NOTICE OF AVAILABILITY OF FUNDS

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

Workforce Innovation and Opportunity Act (WIOA)
Farmworkers Advancement Program (FAP) Program Year (PY) 2023-24

Solicitation for Proposals (SFP)

October 2023

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This Farmworkers Advancement Program Fund is funded by a grant award totaling $9 million (100%) from the U.S. Department of Labor, with $0 (0%) financed from non-federal sources.

Proposal Package Instructions and Exhibits

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

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

Required Exhibits:

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

Required Exhibit Attachments:

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

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I. Introduction, Background, and Purpose

A. Introduction

The Employment Development Department (EDD), in coordination with the California Labor and Workforce Development Agency (LWDA), announces the availability of up to $9 million in Workforce Innovation and Opportunity Act (WIOA) Governor's Discretionary funds for the Farmworkers Advancement Program (FAP) Program Year 2023-24 (PY 23-24) Solicitation for Proposals (SFP). The FAP PY 23-24 grants will be awarded to research, design, and implement projects that focus exclusively on farmworker needs at a regional level by offering essential skills and upskilling training to either advance in the agricultural industry and/or prepare for advancement outside of the agricultural sector. The FAP programs should position farmworkers to obtain access to good-quality jobs[1] 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.

B. Background

California is a global leader in agriculture. In 2020, California's agricultural gross receipts were approximately $55B[2] with 70,000 farms across the state[3]; the sector employs 830,000 workers throughout any given year[4] Despite the industry's scale and importance, its workforce, only 49% of whom are authorized to work in the U.S is undervalued and underdeveloped. Arduous labor, low-wages ($20,000-$25,000/year), and restricted immigration have created an aging workforce and widespread labor shortages[5]. The number of young, recent immigrants working in agriculture has also fallen, with ongoing restrictions on immigration.[6] As climate change increasingly impacts the agricultural and rural areas of the State and transforms the requirements for worker skills, the state must build a more resilient workforce and prepare farmworkers for an uncertain future.

Climate change is increasingly impacting the agricultural and rural areas of the State, with drought, wildfires, and flooding from unprecedented winter storms displacing farmworkers. Some growers are fallowing fields. While others, to maintain sustainability, are implementing mechanization and automation into many aspects of the work, transforming the requirements

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

[2] https://data.ers.usda.gov/reports.aspx?ID=17839

[3] https://www.cdfa.ca.gov/Statistics/PDFs/2020_Ag_Stats_Review.pdf

[4]https://escholarship.org/uc/item/3qt5n6t1

[5]https://www.dol.gov/sites/dolgov/files/ETA/naws/pdfs/NAWS%20Research%20Report%2015.pdf

[6] https://www.ers.usda.gov/topics/farm-economy/farm-labor.aspx

for worker skills. The state must build a more resilient workforce and prepare historically undervalued and underdeveloped farmworkers as a workforce more resilient to global warming. Also, 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 training, all of which support the need for this type of funding.

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

C. Purpose

Considering the needs of the target population and changes in the agricultural sector itself this year, the state will use the FAP PY 23-24 to research, design, implement and evaluate projects for farmworkers that offer skills training for new roles in the agriculture industry, 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 of the agricultural industry. 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 workforce system to support these and other historically undervalued and underdeveloped workforce populations.

Through this competitive SFP, collaboration and strategic partnerships are strongly recommended to propose interventions which 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 the necessary skills to advance in the agricultural industry.
- 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)[7] living wage standard for local regions while remaining in their communities.
- 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 programs[8] 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.

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

The 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 funds and cross-sector partnerships better to serve this population (iii) identifying and address workforce system barriers that are unique to this population; and (iv) identifying program designs and demonstrate the effectiveness in providing wrap-around support.

II. Program Overview

A. Availability

There is the availability of $9 million for two funding tracks for the projects outlined in Figure 1 below. Track #1 applicants can apply for up to $1,000,000 for programs that demonstrate a track record of workforce outcomes. Track #2 applicants can apply for $350,000 to $500,000 to support program design, development, and early implementation for emerging programs and new program concepts. Only one application per organization will be accepted. The state may choose to exceed the maximum amount for awards based on the availability of funds.

[7] https://livingwage.mit.edu/

[8] 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.

Figure 1: Availability of the FAP Funding

Funding	Estimated # of Awards	Estimated Award Amounts	Leverage Funds Requirement
Track 1: Program Implementation and Scaling	5-7 programs	Up to $1,000,000	20 Percent
Track 2: Emerging Programs	7-10 programs	$350,000 to $500,000	N/A

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

B. Target Populations

For this SFP, the target population is agricultural workers, including the following:

1. An eligible seasonal farmworker is defined as a low-income individual who, for 12 consecutive months out of the 24 months before application for the program involved, has been primarily employed in agricultural or fish farming labor that is characterized by chronic unemployment or underemployment and faces multiple barriers to economic self-sufficiency as described in WIOA sec. 167(i)(3).

2. An Eligible migrant farmworker is defined as an eligible seasonal farmworker as defined in WIOA sec. 167(i)(3) whose agricultural labor requires travel to a job site such that the farmworker cannot return to a permanent residence within the same day; and dependents of the migrant farmworker, as described in WIOA sec. 167(i)(2).

3. An eligible migrant and seasonal farmworker (MSFW) are an eligible migrant farmworker or an eligible seasonal farmworker, as defined in WIOA sec. 167(i).

4. An eligible MSFW youth is defined as an eligible MSFW aged 14–24 who is individually eligible or dependent on an eligible MSFW. The term eligible MSFW youth is a subset of the eligible MSFW defined in WIOA sec. 167(i).

5. The agriculture industry and farmworker core worker[9] population in communities and regions with high numbers of farmworkers include workers with frontline occupations unique to the industry based on need in the service areas outlined below.

C. Target Regions

Target regions were identified based on each county's absolute or proportional number of farmworkers to focus on the limited funding available to counties with significant farmworker populations. The counties in each region were identified based on the total number of farmworkers or the percentage of a county's population farmworkers represent based on the United States Department of Agriculture (USDA) National Agricultural Statistics Service[10]. SFP grantees for Region 1 will serve farmworkers living in a county in the San Joaquin Valley and/or a Northern California county. Region 2 will serve farmworkers living in the Coastal and/or Southern California counties. Applicants can serve participants in any of the regions and/ counties if the need for services is supported and outlined in the proposal. The table below identifies the counties included in each region.

Figure 2: 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	San Diego County
Kings County	San Luis Obispo County
Madera County	Santa Barbara County
Merced County	Santa Cruz County
Modoc County	Sonoma County
San Joaquin County	Riverside County
Stanislaus County	Ventura County
Siskiyou County	
Tulare County	

[9] The information on this page relates to the 2000 Standard Occupational Classification (SOC). For more recent information, see the Bureau of Labor Statistics homepage at http://www.bls.gov/soc.

[10] 2017 Census of Agriculture. Sonny Perdue, Secretary. AC-17-A-51. Washington, D.C.: GPO, Issued April 11, 2019, Census 2017 Report (usda.gov); https://www.nass.usda.gov/Publications/AgCensus/2017/Full_Report/Volume_1,_Chapter_2_County_Level/California/ st06_2_0007_0007.pdf (accessed September 20, 2022)

D. Eligibility

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

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

III. Project Design

A. Project Goals and Objectives

This grant program is intended to address multiple existing and emerging gaps in the current workforce system for the agricultural industry and farmworker communities across California, including service gaps in public workforce services and gaps in education and training delivery, as well as job quality challenges in the agriculture industry. This grant program seeks to create sustainable change by developing long-term relationships with employers and other partners by 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 work with each department and entity that receives funding from this SFP to ensure prompt investment of these dollars to expand existing and new programs and implement partnerships that provide services to help farmworkers affected 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 is for two funding tracks to support the FAP efforts. For Track #1, funding is available for programs demonstrating a track record of workforce outcomes to implement and scale FAPs. Track #2 supports the design, development, and early implementation of FAPs. Only one application per organization per track will be accepted.

Track 1: Program Implementation and Scaling

This track is intended for programs that can demonstrate a track record of workforce outcomes and will provide funding to 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).
- Propose training modalities such as Integrated Education and Training[11] (IET) to accelerate the acquisition of basic and occupational skills simultaneously.

[11] 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

- Offer upskilling and career pathways to include: (i) job skills training, (ii) paid apprenticeships, (iii) work-based learning, (iv) agricultural technology training, and (v)training for roles in adjacent sectors, such as forestry management.
- Develop curriculum and 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 career pathways in precision farming and agricultural technology.
- 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.
- Programs that are offered at 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 pending ratification of state policy.
- Provide referrals for farmworkers without work authorization 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.

Track 2: Emerging Programs

- This track is meant to support program design, development, and early implementation.
- This track directly supports existing or new programs to fully develop their farmworker training and workforce development program, establish partnerships, design curriculum, and seek registration from the California DAS (if applicable) for RAPs.
- This track can serve participants in the full implementation phase to test concepts which will drive employment and earnings outcomes in program design and delivery.

B. Strategies

The overall strategies of the FAP program should provide opportunities for innovation, testing new approaches, and adapting best practices to provide the farmworker community with opportunities to build skills for good-quality jobs in the agricultural industry, or prepare farmworkers for in-demand employment outside of the agricultural sector. Competitive projects will offer occupational skills training for new roles and good jobs[12] in the agricultural

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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

[12] https://www.dol.gov/general/good-jobs/principles.

industry as well as essential skills training in English, math, and digital literacy. In pursuit of these goals and strategies, applicants may: (i) create new tools, (ii) borrow methods from other disciplines, and/or (iii) apply models from other sectors or population-specific strategies to achieve the desired outcomes. To ensure the quality, effectiveness, and delivery of the projects being funded, competitive proposals should foreground: (i) strong collaboration with employers, CBOs, apprenticeship programs, and Integrated Education and Training providers; (ii) strategic co-enrollment with other WIOA programs; (iii) equal access; and (iv) the implementation of evidence-based strategies that provide wrap-around support and case management with a trauma-informed approach. Also, supportive services that assist with referrals to health, housing, educational resources, and coaching for job search and workplace success, and financial literacy.

C. Upskilling and Career Pathways

The 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 funds 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 high-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, 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; and (viii) plan for and implement a sustainability plan to promote project continuation post grant period of performance.

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

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

Possessing work authorization documentation is critical for individuals to participate in workforce and training programs and fully integrate into society and the local economy. Often farm workers legally authorized to work in the United States lack physical copies of work authorization documents due to their circumstances. Therefore, FRP projects are strongly encouraged to enroll such individuals and use supportive services to help them obtain 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 that due to their immigration status may not meet the WIOA eligibility requirements. This external funding will allow selected program applicants to provide job training services to all workers, regardless of immigration status.

E. Collaboration and Strategic Partnerships

To effectively address climate challenges, California must ensure the agricultural workforce is resilient and prepared to adapt to changing conditions and new technologies. Given the diversity of California's agricultural industry, it is vital to develop locally relevant training opportunities and supports that meet industry and grower demand, while providing access to high quality jobs. Successful applicants should use funding to partner with employers, training providers and other collaborators to address the needs of the agricultural workforce. This grant program seeks to create sustainable change by developing collaborative partnerships to create and test new strategies to support farmworkers' career and wage growth.

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

- Collaborative partnerships between mission-driven CBOs such as labor or non-profit organizations with demonstrated expertise in engaging and assisting farmworkers and 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 partnership with training organizations that provide services to farmworker.
- A human service agency, other public agency or nonprofit community-based organization, or workforce development board that can provide case management, wrap-around, supportive, and follow-up services.
- Adult Education and Training Provider, community college, or other innovative training provider with an established IET program in the agricultural industry or other industry sector with sustainable wages.
- Workforce services provider with demonstrated experience and success in providing workforce services and case management to ELLs in the farmworker community; CBOs may serve in this role.

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

See Appendix H for a list of education partners with existing IET programs. Strategic partnerships must facilitate the provision of a full array of services tailored to the needs of 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 V. Submission and Format for more information on submitting partnership agreement letters.

F. Supporting Data

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

IV. Application and Program Requirements

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

A. Required Exhibits and Attachments

- Exhibit A: Project Narrative
- Exhibit F: Budget Summary
- Exhibit F2: Budget Narrative
- Exhibit G: Supplemental Budget (if applicable)
- Exhibit I: Project Work Plan
- Exhibit J: Partner Roles and Responsibilities

- Exhibit K: Performance Goals Matrix
- Cover/Signature Page
- Executive Summary
- Partnership Agreement Letters and Commitment Letters
- Indirect Cost Declaration
- Negotiated Indirect Cost Rate Agreement (NICRA) (if applicable)

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

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

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

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

Figure 3: State Negotiated Performance Goals

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

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

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

Measurable outcomes outlined in the project plan should include the following information:

- 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 how training and support services are made available to the large number of undocumented farmworkers who cannot access services funded by the federal government.
- 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 and retention and success in serving farmworkers.

IV: Budgeting and Performance Requirements

A. Funding Request

Funding timing and decisions are based on the availability of funds. Estimated amounts and dates are not final and are subject to change. A total of $9 million for two tracks of funding for FAP PY 23-24. Track #1 applicants can apply for up to $1,000,000, and track #2 applicants can apply for between $350,000 to $500,000. 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 will be 18-24 months. Grant funds will not be available for longer than 24 months. No obligation or commitment of funds will be allowed before or beyond the grant period of performance. Any funds not expended during the grant agreement period shall be returned to the state.

EDD recognizes that intensive training in occupational skills and 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 viability of program design and evidence of employer and education and training partners.

B. Leveraging Funds and Resources

Applicants for Track #1 funding must demonstrate the ability to leverage at least 20 percent of their budget with funds or services from other sources. The leverage needed for funds is based on the total grant funding requested. Applicants are encouraged to braid funds, leverage human capital, and utilize other resources to maximize the project's success. Leveraged resources can come from various sources. All leveraged funds will be subject to the reporting requirements contained in Workforce Services Directive *Monthly and Quarterly Financial Reporting Requirements* (December 4, 2019) (WSD19-05) and Title 2 *Code of Federal Regulations* (CFR) Part 200: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" (Uniform Guidance), Section 200.306 Cost sharing or leveraging.[13]

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

Applicants for Track #2 funding are not required to leverage funds from other sources.

C. Allowable Uses of Funds

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

[13] All Workforce Services Directives cited in this SFP can be found on the EDD website.

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 prior to employment and must verify a participant's authorization to work documents prior to 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.

V. Submission

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

A. Submission and Format

The applicant must electronically submit the proposal package as a ZIP file to [mailbox address] with the subject line "[Applicant Name] FAP PY 23-24 Proposal." The proposal package, including all elements and the Cover/Signature page with the electronic signature of the signatory authority, is due by 3 p.m. on November 29, 2023. The Project Narrative, Executive Summary, and all exhibits must be submitted in Microsoft Word:

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

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

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

B. Important Dates and Deadlines

Figure 1: Application Timeline

Event	Date
SFP release	October 10, 2023
Last date to submit questions for the webinar	October 27, 2023
Deadline to preregister for the webinar	November 1, 2023, at 9 a.m.
Informational Webinar	November 1, 2023, at 10 a.m.
Notice of Intent to Apply	November 13, 2023, by noon PT
Proposals due	November 29, 2023, by 3 p.m. PT
Proposal review and evaluation	December 4, 2023 – December 8, 2023
Deadline to appeal	December 8, 2023
Award announcements	January 2024
Estimated project start date	February 2024

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

C. Questions and Answers

An informational webinar is scheduled on November 1, 2023, at 10 a.m. PT to review application requirements and answer questions. The webinar will be the applicant's final opportunity to ask specific questions about the SFP and the application process. Preregistration is required for all participants. Refer to the EDD's Workforce Development Solicitation for Proposals website for the preregistration link. To complete the preregistration, an applicant must fill out the pre-registration information. After successfully preregistering, a system-generated email will provide the webinar link. Before submitting questions, applicants must thoroughly review the SFP and the Proposal Package Instructions in Appendix A.

Submit inquiries for the webinar to WSBGrants@EDD.ca.gov with the subject "FAP PY 23-24 SFP Inquiry". Questions must be received before noon PST on October 27, 2023. Since the webinar will not be recorded, the attendees will receive a webinar summary of the content and Q&As via email within 1-2 days following the webinar. A compiled list of all the questions and answers received before, during, and after the webinar will post to the EDD website approximately one week after the informational webinar.

D. Delivery

Applicants must submit a complete proposal package with all required elements to WSBGrants@EDD.ca.gov signed by the signatory authority as stated in the resolution for signatory authority by November 29, 2023, at 3 p.m. PT Refer to Appendix A for further guidelines on electronic submission and IV. D. Agreement and Contracting for the signatory authority requirements for the Subgrant Agreement (contract).

VI. Award and Contracting Process

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

A. Proposal Review, Scoring, and Evaluation

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

Figure 4: Scoring Rubric

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

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

B. Appeals Process

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

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

The EDD will email and mail disqualification letters to applicants. Applicants have seven calendar days from when the disqualification email is received to appeal. Send all appeals to WSBGrants@edd.ca.gov by the close of business on the seventh calendar day. The appellant must submit the facts in writing. The review will be limited to the information provided in the report. To be considered for review, the appeal must contain the following information:

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

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

C. Award Notification

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

D. Agreement and Contracting

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

All projects selected for funding are contingent upon the revision and approval of the contract exhibits. Project exhibits are not automatically approved. Subrecipients may be required to revise the project exhibits to comply with federal and state mandates during the approval and contract negotiation process. The Special Initiatives Support Group will guide 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.

VII. Administrative Requirements

Successful applicants must comply with all administrative and reporting requirements to qualify for awarded funds. Applicants that do not comply may be de-obligated. Refer to *Unilateral De-Obligation* (July 20, 2016) (WSD16-03), for more guidance.

A. Monitoring and Audits

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

B. Record Retention

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

C. Reporting

All subrecipients must have access to the CalJOBS website to report expenditures, participant information, and outcome data to the state promptly and accurately. Refer to Appendix F: CalJOBS Workstation and Software Requirements for more details. The state will provide training on how to use the CalJOBS reporting system. Review Types of Work-Based Learning WIOA Desk References and *CalJOBS Activity Codes* (December 27, 2019) (WSD19-06)for guidance on entering grant activity codes. See *CalJOBS Participant Reporting* (April 8, 2021) (WSD20-10), for more information regarding participant reporting requirements.

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

D. Closeout

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

E. Compliance

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

F. Intellectual Property Rights/Creative Common Attribution License

Subrecipients of a federal award obtain the title to intangible property once acquired. The subrecipient must use the property for the authorized initial purpose and must not encumber the property without approval from the EDD. Further, the DOL has the right to obtain, reproduce, publish, or otherwise use the data produced under a federal award and authorize others to receive, reproduce, publish, or otherwise use such data for federal purposes (Uniform Guidance Section 200.315[a],[d]). In addition, the DOL requires intellectual property developed under a competitive federal award process to be licensed under a Creative Commons Attribution license. This license allows subsequent users to copy, distribute, transmit, and adapt

the copyrighted work and requires such users to attribute the work as specified by the recipient (DOL Exceptions 2 CFR Section 2900.13). Refer to *Property – Purchasing, Inventory, and Disposal* (November 10, 2016) (WSD16-10) for more information.

G. Public Communications – Certain Information Requirement

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

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

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

H. Evaluation

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

Appendices

Appendix A: Proposal Package Instructions

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

Format and Document Order

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

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

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

Exhibit Instructions

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

Exhibit A: Project Narrative

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

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

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

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

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

Section I – Statement of Need (Maximum 10 points)

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

- Describe the target region(s), including an estimated number of the target population in the region.
- 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.

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

- Describe the target population's characteristics, including the necessary skills to continue working in the agricultural industry.
- Describe common and significant barriers to employment, basic training, upskilling, and supportive services.
- Describe the displaced farmworker or at risk of displacement 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.

I.3. Targeted Core Workers (Score Range 0-5 points)

- Describe the FAP's Core Worker population, including workers with frontline occupations unique to the industry.
- Describe the core workers upskilling needs.
- 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.

Section II – Project Plan (Maximum 20 points)

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

- Identify the culturally relevant outreach and recruitment methods specific to the target population(s) that will be used to recruit program participants.
- Explain how the farmworkers will have the opportunity to enter career pathways that help mitigate the impact of climate change and will utilize the skillsets that match the skillset of farmworkers.
- 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.

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

- Complete and attach the Project Work Plan (Exhibit I).
- 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.

II.3. Program Implementation and Scaling (Score range 0–5 points)

- Demonstrate a central approach for providing basic skill training such as English, 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-apprenticeship, apprenticeships, PWEX, 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.

II.4. Upskilling and Career Pathways Support (Score range 0–5 points)

- Explain the strategy to develop capabilities and increase access to training by testing models and learning effective 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.

Section III – Performance Goals (Maximum 20 Points)

III.1. Performance Goals Matrix (Score range 0–5 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 without work authorization to other programs that do not require work authorization as an eligibility criteria like education or state funded programs.
- Ensure that the program can provide wrap-around services and estimate the per worker cost to the program.
- Set 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.

III.2. Performance Goal Measurements (Score range 0–10 points)

- Explain how the project will define and align its outcomes to the program priorities outlined in this solicitation and how the project plan will address them.
- Describe what specific changes or results are expected because of the project, including anticipated impacts this project will have for farmworkers.
- For Track 2 Projects, include outcomes that include planning and developing relationships for a collaboration model with diverse stakeholders such as worker-facing community-based organizations, industry, growers, adult-education providers, community colleges, and local workforce boards.
- Describe the measurements that will ensure the alignment of the activities included in the project plan to the goals and outcomes of the project.
- Describe the data collection methods that will determine the success of the project.
- Describe the method of tracking and collecting demographic data among program participants.

III.3. 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.

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

IV.1. Partner Roles and Responsibilities (Score range 0–10 points)

- Complete and attach the Partner Roles and Responsibilities (Exhibit J).
- Describe how partnerships have been or will be successfully formed with each mandatory partner and other partners or partner agencies committed to the outcomes for participants.
- 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 of the partnerships drops or does not come through during the performance period.

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

IV.2. Equitable Outreach and Displacement Support (Score range 0–10 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 agriculture 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 to transition into higher-paying jobs and advancement in agriculture.
- Describe how the programs will be modified to include transitional employment opportunities and/or training.

Section V – Statement of Capabilities (Maximum 20 points)

V.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 planned/actual number served, designed/exact placed into employment, planned/actual 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.
- If the organization has limited experience and/or capacity, describe how past or current partnerships with higher capacity, more experienced agencies satisfy the requirements in this section.

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

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

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

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

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

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

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

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

Exhibit F Budget Summary

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

Exhibit F2 Budget Narrative

- Provide a detailed justification in the Budget Narrative (Exhibit F2) for each line-item cost contained in the Budget Summary Plan (Exhibit F). For example, a detailed justification of staff salaries should include the title or position, a narrative of the staff roles, responsibilities, or activities; annual salary; the percentage of staff time devoted to the project; and the corresponding portion of the salary charged to the grant.
- All explanations should include how the proposed costs are necessary and reasonable in terms of benefits to participants.
- **In section (A-D) Staff Salaries**, enter the total dollar amount of the Salaries paid and benefits charged to the grant in the line provided.
- Utilize line items A-D from the Budget Summary Plan (Exhibit F) to complete the table in section A of the Budget Narrative (Exhibit F2):
    - In column 1, list each staff position.
    - In column 2, multiply the number of full-time equivalents (FTE) by the monthly salary by the amount of staff time devoted to the project (FTE x Monthly Salary x Time).
    - In column 3, enter the staff Fringe Benefit-cost.
    - In column 4, calculate the Total by adding (FTE x Monthly Salary x Time) to the Fringe Benefits. Provide details of line items A-D below the table.
- **In section E**, enter the estimated total Staff Travel expenses on the line provided. Provide details of staff travel expenses. Award recipients and key staff are required to attend quarterly meetings, communities of practice, and other activities coordinated by EDD-approved TA providers; include all travel costs in the budget. Specify whether an expense is for Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section F**, enter the Operating Expenses on the line provided. In the table, list the dollar amount under Cost in column 2 of the items listed in column 1. Specify whether an expense is for Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section G,** enter the estimated total of required or targeted activities paid expenses to the grant in the line provided. In the indicated space, provide a detailed description of the purpose and planned expenses for participant stipends, training/tuition, work-based learning, and supportive services. Specify whether an expense is for Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.
- **In section H**, enter the total cost of Furniture and Equipment on the line provided. Refer to EDD Directives *Allowable Costs and Prior Written Approval* (February 21, 2017) (WSD16-16), *Property – Purchasing, Inventory, and Disposal* (November 10, 2016) (WSD16-10), and *Procurement of Equipment and Related Services* (March 14, 2018) (WSD17-08) for Procurement Guidelines.
    - In line item 1, list the total amount of Equipment and Furniture items less than $5,000 per unit, indicate lease or purchase, and include a cost allocation. In the

indicated space, include the name, cost, and quantity of the item that will be purchased.
    - In line item 2, enter the total expense amount of Equipment and Furniture items greater than $5,000. In the indicated space, include the item's name, cost, and quantity; if any items are listed in G.2., complete Exhibit G.
    - In line item 3, provide the estimated Equipment Lease dollar amount. Below the line item, explain the calculation.
- **Section I**, include the total cost of Contractual Services (Exhibit G, complete if applicable) on the line provided. Describe in detail.
- **In section J**, enter the total Indirect Costs on the line provided. The Indirect Cost Rate must be negotiated and approved by Cognizant Agency, per Appendices III or IV to Uniform Guidance, 2CFR200**.**

    ***Indirect Cost Rate must be negotiated and approved by Cognizant Agency, per Appendices III or IV to Uniform Guidance, 2CFR200, and a copy of the Negotiated Indirect Cost Rate Agreement (NICRA) must be submitted with the application package to be considered for funding.
- **In section K**, list other expenses. Describe in detail the additional costs that do not fit into the specific categories in the prior sections. Specify whether an expense is for Administrative or Program. Enter the estimated total of Administrative and Program expenses on the line provided.

Exhibit G Supplemental Budget- Section I: Equipment

- If the applicant plans to purchase equipment with a unit cost of $5,000 or more and a useful life span of more than one year, the Supplemental Budget (Exhibit G), Section I: Equipment must be completed.
- Due to the short-term nature of these projects, the purchase of high-cost equipment is discouraged. Instead, rental or leasing options should be explored if high-cost equipment is essential to the project's operation. Section II of the Supplemental Budget (Exhibit G) is for contractual services. Contractual Services must be completed.
- All equipment with a unit cost of $5,000 or more is subject to prior approval by the EDD and will be negotiated with contract completion.
- A separate request to purchase equipment must be submitted for approval to the EDD. See Basic Considerations in OMB Uniform Guidance Section 200.407. Refer to EDD Directives *Allowable Costs and Prior Written Approval* (February 21, 2017) (WSD16-16), *Property – Purchasing, Inventory, and Disposal* (November 10, 2016) (WSD16-10), and *Procurement of Equipment and Related Services* (March 14, 2018) (WSD17-08) for Procurement Guidelines.
- The Item Description column must list all equipment costing $5,000 or more.
- The Quantity column must contain the desired amount for each item in the Item Description column.
- The Cost Per Item column must contain the cost for each item listed in the Item Description column.

- Right-click each cell in the Total Cost column and select "Update Field" to populate the total cost for each item listed in the Item Description column.
- The Percent Charged to Project column must be manually calculated. If the percentage sign is deleted, it must be re-entered manually to ensure an accurate calculation in the following column, the Total Cost Charged to Project column.
- To populate the Total Cost Charged to Project column, right-click each cell and select "Update Field."
- To populate the Total cells in the final row of columns 3 and 5, right-click on each cell and select "Update Field."

Exhibit G Supplemental Budget- Section II Subrecipient

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

Exhibit G Supplemental Budget- Section III: Contractor

- If an applicant plans to procure a contract with a contractor such as a vendor, dealer, distributor, merchant, or other seller providing goods or services, the Supplemental Budget (Exhibit G), Section III: Contractor must be completed.
- The Description-Type of Service column must list the type of services the contractor will provide through procurement.
- The Cost column must contain the service(s) cost for each service listed in the Description-Type of Service column.
- The Service Provider (If known) column must list the 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 I Project Work Plan

- Describe the goals of the project in the space provided.
- In the space provided, list barriers or external factors that may affect the implementation of the project or impede the attainment of project goals. Describe the plans to overcome the obstacles.
- Enter activities, start, and end dates, deliverables, outcomes, and the partner(s) responsible for each anticipated program goal and milestone for each quarter of the project term.
- The Activities column may be used to describe the following, as applicable to the project: start-up activities, business partners selected to hire, outreach and recruitment, screening/enrollment/assessment, work activities (preparation/readiness, PWEX, transitional job, OJT, WBL), employment retention and follow-up, closeout activities, and other.
- Enter each activity's estimated dates or date ranges in the Start Date and End Date columns.
- The Deliverables column should list the expected results (for example, specific improvements in the workforce or service delivery system) of each item in the Activities column.
- The Outcomes column should describe the benefits participants will derive from participating in the planned activities.
- List the responsible partner(s) implementing the activity(ies).
- To add rows, place the cursor between lines at the far-left side of the table and select the "+" symbol.

Exhibit J Partner Roles and Responsibilities

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

Exhibit K Performance Goals Matrix

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

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

    - Number enrolled scheduled for completion of credentials

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

    - Employment Rate 2nd Quarter after Exit

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

    - Employment Rate 4th Quarter after Exit

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

    - Credential Attainment within 4 Quarters after Exit

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

Refer to EDD Directive *Performance Guidance for Procurement Guidelines* (WSD22-01).
Note – Subrecipients must complete detailed expenditure and enrollment plans if awarded as part of the Subgrant Agreement.

Exhibit Attachment Instructions

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

Cover/Signature Page

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

Executive Summary

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

Executive Summary Content

FAP Programs and Regional Focus

- Targeted organizations and Region(s) to be served.

Counties to be Served

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

Key Partners

- List critical partners in a bulleted list.

Project Description

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

Outreach Plan for Targeted Populations to be Served

- Provide an abstract of outreach plan highlights (this section should summarize the project outreach) using complete sentences and proper grammar.

Proposed Outcomes

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

Commitment and Partnership Agreement Letters

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

Applicants for Track 1 must demonstrate the ability to leverage at least 20 percent of their budget with funds or services from other sources. The leverage needed for funds is based on the total grant funding requested. Applicants must provide a letter to verify the dollar amount and sources of contributions from each entity pledging cash or in-kind resources to the project. The letters should clearly define the contribution parameters and include the exact cash amount or an estimate of the in-kind dollar amount of the contribution. These letters' amounts and totals must match those listed in Exhibit J. In the case of a discrepancy, the dollar amount pledged in the letter will be used in all calculations. If a partner or partners contribute, the applicant must provide a letter that conforms to the stated guidelines.

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

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 October 13, 2023, and November 29, 2023.
- Be submitted together in one continuous PDF entitled "[Applicant Name] FAP PY 23-24 Commit Letters". For example, "ABCOrg FAP PY 23-24 Commit Letters". Names must not exceed 40 characters.

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

Leveraged Funds Details

Applicants for Track 1 are required to demonstrate a minimum of 20 percent leveraged funds concerning the total requested funds to be calculated according to the following example:

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

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

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

"In-kind contribution" is a contribution of non-cash resources explicitly used for project activities. This type of contribution includes, but is not limited to, donated personnel or staff, services, and use of equipment or space. If an education provider provides classroom

instruction, for example, the classroom space and instructor(s) are considered a leveraged resource, and the value of the space and instruction qualifies as an “in-kind” contribution.

Partnership Agreement Letters

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

- Describe each partner's specific roles and responsibilities related to the project goals.
- Describe how the services will differ from what already exists locally.
- Identify an agency contact person and telephone number.
- Be signed by an authorized signatory representative of the partner agency.
- Describe the extent of the partnership and its anticipated outcomes.
- Be dated within the grant competition period between October 13, 2023 and November 29, 2023.
- Letters must be submitted in one continuous PDF entitled “[Applicant Name] RP PY 23-24 Partner Letters.” For example, “ABCOrg FAP PY 23-24 Partner Letters.” Names must not exceed 40 characters.

Indirect Cost Declaration

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

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

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

Appendix B: WIOA Allowable Activities

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

Basic Career Services

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

9. Provision of information relating to the availability of supportive services or assistance, including child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under the CalFRESH Program— federally known as the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; assistance, supportive services, and transportation through the Temporary Assistance for Needy Families (TANF) program

10. Provision of information and assistance regarding filing claims for Unemployment Insurance (UI), by which the America's Job Center of California℠ (AJCC) must provide "meaningful assistance" to individuals seeking assistance in filing a UI claim. The term "meaningful assistance" means the following:

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

Individualized Career Services

1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include the following:

    - Diagnostic testing and use of other assessment tools
    - In-depth interviewing and evaluation to identify employment barriers and employment goals

2. Development of an individual employment plan to identify employment goals, achievement objectives, and the appropriate combination of services for the participant to achieve their employment goals, including information about eligible training providers

3. Group counseling

4. Individual counseling

5. Career planning

6. Short-term pre-vocational services include the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training

7. Internships and work experiences that are linked to careers

8. Workforce preparation activities

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

Follow-up Services

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

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

Appendix C: Allowable Costs and Cost Items Matrix

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

- Be necessary and reasonable for the performance of the award
- Be allocable to the award
- Conform to any limitations or exclusions set forth in the award
- Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the non-federal entity
- Be accorded consistent treatment
- Be determined in accordance with generally accepted accounting principles
- Not be used to meet cost-sharing or 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 1: Allowable Costs Legend

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

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

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

Figure 2: Cost Items Matrix

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

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

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

Appendix D: Administrative Costs

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

1. "The costs of administration are expenditures incurred by direct grant recipients, local grant recipients, local grant subrecipients, and local fiscal agents, and which are not related to the direct provision of WIOA services, including services to participants and employers. These costs can be both personnel and non-personnel and both direct and indirect."

2. The costs of administration are the costs associated with performing the following functions:

    a. Performing the following overall general administrative functions and coordination of those functions under WIOA Title I:

- Accounting, budgeting, financial, and cash management functions
- Procurement and purchasing functions
- Property management functions
- Personnel management functions
- Payroll functions
- Coordinating the resolution of findings arising from audits, reviews, investigations, and incident reports
- Audit functions
- General legal services functions
- Developing systems and procedures, including information systems, required for these administrative functions
- Fiscal agent responsibilities

    b. Performing oversight and monitoring responsibilities related to WIOA administrative functions

    c. Costs of goods and services required for administrative functions of the program, including goods and services such as rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space

    d. Travel costs incurred for official business in carrying out administrative activities or the overall management of the WIOA system

    e. Costs of information systems related to administrative functions (for example, personnel, procurement, purchasing, property management, accounting, and

payroll systems), including the purchase, systems development, and operating costs of such systems

3. Awards to sub-recipients or contractors that are solely for the performance of administrative functions are classified as administrative costs:

    a. Personnel and related non-personnel costs of staff that perform both administrative functions specified in item 2 of this section and programmatic services, or activities must be allocated as administrative or program costs to the benefitting cost objectives/categories based on documented distributions of actual time worked or other equitable cost allocation methods

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

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

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

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

    a. Tracking or monitoring of participant and performance information
    b. Employment statistics information, including job listing information, job skills information, and demand occupation information
    c. Performance and program cost information on eligible providers of training services, youth activities, and appropriate education activities
    d. Local Area performance information
    e. Information relating to supportive services and unemployment insurance claims for program participants

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

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

Appendix E: Internet Resources

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

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

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

- **California's 2020-2023 Unified Strategic Workforce Development Plan (**State Plan**)**
  The State Plan represents an agreement among partners identified in the WIOA and serves as the framework for the development of public policy, fiscal investment, and operation of the state workforce and education system.

- **CalJOBS (**CalJOBS**)**
  The CalJOBS system is California's online resource to help job seekers and employers navigate the state's workforce services. The enhanced system allows users to easily search for jobs, build résumés, access career resources, find qualified candidates for employment, and gather information on education and training programs.

- **California Labor and Workforce Development Agency (**LWDA**)**
  The Labor Agency oversees seven major departments, boards, and panels that serve California businesses and workers, including the EDD.

- **California Natural Resources Agency (CNRA)**
  Oversees and supports more than 26 distinct departments, conservancies, and commissions to restore, protect and manage the state's natural, historical and cultural resources for current and future generations.

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

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

- **Disability Benefits 101 (**DB 101**)**
  Gives tools and information on health coverage, benefits, and employment.

- **Final Rule (**Uniform Guidance**)**
  Uniform Guidance applies to all Federal awards, including funds awarded under this SFP.

- **EDD Labor Market Information Division (**LMID**)**
  Find labor market information to research and write the proposal.

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

- **Office of Management and Budget (**OMB**)**
  The OMB oversees and coordinates Federal administration procurement, financial management, information, and regulatory policies.

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

- **United States Census Bureau (**Census Bureau**)**
  Serves as the leading source of quality data about people, business, and economy.

- **U.S. Small Business Administration (**SBA**)**
  Guidance and resource information to owners and operators of small businesses.

- **U.S. Chamber of Commerce – Institute for Competitive Workforce (**ICW**)**
  Develops workforce strategies for businesses, chambers of commerce, and communities to hire, train, retain, and advance skilled workers in the 21st century.

- **U.S. Department of Labor Employment and Training Administration (**DOLETA**)**
  The U.S. DOLETA is the federal agent for the WIOA program.

- **Workforce Development Solicitation for Proposals (**SFP**)**
  WIOA-funded SFPs and related information can be accessed from the EDD's SFP page.

- **WorkforceGPS (**WorkforceGPS**)**
  An integrated workforce system network sponsored by the DOL Employment and Training Administration.

- **Workforce Innovation and Opportunity Act (**WIOA**)**
  The act governing the funds made available in this SFP.

Appendix F: CalJOBS Workstation and Software Requirements

Figure 1: Workstation Requirements (VOS v16.x)

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

Supported Browsers

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

Desktop Browsers

- Google Chrome | Download Latest Version
- Mozilla Firefox | Download Latest Version
- Apple Safari | Download Latest Version
- Opera | Download Latest Version
- Microsoft Edge | Download the Latest version

Mobile Browsers

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

iOS

- Safari for iOS
- Google Chrome for iOS
- Firefox for iOS

Android

- Google Chrome for Android
- Firefox for Android

Client Workstations (Third-Party Software)

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

Figure 2: Third-Party Software

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

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

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

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

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

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

VOS uses CKEditor version 4.3.1

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

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

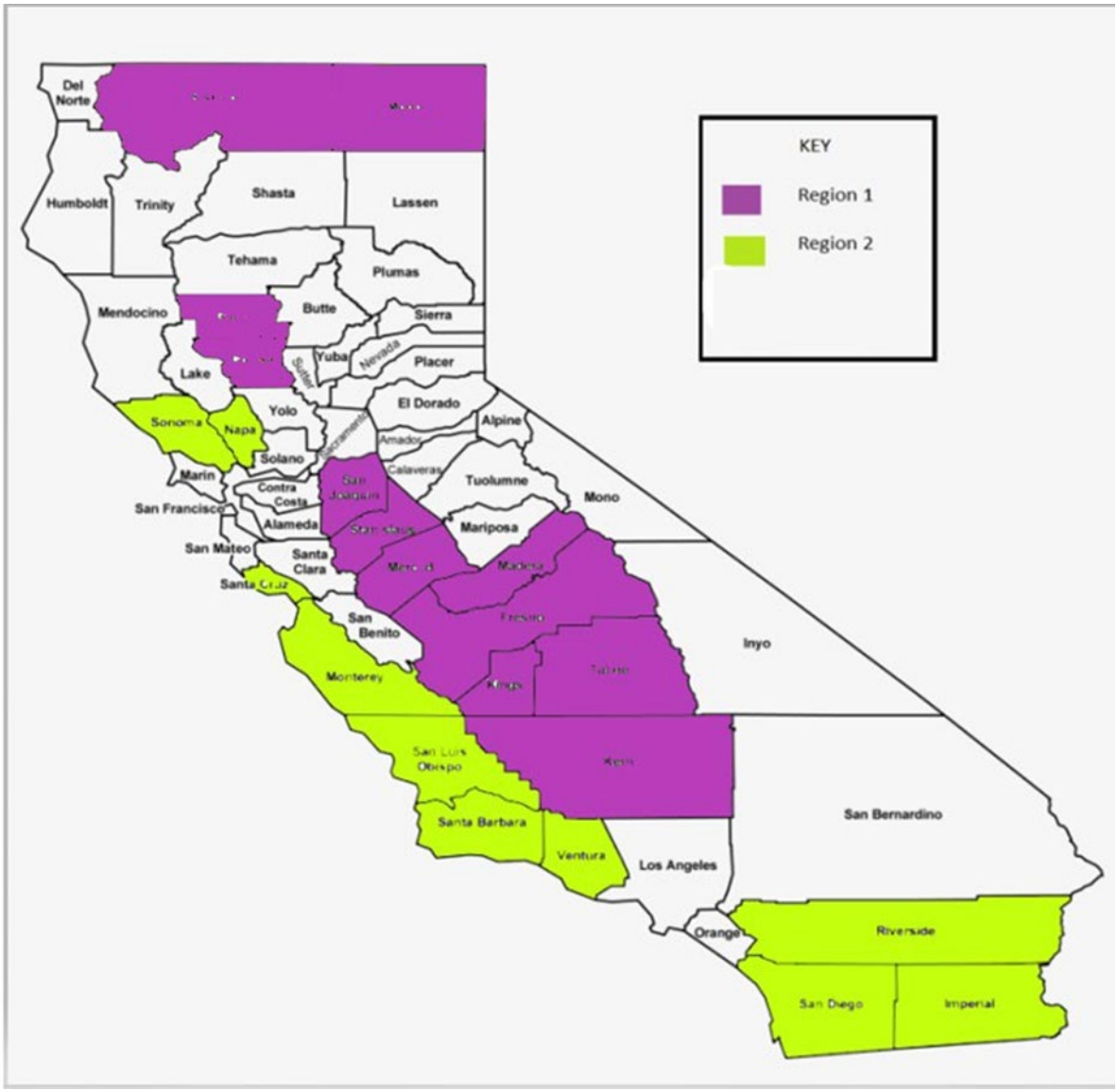
It should also be noted that while the latest version of Safari is actively supported, earlier versions may have compatibility issues.

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

Appendix G: Map of Target Regions 1 & 2

Region 1: Colusa, Glenn, Fresno, Kern, Kings, Madera, Merced, Modoc, San Joaquin, Stanislaus, Siskiyou, and Tulare Counties.

Region 2: Imperial, Monterey, Napa, San Diego, San Luis Obispo, Santa Barbara, Santa Cruz, Sonoma, Riverside, and Ventura Counties.



Appendix H: Directory of Adult Education Centers with IET Programs

Alameda
Alameda Adult School
Director: Joy Chua, Principle
Phone: 510-522-3858 x58700
Email: jchua@alamedaunified.org

IET Programs: Education, Child Development, and Family Services; Health Science and Medical Technology
Berkeley Adult School
Director: Thomas Reid, Principal
Phone: 510-644-8960
Email: thomasreid@berkeley.net

IET Programs: Business and Finance; Health Science and Medical Technology; Hospitality, Tourism, and Recreation
Castro Valley Adult & Career Education
Director: Beth Cutter, Director
Phone: 510-886-1000
Email: bcutter@cv.k12.ca.us

IET Programs: Health Science and Medical Technology; Information and Communication Technologies
Fremont Adult and Continuing Education
Director: Heidi McFadden, Principal
Phone: 510-793-6465 x29105
Email: hmcfadden@fremont.k12.ca.us

IET Programs: Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Hospitality, Tourism, and Recreation
Hayward Adult School
Director: Evelyn Ocasio, Director
Phone: 510-783-4001 x36105
Email: eocasio@has.edu; ekanakis@has.edu

IET Programs: Health Science and Medical Technology
Livermore Adult Education
Director: Sara Walke, Administrator
Phone: 925-606-4722 x7175
Email: swalke@lvjusd.org

IET Programs: Business and Finance
New Haven Adult School
Director: Grace Kim, Principal
Phone: 510-476-2696 x62635
Email: gkim@nhusd.k12.ca.us

IET Programs: Education, Child Development, and Family Services
Oakland Adult and Career Education
Director: Kim Jones, Director
Phone: 510-273-2311
Email: kim.jones1@ousd.org

IET Programs: Health Science and Medical Technology
San Leandro Adult School
Director: Bradley Frazier, Principal
Phone: 510-618-4424
Email: bfrazier@slusd.us

IET Programs: Information and Communication Technologies
San Lorenzo Adult School
Director: Sharita Williams, Principal
Phone: 510-317-4204
Email: swilliams@slzusd.org

IET Programs: Business and Finance; Education, Child Development, and Family Services
Contra Costa
Liberty Adult Education
Director: Debbie Norgaard, Coordinator
Phone: 925-634-2565 x1073
Email: norgaard@luhsd.net

IET Programs: Business and Finance; Hospitality, Tourism, and Recreation
Martinez Adult Education
Director: Suzanne Murphy, Director
Phone: 925-335-5890 x3963
Email: smurphy@martinez.k12.ca.us

IET Programs: Health Science and Medical Technology
Mt. Diablo Adult Education
Director: G. Vittoria Abbate, Director
Phone: 925-685-7340 x6710
Email: abbategv@mdusd.org

IET Programs: Health Science and Medical Technology; Information and Communication Technologies
Pittsburg Adult Education Center
Director: Danny Lockwood, Principal
Phone: 925-473-2400 x2402
Email: dlockwood@pittsburg.k12.ca.us

IET Programs: Information and Communication Technologies
West Contra Costa Adult Education
Director: Ann Shin, Director
Phone: 510-231-1100
Email: ashin@wccusd.net

IET Programs: Health Science and Medical Technology; Hospitality, Tourism, and Recreation
Fresno
Central Unified Adult Education
Director: Leah Spate, Director
Phone: 559-276-5230 x53102
Email: lspate@centralusd.k12.ca.us

IET Programs: Business and Finance
Fresno Adult School
Director: Raine Bumatay, Principal
Phone: 559-457-6024
Email: Raine.Bumatay@fresnounified.org

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

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

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

IET Programs: Agriculture and Natural Resources; Business and Finance; Education, Child Development, and Family Services; Energy, Environment, and Utilities
Bakersfield Adult School
Director: Mark Wyatt, Principal
Phone: 661-835-1855 x61120
Email: mark_wyatt@kernhigh.org

IET Programs: Business and Finance; Hospitality, Tourism, and Recreation
Los Angeles
ABC Adult School
Director: Pao Ling Guo, Principal
Phone: 562-229-7960 x25011
Email: Paoling.Guo@abcusd.us

IET Programs: Business and Finance; Health Science and Medical Technology
Azusa Adult Education Center
Director: Paul Hernandez, Director
Phone: 626-852-8400
Email: phernandez@azusa.org

IET Programs: Business and Finance; Health Science and Medical Technology
Baldwin Park Adult and Community Education
Director: Veronica Valenzuela, Director of Adult and Community Education
Phone: 626-939-4456 x4103
Email: vvalenzuela144@bpusd.net

IET Programs: Building and Construction Trades; Energy, Environment, and Utilities; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Marketing, Sales, and Service; Transportation
Burbank Adult School
Director: Emilio Urioste, Director
Phone: 818-729-5950 x33901
Email: emiliourioste@burbankusd.org

IET Programs: Health Science and Medical Technology; Information and Communication Technologies
Cerritos College
Director: Graciela Vasquez, Associate Dean
Phone: 562-860-2451 x2490
Email: gvasquez@cerritos.edu; tdiaz@cerritos.edu

IET Programs: Business and Finance; Transportation
Glendale Community College
Director: Alfred Ramirez, Administrative Dean
Phone: 818-240-1000 x5018
Email: aramirez@glendale.edu

IET Programs: Business and Finance; Health Science and Medical Technology
Hacienda La Puente Adult Education
Director: Greg Buckner, Executive Director
Phone: 626-933-3915
Email: gbuckner@hlpusd.k12.ca.us

IET Programs: Fashion and Interior Design
Los Angeles Community College District
Director: Nelines Colon-Paladini, WIOA Adult Ed and Civics Director
Phone: 323-953-4000 x2232
Email: colonn@lacitycollege.edu; ramirea2@lacitycollege.edu; alvarebn@laccd.edu

IET Programs: Health Science and Medical Technology; Hospitality, Tourism, and Recreation
Division of Adult and Career Education
Director: Joseph Stark, Executive Director
Phone: 213-241-3150
Email: joseph.stark@lausd.net

IET Programs: Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services; Energy, Environment, and Utilities; Fashion and Interior Design; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Transportation
Lynwood Community Adult School
Director: Shamel Wilson, Principal
Phone: 310-604-3096 x7201
Email: swilson@mylusd.org

IET Programs: Business and Finance
Monrovia Community Adult School
Director: Flint Fertig, Director
Phone: 626-471-3060
Email: Ffertig@monroviaschools.net

IET Programs: Health Science and Medical Technology
Montebello Community Adult School
Director: Angel Gallardo, Acting Adult Education Director
Phone: 323-887-7844
Email: gallardo_angel@montebello.k12.ca.us

IET Programs: Health Science and Medical Technology; Public Services
Mt. San Antonio College
Director: Madelyn Arballo, Associate Vice President, Continuing Education
Phone: 909-274-5228
Email: marballo@mtsac.edu

IET Programs: Business and Finance; Health Science and Medical Technology
Norwalk-La Mirada Adult School
Director: Sharon Todd, Director
Phone: 562-210-3996 x614101
Email: stodd@nlmusd.org

IET Programs: Business and Finance; Education, Child Development, and Family Services
Paramount Adult School
Director: Yvonne Rodriguez, Principal
Phone: 562-602-8080
Email: yrodriguez@paramount.k12.ca.us

IET Programs: Information and Communication Technologies
Adult Education Center
Director: Anthony Fuller, Principal
Phone: 310-664-6222 x66208
Email: afuller@smmusd.org

IET Programs: Business and Finance; Hospitality, Tourism, and Recreation
Torrance Adult School
Director: Wayne Diulio, Director
Phone: 310-972-6500 x6965
Email: diulio.wayne@tusd.org

IET Programs: Business and Finance; Education, Child Development, and Family Services; Health Science and Medical Technology
Whittier Adult School
Director: Margie Moriarty, Principal
Phone: 562-698-8121 x1300
Email: margie.moriarty@wuhsd.org

IET Programs: Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services
Madera
Madera Adult School
Director: David Raygoza, Principal
Phone: 559-675-4425 x103
Email: davidraygoza@maderausd.org

IET Programs: Information and Communication Technologies
Marin
Tamalpais Adult School
Director: Jaemi Naish, Director
Phone: 415-945-1070
Email: jnaish@tamdistrict.org

IET Programs: Health Science and Medical Technology
Monterey
Salinas Adult School
Director: Tatiana Roganova, Director
Phone: 831-796-6900 x1378
Email: tatiana.roganova@salinasuhsd.org

IET Programs: Hospitality, Tourism, and Recreation
Napa
Napa Valley Adult Education
Director: Rick Jordan, Principal
Phone: 707-253-3594
Email: Rick_Jordan@nvusd.org

IET Programs: Business and Finance
Nevada
Nevada Union Adult Education
Director: Michael Hughes, Principal
Phone: 530-477-1225 x5012
Email: mhughes@njuhsd.com

IET Programs: Education, Child Development, and Family Services
Orange
BPSOS Center for Community Advancement
Director: Brendon Peacock, Lead Adult Education Instructor
Phone: 714-463-6357
Email: brendon.peacock@bpsos.org

IET Programs: Health Science and Medical Technology
Garden Grove Adult Education/Lincoln Education Center
Director: M'Liss Patterson, Director
Phone: 714-663-6305
Email: mpatterson@ggusd.us

IET Programs: Business and Finance

Huntington Beach Adult School
Director: Steve Curiel, Principal
Phone: 714-842-4227 x4401
Email: scuriel@hbas.edu

IET Programs: Business and Finance; Education, Child Development, and Family Services; Health Science and Medical Technology; Information and Communication Technologies
North Orange Continuing Education
Director: Karen Bautista, Vice President of Instruction
Phone: 714-808-4570
Email: kbautista@noce.edu

IET Programs: Business and Finance; Education, Child Development, and Family Services; Health Science and Medical Technology
Rancho Santiago Community College District
Director: Christine Kosko, Dean of Instruction & Student Services
Phone: 714-241-5715
Email: Kosko_Christine@sac.edu

IET Programs: Business and Finance; Health Science and Medical Technology; Information and Communication Technologies
Placer
Roseville Adult School
Director: Lisa Voss, Director
Phone: 916-782-3952 x1701
Email: lvoss@rjuhsd.us

IET Programs: Business and Finance
Tahoe Truckee Unified Adult Education
Director: Todd M. Wold, Ed.D., Manager of College, and Careers: Career Technical and Adult Education
Phone: 530-582-2591 x20444
Email: twold@ttusd.org

IET Programs: Transportation

Riverside
Coachella Valley Adult School
Director: Jereme Weischedel, Principal
Phone: 760-398-6302
Email: Jereme.weischedel@cvusd.us

IET Programs: Hospitality, Tourism, and Recreation
Corona-Norco Adult School
Director: JoDee Slyter, Director
Phone: 951-736-7128
Email: jslyter@cnusd.k12.ca.us

IET Programs: Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services
College of the Desert
Director: Dean Papas, Acting Director of Noncredit & Adult Education Programs
Phone: 760-776-7371
Email: dpapas@collegeofthedesert.edu

IET Programs: Manufacturing and Product Development
Jurupa Adult School
Director: Annamarie Montanez, Principal
Phone: 951-222-7739
Email: annamarie_montanez@jusd.k12.ca.us

IET Programs: Manufacturing and Product Development; Public Services
Valley Adult School
Director: Nohora Vazquez, Facilitator
Phone: 951-253-7093 x2131
Email: nohora.vazquez@leusd.k12.ca.us

IET Programs: Education, Child Development, and Family Services
Moreno Valley Community Adult School
Director: Patricia Bazanos, Ed. D, Principal
Phone: 951-571-4790 x64801
Email: pbazanos@mvusd.net

IET Programs: Health Science and Medical Technology
Mt. San Jacinto Community College
Director: Amy Campbell, Director
Phone: 951-506-6957 x6521
Email: acampbell@msjc.edu

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

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: mruiz@cuesta.edu

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

San Mateo

Jefferson Adult School
Director: Mark Beshirs, Principal
Phone: 650-550-7874
Email: mbeshirs@juhsd.net

IET Programs: Business and Finance
San Mateo Adult School
Director: Angela Taylor, Director
Phone: 650-558-2100
Email: ataylor@smuhsd.org

IET Programs: Business and Finance
Sequoia District Adult School
Director: Lionel de Maine, Director
Phone: 650-369-1411 x77934
Email: ldemaine@seq.org

IET Programs: Information and Communication Technologies

Santa Barbara

Santa Barbara City College
Director: Sachiko Oates, Coordinator
Phone: 805-6838230
Email: sooates@pipeline.sbcc.edu
IET Programs: Building and Construction Trades

Santa Clara

Campbell Adult and Community Education
Director: Usha Narayanan, Director
Phone: 408-626-3402 x2601
Email: unarayanan@cuhsd.org

IET Programs: Business and Finance; Information and Communication Technology

FUHSD Adult School
Director: Lori Riehl, Principal
Phone: 408-522-2717
Email: lori_riehl@fuhsd.org

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

Milpitas Adult Education
Director: Giuliana Brahim, Principal
Phone: 408-635-2692 x4556
Email: gbrahim@musd.org

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

Santa Clara Adult Education
Director: Carrie Castro, Principal
Phone: 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.arso@simivalleyusd.org

IET Programs: Business and Finance; Manufacturing and Product Development
Ventura Adult and Continuing Education
Director: Carolyn Vang-Walker, Director/Principal
Phone: 805-289-1744 x1108
Email: Carolyn.Vang-walker@AdultEdVentura.edu

Appendix I: Bureau of Labor Statistics Standard Occupational Classification (SOC) 2000- Agricultural Workers

2000 SOC Code	2000 SOC Title	2000 SOC Definition
45-1011	First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers. Exclude "First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers" (37-1012).
45-1012	Farm Labor Contractors	Recruit, hire, furnish, and supervise seasonal or temporary agricultural laborers for a fee. May transport, house, and provide meals for workers.
45-2011	Agricultural Inspectors	Inspect agricultural commodities, processing equipment, and facilities, and fish and logging operations, to ensure compliance with regulations and laws governing health, quality, and safety.
45-2021	Animal Breeders	Breed animals, including cattle, goats, horses, sheep, swine, poultry, dogs, cats, or pet birds. Select and breed animals according to their genealogy, characteristics, and offspring. May require a knowledge of artificial insemination techniques and equipment use. May involve keeping records on heats, birth intervals, or pedigree. Exclude "Nonfarm Animal Caretakers" (39-2021) who may occasionally breed animals as part of their other caretaking duties. Exclude "Animal Scientists" (19-1011) whose primary function is research.
45-2041	Graders and Sorters, Agricultural Products	Grade, sort, or classify unprocessed food and other agricultural products by size, weight, color, or condition. Exclude "Agricultural Inspectors" (45-2011).
45-2091	Agricultural Equipment Operators	Drive and control farm equipment to till soil and to plant, cultivate, and harvest crops. May perform tasks, such as crop baling or hay bucking. May operate stationary equipment to perform post-harvest tasks, such as husking, shelling, threshing, and ginning.
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	Manually plant, cultivate, and harvest vegetables, fruits, nuts, horticultural specialties, and field crops. Use hand tools, such as shovels, trowels, hoes, tampers, pruning hooks, shears, and knives. Duties may include tilling soil and applying fertilizers; transplanting, weeding, thinning, or pruning crops; applying pesticides; cleaning, grading, sorting, packing, and loading harvested products. May construct trellises, repair fences and farm buildings, or participate in irrigation activities. Exclude "Graders and

		Sorters, Agricultural Products" (45-2041). Exclude "Forest, Conservation, and Logging Workers" (45-4011 through 45-4029).
45-2093	Farmworkers, Farm and Ranch Animals	Attend to live farm, ranch, or aquacultural animals that may include cattle, sheep, swine, goats, horses and other equines, poultry, finfish, shellfish, and bees. Attend to animals produced for animal products, such as meat, fur, skins, feathers, eggs, milk, and honey. Duties may include feeding, watering, herding, grazing, castrating, branding, de-beaking, weighing, catching, and loading animals. May maintain records on animals; examine animals to detect diseases and injuries; assist in birth deliveries; and administer medications, vaccinations, or insecticides as appropriate. May clean and maintain animal housing areas. Include workers who shear wool from sheep and collect eggs in hatcheries.
45-2099	Agricultural Workers, All Other	All agricultural workers not listed separately.
45-3011	Fishers and Related Fishing Workers	Use nets, fishing rods, traps, or other equipment to catch and gather fish or other aquatic animals from rivers, lakes, or oceans, for human consumption or other uses. May haul game onto ship. Include aquacultural laborers who work on fish farms with "Agricultural Workers, All Other" (45-2099).
45-3021	Hunters and Trappers	Hunt and trap wild animals for human consumption, fur, feed, bait, or other purposes.
45-4011	Forest and Conservation Workers	Under supervision, perform manual labor necessary to develop, maintain, or protect forest, forested areas, and woodlands through such activities as raising and transporting tree seedlings; combating insects, pests, and diseases harmful to trees; and building erosion and water control structures and leaching of forest soil. Include forester aides, seedling pullers, and tree planters.
45-4021	Fallers	Use axes or chainsaws to fell trees using knowledge of tree characteristics and cutting techniques to control direction of fall and minimize tree damage.
45-4022	Logging Equipment Operators	Drive logging tractor or wheeled vehicle equipped with one or more accessories, such as bulldozer blade, frontal shear, grapple, logging arch, cable winches, hoisting rack, or crane boom, to fell tree; to skid, load, unload, or stack logs; or to pull stumps or clear brush.

45-4023	Log Graders and Scalers	Grade logs or estimate the marketable content or value of logs or pulpwood in sorting yards, millpond, log deck, or similar locations. Inspect logs for defects or measure logs to determine volume. Exclude "Purchasing Agents and Buyers, Farm Products" (13-1021).
45-4029	Logging Workers, All Other	All logging workers not listed separately.