

# 2026/2027 Community Needs Assessment and Community Action Plan

## Center for Employment Training



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## Introduction

The Department of Community Services and Development (CSD) has developed the 2026/2027 Community Needs Assessment (CNA) and Community Action Plan (CAP) template for the Community Services Block Grant (CSBG) Service Providers network. CSD requests agencies submit a completed CAP, including a CNA, to CSD on or before **June 30, 2025**. Changes from the previous template are detailed below in the “What’s New for 2026/2027?” section. Provide all narrative responses in 12-point Arial font with 1.15 spacing. A completed CAP template should not exceed 65 pages, excluding the appendices.

## Purpose

Public Law 105-285 (the CSBG Act) and the California Government Code require that CSD secure a CAP, including a CNA from each agency. Section 676(b)(11) of the CSBG Act directs that receipt of a CAP is a condition to receive funding. Section 12747(a) of the California Government Code requires the CAP to assess poverty-related needs, available resources, feasible goals, and strategies that yield program priorities consistent with standards of effectiveness established for the program. Although CSD may prescribe statewide priorities or strategies that shall be considered and addressed at the local level, each agency is authorized to set its own program priorities in conformance to its determination of local needs. The CAP supported by the CNA is a two-year plan that shows how agencies will deliver CSBG services. CSBG funds are by their nature designed to be flexible. They shall be used to support activities that increase the capacity of low-income families and individuals to become self-sufficient.

## Federal CSBG Programmatic Assurances and Certification

The Federal CSBG Programmatic Assurances are found in Section 676(b) of the CSBG Act. These assurances are an integral part of the information included in the CSBG State Plan. A list of the assurances that are applicable to CSBG agencies has been provided in the Federal Programmatic Assurances section of this template. CSBG agencies should review these assurances and confirm that they are in compliance. Signature of the board chair and executive director on the Cover Page certify compliance with the Federal CSBG Programmatic Assurances.

## State Assurances and Certification

As required by the CSBG Act, states are required to submit a State Plan as a condition to receive funding. Information provided in agencies’ CAPs will be included in the CSBG State Plan. Alongside Organizational Standards, the state will be reporting on [State Accountability Measures](#) in order to ensure accountability and program performance improvement. A list of the applicable State Assurances is provided in this template. CSBG agencies should review these assurances and confirm that they are in compliance. Signature of the board chair and executive director on the Cover Page certify compliance with the State Assurances.

## Compliance with CSBG Organizational Standards

As described in the Office of Community Services (OCS) [Information Memorandum \(IM\) #138](#) dated January 26, 2015, CSBG agencies will comply with the Organizational Standards. A list of Organizational Standards that are met by an accepted CAP, including a CNA, are found in the Organizational Standards section of this template. Agencies are encouraged to utilize this list as a resource when reporting on the Organizational Standards annually.

### What's New for 2026/2027?

**Due Date.** The due date for your agency's 2026/2027 CAP is June 30, 2025. However, earlier submission of the CSBG Network's CAPs will allow CSD more time to review and incorporate agency information in the CSBG State Plan and Application. CSD, therefore, requests that agencies submit their CAPs on or before May 31, 2025.

**ROMA Certification Requirement.** CSD requires that agencies have the capacity to provide their own ROMA, or comparable system, certification for your agency's 2026/2027 CAP. Certification can be provided by agency staff who have the required training or in partnership with a consultant or another agency.

**Federal CSBG Programmatic and State Assurances Certification.** In previous templates, the federal and state assurances were certified by signature on the Cover Page and by checking the box(es) in both federal and state assurances sections. In the 2026/2027 template, CSD has clarified the language above the signature block on the Cover Page and done away with the check boxes. Board chairs and executive directors will certify compliance with the assurances by signature only. However, the Federal CSBG Programmatic Assurances and the State Assurances language remain part of the 2026/2027 template.

**Other Modifications.** The title page of the template has been modified to include your agency's name and logo. Please use this space to brand your agency's CAP accordingly. CSD has also added references to the phases of the ROMA Cycle i.e. assessment, planning, implementation, achievement of results, and evaluation throughout the 2026/2027 template. Additionally, there are a few new questions, minor changes to old questions, and a reordering of some questions.

## Checklist

- Cover Page**
- Public Hearing Report**

### **Part I: Community Needs Assessment Summary**

- Narrative**
- Results**

### **Part II: Community Action Plan**

- Vision and Mission Statements**
- Causes and Conditions of Poverty**
- Tripartite Board of Directors**
- Service Delivery System**
- Linkages and Funding Coordination**
- Monitoring**
- ROMA Application**
- Federal CSBG Programmatic Assurances**
- State Assurances**
- Organizational Standards**

### **Part III: Appendices**

- Notice of Public Hearing**
- Low-Income Testimony and Agency's Response**
- Community Needs Assessment**

## Cover Page

|                             |  |
|-----------------------------|--|
| <b>Agency Name:</b>         | Center for Employment Training             |
| <b>Name of CAP Contact:</b> | Arnise "Erica" DeJohnette                  |
| <b>Title:</b>               | Vice President of Contracts and Compliance |
| <b>Phone:</b>               | (909)478-3818- ext 1777                    |
| <b>Email:</b>               | ericah@cetweb.edu                          |

|   |     |
|---|-----|
| <b>Date Most Recent CNA was Completed:</b><br>(Organizational Standard 3.1) | TBD |
|---|-----|

### Board and Agency Certification

The undersigned hereby certifies that this agency will comply with the [Federal CSBG Programmatic Assurances \(CSBG Act Section 676\(b\)\)](#) and [California State Assurances \(Government Code Sections 12747\(a\), 12760, and 12768\)](#) for services and programs provided under the 2026/2027 Community Needs Assessment and Community Action Plan. The undersigned governing body accepts the completed Community Needs Assessment. (Organizational Standard 3.5)

\_\_\_\_\_  
Name:

\_\_\_\_\_  
Name:

|               |                           |               |                    |
|---------------|---------------------------|---------------|--------------------|
| <b>Title:</b> | <b>Executive Director</b> | <b>Title:</b> | <b>Board Chair</b> |
| <b>Date:</b>  |                           | <b>Date:</b>  |                    |

### ROMA Certification

The undersigned hereby certifies that this agency's Community Action Plan and strategic plan document the continuous use of the Results Oriented Management and Accountability (ROMA) system or comparable system (assessment, planning, implementation, achievement of results, and evaluation). (CSBG Act 676(b)(12), Organizational Standard 4.3)

\_\_\_\_\_  
Name:

|                    |  |
|--------------------|--|
| <b>ROMA Title:</b> |  |
| <b>Date:</b>       |  |

### CSD Use Only

| Dates CAP |          | Accepted By |
|-----------|----------|-------------|
| Received  | Accepted |             |
|           |          |             |

## Public Hearing(s)

California Government Code Section 12747(b)-(d)

### State Statute Requirements

As required by California Government Code Section 12747(b)-(d), agencies are required to conduct a public hearing for the purpose of reviewing the draft CAP. Testimony presented by low-income individuals and families during the public hearing shall be identified in the final CAP.

### Guidelines

#### Notice of Public Hearing

1. Notice of the public hearing should be published at least 10 calendar days prior to the public hearing.
2. The notice may be published on the agency's website, social media channels, and/or in newspaper(s) of local distribution.
3. The notice should include information about the draft CAP; where members of the community may review, or how they may receive a copy of, the draft CAP; the dates of the comment period; where written comments may be sent; date, time, and location of the public hearing; and the agency contact information.
4. The comment period should be open for at least 10 calendar days prior to the public hearing. Agencies may opt to extend the comment period for a selected number of days after the hearing.
5. The draft CAP should be made available for public review and inspection approximately 30 days prior to the public hearing. The draft CAP may be posted on the agency's website, social media channels, and distributed electronically or in paper format.
6. Attach a copy of the Notice(s) of Public Hearing in Part III: Appendices as Appendix A.

#### Public Hearing

1. Agencies must conduct at least one public hearing on the draft CAP.
2. Public hearing(s) must be held in the designated CSBG service area(s).
3. Low-income testimony presented at the hearing or received during the comment period should be memorialized verbatim in the Low-Income Testimony and Agency's Response document and appended to the final CAP as Appendix B in Part III: Appendices.
4. The Low-Income Testimony and Agency's Response document should include the name of low-income individual, his/her testimony, an indication of whether or not the need was addressed in the draft CAP, and the agency's response to the testimony if the concern was not addressed in the draft CAP.

### **Additional Guidance**

For the purposes of fulfilling the public hearing requirement on the draft CAP, agencies may conduct the public hearing in-person, remotely, or using a hybrid model based on community need at the time of the hearing.

### **Public Hearing Report**

|  |  |
|--|--|
| Date(s) the Notice(s) of Public Hearing(s) was/were published  |  |
| Date Public Comment Period opened  |  |
| Date Public Comment Period closed  |  |
| Date(s) of Public Hearing(s)   | May 6 <sup>th</sup> , May 7 <sup>th</sup> , May 15 <sup>th</sup> |
| Location(s) of Public Hearing(s)   | Coachella, Oxnard, and Salinas                                   |
| Where was the Notice of Public Hearing published? (agency website, newspaper, social media channels) |  |
| Number of attendees at the Public Hearing(s)   |  |



## Part I: Community Needs Assessment Summary

CSBG Act Section 676(b)(11)

California Government Code Section 12747(a)

### Helpful Resources

A community needs assessment provides a comprehensive “picture” of the needs in your service area(s). Resources are available to guide agencies through this process.

- CSD-lead training – “Community Needs Assessment: Common Pitfalls and Best Practices” on Tuesday, September 10, 2024, at 1:00 pm. [Registration is required](#). The training will be recorded and posted on the Local Agencies Portal after the event.
- Examples of CNAs, timelines, and other resources are on the [Local Agencies Portal](#).
- [Community Action Guide to Comprehensive Community Needs Assessments](#) published by the National Association for State Community Service Programs (NASCSPP).
- [Community Needs Assessment Tool](#) designed by the National Community Action Partnership (NCAP).
- National and state quantitative data sets. See links below.

| Sample Data Sets   |  |  |
|--|--|--|
| <b>U.S. Census Bureau</b><br><a href="#">Poverty Data</a>                              | <b>U.S. Bureau of Labor Statistics</b><br><a href="#">Economic Data</a>                  | <b>U.S. Department of Housing and Urban Development</b><br><a href="#">Housing Data &amp; Report</a> |
| <b>HUD Exchange</b><br><a href="#">PIT and HIC Data Since 2007</a>                     | <b>National Low-Income Housing Coalition</b><br><a href="#">Housing Needs by State</a>   | <b>National Center for Education Statistics</b><br><a href="#">IPEDS</a>                             |
| <b>California Department of Education</b><br><a href="#">School Data via DataQuest</a> | <b>California Employment Development Department</b><br><a href="#">UI Data by County</a> | <b>California Department of Public Health</b><br><a href="#">Various Data Sets</a>                   |
| <b>California Department of Finance</b><br><a href="#">Demographics</a>                | <b>California Attorney General</b><br><a href="#">Open Justice</a>                       | <b>California Health and Human Services</b><br><a href="#">Data Portal</a>                           |
| <b>CSD Census Tableau</b><br><a href="#">Data by County</a>                            |  | <b>Population Reference Bureau</b><br><a href="#">KidsData</a>                                       |
| <b>Data USA</b><br><a href="#">National Public Data</a>                                | <b>National Equity Atlas</b><br><a href="#">Racial and Economic Data</a>                 | <b>Census Reporter</b><br><a href="#">Census Data</a>  |

| Sample Data Sets  |  |   |
|---|--|---|
| <b>Urban Institute</b><br><a href="#">SNAP Benefit Gap</a>  | <b>Race Counts</b><br><a href="#">California Racial Disparity Data</a>   | <b>Rent Data</b><br><a href="#">Fair Market Rent by ZIP</a>   |
| <b>UC Davis</b><br><b>Center for Poverty &amp; Inequality</b><br><a href="#">Poverty Statistics</a> | <b>University of Washington</b><br><b>Center for Women's Welfare</b><br><a href="#">California Self-Sufficiency Standard</a> | <b>University of Wisconsin</b><br><b>Robert Wood Johnson</b><br><b>Foundation</b><br><a href="#">County Health Rankings</a> |
| <b>Massachusetts</b><br><b>Institute of Technology</b><br><a href="#">Living Wage Calculator</a>    | <b>Nonprofit Leadership Center</b><br><a href="#">Volunteer Time Calculator</a>  | <b>Economic Policy Institute</b><br><a href="#">Family Budget Calculator</a>  |

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## Narrative

CSBG Act Section 676(b)(9)

Organizational Standards 2.2, 3.3

ROMA – Assessment

Based on your agency's most recent CNA, please respond to the questions below.

1. Describe the geographic location(s) that your agency is funded to serve with CSBG. If applicable, include a description of the various pockets, high-need areas, or neighborhoods of poverty that are being served by your agency.

CET is a provider for the following counties: Alameda, Santa Clara, Santa Cruz, Santa Barbara, San Benito, San Bernardino, San Diego, San Mateo, Riverside, Imperial, Ventura, Monterey, San Luis Obispo, and El Centro.

2. Indicate from which sources your agency collected and analyzed quantitative data for its most recent CNA. (Check all that apply.) (Organizational Standard 3.3)

### Federal Government/National Data Sets

- Census Bureau
- Bureau of Labor Statistics
- Department of Housing & Urban Development
- Department of Health & Human Services
- National Low-Income Housing Coalition
- National Equity Atlas
- National Center for Education Statistics
- Academic data resources
- Other online data resources
- Other

### Local Data Sets

- Local crime statistics
- High school graduation rate
- School district school readiness
- Local employers
- Local labor market
- Childcare providers
- Public benefits usage
- County Public Health Department
- Other

**California State Data Sets**

- Employment Development Department
- Department of Education
- Department of Public Health
- Attorney General
- Department of Finance
- Other

**Surveys**

- Clients
- Partners and other service providers
- General public
- Staff
- Board members
- Private sector
- Public sector
- Educational Institutions
- Other

**Agency Data Sets**

- Client demographics
- Service data
- CSBG Annual Report
- Client satisfaction data
- Other

3. Indicate the approaches your agency took to gather qualitative data for its most recent CNA. (Check all that apply.) (Organizational Standard 3.3)

**Surveys**

- Clients
- Partners and other service providers
- General public
- Staff
- Board members
- Private sector
- Public sector
- Educational institutions

**Interviews**

- Local leaders
- Elected officials
- Partner organizations' leadership
- Board members
- New and potential partners
- Clients

**Focus Groups**

- Local leaders
- Elected officials
- Partner organizations' leadership
- Board members
- New and potential partners
- Clients
- Staff

 **Community Forums** **Asset Mapping** **Other**

4. Confirm that your agency collected and analyzed information from each of the five community sectors below as part of the assessment of needs and resources in your service area(s). Your agency must demonstrate that all sectors were included in the needs assessment by checking each box below; a response for each sector is required. (CSBG Act Section 676(b)(9), Organizational Standard 2.2)

### **Community Sectors**

- Community-based organizations
- Faith-based organizations
- Private sector (local utility companies, charitable organizations, local food banks)
- Public sector (social services departments, state agencies)
- Educational institutions (local school districts, colleges)

### **Community-based Organizations:**

CET used reports from United Way Bay Area to further understand the high cost of living in California and the impact it has on low-income communities across our Bay Area Service provider counties, which boast some of the highest earners in the state, and consequently the nation. United Way has devised their own poverty measure which they call the Real Cost Measure. It serves as an alternative to the official U.S. poverty measure, the federal poverty levels, which only takes into calculation the cost of Food in determining poverty thresholds. When looking at causes of poverty, we referenced the RCM, to support the idea that not only are wages high in California, but so are costs and that is severely impacting the communities we serve.

### **Faith-based Organizations:**

CET used the 2024 annual report published by Catholic Charities USA (CCUSA) to understand the broader, national challenge of housing and food insecurity and how a nationwide supportive service provider implements strategies to combat those challenges. CCUSA pointed to data findings derived from the U.S. Department of Agriculture and the Economic Policy Institute to form a basis of their understanding of low-income families and individuals' needs. CCUSA also gave brief overviews of their various initiatives, aimed to address various economic barriers including lack of affordable housing, food insecurity, childcare, and disaster relief. Initiatives that focused on areas that overlapped with our own supportive service areas where used to compare and contrast with our own support service implementation, although the scope of our services differs from CCUSA's.

### **Private Sector:**

CET used data from data dashboards and research articles published by the Public Policy Institute of California (PPIC) who focus on analyzing California policy and gathering demographic, economic, environmental, and political data to identify major trends and suggest policy decisions. CET utilized their research on income inequality and interactive data dashboards to understand county-level poverty by the California Poverty Measure (CPM), a state-level index of poverty created in collaboration with the Stanford Center on Poverty and Inequality that serves to more accurately represent poverty in California by taking into account the higher cost of living within the state.

A condition of poverty is lack of access to food and nutrition, and consequently hunger issues due to a lack of sufficient wages to purchase food. Data from the Urban Institute on potential SNAP benefit cuts and how that would impact individuals at a county level was important in exploring how this condition of poverty could potentially become more severe if these rollbacks were enacted.

**Public Sector:**

CET utilized census data from the United States Census Bureau to build a profile of the community for each county we are a service provider in using the 2023 5-year and 1-year American Community Surveys (ACS). The 1-year ACS was used to get the most recent 'snapshot' of our counties. We looked at racial demographics, estimations of foreign born populations, educational attainment, Spanish language prevalence, median home values, income, and unemployment rates at the county level. For a more granular view, we used the 5-year ACS so that CET could analyze data at the census tract level, allowing us to see demographic data of the neighborhoods surrounding our CET campuses.

CET also used data from the Bureau of Labor Statistics to gather additional macro-economic data such as the unemployment rate, but for Metropolitan Statistical Areas, and to get the most updated Consumer Price Index. We felt it was important to collect county and MSA unemployment data, as the BLS has more recent estimations on the macro-economic indicators they track compared to the ACS.

**Educational Institutions**

CET used data visualization dashboards related to housing cost burdens and overcrowded housing provided by the Stanford Center on Poverty and Inequality. Using pooled 2021-2022 Public Use Microdata Sample (PUMS) derived from the ACS, Stanford researchers estimated the % of households that were: 1) Housing cost burdened (More than 30% of income towards housing costs), 2) Severely housing cost burdened (More than 50% of income towards housing costs), and 3) In Households that are overcrowded (standard Census Bureau definition of "overcrowded" is more than 1 occupant per room). Stanford's data was also broken down by racial group, showing how these housing cost indicators effected different demographic groups across all California counties. This information was crucial to understanding the severity of housing costs at the state level and county level. Usage of this data dashboard was crucial as supporting evidence on lack of affordability in our state and its respective counties and creating connections between poverty and high housing costs.

## Results

CSBG Act Section 676(b)(11)

California Government Code Section 12747(a)

Organizational Standards 4.2

State Plan Summary and Section 14.1a

ROMA – Planning

Based on your agency’s most recent CNA, please complete Table 1: Needs Table and Table 2: Priority Ranking Table.

| Table 1: Needs Table |             |                      |                            |                                   |                       |
|----------------------|-------------|----------------------|----------------------------|-----------------------------------|-----------------------|
| Needs Identified     | Level (C/F) | Agency Mission (Y/N) | Currently Addressing (Y/N) | If not currently addressing, why? | Agency Priority (Y/N) |
| Education            | C           | Y                    | Y                          | Choose an item.                   | Y                     |
| Employment           | C           | Y                    | Y                          | Choose an item.                   | Y                     |
| Housing              | C           | Y                    | Y                          |                                   | Y                     |
| Financial            | F           | Y                    | Y                          | Choose an item.                   | Y                     |
| Health               | F           | Y                    | N                          | Need met by local partner.        | N                     |
| Supportive           | F           | Y                    | Y                          | Choose an item.                   | N                     |
| Legal                | F           | Y                    | Y                          |                                   | N                     |
| Immigration Services | C           | Y                    | Y                          |                                   | Y                     |

**Needs Identified:** Enter each need identified in your agency’s most recent CNA. Ideally, agencies should use ROMA needs statement language in Table 1. ROMA needs statements are complete sentences that identify the need. For example, “Individuals lack living wage jobs” or “Families lack access to affordable housing” are needs statements. Whereas “Employment” or “Housing” are not. Add row(s) if additional space is needed.

**Level (C/F):** Identify whether the need is a community level (C) or a family level (F) need. If the need is a community level need, the need impacts the geographical region directly. If the need is a family level need, it will impact individuals/families directly.

**Agency Mission (Y/N):** Indicate if the identified need aligns with your agency’s mission.

**Currently Addressing (Y/N):** Indicate if your agency is addressing the identified need.

**If not currently addressing, why?:** If your agency is not addressing the identified need, please select a response from the dropdown menu.

**Agency Priority:** Indicate if the identified need is an agency priority.

**Table 2: Priority Ranking Table**

|    | Agency Priorities | Description of programs, services, activities   | Indicator(s) or Service(s) Category |
|----|-------------------|---|-------------------------------------|
| 1. | Employment        | Job skills programs, Job placement assistance, A job preparedness course focusing on proper interview attire, mock-interviews and resume drafting, externships with our employer partners | FNPI 1b, SRV 1a                     |
| 2. | Education         | Basic Skills Courses (Reading and Math), English language courses, GED preparation courses, Financial aid assistance  | FNPI 2h, SRV 2t                     |
| 3. | Housing           |   | SRV 4c                              |
| 4. | Financial         | Financial literacy, income tax preparation assistance, benefit coordination   | SRV 2f                              |
| 5. | Health            | Medical care through support services and referrals to community partners   | SRV 5b                              |
| 6. | Supportive        | Supportive services in the following: medical care, food, rental assistance, transportation (gas cards and bus passes), utility assistance  | SRV 4c, SRV 5b,SRV 2u               |
| 7. | Legal             | Assistance with expungements, tickets, fathers' rights  | SRV 7k                              |
| 8. | Immigration       | Immigration and citizenship services, referrals, DACA, visa renewal   | SRV 7l                              |

**Agency Priorities:** Rank the needs identified as a priority in Table 1: Needs Table according to your agency's planned priorities. Ideally, agencies should use ROMA needs statement language. Insert row(s) if additional space is needed.

**Description of programs, services, activities:** Briefly describe the program, services, or activities that your agency will provide to address the need. Including the number of clients who are expected to achieve the indicator in a specified timeframe.

**Indicator/Service Category:** List the indicator(s) (CNPI, FNPI) or service(s) (SRV) that will be reported on in Modules 3 and 4 of the CSBG Annual Report.



## Part II: Community Action Plan

CSBG Act Section 676(b)(11)

California Government Code Sections 12745(e), 12747(a)

California Code of Regulations Sections 100651 and 100655

### Vision and Mission Statements

ROMA – Planning

#### 1. Provide your agency's Vision Statement.

CET will be the leader in career and technical education, human development, and workforce innovation that accelerate an individual's skills and builds pathways to economic independence.

#### 2. Provide your agency's Mission Statement.

The mission of CET, an economic and community development corporation, is to promote human development and education by providing people with marketable skills training and supportive services that contribute to self-sufficiency.

## Causes and Conditions of Poverty

Organizational Standards 1.1, 1.2, 3.2, 3.4

ROMA – Planning

### 1. Describe the key findings of your analysis of information collected directly from low-income individuals to better understand their needs. (Organizational Standards 1.1, 1.2)

On March 17<sup>th</sup>, 2025, CET released a Needs Assessment Survey in both English and Spanish through Canvas to all students across our ten California Campuses. The purpose of this survey was to understand what our students see as the largest challenges within their communities.

From 325 responses, we found that the majority of student respondents identified as being of Hispanic or Latino origin (96%). 59% of respondents were men and the median age of our respondents was 21. On a question on their race, the majority of respondents (65%) selected “Another Race not listed here”, the second most selected option was “White” (25%), and the third most selected option was Native American or Alaskan Native at 6%. 57% of our respondents were either a farmworker or a dependent of a farmworker and 92% of our respondents had at a minimum, a High School diploma or equivalent.

Generally, by the demographic information we received from the responses, a student respondent is likely a low-income young adult, Latino or Hispanic, has completed their High school diploma or equivalent, and was likely a male and either a farmworker or dependent of one.

Respondents were asked to rank six services: Education, Employment, Financial, Health, Legal, and Support Services from most needed to least needed. At 34.5%, Education services was most frequently selected as the highest need in the community with Employment being ranked most often (24%) as the 2<sup>nd</sup> most needed service in the community. Legal services was overwhelming the least needed, by the assessment of the students, with 69.2% of respondents ranking it 6<sup>th</sup>.

Concerning Educational services, we used a Likert scale for students to rate various sub-categories for Educational services from “Absolutely Essential” to “Not Important at all.” Financial Aid Assistance was rated most often as absolutely essential with 48.3% reporting, closely followed by Basic Education services at 44.6%.

Concerning educational barriers, the most frequently selected responses were “Cost of Education/Lack of Funding” followed by “Job Responsibilities” and “Family Responsibilities.”

Results on the Likert scale for sub-categories for Employment services showed that most respondents reported Job Search Assistance (48%) and Job Placement Assistance (47.1%) as absolutely essential.

On employment barriers, the top three options most chosen by responders were: 1) Education, 2) Lack of jobs in the area, and 3) Lack of jobs for people without skill.

We also offered students an optional free response question at the end of the survey, where they could directly describe what they felt was lacking their community. A few common themes emerged from those responses: 1) Students felt that their communities lacked job finding services that connected workers to jobs in the area. 2) There was a lack of homeless shelters and more

specifically, homeless shelters for women and a lack of mental health support systems in their communities, 3) There was a lack of community spaces for recreational events including sports, gardening, and activities for children and teenagers, and 4) There was a lack of childcare support in their communities.

This helps paint a picture on how these low-income individuals see their community around them. There is insufficient support for the most vulnerable in their communities, low-wage workers lack sufficient networks in finding and gaining employment, and young people feel there is a lack of public space for them to interact with their community.

## 2. Describe your agency's assessment findings specific to poverty and its prevalence related to gender, age, and race/ethnicity for your service area(s). (Organizational Standard 3.2)

CET did an extensive analysis of poverty as it relates to age, gender, and race.

We first focused on using data from the 2023 1-year American Community Survey from the United States Census Bureau, the most recently available ACS survey released on September 12, 2024.

Prior to looking at any demographic level data, we first wanted to see the bigger picture: What are the percentages of our population living in poverty within our service provider counties?

We used various choropleth maps to visualize characteristic of our service provider countries.

On this map on estimated proportion of the population in poverty, less poor countries are shaded dark (purple) and poorer countries are shaded lighter (yellow).

Based on ACS 1-year estimations, citizens of Imperial Valley are the most in poverty, with an estimated 14.4% of their population below the Federal Poverty Line (FPL).



At a glance, we can see that poverty is somewhat geographic based.

Our counties in Southern California are more likely to have a higher proportion of their population in poverty, with San Bernardino, Riverside, and Imperial Valley all having a higher percentage of their population in poverty compared to the statewide average of 8.5%.

Monterey County, where both our Salinas and Soledad campuses reside, also has a higher than

statewide estimate with 10.6% of their population below the FPL.

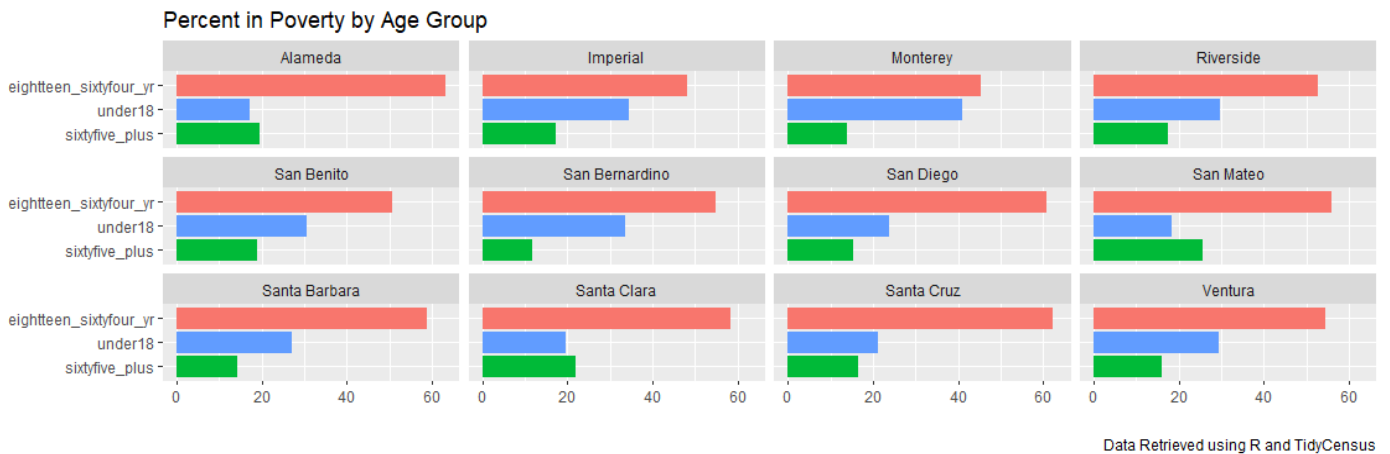
From prior experience as a Community Action Agency (CAA), we know that poverty is not affecting all demographic groups equally.

We began a demographic level breakdown of poverty in our counties by looking at common demographic categories: Age, Race, and Sex.

### Age

Poverty is often discussed in terms of how it impacts the youth and our elderly.

From the ACS estimations, those in the age range, eighteen to sixty-four, are the majority in poverty, albeit this is also the largest age range of the three brackets.

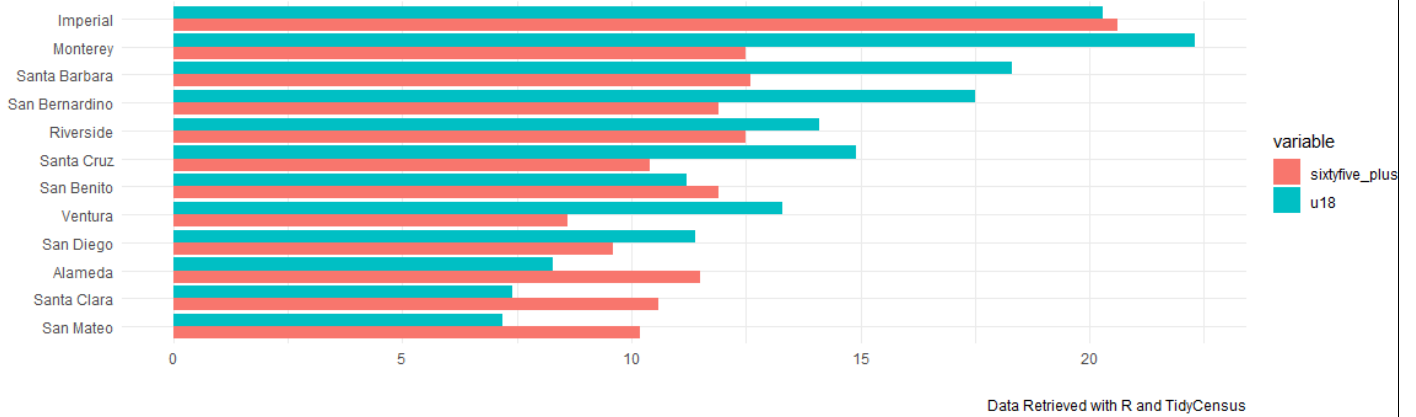


Generally, we can see a pattern from our service counties: The eighteen to sixty-four bracket make up the largest proportion of those in poverty, followed by children, and then seniors (65 and older).

Because the data visualization is partially showing us a distribution of ages, we found it was more insightful to see the proportion of children and seniors in poverty relative to the entire population of children and seniors, respectively.

Here, we can see the percentages of children and seniors in poverty more clearly.

Poverty Rates for Youth and Seniors

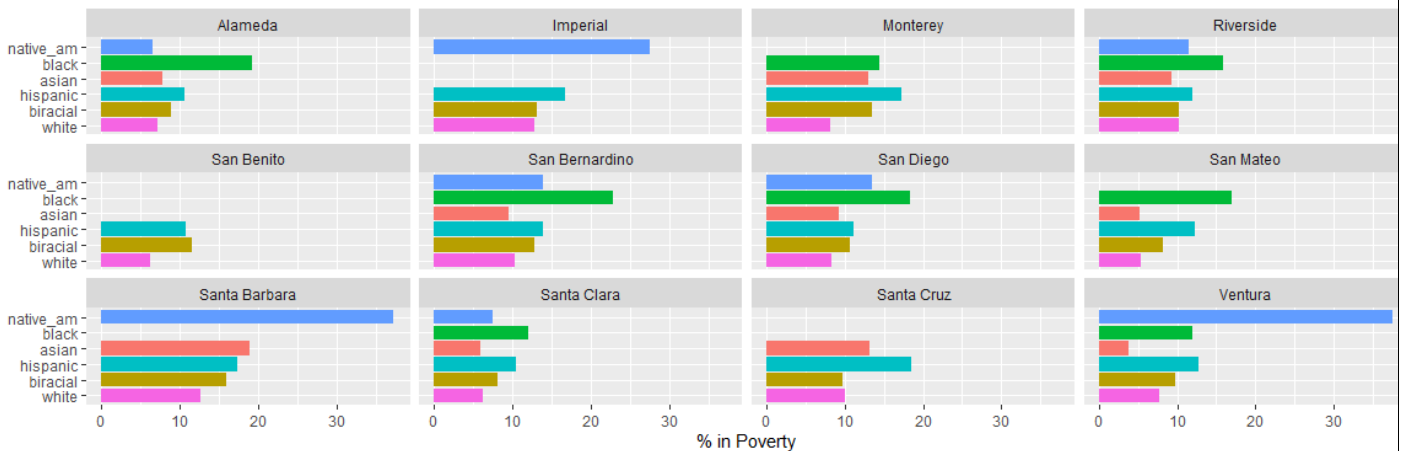


Child poverty rates is especially a concern in Imperial, Monterey, and Santa Barbara counties, and Monterey county has the largest amount of children in poverty, with an estimated 22.3% of children in Monterey county in poverty based on ACS 1-year data.

Here, we can also see that our counties with the highest rates of child poverty correspond are those where the majority of our farmworker students are coming from.

### Race

We used ACS data to examine the relationship between Race and Poverty.



Native Americans face poverty at higher rates than other demographic groups.

Some counties lack enough of a Native American or Black American population to derive estimates in a 1 year survey.

Those who identify as “two or more races” - listed as biracial here, tend to be at similar poverty rates as other ethnic minority groups.

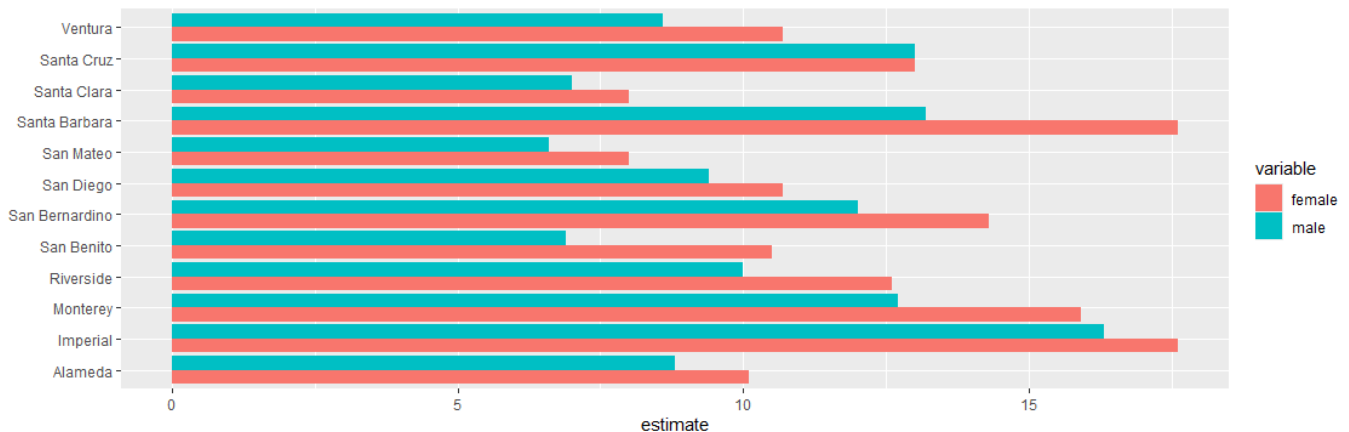
Those who identify as White only are less likely to be in poverty.

Data from United Way also seems to support this demographic pattern. United Way Bay Area’s

2023 Real Cost Measure reports showed that while 25% of household counties were living below the RCM (United Way’s alternative to the official poverty measure), Latino and African American households are even more likely to be below the RCM, with 50% and 41% of these households falling below the RCM, respectively.

## Sex

We also wanted to see how poverty related to sex.



From the data, we can see that women are more likely to face poverty than men in every county, except for Santa Cruz county where the estimates are equal.

Further 2023 RCM reports from United Way Bay Area support this. Of demographics below the RCM, single mothers had some of the worst results. In both Alameda and Santa Clara county, 68% of single mother households fell below the RCM.

## Does the FPL tell us everything we need to know about poverty?

While the FPL is updated annually to reflect changes in the Consumer Price Index, the core calculations have not changed since the 1960s.

Other than Alaska and Hawaii, thresholds for our 48 contiguous states are the same, not accounting for state-level differences in inflation.

At its core, the FPL’s methodology is based on household food costs, which at the time of its creation were estimated to be 1/3 of a household’s budget.

Today, while Food costs are still an important factor in a household’s finances, housing costs, child care, and educational costs have massively increased since the 1960s, with no accounting for in the FPL.

Per the Department of Health and Human Services FAQ, Poverty guidelines are a “simplified” version of the federal poverty thresholds used for administrative purposes like determining eligibility for programs.

Because CSBG income eligibility levels are set at 200 percent of the FPL, we also wanted to look at the percentages of population in our service provider countries who are under 200 percent of the

## FPL.



This tells us not only the proportion of people in our counties eligible for services, but perhaps a better estimation of poverty in our counties. We can see that the minimum values (shaded dark) have increased to close to 10 percent and the higher values of poverty (shaded light) are now approximately 40%.

3. “Causes of poverty” are the negative factors that create or foster barriers to self-sufficiency and/or reduce access to resources in communities in which low-income individuals live. After review and analysis of your needs assessment data, describe the causes of poverty in your agency’s service area(s). (Organizational Standard 3.4)

### High Cost of Living

Lack of affordable housing in California is a long-standing issue and often a central theme of political messaging during campaign seasons.

Using ACS data, we found the median household values for homes across all CET provider counties.

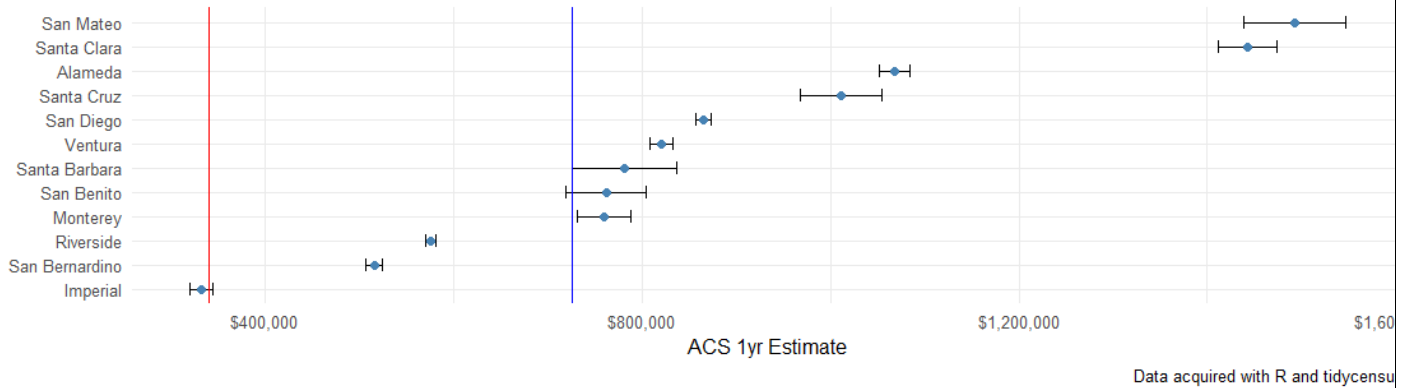
We can see that houses are becoming increasingly unaffordable for families in low income communities.

Only three of our service provider counties have estimated home values well below the statewide median of \$725,800

In contrast, the U.S. National Median Home value is \$340,200, showing how much higher costs are in our state.

### Median Home Value, 2023 ACS

Red Vertical Line represents National Median Home Value, Blue - Statewide



This emphasizes even more how inaccurate the FPL can be in determining poverty in our state, we cannot use the same basis for costs as the rest of the United States (excluding Hawaii and Alaska), as the prices here are much higher than at the nation level.

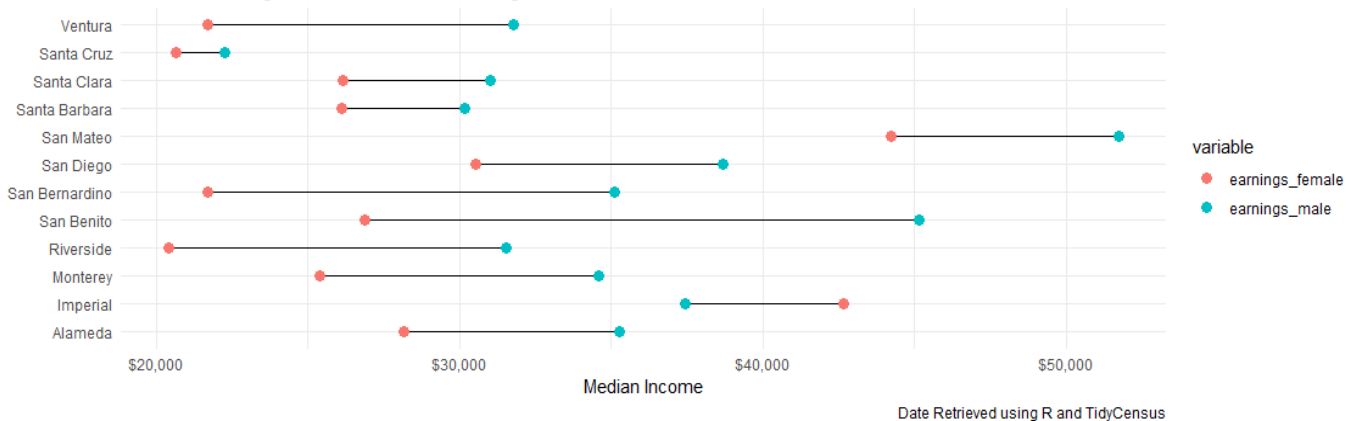
### Low Earnings

Unsurprisingly, low wages are a major cause of poverty.

Before exploring factors related to low wages and what could be driving low wages, we first wanted to look at the wages of our primary demographic group of interest: Agricultural workers.

First, we wanted to see the differences, if any, between the earnings of male and female farmworkers.

### Median Earnings for Male and Female ag workers



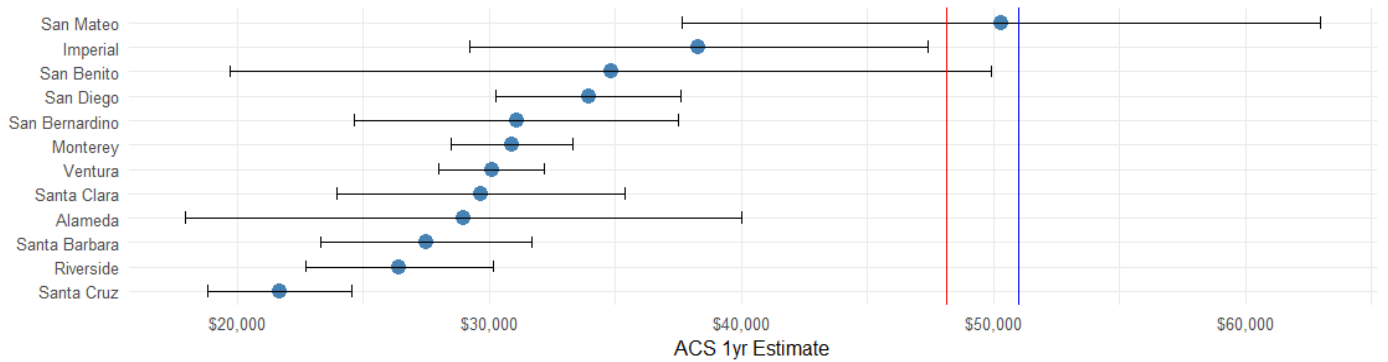
Outside of Imperial Valley, men are out earning women and in some cases, quite drastically.

We also wanted to see how the income of farmworkers compared to the national and statewide median earnings of workers across all industries.



### Median Income for Ag Workers, 2023 ACS

Red Vertical Line represents National Median Home Value, Blue- Statewide



Data acquired with R and tidycensus

Typical of 1-year estimates, margin of errors are wider than 5-year estimates and quite large for certain counties.

However, we can see that farmworkers are some of the lowest paid workers in the country, being out earned by the average worker nationwide and statewide.

Interesting to note, under the official poverty measure, the average farmworker in these countries would not be considered in poverty, if they were a household size of 1.

### Low Educational Attainment

We can again see some geographic differences in educational attainment.

The map shown below depicts the majority education attainment level per county.



In northern counties such as Santa Clara and Santa Cruz, more of the population has a Bachelor's Degree or higher.

For Santa Clara, it is estimated that 57% of the population have at least a Bachelor's Degree.

Noteworthy, is that Imperial Valley was the only county where large proportion of the population were those with educational attainment less than a High School Diploma.

There is a correlation between poverty and lower educational attainment that we can see through the maps.

Counties with lower education attainments also tend to have higher poverty rates at both the FPL and 200% FPL.

Information from researchers at the PPIC also point to the fact that less educational attainment is linked with poverty and low earnings.

According to the PPIC's March 2025 report on Income Inequality in California, the top earners in the state (in the 90th and 80th percentile), are seeing their incomes rise more consistently compared to the bottom earners in our state.

Analyzing income data from 1980 through 2023, researchers found that families in the 90th percentile saw their family incomes grow by 68%.

By comparison, the median earners only saw family incomes grow by 28% in that same time; the lowest earners, the 10th percentile, only saw income grow by 10%.

Researchers also found that education was key in explaining this widening wealth gap. Median income for families with no college graduates declined by 9% since 1980, while families with at least one college graduated saw income increase by 40%.

While recent data has shown that this income gap is decreasing, it shows that our lowest educated workers are increasingly being left out of the large wealth gains accumulated during this time frame.

## **Unemployment**

Unemployment is another major cause (and condition) of poverty.

Per the EDD's most recent Unemployment Rate and labor force summary, California's estimated unemployment rate for March 2025 is 5.3%, higher than the national unemployment rate of 4.2 during the same time as estimated by the BLS.

Of our service counties, only Santa Clara has an unemployment rate lower than the national unemployment rate, at 4%.

More concerning is the high unemployment rates that particularly impact Imperial Valley at 16.4% and Monterey County at 9.9%.

4. "Conditions of poverty" are the negative environmental, safety, health and/or economic conditions that may reduce investment or growth in communities where low-income individuals live. After review and analysis of your needs assessment data, describe the conditions of poverty in your agency's service area(s). (Organizational Standard 3.4)

## **Overcrowded Housing**

As aforementioned, the U.S. Census Bureau defines overcrowded households as those that have more than 1 person per room (excluding bathrooms). Per analysis by the Stanford Center on Poverty and Inequality, overcrowding is often a solution to the high housing costs within our countries. According to the 2021-2022 NAWS released in 2023, 22% of surveyed crop workers lived in overcrowded housing. Unauthorized workers were more likely to be living in overcrowded conditions at 35% compared to 12% for authorized workers.

Overcrowding seems to particularly affect Hispanic or Latino individuals. Although the Stanford center estimated that 9% of individuals live in overcrowded housing, of those 9%, 71% of them were identified as Latino

In one visualization that isolated Santa Cruz county, it was actually White individuals, who don't identify as Hispanic or Latino, who were the majority of individuals reported as being housing cost or severely housing cost burdened at 50% and 48% respectively. However, when viewing the proportion of overcrowded households, only 14% of White individuals were characterized as being in overcrowded households. In contrast, for Hispanic or Latin individuals, 83% were estimated to be in overcrowded housing.

## **Insufficient Access to Food**

Another consequence of poverty is the struggle to purchase a sufficient amount of food to sustain oneself or their family. Per the 2021-2022 NAWS, 12% of crop workers reported at least one household member on SNAP and 7% had at least one household member on WIC. Of those that responded to our CET Needs Assessment survey, 23% reported using CalFresh, our state implementation of the SNAP benefit program. Evidently, within the farmworker community we aim to serve, and within the population we are currently servicing, food assistance is essential to sustaining families. On a report titled, "How Would SNAP Benefit Cuts Affect Your Community?" by the Urban Institute, researchers concluded that proposed benefit reductions and a rollback on the Thrifty Food Plan update would diminish the ability of Californians on SNAP to purchase a modestly priced meal. In some cases, such as in Santa Clara and Santa Cruz county, a modestly priced meal in the county was more than double the maximum benefit for one meal. Researchers concluded that if this rollback was to go into effect, low-income families would have to face a trade-off: 1) they could consume less food, perhaps skipping meals in accordance to their reduced benefits or 2) they could seek cheaper, but theorized (by the researchers), less healthy alternatives to maintain their current food intakes.

## **Cycle of Unemployment and Low Wages**

While low wages are evidently a cause of poverty, agricultural laborers found themselves in a specific condition of poverty derived from their work as low-wage agricultural workers that differs from most workers. In "Causes of Poverty", we reviewed data that depicted that farmworkers are being out earned by the average worker both state and nationwide. Statistics from the 2021-2022 NAWS describe in more detail the employment life-cycle that the average farmworker finds themselves in. Research from the 2021-2022 National Agricultural Workers Survey (NAWS) showed that on average, workers spent an average of 37 weeks in the previous 12 months employed at the farm. 7 out of 10 respondents reported at least 1 period in the previous 12 months in which they did not work and those workers averaged 17 weeks without employment. So in

addition to lower wages, farm workers are generally working less hours in a 12 month span, and spending about 3 months unemployed - all contributing to lower incomes.

5. Describe your agency's data and findings obtained through the collecting, analyzing, and reporting of customer satisfaction data.

CET conducts Student Satisfaction Surveys bi-annually through Canvas, an online education platform. Survey responses are primarily analyzed on both the campus and program levels to identify any patterns across these two categories. Once the survey period closes, Center Directors at each of California's ten (10) CET sites review and provide a report including identified issues alongside a corrective action plan, as well as positive feedback that may be implemented as a best practice to be replicated by other CET centers. The Center Director's report is routed to CET Corporate and Regional Directors for further review. Regional Directors then provide a narrative report to Corporate summarizing results for their region. The Chief Operating Officer reviews and analyzes the Regional narrative reports alongside the data, then presents results, findings, and plans to the CET Board of Directors.

DRAFT

## Tripartite Board of Directors

CSBG Act Sections 676B(a) and (b), 676(b)(10)

Organizational Standards 1.1. 3.5

ROMA – Evaluation

1. Describe your agency's procedures under which a low-income individual, community organization, religious organization, or representative of low-income individuals that considers its organization or low-income individuals to be inadequately represented on your agency's board to petition for adequate representation. (CSBG Act Section 676(b)(10), Organizational Standard 1.1)

CET ensures adequate low-income representation on the Board of Directors through established by-laws and procedure which incorporates and adheres to a tri-partite structure with five representatives each from the public, private, and low-income sector.

CET holds annual elections whereby 1/3 of seated directors come up for annual re-election, in addition to elections to fill vacancies. Candidates representing the low-income sector are invited to submit a short biography including brief written responses specifying why they are interested in serving on the Board as well as an example(s) of how they represent the low-income community. Those determined to be eligible for the Low-Income Sector advance to a second step whereby the CET Student Council at the main campus in San Jose will consider the nomination. The CET Student Council is educated on the role and structure of the Board, reviews nominations, and holds a majority vote, the outcome of which is reported to the Nominations and Board Development Committee. The final Low-Income nominee is then presented to the full Board.

2. Describe your process for communicating with and receiving formal approval from your agency board of the Community Needs Assessment (Organizational Standard 3.5).

CET ensures that its Board of Directors is provided with the draft Community Action Plan and Community Needs Assessment (CAP/CNA) in advance of the scheduled board meeting. This allows adequate time for board members to review the materials prior to the formal presentation. During the board meeting, CET's Contracts and Compliance staff present the CAP/CNA, summarizing key findings, data insights, and identify community priorities. The presentation is typically delivered through a formal PowerPoint to facilitate clarity and engagement. Following the presentation and discussion, the Board of Directors proceeds with a formal vote. Upon receiving majority approval, the CAP/CNA is officially adopted.

## Service Delivery System

CSBG Act Section 676(b)(3)(A)

State Plan 14.3a

ROMA - Implementation

1. Describe your agency's service delivery system. Include a description of your client intake process or system and specify whether services are delivered via direct services or subcontractors, or a combination of both. (CSBG Act Section 676(b)(3)(A), State Plan 14.3a)

CET's contextual training model is essential for student success. This includes a comprehensive enrollment intake process that features a reading and math skill assessment known as the CASAS test. This assessment evaluates the basic skills of prospective students upon enrollment.

The test results determine whether a student meets our criteria for having "basic skills." If a student's reading or math score is below the 9th-grade level, they are classified as 'lacking basic skills' within CIMS and are then enrolled in one of our basic skills courses

The requirement of this basic skills course for this cohort of students ensures that we are exiting students with sufficient reading and math skills that enable them to be self-sufficient and more competitive on the job market.

Additionally with the information learned during this initial intake, we can better craft a student development plan best suited to each student's immediate needs and aspirations.

All students collaborate with their respective instructors to develop an Individual Education Plan (IEP), which includes a detailed training plan. The IEP outlines specific academic and employment objectives, providing a clear pathway for the student to successfully complete their program.

The instructor and student work together to establish measurable goals and milestones that align with the student's career aspirations.

This collaborative approach ensures that the student receives personalized support throughout their training journey.

The IEP is a living document, designed to evolve with the student's progress and needs. It can be reviewed and modified at any time to address challenges, adjust goals, or incorporate new opportunities that support the student's academic success and career advancement.

This ongoing, student-centered process reflects CET's commitment to guiding students toward their academic and professional goals while fostering accountability and achievement.

CET's service delivery system also utilizes a Unit Team consisting of the Instructor, Center Director, Career Services Specialist and other support staff who work together to assess, evaluate and measure student progress on a weekly basis. The Unit Team approach promotes and encourages a

coordination of services to collectively guide the student through their training program while addressing obstacles to employment such as lack of transportation, poor work habits, skill gaps, work attitudes, legal issues, personal challenges and lack of skill competencies required to obtain full-time employment.

CET takes pride in providing flexible enrollment schedules to accommodate the diverse needs of its students. As an open-enrollment, open-exit institution, CET allows students to begin their training programs at various times and progress at their own pace. This model supports students in balancing their personal, professional, and educational commitments. This is especially beneficial to our farmworker students, who may need to take time off from school to re-enter the workforce, in order to provide financially for their family.

Additionally, CET offers several hybrid programs, which combine in-person instruction with online learning. These programs are designed to support farmworkers and other working students, enabling them to pursue job training while maintaining their employment and or other commitments that may prevent them from attending a traditional training program. The hybrid format provides flexibility without compromising the quality of instruction, ensuring students gain the skills necessary for career advancement.

This commitment to flexible and accessible education reflects CET's mission to remove barriers to learning, empower students to achieve their career goals, and meet the evolving needs of the workforce.

CET also utilizes Canvas, an online Learning Management System which allows for a blended - learning approach and enables Instructors to deliver dynamic and engaging learning experiences to students. CET's service delivery system also incorporates policies developed based on an in-depth understanding of low-income community needs and barriers which place students at the center in order to achieve the highest number of positive outcomes.

Understanding that students face various obstacles to goal attainment, CET policies afford students three leaves of absence as needed, and up to 150% of scheduled course hours to complete their training program. In addition, students who withdraw are able to re-enter into training within 180 days from their last day of attendance without incurring additional fees. These policies have been created to prioritize the needs of the student and provide the tools and resources necessary to mitigate any barriers and offer them every opportunity to overcome challenges and successfully attain their training and employment goals. All services are delivered directly by CET.

2. Describe how the poverty data related to gender, age, and race/ethnicity referenced in Part II: Causes and Conditions of Poverty, Question 2 will inform your service delivery and strategies in the coming two years?

CET's service delivery and strategies were created and developed by placing the needs of low-income communities at the center of our framework.

CET understands the impact of poverty is further exacerbated when taking into account the intersectionality of gender, age, and race/ethnicity. For this reason, CET utilizes an equity-informed approach to service delivery with a program model that incorporates policies and procedures strategically designed to bridge the gap and ensure greater access to career pathways resulting in successful attainment of training program completion, job placement, and job retention.

CET's service delivery system described in the previous section outlines the policies and procedures in place to alleviate the challenges individuals impacted by poverty face so that they are able to utilize the tools and resources necessary to attain the skills needed to achieve economic security.

The data referenced in Part II: Causes and Conditions of Poverty, Question 2 will serve as a foundational guide in identifying disparities and prioritizing populations that face systemic barriers to economic mobility. CET will utilize this information to tailor its outreach, enrollment, and programmatic strategies over the next two years in the following ways:

**Targeted Outreach and Program Design:** We will enhance targeted outreach to disproportionately affected groups—such as women, youth, older adults, and communities of color—by developing culturally responsive materials and collaborating with trusted community partners that reflect the demographics of those we serve.

**Customized Support Services:** We will expand wrap-around services tailored to specific needs identified in the data. For example, women experiencing poverty may require access to childcare, while older adults may benefit from digital literacy and reskilling programs. Tailoring services based on demographic insights ensures more equitable access and successful outcomes.

**Curriculum Relevance and Labor Market Alignment:** We will use the data to ensure our training programs align with the labor market needs of underrepresented populations. This includes integrating soft skills, financial literacy, and contextualized learning to support not only technical skill development but also long-term self-sufficiency.

**Equity-Focused Performance Monitoring:** Our MIS system will be used to disaggregate performance metrics by gender, age, and race/ethnicity. This enables ongoing analysis and continuous improvement of our programs to reduce disparities in enrollment, completion, and job placement.

CET's commitment to equity and opportunity remains central to our mission. By grounding our service strategies in poverty data and demographic trends, we ensure that our programs are not only inclusive but transformative—providing viable career pathways that promote economic self-sufficiency and social mobility for those most impacted by poverty.



## Linkages and Funding Coordination

CSBG Act Sections 676(b)(1)(B) and (C); 676(b)(3)(B), (C) and (D); 676(b)(4), (5), (6), and (9)

California Government Code Sections 12747(a), 12760

Organizational Standards 2.1

State Plan 9.3b, 9.4b, 9.5, 9.7, 14.1b, 14.1c, 14.3d, 14.4

1. Describe how your agency coordinates funding with other providers in your service area. If there is a formalized coalition of social service providers in your service area, list the coalition(s) by name and methods used to coordinate services/funding. (CSBG Act Sections 676(b)(1)(C), 676(b)(9); Organizational Standard 2.1; State Plan 14.1c)

CET coordinates funding with other providers across service areas to leverage resources as much as possible while avoiding duplication of services.

As a recipient of Workforce Innovation and Opportunity Act (WIOA) funding via the National Farmworker Jobs Program (NFJP), CET is a mandated partner of America's Job Center of California (AJCC). In this capacity, CET coordinates services with the AJCC as well as with AJCC partners in various areas including outreach and recruitment activities, funding, and services to assist with unemployment/disability claims, submitting complaints, and leveraging job placement resources through CalJOBS.

CET works with the California Workforce Development Board (CWDB), including our local boards to enhance our programs for the benefit of our students.

CET is a training partner as part of the High Road Training Partnership (HRTP), an initiative of the CWDB that we are utilizing to create our new Heavy Equipment Operator programs in order to fulfil a labor demand for skilled agricultural workers.

CET also coordinates funding through the Department of Rehabilitation and Workforce Development Boards (WIOA Individual Training Accounts (ITAs)).

CET seeks out and obtains funding directly from several sources in order to offer prospective students with various in-house solutions to cover training costs and supportive services, thereby increasing accessibility and efficiency of service delivery. CSBG funding is primarily leveraged with the U.S. Department of Labor grant under WIOA Section 167 (National Farmworker Jobs Program) to provide a broad range of employment training and support services to migrant and seasonal farmworkers, and dependents of migrant and seasonal farmworkers.

2. Provide information on any memorandums of understanding and/or service agreements your agency has with other entities regarding coordination of services/funding. (CSBG Act Section 676(b)(3)(C), Organizational Standard 2.1, State Plan 9.7)

As a mandated partner with Workforce Development Boards, CET has established MOUs with local boards across several counties within our service areas. The goal of these MOUs is to create and maintain integrated service delivery systems that join CET job training and employment services while leveraging community resources to their greatest efficiency. Coordinated critical

services include career & family counseling, housing, transportation, healthcare, crisis intervention, childcare, legal assistance, and other services as needed. Additionally, CET's Immigration & Citizenship Program (ICP) department maintains MOUs with the Santa Clara County Office of Immigrant Relations to educate the community regarding naturalization, DACA, immigration benefits and Know Your Rights presentations. ICP also maintains an MOU with Asian Law Alliance to increase voter registration and education.

As a recipient of Workforce Innovation and Opportunity Act funding, CET also has an MOU with California's State Monitor Advocate (SMA). The MOU describes our coordinated outreach and advocacy in support of migrant and seasonal farmworkers throughout CET services areas. The plan includes assurances to work closely with local Workforce Development Boards (WDB) and America's Job Centers of California to ensure migrant and seasonal farmworkers (MSFW) participants have access to equitable employment services and that compliance with federal and state regulations are in place.

CET also has MOUs with local Community Action Agencies. Through this partnership, CET coordinates to offer webinars/presentations to educate students on CAA services (i.e. financial literacy), and also hosts the Volunteer Income Tax Assistance (VITA) program onsite at several CET locations through United Way.

Through this collaboration, many low-income community members can have their income tax prepared at no cost, with a significant number of them receiving earned income credit. By combining these two efforts, students and non-students alike are provided with valuable knowledge and resources to enhance their financial assets.

CET maintains a strong partnership with the Local IBEW, wherein union members actively participate in CET's Technical Advisory Committees. This collaboration has resulted in the consistent hiring of Electrician graduates by the IBEW, leading to their placement in well-paying jobs.

CET also has a valuable partnership with Local 250 Air-Conditioning and Refrigeration. Their role involves reviewing CET's HVAC Curriculum to ensure it meets their specific criteria. This collaboration plays a vital role in bridging the gap for CET students who are interested in enrolling in the Air-Conditioning and Refrigeration Joint Journey & Apprenticeship Training Center.

CET also has a partnership with Daikin, an equipment manufacturer, who provide quality equipment to our

We partner with Daikin, an equipment manufacturer, who provides equipment for our HVAC programs to make sure our students are trained with the latest technology.

Additionally, Daikin is also a TAC member for each HVAC program at our Colton, Coachella, and San Jose Campuses. Starting Monday, April 28<sup>th</sup>, 2025, CET San Diego will open their HVAC program, benefiting from the quality partnership we have with Daikin.

CET also maintains an MOU with Hyundai, the automobile manufacturer. Hyundai provides their industry training platform on Hyundai motors to our Automotive Specialists programs at Colton and San Jose.

Hyundai is currently in the process of providing one of their cars to our Colton campus, so that students can apply their program skills to hand-on training on a Hyundai automobile.

Our partnership with Hyundai highly valued, as our students enter into the labor force with a highly valued and specialized skill on Hyundai motors making them a priority candidate as an automotive specialist hire.

CET Soledad has an MOU with Monterey County, where we provided customized training to incumbent workers for truck driving.

3. Describe how your agency ensures delivery of services to low-income individuals while avoiding duplication of services in the service area(s). (CSBG Act Section 676(b)(5), California Government Code 12760)

CET develops and maintains strategic partnerships with local agencies and community-based organizations throughout local service areas to ensure low-income individuals have access to a full range of services to address each of their needs.

The CET program model focuses on career training and employment services while also offering basic skills training, VESL (Vocational English as a Second Language), GED preparation, emergency support services as well as immigration and citizenship services. Emergency support services enable CET to quickly address issues facing low-income individuals such as assisting students with temporary rental assistance or purchasing gas cards and bus passes so that students can attend their classes. However, for more long-term solutions, CET coordinates with local agencies and organizations to provide students with ongoing services that may offer a broader, more in-depth approach.

As mentioned, CET maintains an MOU partnership with the State of California Monitor Advocate Office that coordinates services to monitor migrant and seasonal farmworker (MSFW) outreach programs, implement the Wagner-Peyser Complaint System Awareness and Referral Program, and ensure MSFWs receive the full range of equitable employment services. Other coordinated efforts include working closely with America's Job Centers of California (AJCC) and local employers to initiate internships for CET students, provide outreach and advocacy support, assist with unemployment/disability claims, bridge access to AJCC partner services, encourage co-enrollment with workforce partners, and bring awareness to wage/hours laws and worksite safety requirements. The partnership plan also strives to ensure migrant and seasonal farmworkers receive equitable employment services in the same qualitative and quantitative proportion as other job seekers. CET's goal and commitment is to maximize collaborative efforts with the State Monitor Advocate (SMA), America's Job Centers of California, community partners and businesses to offer MSFWs with streamlined, accessible services that alleviate barriers and increase their ability to successfully attain education, enter and retain employment leading to self-sufficiency and positive economic outcomes within their community.

4. Describe how your agency will leverage other funding sources and increase programmatic and/or organizational capacity. (CSBG Act Section 676(b)(3)(C))

CET understand that's by diversifying our fund sources, we can both better engage with various communities in need and protect our organization from unexpected cuts or program eliminations.

We continuously seek out new partnerships to reach different segments of our communities and to create a more robust organization.

In our most recent CNA and CAP, we highlighted our success in securing funding from the California Workforce Development Board (CWDB) as a training partner for the HRTP program. We utilized this funding to implement a newly designed Heavy Machinery Operator (HMO) for our Santa Maria, Soledad, and Watsonville centers. This past year, we further expanded our HMO program by funds from the Catalyst grant, awarded by the Inland Empire Community Foundation. These Catalyst funds will support the expansion of our HMO program to the Colton and Coachella campuses in the Inland Empire.

Additionally, we partnered with San Jose Job Corps, a vocational and educational training program for young adults, to fill a service gap after temporarily pausing our Culinary Program after our last Culinary student exited into employment. Job Corps trainees are now placed in our cafeteria at the San Jose campus to cook and serve lunch for our students on Thursday at no cost to the students.

With the addition of these new contracts and ongoing monitoring of our existing ones, we have hired new staff to effectively track and meet the performance requirements of our grants. Additionally, CET has recently created a new Public Affairs department to improve our outreach and visibility.

CET has also recently become a training partner for the Employment Development Department's (EDD) Farmworker Advancement Program (FAP). Similar to the NFJP, FAP focused on the educational and career advancement of farmworkers and their dependents. Our first FAP contract focused on uplifting the farmworker communities at our central coast centers (Watsonville, Salinas, and Soledad), and our most recent award for an additional FAP contract see an expansion to farmworker communities to additional service provider counties, including Imperial, Riverside, Ventura, and San Diego.

As sub grantee of La Cooperativa Campesina de California (LCCC), CET receives funding through the programs:

- Dislocated Agricultural Worker Program: serve 95 dislocated agricultural workers annually with tuition support. The majority of participants are co-enrolled with National Farmworker Jobs Program (NFJP) grant funds which facilitates CET's ability to serve a larger number of MSFWs.
- 167 MSFW Temporary Housing Assistance Program: CET processes over 300 housing

applications that provide an average of \$650 for assistance with rent, utilities, security deposits, eviction/shut-off, and temporary hotel/motel stays.

A percentage of funding received from these initiatives is leveraged to cover costs for staff salaries and fringe benefits, as well as operating expenses.

In addition, Title IV funding through the Department of Education allows CET to serve the non-MSFW low-income community with the Pell grant. NFJP and LCCC grant recipients who are eligible for Pell receive 25% of the distribution to assist with living expenses while the remainder further offsets charges to NFJP and LCCC, thereby allowing CET to serve more individuals.

CET will continue to assess the needs of the low income community and target funding opportunities that will allow for further leveraging. CET is continually seeking to mitigate barriers to education, employment, and vital resources while avoiding duplication of services to ensure every individual has equitable access to success on their career path.

#### 5. Describe your agency's contingency plan for potential funding reductions. (California Government Code Section 12747(a))

CET is a nonprofit, accredited vocational training institution that has served California's underserved communities for over 55 years. Our ability to deliver high-quality, employment-focused training is made possible through a combination of CSBG, federal, and state grants—including Title IV funding and the Department of Labor's Section 167 National Farmworker Jobs Program (NFJP). CSBG remains a vital source of infrastructure support. However, in the event of a reduction in CSBG, federal, or state funding, CET has developed a responsive and structured contingency plan to preserve essential services and maintain operational stability.

The following actions outline CET's approach:

- **Preserve Core Operations and Direct Services:**  
CET will immediately assess essential functions to prioritize the preservation of core educational services and participant support. In response to any funding reduction—CSBG, federal, or state—we would consider temporary furloughs, role consolidation, or operational streamlining, ensuring minimal disruption to instructional quality and program delivery.
- **Evaluate and Reallocate Federal and State Grants Where Allowable:**  
In the event of a federal funding reduction (e.g., Title IV or NFJP), CET would conduct a thorough analysis of grant compliance terms to determine if allowable cost reallocations can sustain critical activities. CET would also explore alignment between federal and state grants to leverage braided funding models and protect services for priority populations.
- **Maximize Title IV Eligibility and Student Aid Resources:**  
As an accredited Title IV institution, CET would strengthen its use of federal student aid (e.g., Pell Grants and Direct Loans) to support student tuition and reduce dependency on

operational grant funding. Financial aid counseling and application assistance would be expanded to ensure all eligible students access available resources.

- **Enhance Enrollment to Stabilize Revenue Streams:**  
CET will implement proactive outreach and recruitment strategies to maintain or grow enrollment levels. Sustaining enrollment helps secure both tuition-based and performance-based revenue tied to federal and state programs. In particular, CET would prioritize programs aligned with high-demand sectors to maximize placement outcomes and funding retention.
- **Pursue Alternative and Diversified Funding Opportunities:**  
CET will actively pursue new funding sources, including foundation grants, corporate partnerships, and public workforce initiatives, to offset gaps caused by reductions in federal or state grants. Competitive grant development will be prioritized by aligning proposals with CET's strengths in vocational training, credential attainment, and job placement.
- **Coordinate with Community and Employer Partners for Cost-Sharing Solutions:**  
CET will expand partnerships with workforce development boards, local governments, community partners and employers to share training infrastructure, co-enroll participants, and pool supportive services. These partnerships will help reduce duplication and preserve services in times of reduced federal or state funding.
- **Implement Tiered Response Planning for Federal, State, and CSBG Cuts:**  
CET's contingency model includes funding-specific protocols to ensure timely, targeted responses:
  - For CSBG reductions: Focus on adjusting administrative and supportive services while protecting participant-facing programs.
  - For federal grant reductions: Reevaluate training schedules, staffing, and cohort sizes, and assess impact on performance-based reimbursements (e.g., NFJP or ETP contracts).
  - For state-level funding losses: Identify opportunities to reassign activities to federally funded initiatives or scale back timelines to align with available resources.
- **Ongoing Fiscal Oversight and Adaptive Management:**  
CET's executive leadership and finance team will monitor the organization's financial position regularly, using data and forecasting to adjust plans as needed. This includes maintaining open communication with funding agencies, preparing timely budget revisions, and remaining compliant with all reporting requirements.

While any reduction in funding presents real challenges, CET is committed to acting responsibly, strategically, and in alignment with our mission to serve low-income individuals. This

contingency plan ensures that we remain prepared to adapt while safeguarding the quality and continuity of services critical to economic mobility.

6. Describe how your agency will address the needs of youth in low-income communities through youth development programs and promote increased community coordination and collaboration in meeting the needs of youth. (CSBG Act Section 676(b)(1)(B), State Plan 14.1b)

CET is uniquely positioned to address the complex needs of youth in underserved communities.

CET's approach to youth development is grounded in equity, workforce readiness, and holistic support, ensuring that young people not only gain access to training but are equipped to succeed in long-term career pathways.

**Youth Development Program Strategy:**

CET's provides access to all individuals seeking jobs skills training including youth

- Career Pathway Training: Youth ages 17–24 are provided with hands-on, industry-recognized training in high-demand occupations. Programs are tailored to local labor market needs and offer certifications that lead to sustainable employment.
- Academic Support: CET integrates GED preparation, literacy improvement, and contextualized learning to help youth overcome educational barriers and re-engage in lifelong learning.
- Work-Based Learning: Internships, externships, and job shadowing are embedded into program design, offering real-world experience and direct employer engagement.
- Wrap-Around Services: Transportation assistance, mental health referrals, mentorship, and case management ensure that youth are supported both inside and outside the classroom.

**Community Coordination and Collaboration:**

To meet the multi-faceted needs of youth in low-income communities, CET actively promotes cross-sector collaboration by:

- Partnering with WDBs, and youth-serving CBOs to align services, reduce duplication, and create seamless referral pathways.
- Coordinating with employers to ensure that training is responsive to industry standards and that youth are connected to employment opportunities with advancement potential.
- Participating in local coalitions and youth-focused collaboration efforts to share data, align funding, and jointly address systemic challenges affecting youth.

- Leveraging resources to maximize benefits to the youth.

Through intentional partnerships, targeted programming, and a deep commitment to service, CET empowers low-income youth with the tools, resources, and opportunities necessary to achieve self-sufficiency and long-term success. Our work not only prepares youth for meaningful careers but also strengthens the broader community by fostering economic mobility and social equity.

7. Describe how your agency will promote increased community coordination and collaboration in meeting the needs of youth, and support development and expansion of innovative community-based youth development programs such as the establishment of violence-free zones, youth mediation, youth mentoring, life skills training, job creation, entrepreneurship programs, after after-school childcare. (CSBG Act Section 676(b)(1)(B), State Plan 14.1b)

CET recognizes that youth development extends beyond workforce training—it encompasses safety, mentorship, skill-building, and equitable access to opportunity.

**Promoting Community Coordination and Collaboration:**

CET will continue to strengthen partnerships with community-based organizations (CBOs), youth-serving agencies, educational institutions, and local governments to create a unified, responsive ecosystem of support for youth. This includes:

- **Formalizing Referral Networks:** Collaborating with schools, juvenile justice programs, and local WDBs to streamline service delivery and ensure youth are connected to comprehensive wrap-around supports.
- **Participating in Multi-Agency Coalitions:** Engaging in regional youth task forces and community collaboration efforts to jointly address social determinants impacting youth, such as homelessness, food insecurity, and violence.
- **Leveraging Employer Engagement:** Partnering with industry leaders to develop career exposure initiatives, internship programs, and entrepreneurship incubators tailored for youth.

**Supporting Innovative, Community-Based Youth Development Programs:**

CET will also prioritize the expansion and support of community-driven programs that address both immediate and long-term youth development needs, including:

- **Violence-Free Zones and Youth Mediation:** Working with local organizations and municipalities to create safe spaces and restorative justice programming that reduce exposure to violence and build conflict resolution skills.
- **Mentorship and Life Skills Training:** Expanding mentorship programs that connect youth with



caring adult role models and offer workshops on financial literacy, communication, decision-making, and emotional resilience.

- Job Creation and Entrepreneurship Pathways: Facilitating youth-focused workforce readiness training, small business development programs, and access to micro-enterprise resources to foster innovation and economic empowerment.
- After-School Childcare Support: Partnering with childcare providers and schools to increase access to affordable, safe, and educational after-school care for parenting youth and youth from working families.

Through these strategies, CET will continue to serve as a catalyst for systemic collaboration and innovation in youth development. Our approach is rooted in equity, inclusion, and sustainability—ensuring that all youth, particularly those from low-income communities, have the tools, networks, and opportunities to achieve personal and professional success.

8. Describe your agency's coordination of employment and training activities as defined in Section 3 of the Workforce and Innovation and Opportunity Act [29 U.S.C. 3102]. (CSBG Act Section 676(b)(5); State Plan 9.4b)

CET is a National Farmworkers Jobs Program grantee, and as such, a mandated partner of the local WIOA boards. CET maintains Memorandums of Understanding with America's Job Centers of California (AJCCs) across a 14-county service area from the Bay Area to San Diego and Imperial County. CET collaborates with AJCC staff to co-locate services, carry out outreach/recruitment and orientation activities, promote cross-training of staff, as well as cross-referrals of participants. In collaboration with local Workforce Development Boards, CET also provides comprehensive training and employment services to participants through Individual Training Accounts (ITAs) as well as coordinates with the Department of Rehabilitation and other partners to match individuals embarking on a career pathway. In addition, CET has entered into partnership agreements with local unions and NABTU Building Trades Commission to offer the MC3 Multicore Curriculum and also enhance apprenticeship opportunities for students following completion of CET training.

Furthermore, CET employs individual Technical Advisory Committees (TAC) for each skill at each center made up of employers and industry partners. TACs meet twice a year and provide feedback regarding course curriculum, equipment, industry safety standards, industry-recognized certifications, etc. They also participate in CET job fairs and meet with students to discuss employment opportunities/requirements/expectations and conduct onsite "mock" interviews. Additionally, for some of our programs, such as the Farmworker Advancement Program utilized at our Watsonville, Soledad, and Salinas centers, our employer partners must prioritize interviewing our graduates from programs related to their industry.

This extensive employer network significantly enhances internship and job placement opportunities for CET students.

9. Describe how your agency will provide emergency supplies and services, nutritious foods, and related services, as may be necessary, to counteract conditions of starvation and malnutrition among low-income individuals. (CSBG Act Section 676(b)(4), State Plan 14.4)

CET is committed to addressing conditions of starvation and malnutrition among low-income individuals by providing emergency supplies, services, and nutritious foods.

We utilize our Community Services Block Grant (CSBG) funds in conjunction with La Cooperativa's temporary housing assistance program to help our farmworker community overcome economic barriers that impact their success in our programs.

Our supportive services cover essential needs, including rent and utilities assistance, transportation, food, health services (such as physical exams for our Truck Driver students), and costs for work-related apparel or certification cards needed in programs such as our Welding and Electrician programs.

Additionally, various CET centers have partnered with Second Harvest to ensure our students have access to groceries for themselves and their families. For example, every Tuesday, our San Jose campus cafeteria transforms into a mini "grocery store," where students can take various grocery items from local grocers like Sprouts, free of charge. Similarly, our Watsonville center has a partnership with Second Harvest Santa Cruz, allowing students to receive free groceries directly from their campus.

Through these initiatives, CET aims to mitigate food insecurity and support the overall well-being of our students and their families.

10. Is your agency a dual (CSBG and LIHEAP) service provider?

Yes

No

11. For dual agencies:

Describe how your agency coordinates with other antipoverty programs in your area, including the emergency energy crisis intervention programs under Title XXVI, relating to low-income home energy assistance (LIHEAP) that are conducted in the community. (CSBG Act Section 676(b)(6), State Plan 9.5)

For all other agencies:

Describe how your agency coordinates services with your local LIHEAP service provider?

CET invites local LIHEAP service providers to visit our campuses and give presentations to our students about their services.

Students are then invited to apply for services if they are within the eligibility requirements for LIHEAP.

12. Describe how your agency will use funds to support innovative community and neighborhood-based initiatives, which may include fatherhood and other initiatives, with the goal of strengthening families and encouraging effective parenting. (CSBG Act Section 676(b)(3)(D), State Plan 14.3d)

While CET's core services are centered on workforce development, CET leverages its community-based model to support initiatives that contribute to the broader goal of strengthening families.

### **Current Strategy and Community Engagement:**

As part of its commitment to holistic service delivery, CET collaborates with external partners to bring critical resources into its centers. One example of this is CET's partnership with outside agencies to facilitate informational sessions for fathers, particularly focused on navigating child support obligations and understanding parental rights and responsibilities. These sessions are offered as part of CET's effort to ensure participants are aware of services that can directly impact their family well-being and stability.

### **Use of Funds to Support Community-Based Initiatives:**

While CET does not currently operate a full-scale fatherhood initiative, CSBG funds will support continued collaboration with local partners to expand access to community-based resources that:

- Promote responsible fatherhood and parental engagement through workshops, legal clinics, and community education.
- Connect families to supportive services such as counseling, family reunification programs, and parenting skill development.
- Provide referrals to trusted community partners that specialize in family advocacy, child development, family wellness and legal barriers.
- Host community events or resource fairs that raise awareness of services available to strengthen family units.

### **Commitment to Expansion and Innovation:**

CET remains open to expanding its role in supporting family-strengthening initiatives through community partnerships. As needs evolve and opportunities for collaboration increase, CET will

work with local stakeholders to assess and develop innovative strategies that promote family cohesion, support parenting, and empower economically disadvantaged households to achieve long-term self-sufficiency.

13. Describe how your agency will develop linkages to fill identified gaps in the services, through the provision of information, referrals, case management, and follow-up consultations. (CSBG Act Section 676(b)(3)(B), State Plan 9.3b)

CET's approach to filling service gaps is centered on a client-first model, grounded in the principles of accessibility, continuity of care, and wrap-around support. The agency employs the following strategies to ensure that participants receive the information, resources, and follow-through needed to achieve meaningful outcomes:

- **Provision of Information and Referrals:** CET staff are trained to conduct needs assessments during intake and throughout a participant's enrollment. Based on identified barriers, participants are provided with timely and accurate referrals to external agencies specializing in services such as housing, food assistance, behavioral health, legal aid, child care, and public benefits.
- **Case Management:** CET's case management model is holistic and individualized. Participants work closely with designated staff to develop and follow an Individual Employment Plan (IEP) that integrates both training milestones and supportive service needs. Case managers maintain consistent contact, provide guidance, and coordinate with service providers to ensure continuity of care.
- **Follow-Up Consultations:** To ensure that referrals result in effective service delivery, CET conducts regular follow-up consultations. These check-ins confirm that participants accessed the referred service, experienced progress toward goal achievement, and did not encounter additional barriers requiring resolution. Follow-up is also used to track long-term outcomes, including job retention and ongoing support needs.
- **Leveraging Community Partnerships:** CET maintains strong relationships with local CBOs, WDBs, educational institutions, and public agencies. These partnerships enhance the referral network and enable collaborative solutions to complex challenges. CET also participates in community forums and coalitions to remain responsive to emerging needs and trends. CET takes the lead in the practice of engaging communities of practice.

By integrating these practices, CET ensures that every participant receives coordinated, high-quality support that addresses immediate needs while promoting long-term economic stability. This commitment to bridging service gaps aligns with the agency's broader mission to empower individuals and families through education, training, and access to opportunity.



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## Monitoring

### ROMA – Planning, Evaluation

1. If your agency utilizes subcontractors, please describe your process for monitoring the subcontractors. Include the frequency, type of monitoring, i.e., onsite, desk review, or both, follow-up on corrective action, issuance of formal monitoring reports, and emergency monitoring procedures.

CET does not use subcontractors to fulfill its services.

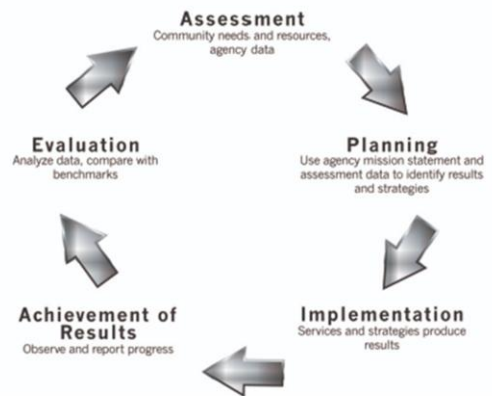
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## ROMA Application

CSBG Act Section 676(b)(12)

Organizational Standards 4.2, 4.3

ROMA – Planning, Evaluation



1. Describe how your agency will evaluate the effectiveness of its programs and services. Include information about the types of measurement tools, the data sources and collection procedures, and the frequency of data collection and reporting. (Organizational Standard 4.3)

CET's Corporate's Contracts, Planning & MIS Department, Operations, Financial Aid and Fiscal Departments are involved in monitoring program operations to ensure accuracy of data, quality of services, progress towards performance outcomes, and contract compliance.

CET's computerized Management Information System (MIS) generates a variety of reports which are used by local, regional, and corporate directors to monitor enrollments, attendance, completion of competencies, graduation, placement, job retention and wage gain.

The MIS system also produces standard reports on trainee absenteeism, idle rates and average training times by skill, as well as client characteristics. Also incorporated into the MIS system to track student progress and outcomes are the Individual Employment Plan (IEP), competency attainment forms and counseling/case management and monthly progress notes.

Additionally, various internal reports are generated and distributed to staff on a frequent basis. These reports are organized in an intuitive manner and give key stakeholders insight to various areas of strengths and weakness. Enrollment reports are analyzed by Center Directors and Corporate Directors on a daily basis to track performance on outreach and recruitment efforts. Our Program Diagnostic Report (PDR) displays over 20 performance standards where problematic areas are flagged and trends are analyzed. For centers who are not meeting key benchmarks based on the PDR, a corrective action plan for that benchmark will be required.

Ultimately, management accountability within CET is measured by the following standards: enrollments, attendance, training-related placement rates, graduation rates, and job retention rates. Job retention rates in training-related fields are recognized by management as a good indicator of the quality of training services provided and the labor market demand for that skill.

Reports are generated and distributed to key stakeholders at various intervals as described

below:

| Report                    | Frequency      | Purpose   |
|---------------------------|----------------|---|
| Enrollment Report         | Daily          | Track enrollment progress, early withdrawal rates, and cancellations by center  |
| Attendance Tracker        | Weekly         | Track attendance and academic progress of each individual student   |
| Accreditation Reports     | Monthly/Annual | Track graduation and training-related placement rates based on cohorts specific to accrediting agencies and governing bodies  |
| Program Diagnostic Report | Monthly        | Assess centers, programs, and classes at the macro and micro level based on key performance metrics in order to identify weaknesses and strengths for corrective action or promising approaches |
| DOL Reports               | Quarterly      | Report enrollments, placements, graduates, exits, and employment retention  |
| CSD Annual Reports        | Annual         | Report demographics, national performance indicators, and services  |

2. Select one need from Table 2: Priority Ranking Table and describe how your agency plans to implement, monitor progress, and evaluate the program designed to address the need. (Organizational Standard 4.2)

Center for Employment Training (CET) has selected "Finding and Maintaining Employment that Leads to Career Pathways" from Table 2: Priority Ranking Table as a critical need. As an accredited vocational training institution, CET is committed to providing skills-based education combined with structured placement assistance to support long-term career development.

Implementation Plan:

CET will deliver industry-recognized, hands-on vocational training programs aligned with high-



growth sectors. Each program will integrate employability skills, resume development, and interview preparation to equip participants for immediate and sustainable employment. CET's career services specialists will actively assist graduates in securing jobs that offer clear advancement opportunities, which is in alignment with the Good Jobs Principles.

**Monitoring Progress:**

Progress will be tracked through CET's Management Information System (MIS), measuring enrollment, completion rates, credential attainment, and employment outcomes. Additionally, CET uses a Program Diagnostic Report (PDR) sent to Corporate Departments and Center Directors to review the health of our programs across our 10 California campuses. Center Directors and Career Services staff will meet monthly to review placement data and participant follow-up results to ensure students are placed in positions with defined career ladders.

**Evaluation of Program Outcomes:**

CET will evaluate success by analyzing job retention rates at 30, 90, and 180 days post-placement, as well as wage progression data. Our PDR is also used for evaluating follow-ups, maintain a record for each exited student regarding their exit data and corresponding quarters of employment for follow-up verification tracking. Continuous feedback from employers and alumni will inform program adjustments. Results will be reviewed quarterly to ensure alignment with workforce demands and to improve career pathway outcomes, meeting the requirements of Organizational Standard 4.2.

**Optional**

- 3 . Select one community level need from Table 2: Priority Ranking Table or your agency's most recent Community Needs Assessment and describe how your agency plans to implement, monitor progress, and evaluate the program designed to address the need. (CSBG Act Section 676(b)(12), Organizational Standard 4.2)

## Federal CSBG Programmatic Assurances

CSBG Act Section 676(b)

### Use of CSBG Funds Supporting Local Activities

**676(b)(1)(A):** The state will assure “that funds made available through grant or allotment will be used – (A) to support activities that are designed to assist low-income families and individuals, including families and individuals receiving assistance under title IV of the Social Security Act, homeless families and individuals, migrant or seasonal farmworkers, and elderly low-income individuals and families, and a description of how such activities will enable the families and individuals--

- a. to remove obstacles and solve problems that block the achievement of self- sufficiency (particularly for families and individuals who are attempting to transition off a State program carried out underpart A of title IV of the Social Security Act);
- b. to secure and retain meaningful employment;
- c. to attain an adequate education with particular attention toward improving literacy skills of the low-income families in the community, which may include family literacy initiatives;
- d. to make better use of available income;
- e. to obtain and maintain adequate housing and a suitable living environment;
- f. to obtain emergency assistance through loans, grants, or other means to meet immediate and urgent individual and family needs;
- g. to achieve greater participation in the affairs of the communities involved, including the development of public and private grassroots
- h. partnerships with local law enforcement agencies, local housing authorities, private foundations, and other public and private partners to
  - i. document best practices based on successful grassroots intervention in urban areas, to develop methodologies for wide-spread replication; and
  - ii. strengthen and improve relationships with local law enforcement agencies, which may include participation in activities such as neighborhood or community policing efforts;

### Needs of Youth

**676(b)(1)(B)** The state will assure “that funds made available through grant or allotment will be used – (B) to address the needs of youth in low-income communities through youth development programs that support the primary role of the family, give priority to the prevention of youth problems and crime, and promote increased community coordination and collaboration in meeting the needs of youth, and support development and expansion of innovative community-based youth development programs that have demonstrated success in preventing or reducing youth crime, such as--

- I. programs for the establishment of violence-free zones that would involve youth development and intervention models (such as models involving youth mediation, youth mentoring, life skills training, job creation, and entrepreneurship programs); and
- II. after-school childcare programs.

## **Coordination of Other Programs**

**676(b)(1)(C)** The state will assure “that funds made available through grant or allotment will be used – (C) to make more effective use of, and to coordinate with, other programs related to the purposes of this subtitle (including state welfare reform efforts)

## **Eligible Entity Service Delivery System**

**676(b)(3)(A)** Eligible entities will describe “the service delivery system, for services provided or coordinated with funds made available through grants made under 675C(a), targeted to low-income individuals and families in communities within the state;

## **Eligible Entity Linkages – Approach to Filling Service Gaps**

**676(b)(3)(B)** Eligible entities will describe “how linkages will be developed to fill identified gaps in the services, through the provision of information, referrals, case management, and follow-up consultations.”

## **Coordination of Eligible Entity Allocation 90 Percent Funds with Public/Private Resources**

**676(b)(3)(C)** Eligible entities will describe how funds made available through grants made under 675C(a) will be coordinated with other public and private resources.”

## **Eligible Entity Innovative Community and Neighborhood Initiatives, Including Fatherhood/Parental Responsibility**

**676(b)(3)(D)** Eligible entities will describe “how the local entity will use the funds [made available under 675C(a)] to support innovative community and neighborhood-based initiatives related to the purposes of this subtitle, which may include fatherhood initiatives and other initiatives with the goal of strengthening families and encouraging parenting.”

## **Eligible Entity Emergency Food and Nutrition Services**

**676(b)(4)** An assurance “that eligible entities in the state will provide, on an emergency basis, for the provision of such supplies and services, nutritious foods, and related services, as may be necessary to counteract conditions of starvation and malnutrition among low-income individuals.”

## **State and Eligible Entity Coordination/linkages and Workforce Innovation and Opportunity Act Employment and Training Activities**

**676(b)(5)** An assurance “that the State and eligible entities in the State will coordinate, and establish linkages between, governmental and other social services programs to assure the effective delivery of such services, and [describe] how the State and the eligible entities will coordinate the provision of employment and training activities, as defined in section 3 of the Workforce Innovation and Opportunity Act, in the State and in communities with entities providing activities through statewide and local workforce development systems under such Act.”

## **State Coordination/Linkages and Low-income Home Energy Assistance**

**676(b)(6)** “[A]n assurance that the State will ensure coordination between antipoverty programs in each community in the State, and ensure, where appropriate, that emergency energy crisis intervention programs under title XXVI (relating to low-income home energy assistance) are conducted in such community.”

## **Community Organizations**

**676(b)(9)** An assurance “that the State and eligible entities in the state will, to the maximum extent possible, coordinate programs with and form partnerships with other organizations serving low-income residents of the communities and members of the groups served by the State, including religious organizations, charitable groups, and community organizations.”

### **Eligible Entity Tripartite Board Representation**

**676(b)(10)** “[T]he State will require each eligible entity in the State to establish procedures under which a low-income individual, community organization, or religious organization, or representative of low-income individuals that considers its organization, or low-income individuals, to be inadequately represented on the board (or other mechanism) of the eligible entity to petition for adequate representation.”

### **Eligible Entity Community Action Plans and Community Needs Assessments**

**676(b)(11)** “[A]n assurance that the State will secure from each eligible entity in the State, as a condition to receipt of funding by the entity through a community service block grant made under this subtitle for a program, a community action plan (which shall be submitted to the Secretary, at the request of the Secretary, with the State Plan) that includes a community needs assessment for the community serviced, which may be coordinated with the community needs assessment conducted for other programs.”

### **State and Eligible Entity Performance Measurement: ROMA or Alternate System**

**676(b)(12)** “[A]n assurance that the State and all eligible entities in the State will, not later than fiscal year 2001, participate in the Results Oriented Management and Accountability System, another performance measure system for which the Secretary facilitated development pursuant to section 678E(b), or an alternative system for measuring performance and results that meets the requirements of that section, and [describe] outcome measures to be used to measure eligible entity performance in promoting self-sufficiency, family stability, and community revitalization.”

### **Fiscal Controls, Audits, and Withholding**

**678D(a)(1)(B)** An assurance that cost and accounting standards of the Office of Management and Budget (OMB) are maintained.

## State Assurances

California Government Code Sections 12747(a), 12760, 12768

### **For CAA, MSFW, NAI, and LPA Agencies**

[California Government Code § 12747\(a\)](#): Community action plans shall provide for the contingency of reduced federal funding.

[California Government Code § 12760](#): CSBG agencies funded under this article shall coordinate their plans and activities with other agencies funded under Articles 7 (commencing with Section 12765) and 8 (commencing with Section 12770) that serve any part of their communities, so that funds are not used to duplicate particular services to the same beneficiaries and plans and policies affecting all grantees under this chapter are shaped, to the extent possible, so as to be equitable and beneficial to all community agencies and the populations they serve.

### **For MSFW Agencies Only**

[California Government Code § 12768](#): Migrant and Seasonal Farmworker (MSFW) entities funded by the department shall coordinate their plans and activities with other agencies funded by the department to avoid duplication of services and to maximize services for all eligible beneficiaries.

## Organizational Standards

### Category One: Consumer Input and Involvement

**Standard 1.1** The organization/department demonstrates low-income individuals' participation in its activities.

**Standard 1.2** The organization/department analyzes information collected directly from low-income individuals as part of the community assessment.

### Category Two: Community Engagement

**Standard 2.1** The organization/department has documented or demonstrated partnerships across the community, for specifically identified purposes; partnerships include other anti-poverty organizations in the area.

**Standard 2.2** The organization/department utilizes information gathered from key sectors of the community in assessing needs and resources, during the community assessment process or other times. These sectors would include at minimum: community-based organizations, faith-based organizations, private sector, public sector, and educational institutions.

### Category Three: Community Assessment

**Standard 3.1 (Private)** Organization conducted a community assessment and issued a report within the past 3 years.

**Standard 3.1 (Public)** The department conducted or was engaged in a community assessment and issued a report within the past 3-year period, if no other report exists.

**Standard 3.2** As part of the community assessment, the organization/department collects and includes current data specific to poverty and its prevalence related to gender, age, and race/ethnicity for their service area(s).

**Standard 3.3** The organization/department collects and analyzes both qualitative and quantitative data on its geographic service area(s) in the community assessment.

**Standard 3.4** The community assessment includes key findings on the causes and conditions of poverty and the needs of the communities assessed.

**Standard 3.5** The governing board or tripartite board/advisory body formally accepts the completed community assessment.

## Category Four: Organizational Leadership

**Standard 4.2** The organization's/department's Community Action Plan is outcome-based, anti-poverty focused, and ties directly to the community assessment.

**Standard 4.3** The organization's/department's Community Action Plan and strategic plan document the continuous use of the full Results Oriented Management and Accountability (ROMA) cycle or comparable system (assessment, planning, implementation, achievement of results, and evaluation). In addition, the organization documents having used the services of a ROMA-certified trainer (or equivalent) to assist in implementation.

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### Part III: Appendices

Please complete the table below by entering the title of the document and its assigned appendix letter. Agencies must provide a copy of the Notice(s) of Public Hearing, the Low-Income Testimony and the Agency’s Response document, and a copy of the most recent community needs assessment as appendices A, B, and C, respectively. Other appendices as necessary are encouraged. All appendices should be labeled as an appendix (e.g., Appendix A: Notice of Public Hearing) or separated by divider sheets and submitted with the CAP.

| Document Title                             | Appendix Location |
|--|-------------------|
| Notice of Public Hearing                   | A                 |
| Low-Income Testimony and Agency's Response | B                 |
| Community Needs Assessment                 | C                 |
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