significant barriers to employment, basic training, upskilling, and supportive services, including the need for these services.
- Describe the at-risk or displaced farmworker and what is needed to obtain employment outside the agricultural industry that will allow them to earn a living wage while remaining in their communities.
- Discuss current challenges with employment and retention and how the project will address them.
- Provide a clear justification for the project, including qualitative and quantitative evidence, to explain how existing gaps in services currently provided to the target population(s) will be addressed.
- Cite data sources.

1.3. Targeted Core Workers (Score Range 0-3 points)

- Demonstrate the demand for skilled workers in the target industries in the service region, including how the need was determined.
- Describe the current and projected employment opportunities in the targeted industry

sector and geographic service region, including a forecast of the approximate number of jobs available in the target industries.

- Provide an assessment of the individual skill levels of the demographic population and compare the skills needed by the industry sector that justify the project's recruitment, training, and employment strategies.

Exhibit A - Project Narrative, Section 2: Project Plan (Maximum 30 points)

2.1. Outreach/Recruitment (Score range 0-5 points)

- Identify the culturally relevant outreach and recruitment methods specific to the target population(s) that will be used to recruit program participants.
- Describe the outcomes and lessons learned if the organization or other agency has used this project's outreach and recruitment methods.
- Explain how these outreach methods will ensure equity goals are met.
- Demonstrate how these methods will reach a significant percentage of the target population(s) in a replicable, effective, and timely manner.

2.2. Planned Service Approach (Score range 0-5 points)

- Provide a clear strategy to address skills gaps and improve the labor market and skills outcomes.
- Describe the project work plan and how the objectives, activities, outcomes, and milestones will be achieved.
- Demonstrate how the approach addresses the challenges in the Statement of Need.
- Indicate what best practices will be applied and how building upon them will result in an innovative new approach.
- Describe the services and training used to achieve the planned goals and objectives.
- Describe how the service delivery plan will address the barriers to the target population(s), transition participants into employment, and/or help participants achieve ongoing career advancement and sustainability.
- Demonstrate how services and training will enable participants to increase their vocational and job readiness skills, attain and retain employment, enter career pathways, and advance in the target industries.
- Describe how the project will strengthen collaboration, support co-enrollment, provide clear pathways to employment, and provide support and follow-up services to ensure participant success.
- Explain how the project is replicable, scalable, and sustainable at the regional or systemic level.

2.3. Program Implementation and Scaling (Score range 0-10 points)

- Demonstrate a central approach for basic skill training in English literacy, math, and digital literacy.
- Describe program strategies to develop or distribute online learning tools, train community educators as basic skills instructors, or increase learning opportunities in adult schools, colleges, and community-based organizations.
- Explain how training modalities such as IET would be proposed to accelerate the acquisition of basic skills simultaneously with occupational skills.
- Demonstrate a strategy to utilize or develop pre-apprenticeships, apprenticeships, paid

work experience, or other WBLs to train for high-paying careers in agriculture or other industries.

- Demonstrate that the approach to providing job skills and certified training, and WBL programs, balances participant and community needs with those of employers.
- Demonstrate that the proposed strategy seeks to build the infrastructure necessary to develop and expand access to the curriculum for emerging high-paying pathways in precision farming and ag tech.
- Demonstrate that the technical or occupational skills targeted in this project are based on standards developed or endorsed by the target industries and/or employers.
- Explain how this strategy will enable participants to obtain employment in a career pathway that offers career mobility and living wages.

2.4. Upskilling and Career Pathways Support (Score range 0-10 points)

- Explain the strategy to develop capabilities and increase access to training by testing models and learning practical strategies to build skills among the farmworker population.
- Demonstrate a strong collaboration, strategic co-enrollment, equal access, and the implementation of evidence-based strategies that offer a holistic suite of wrap-around support, case management, and supportive service interventions designed to provide farmworkers with the necessary skills to continue working in the agricultural industry.
- Demonstrate an approach to provide wrap-around support and case management with a trauma-informed approach tailored to the individual's cultural, personal, educational, and professional needs to ensure full engagement in education, credential attainment, upskilling opportunities that increase the likelihood of job placement and retention in higher-wage jobs outside the agricultural industry.
- Explain the type of wrap-around support and case management that will enable participants to focus on learning opportunities. Examples can include but are not limited to providing assessments, access to career navigation training, customized occupational skills training, finding employment opportunities with career ladders, and childcare subsidies.
- Describe the type of programming that will provide training opportunities or scholarships to children and families of farmworkers to access educational support or to enter programs in post-secondary institutions that prepare individuals for managerial, marketing, and technical roles that provide support for farm and marketing operations.
- Explain the stipends, incentives, or pay-for-support services that will be provided to transition participants to higher levels of employment or training.

Exhibit A - Project Narrative, Section 3: Performance Goals (Maximum 20 Points)

3.1. Performance Goal Measurements (Score range 0-10 points)

- Complete the Performance Goals Matrix Exhibit K and explain in this narrative how the project will achieve each goal.
- Set performance goals for training and support services.
- Of those workers, determine how many will receive services to upgrade their skills, including job training and education related to English literacy, digital literacy, and basic math.
- Determine how many farmworkers receiving services through the program will seek new career paths in agricultural technology or other sectors and will be connected to services provided by CBOs.

- Explain how the project will refer farmworkers who are not eligible for WIOA services to other programs, like education or state-funded programs.
- Ensure that the program can provide wrap-around services and estimate the per-worker cost to the program.
- Explain goals for providing wrap-around support services such as clothing, housing, food, childcare assistance, aid for living expenses when attending a training program, and income support for dislocated workers unable to access Unemployment Insurance Benefits.
- Explain how the project will measure retention and success in serving farmworkers with significant barriers to employment.
- Complete the target population's Performance Goals Matrix (SFP Exhibit K). If serving multiple populations, complete a separate Exhibit K for each population(s).
- Analyze labor market information and explain how this informs the proposed performance goals in Exhibit K.
- Describe the processes and internal controls your organization will use to collect, track, and report participant and performance data in CalJOBSSM. Include details on staff roles, timelines for data entry, quality assurance measures, and how you will ensure compliance with EDD reporting requirements. Applicants must demonstrate an understanding that all participant and outcome data will be reported in CalJOBSSM and outline their readiness to meet these obligations.

3.2. Performance Goal Effectiveness (Score range 0-5 points)

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

3.3. Project Sustainability (Score range 0-5 points)

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

in the workforce system and equitable employment outcomes for the targeted population(s).

Exhibit A - Project Narrative, Section 4: Partnerships and Leveraged Resources (Maximum 15 points)

4.1. Partner Roles and Responsibilities (Score range 0-10 points)

- Complete and attach Exhibit J: Partner Roles and Responsibilities.
- Demonstrate the applicant's proven record in building and maintaining strong partnerships that benefit the target population.
- Describe how partnerships have been or will be successfully formed with each partner or partner agency committed to participant outcomes.
- Explain how partnerships will be used to coordinate and provide services.
- Describe the roles and responsibilities of each partner in terms of specific tasks, services, or support that will be provided.
- Understanding changing situations, provide a brief statement that ensures a contingency plan to ensure project success (meeting goals) in case any partnerships drop or do not come through during the performance period.

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

4.2. Equitable Outreach and Displacement Support (Score range 0-5 points)

- Demonstrate how the project will provide/build pipelines in adjacent sectors by investing in recruiting and training farmworkers with transferable skills, particularly for off-season opportunities tied to climate resilience and land protection.
- Explain how the project will provide housing support, such as rental deposits and assistance, mortgage assistance, and utility and water expenses to eligible farmworkers.
- Explain how the project will provide financial assistance to support those workers who cannot access federally funded benefits, such as Unemployment Insurance.
- Demonstrate outreach to farmworker resource centers or workforce services to provide needs assessment and connect workers to the services available to farmworkers in the area.
- Describe the outreach and engagement strategies for seeking out employers outside the agricultural industry who provide good jobs, such as those that are full-time, pay high wages (including benefits), have a long or indefinite duration, and/or are in occupations with the possibility of advancement.
- Describe how employers will support participants in transitioning to higher-paying jobs and advancement in agriculture.
- Describe how the programs will be modified to include transitional employment opportunities and/or training.

Exhibit A - Project Narrative, Section 5: Statement of Capabilities (Maximum 15 points)

5.1. Capability and Knowledge (Score range 0-10 points)

- Demonstrate or identify opportunities to expand capabilities and knowledge in conducting and administering programs for the target population.

- Identify opportunities to use new approaches to serve the target population through new partnerships, staff development, and targeted outreach.
- Demonstrate capacity to collect and report financial and participant performance data as required per the SFP.
- Describe past or present projects that prepared participants for good jobs and how grant funds will build on these experiences.
- Include number served, number placed into employment, number trained, types of work, or other pertinent information relevant to the success of this project.
- Describe past success in preparing participants for and placing participants into good-quality jobs defined in the SFP. Provide concrete performance outcomes.
- Demonstrate organizational capacity to administer WIOA Title I programs by providing examples of compliance and reporting capabilities, including experience with CalJOBS or similar workforce data systems for participant tracking, performance reporting, and case management. Describe internal processes for ensuring timely and accurate submission of financial and participant data, adherence to Uniform Guidance (2 CFR Part 200), and the ability to meet EDD monitoring and audit requirements.
- If the organization has limited experience and/or capacity, describe how past or current partnerships with higher capacity, more experienced agencies satisfy the requirements in this section.

5.2. Staffing and Organizational Capacity (Score range 0-5 points)

- Describe the organizational infrastructure and capacity, demonstrating the ability to provide services to the target population.
- Include the proposed staffing plan for this project and detail staff experience working with the target population in the identified capacity.
- List and describe all key positions that will carry out the project.
- Provide an organizational structure to show the team's competence and ability to meet the administrative requirements of the SFP.
- If staff are not currently identified, describe the process of identifying, hiring, or appointing key staff, the timeline, and the training provided during the project start-up period.
- Describe the organization's capacity to lead all mandatory and optional partners.
- Describe your organization's experience with or training in diversity, equity, and inclusion practices.
- Include a detailed organizational chart.

Exhibit A - Project Narrative, Section 6: Budget Summary Narrative and Plan (Maximum 10 Points)

6.1. Budget Plan (Score range 0-5 points)

- Complete and attach the Budget Summary (Exhibit F).
- If applicable, complete and attach the Supplemental Budget (Exhibit G).
- Explain how the proposed costs are necessary and reasonable regarding benefits to participants.
- Demonstrate that most project costs are allocated to providing or connecting to existing certified training and WBL activities, as well as wrap-around support and case management for the benefit of the participants served.

- Demonstrate that the project can leverage other resources to maximize the impact of the project, earn the maximum return on investment, and foster project replication and sustainability.
- Demonstrate at least 20 percent leveraged resources from other sources based on the requested grant funding.
- Explain how the project will leverage human capital and utilize other resources to maximize its success.
- Explain the variety of sources, including, but not limited to, businesses, industry associations, labor organizations, CBOs, education and training providers, and/or federal, state, and local government programs that the project will leverage.
- Explain how other WIOA funds will be leveraged within the project's scope of allowable activities of those funds.

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

6.2. Budget Cost Effectiveness (Score range 0-5 points)

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

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

Exhibit F - Budget Summary (ExF)

- 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 \$10,000 or more and a useful life span of more than one year, the Supplemental Budget (Exhibit G), Section 1. Equipment must be completed.
- If an applicant plans to sub-award funds to sub-recipients to carry out a portion of the grant services, Sections 2 (Subrecipient) and 3 (Contractor) of the Supplemental Budget (Exhibit G) must be completed.

- If an applicant plans to contract a vendor, dealer, distributor, merchant, or other seller providing goods or services, the Supplemental Budget (Exhibit G) must be completed.

Exhibit F - Budget Summary must be submitted in MS Word format. Save this document according to the following naming convention: "ABC FAP PY 25-26 ExF."

Exhibit F2 - Budget Narrative (ExF2)

- Provide a detailed justification in the Budget Narrative (Exhibit F2) for each line-item cost in the Budget Summary Plan (Exhibit F). For example, a thorough rationale for staff salaries should include each title or position, a narrative of the staff roles, responsibilities, activities, annual salary, the percentage of staff time devoted to the project, and the corresponding portion of their salary charged to the grant.
- All explanations should include how the proposed costs are necessary and reasonable in terms of their benefit to participants.
- **In Sections 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, then multiply the product 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 the product listed in Column 2 (FTE x Monthly Salary x Time) to the Fringe Benefits. Provide details of Line Items A-D below the table.
- **In Section E** , enter the estimated total Staff Travel expenses on the line provided. Provide details of staff travel expenses. Award recipients and critical staff must attend quarterly meetings, CoP, and other activities coordinated by EDD-approved TA providers; all travel costs are included in the budget.
- **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 (the items in Column 1 marked with an asterisk are based on the FTE for program staff).
- **In Section G** , enter the total cost of any Required or Targeted Activities. In the table, list the dollar amount in the Cost column.
- **In Section H** , enter the total cost of furniture and equipment on the provided line. Refer to OMB Uniform Guidance Section [200.313](#), and 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. Refer to EDD Information Notice [WSIN25-17](#) for updates impacting furniture and equipment purchases.
- In-Line Item 1, enter the total expenditure for Equipment and Furniture items that cost less than \$10,000 per unit. Indicate whether the items will be leased or purchased and include a cost allocation. In the indicated space, include the name, cost, and quantity of the items to be purchased.
- In-Line Item 2, enter the total expenditure for Equipment and Furniture items that cost more than \$10,000. Include the item's name, cost, and quantity in the indicated space. If any items are listed in Section G.2., complete Exhibit G.
- In In-Line Item 3, provide the estimated Equipment Lease dollar amount. Explain the calculation below the line item.

- **In Section I (if applicable)** , include the total cost of Contractual Services (Section 3 of Supplemental Budget, Exhibit G) on the line provided. Describe in detail.
- **In Section J (if applicable)** , enter the total Indirect Costs on the line provided. The Indirect Cost Rate must be negotiated and approved by a Cognizant Agency, per Appendices III through VII of Uniform Guidance, [2 CFR 200](#).
- **In Section K**, list other expenses. Describe in detail the additional costs that do not fit into the specific categories in the prior sections. Specify whether an expense is for an Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.

Exhibit F2 Budget Narrative must be submitted in MS Word format. Save this document according to the following naming convention: “ABC FAP PY 25-26 ExF2.”

Exhibit G - Supplemental Budget (ExG)

Exhibit G - Supplemental Budget, Section 1: Equipment

- If the applicant plans to purchase equipment with a unit cost of \$10,000 or more and a useful life span of more than one year, Section 1: Equipment of the Supplemental Budget (Exhibit G) 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. All equipment with a unit cost of \$10,000 or more is subject to prior approval by the EDD and will be negotiated with contract completion.
- A separate request to purchase equipment must be submitted to the EDD for approval. See Basic Considerations in OMB Uniform Guidance Sections [200.407](#) and [200.313](#). 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.
- The Item Description Column must list all equipment costing \$10,000 or more.
- The Quantity Column must contain the desired amount for each item in the Item Description Column.
- The Cost Per Item Column must contain the cost for each item listed in the Item Description Column.
- Right-click each cell in the Total Cost Column and select "Update Field" to populate the total cost for each item listed in the Item Description Column.
- The Percent Charged to Project Column must be manually calculated. If the percentage sign is deleted, it must be re-entered manually to ensure an accurate calculation in the following column, the Total Cost Charged to Project Column.
- To populate the Total Cost Charged to Project Column, right-click each cell and select "Update Field."
- To populate the Total cells in the final row of Columns 3 and 5, right-click on each cell and select "Update Field."
- Disclaimer: Project operators must follow applicable procurement requirements

Exhibit G - Supplemental Budget, Section 2: Subrecipient s

- If an applicant plans to award and fund a subrecipient to carry out a portion of the grant services, Section 2: Subrecipients of the Supplemental Budget (Exhibit G) must be completed.

- The Service Provider Name column must list the subrecipient's name.
- The Subaward Amount column must contain the desired subaward 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 Sub awarded Amount Column and select "Update Field" to populate the total award for each amount listed in the Sub awarded Amount Column.

Exhibit G - Supplemental Budget, Section 3: Contractor s

- Section 3 of Exhibit G - Supplemental Budget is for contractual services. Contractual Services 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 3: Contractors 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 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.

Exhibit G Supplemental Budget must be submitted in MS Word format. Save this document according to the following naming convention: "ABC FAP PY 25-26 ExG."

Exhibit J - Partner Roles and Responsibilities (ExJ)

- List all partners in the Organization column under the appropriate heading.
- To add a row for additional partners, hover over a row in the far-left column and select the plus sign symbol when it appears. Then, copy and paste the preformatted rows into the newly added rows using the paste option "Overwrite Cells."
- Enter the contribution amounts for the Leveraged Resources Amount column, if available.
- Right-click "Update Field" to populate the Total Leveraged Resources cell.
- The Roles and Responsibilities column should include concise summaries of the specific tasks, services, or support partners provided for each organizational type. A more in-depth description of roles and responsibilities can be provided in the Project Narrative.
- List the source under the Leveraged Resources column for partners providing leveraged resources.
- Check "Yes" in the Partnership Agreement Letter column if a partner provided a Partnership Agreement Letter.

Exhibit J - Partner Roles and Responsibilities must be submitted in MS Word format. Save this document according to the following naming convention: "ABC FAP PY 25-26 ExJ."

Exhibit K - Performance Goals Matrix (ExK)

- Complete and submit each target population's Performance Goals Matrix (Exhibit K).
- The state requires subrecipients to track the total number of participants enrolled in education, training, and/or training-related employment. Data written in the narrative should be reflected in the Performance Goals Matrix (Exhibit K). The program requires that all data associated with performance be tracked in CalJOBS.
- In the Performance Goals Matrix (Exhibit K), the rows under Performance Goals Descriptions list the required performance indicators for this grant.
- In the second column, under Total Participants, enter the total planned number of participants for each performance goal in the first column.
- The Performance Goal Rate (%) column is a calculated field. Do not delete or enter figures in the calculated fields. Once the data in the Total Participants column has been completed, right-click on each cell marked "!" Zero Divide" and select "Update Field" to populate the Performance Goal Rate column.
- Performance Goal Rate Formulas:
 - Number to be enrolled in certified training and work-based learning (WBL)
$$\frac{\text{Number to be enrolled in certified training and work-based learning (WBL)}}{\text{Total Participants to be served}}$$
 - Number enrolled scheduled for completion of credentials.
$$\frac{\text{Number enrolled scheduled for completion of credentials}}{\text{Total Participants to be served}}$$
 - Employment Rate 2nd Quarter after Exit
$$\frac{\text{Employment Rate 2}^{\text{nd}} \text{ Quarter after Exit}}{\text{Total Participants Exited}}$$
 - Employment Rate 4th Quarter after Exit
$$\frac{\text{Employment Rate 4}^{\text{th}} \text{ Quarter after Exit}}{\text{Total Participants Exited}}$$
 - Credential Attainment within 4 Quarters after Exit
$$\frac{\text{Credential Attainment within 4 Quarters after Exit}}{\text{Total Participants Exited}}$$

Refer to EDD Directive Performance Guidance ([WSD24-07](#)).

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

C. Exhibit Attachment Instructions

Complete only the required information in the exhibit's attachments. Do not change or alter the exhibit attachments. Submit all exhibit attachments in the required format with the following title:

"[Applicant Initialism] FAP PY 25-26 [Attachment title]". For example, "ABC FAP PY 25-26 CovSign" for the Cover/Signature Page. File names must not exceed 40 characters.

Disclaimer: The exhibit attachment has been formatted for accessibility in compliance with the Americans with Disabilities Act. All Exhibit Attachments must be completed in the format provided.

Cover/Signature Page (CovSign)

The Cover/Signature page must be completed and submitted electronically as a PDF document with the electronic signature of the signatory authority designated by the organization applying. Ensure that contact information for both the designated contact person and the authorized signatory authority is correct. Save this document according to the naming convention: "[Applicant Initialism] FAP PY 25-26 CovSign". For example, "XYZ FAP PY 25-26 CovSign".

Executive Summary (ExecSum)

The Executive Summary is limited to three pages. All sections must be completed. The Executive Summary will be publicly posted online and must be written in complete sentences (unless otherwise indicated) with proper grammar. Acronyms must be spelled out the first time they are used. Summaries that do not meet these requirements will be returned to the applicant to be rewritten. See the bulleted list below for specific instructions. Save this document according to the naming convention: "[Applicant Initialism] FAP PY 25-26 ExecSum".

Executive Summary Content

Industry(ies) of Focus

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

Counties to be Served

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

Targeted Populations to be Served

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

Key Partners

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

Project Description

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

Proposed Outcomes

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

Commitment Letters (ComLtr)

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

Requested Funds: \$1,000,000

Minimum Leveraged Resources: $(\$1,000,000) \times (20\%) = \$200,000$

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

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

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

Applicants must provide a letter to verify the dollar amount and the source of contributions from each entity that pledges leveraged resources to the project. The letters should clearly define the contribution parameters and include the exact cash amount or an estimate of the in-kind dollar amount of the contribution. If provided, the individual amounts and totals in these letters should match those listed in Exhibit J: Partner Roles and Responsibilities. In the case of a discrepancy, the dollar amount pledged in the letter will be used in all calculations. If a partner or partners contribute, the applicant must provide a letter conforming to the stated guidelines.

Each commitment letter must contain the following:

- Describe in detail the specific roles and responsibilities of each of the partners.
- Describe how the services will differ from or enhance what already exists locally.
- Be signed by an authorized signatory representative of the partner agency with the contact's name, title, and telephone number.
- Be dated within the grant competition period between February 3, 2026, to March 2, 2026.
- Be submitted together in one continuous PDF entitled “[Applicant Initialism] FAP PY 25-26 ComLtr”. For example, “ABC FAP PY 25-26 ComLtr”.

Partnership Agreement Letters (PartLtr)

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

- Describe each partner's specific roles and responsibilities related to the project goals.
- Describe how the services will differ from what already exists locally.
- Identify an agency contact person and telephone number.
- Be signed by an authorized signatory representative of the partner agency.
- Describe the extent of the partnership and its anticipated outcomes.
- Be dated within the grant competition period between February 3, 2026, to March 2, 2026.
- Letters must be submitted in one continuous PDF entitled “[Applicant Initialism] FAP PY 25-26 PartLtr.” For example, “ABC FAP PY 25-26 PartLtr.”

Please note: Evidence of partnership commitments, such as compacts, agreements, and Memoranda of Understanding (MOUs), are acceptable. However, MOUs and formal partnership letters will score higher since they guarantee higher collaboration.

Indirect Cost Declaration (ICD)

The Indirect Cost Declaration must be completed to indicate if an organization is going to claim indirect costs for this WIOA Title I program and, if so, which indirect cost method will be used:

- Indirect Cost Rate Agreement (ICRA) - Attach ICRA and indirect cost certification letter
- Cost Allocation Plan (CAP) - Attach CAP and certification letter
- De Minimis Rate - Recipients and subrecipients that do not have a current Federal negotiated indirect cost rate (including provisional rate) may elect to charge a de minimis rate of up to 15 percent of modified total direct costs (MTDC). The recipient or subrecipient is authorized to determine the appropriate rate up to this limit. Check only if you do not receive more than \$35 million annually in direct federal funds, and you do not have a currently approved ICRA.
- An ICR approved by the Employment Development Department - Attach the ICR proposal and indirect cost certification letter.

Applicants must adhere to OMB Uniform Guidance Part 2 [CFR 200.414](#) Indirect Costs if electing to use an IDCR. The applicant must complete the Word version provided in the SFP and have it signed by the authorized signatory. Save and submit this document according to the naming convention: “ABC FAP PY 25-26 ICD”.

Please note: If an applicant indicates that they are using an ICRA or CAP, they must include the ICRA approved by the Cognizant/Approving Agency or attach a Cost Allocation Plan with a certification letter. Save and submit this document according to the naming convention: “ABC FAP PY 25-26 ICRA”.

Appendix B: WIOA Allowable Activities

The WIOA permits three career services: a) basic career services, b) individualized career services, and c) follow-up services.

Basic Career Services

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs.
- Outreach, intake, and orientation to information and other services available through the one-stop delivery system.
- Initial assessment of skill levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs.
- Job search, placement assistance, and career counseling, including the following:
 - Information on in-demand industry sectors and occupations.
 - Information on nontraditional employment.
 - Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system.
- Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and other workforce development programs.
- Provision of workforce and labor market employment data relating to local, regional, and national labor market areas, including the following:
 - Job vacancy listings in labor market areas.
 - Information on job skills necessary to obtain the vacant jobs listed.
 - Information relating to local, in-demand occupations, including earnings, skill requirements, and opportunities for advancement.
- Provision of performance and program cost information pertaining to eligible providers of training services by program and type of providers.
- Provision of information regarding the Local Area performance that specifies local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system.
- Provision of information relating to the availability of supportive services or assistance, including child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under the CalFresh Program—federally known as the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; assistance, supportive services, and transportation through the Temporary Assistance for Needy Families (TANF) program.
- Provision of information and assistance regarding filing claims for Unemployment Insurance (UI), by which the America's Job Center of CaliforniaSM (AJCC) must provide "meaningful assistance" to individuals seeking assistance in filing a UI claim. The term "meaningful assistance" means the following:

- Assisting on-site using staff who are well-trained in UI claim filing and the rights and responsibilities of claimants.
 - Assisting by phone or via other technology, if the assistance is provided by trained and available staff and within a reasonable time.
 - Assistance in establishing eligibility for financial aid assistance for training and education programs not provided under the WIOA.

Individualized Career Services

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include the following:
 - Diagnostic testing and use of other assessment tools.
 - In-depth interviewing and evaluation to identify employment barriers and employment goals.
- Development of an individual employment plan to identify employment goals, achievement objectives, and the appropriate combination of services for the participant to achieve their employment goals, including information about eligible training providers.
- Group counseling.
- Individual counseling.
- Career planning.
- Short-term pre-vocational services include the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.
- Internships and work experiences that are linked to careers.
- Workforce preparation activities.
- Financial literacy services.
- Out-of-area job search assistance and relocation assistance.
- English language acquisition and integrated education and training programs.

Follow-up Services

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

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

Appendix C: Allowable Costs and Cost Items Matrix

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

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

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

Figure C.1: Allowable Costs Legend

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

Users should delve further into the various information sources if a cost item is denoted with two or more legend keys, as they may provide the additional necessary clarity. If this effort does not provide the essential information, then the project manager or Regional Advisor should be contacted. The “NS” legend key means that information may not be readily available. In this event, other information sources should be sought before contacting the project manager or Regional Advisor. The “AP” legend key means that, in some instances, prior written approval will be required. In this event, the user should adhere to the Uniform Guidance Section [200.407](#), DOL exceptions Section [2900.16](#), and contact their project manager or Regional Advisor.

Figure C.2: Cost Items Matrix

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

| Cost Item | | Educational Institutions | Non-Profit Organizations | State, Local, and Indian Tribal Governments | Uniform Guidance Section | DOL Exception Section |
|-----------|---|--------------------------|--------------------------|---|--------------------------|-----------------------|
| | Entertainment costs | U/AP | U/AP | U/AP | 200.438 | |
| | Equipment and other capital expenditures | AP/U | AP/U | AP/U | 200.439 | |
| | Exchange rates | AP | AP | AP | 200.440 | |
| | Fines, penalties, damages, and other settlements | U/AP | U/AP | U/AP | 200.441 | |
| | Fundraising and investment management costs | U/AP/A | U/AP/A | U/AP/A | 200.442 | |
| | Gains and losses on disposition of depreciable assets | AC | AC | AC | 200.443 | |
| | General cost of government | NS | NS | U/A | 200.444 | |
| | Goods or services for personal use | U/AP | U/AP | U/AP | 200.445 | |
| | Idle facilities and idle capacity | AC/U | AC/U | AC/U | 200.446 | |
| | Insurance and indemnification | AC/U | AC/U | AC/U | 200.447 | |
| | Intellectual property | A/U | A/U | A/U | 200.448 | |
| | Interest | AC/U | AC/U | AC/U | 200.449 | |
| | Lobbying | U | U | U | 200.450 | |
| | Losses on other awards or contracts | U | U | U | 200.451 | |
| | Maintenance and repair costs | A | A | A | 200.452 | |

| Cost Item | | Educational Institutions | Non-Profit Organizations | State, Local, and Indian Tribal Governments | Uniform Guidance Section | DOL Exception Section |
|-----------|---|--------------------------|--------------------------|---|--------------------------|-----------------------|
| | Material and supplies costs, including costs of computing devices | A | A | A | 200.453 | |
| | Memberships, subscriptions, and professional activity costs | A/U | A/U | A/U | 200.454 | |
| | Organization costs | U/AP | U/AP | U/AP | 200.455 | |
| | Participant support costs | AP | AP | AP | 200.456 | |
| | Plant and security costs | A | A | A | 200.457 | |
| | Pre-award costs | AP | AP | AP | 200.458 | |
| | Professional services costs | A | A | A | 200.459 | |
| | Proposal costs | A | A | A | 200.460 | |
| | Publication and printing costs | A | A | A | 200.461 | |
| | Rearrangement and reconversion costs | A/AP | A/AP | A/AP | 200.462 | |
| | Recruiting costs | A/U | A/U | A/U | 200.463 | |
| | Relocations costs of employees | AC/U | AC/U | AC/U | 200.464 | |
| | Rental costs of real property and equipment | AC/U | AC/U | AC/U | 200.465 | |
| | Scholarships and student aid costs | AC | NS | NS | 200.466 | |
| | Selling and marketing | U/AP | U/AP | U/AP | 200.467 | |

| Cost Item | | Educational Institutions | Non-Profit Organizations | State, Local, and Indian Tribal Governments | Uniform Guidance Section | DOL Exception Section |
|-----------|--------------------------------|--------------------------|--------------------------|---|--------------------------|-------------------------|
| | Specialized service facilities | AC | AC | AC | 200.468 | |
| | Student activity costs | U/AP | U/AP | U/AP | 200.469 | 2900.19 |
| | Taxes | AC | AC | AC | 200.470 | |
| | Termination costs | AC/U | AC/U | AC/U | 200.471 | |
| | Training and education costs | A | A | A | 200.472 | |
| | Transportation costs | A | A | A | 200.473 | |
| | Travel costs | AC | AC | AP | 200.474 | |
| | Trustees | A | A | NS | 200.475 | |

Appendix D: Administrative Costs

Under the WIOA, there is an administrative cost limit of 10 percent. As stated in 20 CFR Section [683.215](#), the following WIOA Title I functions and activities constitute the costs of administration subject to the administrative cost limitation:

1. “The administration costs are expenditures incurred by direct grant recipients, local grant recipients, local grant subrecipients, and local fiscal agents, which are unrelated to the direct provision of WIOA services, including services to participants and employers. These costs can be both personnel and non-personnel, direct and indirect.”
2. The costs of administration are the costs associated with performing the following functions:
 - a. Performing the following overall general administrative functions and coordination of those functions under WIOA Title I:
 - Accounting, budgeting, financial, and cash management functions
 - Procurement and purchasing functions
 - Property management functions
 - Personnel management functions
 - Payroll functions
 - Coordinating the resolution of findings arising from audits, reviews, investigations, and incident reports
 - Audit functions
 - General legal services functions
 - Developing systems and procedures, including information systems, required for these administrative functions
 - Fiscal agent responsibilities
 - b. Performing oversight and monitoring responsibilities related to WIOA administrative functions.
 - c. Costs of goods and services required for administrative functions of the program, including goods and services such as rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space.
 - d. Travel costs incurred for official business in carrying out administrative activities or the overall management of the WIOA system.
 - e. Costs of information systems related to administrative functions (for example, personnel, procurement, purchasing, property management, accounting, and payroll systems), including the purchase, systems development, and operating costs of such systems.
3. Awards to sub-recipients or contractors that are solely for the performance of administrative functions are classified as administrative costs:
 - a. Personnel and related non-personnel costs of staff that perform both administrative functions specified in item 2 of this section and programmatic services or activities must be allocated as administrative or program costs to the

benefitting cost objectives/categories based on documented distributions of actual time worked or other equitable cost allocation methods.

b. Specific costs charged to an overhead or indirect cost pool that can be identified directly as a program cost are to be charged as a program cost. Documentation of such charges must be maintained.

c. Except as provided in item 2a of this section, all costs incurred for functions and activities of subrecipients, and contractors are program costs.

d. Continuous improvement activities are charged to the administration or program category based on the purpose or nature of the activity to be improved. Documentation of such charges must be maintained.

4. Costs of the following information systems, including the purchase, systems development, and operational costs (for example, data entry), are charged to the program category:

a. Tracking or monitoring of participant and performance information.

b. Employment statistics information, including job listing information, job skills information, and demand occupation information.

c. Performance and program cost information on eligible providers of training services, youth activities, and appropriate education activities.

d. Local Area performance information.

e. Information relating to supportive services and unemployment insurance claims for program participants.

5. Where possible, entities identified in item 1 must make efforts to streamline:

a. Services in item 2a-2e of this section to reduce administrative costs by minimizing duplication and effectively using information technology to improve services.

Appendix E: Internet Resources

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

America's Job Center of California SM ([AJCC](#))

Central location for information about Job/Career Centers and related links.

California Association for Local Economic Development ([CALED](#))

Economic development organization dedicated to advancing its members' ability to achieve excellence in delivering economic development services to their communities and business clients within California.

California Community Colleges Economic and Workforce Development ([CCCEWD](#))

The primary system for delivering career technical education and workforce training to Californians.

California Department of Finance-Demographic Research ([DOF](#))

State finance census data, including population by gender, age, and race by county.

California Department of Health Care Services ([DHCS](#))

Provides services to preserve and improve the health status of all Californians.

California Department of Education ([DOE](#))

Programs available to provide adults with the knowledge and skills necessary to participate effectively as productive citizens and workers.

California Department of Industrial Relations-Division of Apprenticeship Standards ([DIR-DAS](#))

Provides opportunities for workers to gain employable lifetime skills and provides employers with a highly skilled and experienced workforce while strengthening California's economy. Contains information on the quality elements of apprenticeship and pre-apprenticeship programs.

California Department of Rehabilitation ([DOR](#))

Services and advocacy for employment, independent living, and equality for individuals with disabilities.

California Department of Social Services ([DSS](#))

Oversight and administration of programs serving California's most vulnerable residents.

California Employment Development Department ([EDD](#))

The EDD is the administrative entity for the WIOA ESP SFP. This site contains links to a wide range of employment and training resources, including labor market information.

California's 2024-2027 Unified Strategic Workforce Development Plan ([State Plan](#))

The State Plan represents an agreement among partners identified in the WIOA and serves as the framework for the development of public policy, fiscal investment, and operation of the state workforce and education system.

CaJOBSSM ([CaJOBS](#))

The CaJOBS 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. CaJOBS also serves as a case management system for programs administered by the EDD Workforce Services Branch.

California Labor and Workforce Development Agency ([LWDA](#))

The Labor Agency oversees seven major departments, boards, and panels that serve California businesses and workers, including the EDD.

California Workforce Association ([CWA](#))

CWA is a non-profit membership organization that develops public policy strategies and builds local capacity to address critical workforce issues while collaborating with workforce development partners in California.

California Workforce Development Board ([CWDB](#))

The CWDB establishes policy for and provides guidance to Local Workforce Development Boards (Local Boards), which provide services under the WIOA.

Disability Benefits 101 ([DB 101](#))

Gives tools and information on health coverage, benefits, and employment.

Final Rule ([Uniform Guidance](#))

Uniform Guidance applies to all federal awards, including funds awarded under this SFP.

EDD Labor Market Information Division ([LMID](#))

Find labor market information to research and write the proposal.

Local Workforce Development Areas ([Local Area](#))

A listing of Local Areas with addresses and contact information.

Office of Management and Budget ([OMB](#))

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

Resources for Grant Subrecipients ([EDD Resources](#))

An EDD website featuring "Frequently Asked Questions," project management resources, guidance, webinar materials, and other important information for applicants and subrecipients.

United States Census Bureau ([Census Bureau](#))

Serves as the leading source of quality data about people, business, and the economy.

U.S. Small Business Administration ([SBA](#))

Guidance and resource information to owners and operators of small businesses.

U.S. Chamber of Commerce - Institute for Competitive Workforce ([ICW](#))

Develops workforce strategies for businesses, chambers of commerce, and communities to hire, train, retain, and advance skilled workers in the 21st century.

U.S. Department of Labor Employment and Training Administration ([DOLETA](#))

The U.S. DOLETA is the federal agent for the WIOA program.

Workforce Development Solicitation for Proposals ([SFP](#))

WIOA-funded SFPs and related information can be accessed from the EDD's SFP page.

WorkforceGPS ([WorkforceGPS](#))

An integrated workforce system network sponsored by the DOL Employment and Training Administration.

Workforce Innovation and Opportunity Act ([WIOA](#))

The act governing the funds made available in this SFP.

Appendix F: CalJOBS SM Workstation and Software Requirements






Figure F.1: Workstation Requirements (VOS v16.x)

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

Supported Browsers

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




Desktop Browsers

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



Mobile Browsers

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

iOS

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

Android

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

Client Workstations (Third-Party Software)

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

Figure F.2: Third-Party Software

| | | | |
|-----|-------|-------|--|
| VOS | v14.0 | v15.3 | |
|-----|-------|-------|--|

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

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

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

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

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

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

VOS uses CKEditor version 4.3.1

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

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

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

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

Appendix G: Directory of Adult Education Centers with IET Programs

Alameda

Alameda Adult School

Director: Joy Chua, Principle

Phone: 510-522-3858 x58700

Email: jchua@alamedaunified.org

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

Berkeley Adult School

Director: Thomas Reid, Principal

Phone: 510-644-8960

Email: thomasreid@berkeley.net

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

Castro Valley Adult & Career Education

Director: Beth Cutter, Director

Phone: 510-886-1000

Email: bcutter@cv.k12.ca.us

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

Fremont Adult and Continuing Education

Director: Heidi McFadden, Principal

Phone: 510-793-6465 x29105

Email: hmcfadden@fremont.k12.ca.us

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

Hayward Adult School

Director: Evelyn Ocasio, Director

Phone: 510-783-4001 x36105

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

IET Programs: Health Science and Medical Technology

Livermore Adult Education

Director: Sara Walke, Administrator

Phone: 925-606-4722 x7175

Email: swalke@lvjUSD.org

IET Programs: Business and Finance

New Haven Adult School

Director: Grace Kim, Principal

Phone: 510-476-2696 x62635

Email: gkim@nhUSD.k12.ca.us

IET Programs: Education, Child Development, and Family Services

Oakland Adult and Career Education

Director: Kim Jones, Director

Phone: 510-273-2311

Email: kim.jones1@ousd.org

IET Programs: Health Science and Medical Technology

San Leandro Adult School

Director: Bradley Frazier, Principal

Phone: 510-618-4424

Email: bfrazier@slusd.us

IET Programs: Information and Communication Technologies

San Lorenzo Adult School

Director: Sharita Williams, Principal

Phone: 510-317-4204

Email: swilliams@slzusd.org

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

Contra Costa

Liberty Adult Education

Director: Debbie Norgaard, Coordinator

Phone: 925-634-2565 x1073

Email: norgaard@luhsd.net

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

Martinez Adult Education

Director: Suzanne Murphy, Director

Phone: 925-335-5890 x3963

Email: smurphy@martinez.k12.ca.us

IET Programs: Health Science and Medical Technology

Mt. Diablo Adult Education

Director: G. Vittoria Abbate, Director

Phone: 925-685-7340 x6710

Email: abbategv@mdusd.org

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

Pittsburg Adult Education Center

Director: Danny Lockwood, Principal

Phone: 925-473-2400 x2402

Email: dlockwood@pittsburg.k12.ca.us

IET Programs: Information and Communication Technologies

West Contra Costa Adult Education

Director: Ann Shin, Director

Phone: 510-231-1100

Email: ashin@wccusd.net

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

Fresno

Central Unified Adult Education

Director: Leah Spate, Director
Phone: 559-276-5230 x53102
Email: lspate@centralusd.k12.ca.us

IET Programs: Business and Finance

Fresno Adult School

Director: Raine Bumatay, Principal
Phone: 559-457-6024
Email: Raine.Bumatay@fresnounified.org

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

Valley Regional Occupation Program (ValleyROP)

Director: Fabrizio Lofaro
Phone: (559) 876-2122
Email: flofaro@valleyrop.net
IET Programs: Construction, Forestry, Healthcare

Kern**FIELD**

Director: Delilah Martinez, Director
Phone: 209-2048320
Email: dmartinez@fieldinstitute.org

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

Bakersfield Adult School

Director: Mark Wyatt, Principal
Phone: 661-835-1855 x61120
Email: mark_wyatt@kernhigh.org

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

Los Angeles**ABC Adult School**

Director: Pao Ling Guo, Principal
Phone: 562-229-7960 x25011
Email: Paoling.Guo@abcusd.us

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

Azusa Adult Education Center

Director: Paul Hernandez, Director
Phone: 626-852-8400
Email: 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@salinasuhdsd.org

IET Programs: Hospitality, Tourism, and Recreation

Napa

Napa Valley Adult Education

Director: Rick Jordan, Principal

Phone: 707-253-3594

Email: Rick_Jordan@nvusd.org

IET Programs: Business and Finance

Nevada

Nevada Union Adult Education

Director: Michael Hughes, Principal

Phone: 530-477-1225 x5012

Email: mhughes@njuhsd.com

IET Programs: Education, Child Development, and Family Services

Orange

BPSOS Center for Community Advancement

Director: Brendon Peacock, Lead Adult Education Instructor

Phone: 714-463-6357

Email: brendon.peacock@bpsos.org

IET Programs: Health Science and Medical Technology

Garden Grove Adult Education/Lincoln Education Center

Director: M'Liss Patterson, Director

Phone: 714-663-6305

Email: mpatterson@ggusd.us

IET Programs: Business and Finance

Huntington Beach Adult School

Director: Steve Curiel, Principal

Phone: 714-842-4227 x4401

Email: scuriel@hbas.edu

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

North Orange Continuing Education

Director: Karen Bautista, Vice President of Instruction

Phone: 714-808-4570

Email: kbautista@noce.edu

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

Rancho Santiago Community College District

Director: Christine Kosko, Dean of Instruction & Student Services

Phone: 714-241-5715

Email: Kosko_Christine@sac.edu

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

Placer

Roseville Adult School

Director: Lisa Voss, Director

Phone: 916-782-3952 x1701

Email: lvoss@rjuhsd.us

IET Programs: Business and Finance

Tahoe Truckee Unified Adult Education

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

Phone: 530-582-2591 x20444

Email: twold@ttusd.org

IET Programs: Transportation

Riverside

Coachella Valley Adult School

Director: Jereme Weischedel, Principal

Phone: 760-398-6302

Email: Jereme.weischedel@cvusd.us

IET Programs: Hospitality, Tourism, and Recreation

Corona-Norco Adult School

Director: JoDee Slyter, Director

Phone: 951-736-7128

Email: jslyter@cnusd.k12.ca.us

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

College of the Desert

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

Phone: 760-776-7371

Email: dpapas@collegeofthedesert.edu

IET Programs: Manufacturing and Product Development

Jurupa Adult School

Director: Annamarie Montanez, Principal

Phone: 951-222-7739

Email: annamarie_montanez@jUSD.k12.ca.us

IET Programs: Manufacturing and Product Development; Public Services

Valley Adult School

Director: Nohora Vazquez, Facilitator
Phone: 951-253-7093 x2131
Email: nohora.vazquez@leusd.k12.ca.us

IET Programs: Education, Child Development, and Family Services

Moreno Valley Community Adult School

Director: Patricia Bazanos, Ed. D, Principal
Phone: 951-571-4790 x64801
Email: pbazanos@mvusd.net

IET Programs: Health Science and Medical Technology

Mt. San Jacinto Community College

Director: Amy Campbell, Director
Phone: 951-506-6957 x6521
Email: acampbell@msjc.edu

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

Sacramento

Center Adult School

Director: David French, Program Coordinator
Phone: 916-338-6440
Email: davidlf@centerusd.org

IET Programs: Education, Child Development, and Family Services

Elk Grove Adult and Community Education

Director: Karen Malkiewicz, Principal
Phone: 916-686-7717 x78000
Email: kmalkiew@egusd.net

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

Folsom Cordova Adult School

Director: Rhonda Balmain, Principal
Phone: 916-294-9106 x840151
Email: rbalmain@fcusd.org

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

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: mrui@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.sbccc.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: 1-650-940-1333 ext: 4012

Email: ccasto@scusd.net

Mountain View Los Altos Adult School

Director: Julie Vo

Phone: 408-423-3508

Email: Julie.vo@mvla.net

IET Programs: Health Science and Medical Technology

Santa Cruz

Watsonville/Aptos/Santa Cruz Adult Education

Director: Nancy A. Bilicich, Director

Phone: 831-786-2160

Email: nancy_bilicich@pvusd.net

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

Solano

Fairfield-Suisun Adult School

Director: Kristen Witt, Director

Phone: 707-399-5131

Email: kristenw@fsusd.org

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

Vallejo Regional Education Center

Director: Laura Dutch, Principal

Phone: 707-556-8850 x54402

Email: ldutch@vcusd.org

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

Sutter

North Central Counties Adult Education Consortium

Director: Cindy Newton

Phone: 1-530-751-8202

Email: cnewton@ncen.org

Tulare

Tulare Adult School

Director: Larriann Torrez, Director

Phone: 559-686-0225

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

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

Visalia Adult School

Director: Tami Olson, Principal

Phone: 559-730-7655

Email: tolson@vusd.org

IET Programs: Education, Child Development, and Family Services

Ventura

Conejo Valley Adult Education

Director: Mike Sanders, Principal

Phone: 805-497-2761 x1009

Email: mikesanders@conejoadulted.org

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

Oxnard Adult School

Director: Kathy Greaves, Principal

Phone: 805-385-5227

Email: Kathy.Greaves@oxnardunion.org

IET Programs: Health Science and Medical Technology

Simi Institute for Careers & Education

Director: Michele Arso, Principal

Phone: 805-579-6200 x1605

Email: michele.ars@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