



Chancellor's Office, California Community Colleges

**Division of Workforce and Economic Development**

# **Request for Applications**

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## **Instructions, Specification, and Terms & Conditions**

**Program:**

California Apprenticeship Initiative (CAI) – Agriculture or Rural Areas  
New and Innovative Grant Program

**RFA Specification Number:**

18-195

**Funding Fiscal Year:**

2018-19

**Total Funds Available:**

Up to \$4,000,000 Total Funds  
Up to \$100,000 - \$500,000 Per Award

**Funding Source:**

Proposition 98

**RFA Release Date:**

November 7, 2018

**Bidders Conference:**

December 7, 2018 at 3:00 p.m.

**Application Deadline:**

Applications must be received electronically at the Chancellor's Office  
by 5:00 p.m. on January 25, 2019

**Questions Deadline:**

Written questions concerning the specifications and instructions in  
this Request for Applications must be submitted by email to  
[Apprenticeship@cccco.edu](mailto:Apprenticeship@cccco.edu) 5:00 p.m. on January 4, 2019

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This section MUST be followed in developing the applications and implementing the projects.

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## Chancellor's Office, California Community Colleges RFA Instructions

### A. Introduction

To ensure a strong economic future for California, the Chancellor's Office Workforce & Economic Division works to ensure that the State has a strong workforce to fuel our many regional economies and to advance social mobility. The workforce mission of the California Community Colleges has undergone a significant turnaround, from an afterthought to a policy priority, growing from \$100 million to \$1.1 billion in funding over the past six years under Doing What MATTERS for Jobs and Economy (a.k.a., DWM). The \$1.1 billion in braided funds now includes the following categoricals: Strong Workforce Program, Perkins, Adult Education Block Grant, Economic & Workforce Development Program, Nursing Program, Apprenticeship RSI, and the California Apprenticeship Initiative. In 2017, the system adopted Vision for Success under Chancellor Oakley and set aspirational quantitative goals for the California Community Colleges. Furthermore, the system introduced Guided Pathways, a campus-focused framework with common elements akin to DWM's approach to career pathways that encourage further braiding of funds and effort to engender student success.

The Board of Governors adopted the *Vision for Success* (**Appendix F**), which situates the California Community Colleges as a key driver of social and economic mobility for Californians who have long faced barriers to success. The *Vision* establishes clear goals and makes several commitments that are furthered with apprenticeship training programs. Specifically, we wish to advance these objectives:

- *Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.*
- *Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.*
- *Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.*
- *Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.*
- *Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.*

## **California Apprenticeship Initiative**

The California Community College Chancellor's Office is pleased to announce the availability of \$4,000,000 in Proposition 98 funds for the California Apprenticeship Initiative (CAI) New and Innovative Grant Program for Rural Regions or the Agriculture Industry. This grant opportunity is part of the Fiscal Year 2018-19 \$15,000,000 CAI.

California's rural regions provide some of the most productive and wealth generating agricultural land in the world. This is in conjunction to the widely discussed and documented reality that economic opportunities are significantly lower in our state's rural regions, in comparison to other part of our state. The purpose of this RFA is to support apprenticeship-training programs that meet the following criteria:

- Serve rural students and communities and/or
- Targets the agriculture industry.

It is the intent of the Chancellor's Office to consider applications that are supporting programs that address any part of the agriculture industry, which is not exclusive to agricultural production in rural areas. California's agriculture industry is highly diverse and include operations in facilities in non-rural areas to prepare and deliver products to various domestic and international markets.

As colleges and local education agencies consider strategies consistent with the Chancellor's Office Vision for Success that are unique in rural areas, the development of apprenticeship training programs should be considered. Apprenticeship training programs will provide students opportunities in industries not easily accessed by rural communities.

This document contains general instructions, procedures, formats, and timelines for submitting project applications to the Chancellor's Office of the California Community Colleges.

Applications must be submitted using the format and sequence described in these Instructions and address the Request for Applications (RFA) Specification for the project for which funding is sought.

## **Background**

Apprenticeship is a system of learning while earning, and "learning by doing." It combines training on the job with related and supplemental instruction at school. Each program operates under apprenticeship training standards agreed to by labor and/or management in accordance with State and Federal laws, under which a person works with a skilled worker and gains on the job skills and "know-how" and in turn becomes an important part of the occupation and industry. In those crafts in which management and labor organizations exist, each selects an equal number of members to serve on the joint apprenticeship committee. The joint apprenticeship committee determines the standards for training of its occupation and supervises the training of apprentices.

The apprenticeship training model has been used for centuries to provide employers with a skilled workforce and has proven to be one of the most effective training methods available to small, medium and large employers. An apprenticeship combines classroom and/or lab

instruction (Related and Supplemental Instruction or RSI) with a work-based learning or On the Job Training (OJT) experience in which the apprentice is paid a salary or wage.

Apprentices attend classes on theory and then apply that knowledge to the workplace, under the supervision of an experienced worker. The employer is an integral part of apprenticeships and in the current model pays the majority of the training costs incurred to bring an apprentice up to speed and become productive. **Without an employer to provide paid on-the-job training, there is no apprenticeship.**

The apprenticeship model is flexible and employers can participate in several different ways. A single employer may work with the California Division of Apprenticeship Standards (DAS) to create a program that trains only their employees. A group of employers may also join, create a Unilateral Training Committee (UTC) and cooperatively fund the training of apprenticeships across multiple employers, sharing costs and leveraging resources. A third model involves the inclusion of a union to create a Joint Apprenticeship Training Committee (JATC or JAC) with equal representation by employees and management, also cooperatively funded sometimes with Employer/ Employee contributions. In all instances, the employer or committee makes decisions on a wide variety of issues relating to recruitment and training of apprentices from curriculum to hiring of instructors to purchasing equipment. As new technologies, industry standards, curriculum or other requirements arise; the committees are able to quickly adjust training to meet the needs of the employers. While apprenticeships generally are associated with a single job classification with a distinct set of duties and responsibilities, an apprenticeship committee may oversee several apprenticeships in different classifications within the same general industry sector.

The three most important elements about California *state-registered apprenticeship* are:

- (1) It is employer-paid training and employment from day one;**
- (2) It is a minimum of 2000 hours or approximately one-year of OJT; and**
- (3) Shall be combined with at least 144 hours per year of post-secondary classroom instruction,** approved by a California Community College District (CCD), California Department of Education (CDE) Unified School District, Local Educational Agency (LEA), County Office of Education (COE) or Regional Occupational Center/Program (ROCP).

Currently, California is one of only a few states that provide financial support for apprenticeship programs through funding for RSI. The majority of the costs for training apprentices are borne by the employer(s) with potential for additional funding from other workforce development agencies, such as the California Workforce Development Board (CWDB) and the Employment Training Panel (ETP). RSI is also a reimbursement-based system through which apprenticeship program sponsors (Community College Districts or California Department of Education - Local Education Agencies) report seat time hours for each apprentice, paid at \$6.26 per hour of instruction effective July 1, 2018. While RSI funding supports existing apprenticeship programs, it does not assist employers in the creation of new programs. The California Apprenticeship Initiative will provide that initial support through the release of RFAs targeted to employers who would benefit from an apprenticeship training program.

## **How Apprenticeship Programs Operate**

Apprenticeship Programs are distinguishable from other training and education programs by the fact that an apprentice is employed while completing his/her training. This training and

employment may be managed by the single employer or group of employers working in collaboration. Fiscal responsibilities of training may be shared among a group of employers through two different current local mechanisms; the UTC or the JATC. The UTC is a common implementation for groups of employers wishing to create a new apprenticeship program. The JATC is common only in the case of occupations and organizations that operate with collective bargaining. For the new and innovative programs described herein and awarded, neither mechanism is required, though a verifiable commitment from employers to provide OJT, pay apprentices' wages, and provide wage progression as apprentices progress is required. This commitment from employers distinguishes apprenticeship from career technical education and internships.

Training expectations are detailed in apprenticeship standards developed by the local apprenticeship committees, with the assistance of consultants of the Division of Apprenticeship Standards, and registered with the State. The processes of the occupation and the number of hours to be spent learning each process are defined.

The period of training is from 1 to 6 years (2,000 hours on the job training minimum), depending upon the occupation. Most programs are for 4 years.

Apprentices start at a percentage of the skilled worker's wage and receive increases at regular intervals. Starting rates are usually 40% to 50%, and increases are given every six months in most occupations, to reward mastering skills and should be at the state minimum wage or the local living wage for the geographical location of the employer as a minimum starting wage.

Apprentices attend classes of related technical instruction, usually in the public schools. This instruction, supplementing the training on the job, gives apprentices a comprehensive understanding of the theoretical aspects of their work. Related instruction is one of the fundamental features of apprenticeship and has been developed and accepted as standard practice in every occupation. In most cases, this means attending classes at night 4 hours each week, for at least 144 hours a year.

In class apprentices learn the theories of their occupation; each day on the job they learn its practice, under the supervision of skilled workers, instruction in the use of the tools of the occupation is also given apprentices early in their training; in most occupations they are not allowed to use any power-driven machinery until well advanced in their training. Apprentices are usually required to furnish their own hand tools.

Each apprentice signs an apprentice agreement either with a JATC, UTC or an individual employer. This agreement is filed with the Division of Apprenticeship Standards.

Upon successful completion of training, they are issued a "Certificate of Completion" by the State of California.

In a number of occupations and industries apprentices receive, in addition to their regular wages, fringe benefits covering vacation pay, health and welfare, pensions, etc. In a number of instances, employers also pay certain regular amounts into apprenticeship funds, which are administered by boards of trustees. Coordinators of apprenticeship and field representatives are employed by these boards to supervise the training of apprentices in a given occupation or area, process apprentice applications, keep records of progress, and the like. Where fund offices and staffs have been established, they have been of great value to the JACs, apprentices and the industry.

## Division of Apprenticeship Standards

Industry coordinators and apprenticeship consultants of the Division of Apprenticeship Standards visit establishments to determine on-the-job progress of apprentices, seek new apprenticeship openings, and discuss problems with apprentices, supervisors and employers.

The role of the state, through the Division of Apprenticeship Standards, is consultative and developmental. The field and technical staffs of the Division assist management, labor, JATC's and UATC's by seeking to promote and develop additional training programs, by providing technical data through research on current trends and training practices to improve and enlarge existing programs, and by serving as the registration and certification agency for apprenticeship in California. The Division carries out the regulations formulated by the California Apprenticeship Council, which is charged by law to "foster, promote, and develop the welfare of the apprentice and industry, improve the working conditions of apprentices, and advance their opportunities for profitable employment;" (Shelly-Maloney Apprentice Labor Standards Act of 1939, as amended-Chapter 4 of Division 3, Labor Code of the State of California.)

### B. Program Overview

#### California Apprenticeship Initiative (CAI)

*California Education Code 79148, states, to the extent that sufficient federal funds and other resources are available, the Division of Apprenticeship Standards of the Department of Industrial Relations, in partnership with the California Community Colleges Chancellor's Office, shall develop and implement innovative apprenticeship training demonstration projects in high-growth industries in emerging and transitioning occupations that meet local labor market needs and that are validated by current labor market data.*

To this end, the objective of the CAI Rural/Agricultural Grant Program is to expand the apprenticeship-training model throughout California's rural economies. Expanding apprenticeship-training programs is among the Task Force on Workforce, Job Creation, and a Strong Economy (Strong Workforce Task Force) strategies and recommend policies and practices to meet California's anticipated shortage of one million industry-valued, middle skill credentials. Specifically, apprenticeship programs are key to the Strong Workforce Task Force conclusion that more targeted and integrated supports, aligned with regional labor market demands of business and industry, will help students set career goals that equip them to compete in a dynamic workplace and changing economy.

**Eligible Applicants:** California Community College Districts (CCDs), California Department of Education Unified School Districts/Local Education Agencies (LEAs), including Regional Occupational Centers & Programs (ROCPs), Adult Schools, County Offices of Education (COEs) and local school districts, per Proposition 98 guidelines. **To be eligible for this grant, no apprenticeship program may receive or have received DAS approval prior to January 1, 2017.** New and innovative apprenticeship programs are required to be in new industries and occupations.

## Area of Focus:

This grant is to provide **one-time** funding to offset startup and implementation costs to create a long term sustainable DAS approved apprenticeship program. Funds shall be utilized to develop the formation of an apprenticeship program resulting in new employers sponsoring apprentices, curriculum development, equipment purchases, apprentice recruitment and incentives for participation.

Successful grant applications funded under this RFA shall obtain DAS approval on or before January 1, 2020 or provide evidence from their respective DAS consultants that approval of their standards is imminent.

## Requirements:

The New Innovative Apprenticeship Grant is designed to recruit employers or groups of employers with specific skilled and apprentice-able occupations, and **create a long-term sustainable apprenticeship program approved by the Division of Apprenticeship Standards.**

In order to receive grant funds under the California Apprenticeship Initiative – New and Innovative Grant Program, applicants are required to have employers ready with a vested interest and long term financial backing to:

- 1) Create a new state apprenticeship-training program registered by the Division of Apprenticeship Standards.
- 2) Develop an Apprenticeship Training Committee and identify members of the committee
- 3) Identify an education solution or curriculum for the Related and Supplemental Instruction (RSI) component of the apprenticeship-training model.
- 4) Contact your regional DAS office to outline the structure and standards of the apprenticeship program being developed.
- 5) Grantees are **required** to register a minimum of one (1) apprentice per \$20,000 awarded in the grant during the performance period of this grant.

**Applicants exceeding this minimum number of registered apprentices as evidenced in their grant application will be more competitive in the final evaluation and grant scoring process.**

## Required Program Outcomes

Grant recipients complete the following during the grant period:

- Obtain approved status through DAS by January 1, 2020.
- Participate in evaluation, technical assistance and outreach efforts as part of the Apprenticeship Support Network hosted by the Foundation for California Community Colleges.
- Develop and recruit members for your program's Apprenticeship Training Committee, (Joint Apprenticeship Training Committee or Unilateral Training Committee)

- Provide employer match equal to 20% of the total grant award.
- Create partnerships with other local support agencies [Workforce Development Boards (WDBs), community colleges, K-12 educational agencies, etc.] in order to increase completion rates, promote the participation of under-represented populations, and contribute to the overall success of the program.
- Create a sustainability plan that identifies potential funding sources (Years 3-5) and coordinates with other agencies (Employment Training Panel, California Workforce Development Board, Division of Apprenticeship Standards) in order to ensure that the apprenticeship program will continue to operate after the end of this grant.
- Register a minimum of one (1) apprentice per \$20,000 of grant award amount

## Grant Expenditures

Funding shall be used for the following activities and purposes:

- Tools, equipment, and uniforms where necessary for indentured apprentices.
- Curriculum development, revision, and approval.
- Educational expenses (tuition, fees, books, instructor salary, etc.)
- No more than 10% of the total grant award shall be made available for employer incentives or other means to encourage participation and reduce initial monetary risk to the employer.
  - Applicant must explain in detail the employer incentive structure in workplan.
  - Incentives shall lead to successful completion of the program and encourage participation by the employer.
- Employer and apprenticeship outreach and recruitment.
- Travel, conference expenses, etc. **Out of state travel will not be permitted.**
- Four percent (4%) of the grant total for indirect costs to fiscal agent.
- Program coordinator salary.
- Other expenses, **as approved by grant monitor.**

All technical assistance under this RFA will be provided by the Foundation for California Community Colleges, therefore any technical assistance costs proposed for consultants, outside vendors and intermediaries must be approved by the grant monitor.

## C. Eligibility

Only California Community College Districts and California Department of Education Local Educational Agencies, including Regional Occupational Centers & Programs (ROCPs), Adult Education Block Grant Providers, County Offices of Education (COEs) and local school districts, are eligible to be the fiscal agent, while partnering with other agencies or entities as needed to be successful.

For the purposes of this RFA, applicants basing their eligibility on targeting rural communities, in the interest of not excluding students that are rural residents of geographically large metropolitan counties, applicants may self-define their rural area of focus. Applicants will be required to define their rural area of focus that require additional intervention due to lack of

economic opportunities, in comparison to residents of big cities and their suburbs. This flexibility is necessary because most definitions utilized by programs and public agencies exclude Rural residents due because they are often part of large metropolitan counties.

The CCCCO will consider past performance of grantees prior to awarding additional funds to eligible applicants, and shall deny applications from grantees that exhibited unsatisfactory performance, unless evidence is provided of satisfactory corrective measures have been taken—as determined by the CCCCO. Therefore, past performance of other state grants will be a consideration prior to final selection. Please note, CCCCO may take into consideration, as unsatisfactory performance, applicants that have not been responsive to request (e.g., survey, grant reporting requirements, etc.) from CCCCO on prior grants.

#### **D. Performance Period**

The application will be awarded from March 20, 2019 through January 31, 2022. See listing of key dates on page 20 for biannual and final report deadlines.

Until further notice, no grant extensions will be permitted for this grant.

#### **E. RFA Clarification**

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the CCCCO of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA, without divulging the source of the request. Insofar as practical, the CCCCO will give such notice to other interested parties, but the CCCCO shall not be responsible for failure to do so.

Written questions concerning the specifications and instructions in this Request for Applications must be submitted by email to [Apprenticeship@cccoco.edu](mailto:Apprenticeship@cccoco.edu) no later than 5:00 P.M. on January 4, 2019. All questions will be answered in one FAQ posted on the grant webpage by close of business on January 11, 2019.

#### **F. Bidder's Conference**

The CCCCO will hold a Bidder's Conference for this RFA via a webinar. Webinars will occur virtually on the date and time posted on the cover of this RFA. Applicants are encouraged to attend the bidders' conference by clicking on the following link <https://cccconfer.zoom.us/j/543161204> on December 7, 2018 at 3:00 P.M. Failure to attend the Bidder's Conference will not preclude the submission of an application.

#### **G. Application Format and Instructions**

An Excel workbook (Appendix B) has been developed which contains a contact page, annual workplan, application budget summary, and an application budget detail sheet. The applicant shall use the proper (College or CDE LEA) workbook when submitting an application and, in order to save the applicant time in filling out redundant information, the workbook is pre-populated and contains formulas to prevent errors in allocation amount, indirect costs, etc. Narrative sections such as the cover letter, abstract, need, response to need, and the management section are not part of this workbook. The following instructions prescribe the

format and order for the development and presentation of the application (for both the Excel workbook and the narrative sections of the application). In order to receive the highest possible score and to prevent disqualification, the application format instructions must be followed, the application must follow the order prescribed below, all questions must be answered, and all requested data must be supplied. Applicants are expected to follow these instructions while using the RFA Specification and the forms and templates provided in Appendix B.

The CCCCO may require the applicant to make adjustments in the budget, annual work plan, or other aspects of the application prior to funding the grant.

Grant applications are scored based on a maximum of 100 points, as indicated on sections listed below.

- **NOTE:** The application must receive a minimum averaged score of 75 points within the evaluation process in order to receive consideration for grant funding. **Applicants without a firm commitment from an employer(s) to pay apprentices salaries and wages and register at a minimum one (1) apprentice with DAS, per \$20,000 of the total grant amount will not be considered for funding.**

	<b>Maximum points</b>
Need	15
Response to Need	25
Annual Work plan	10
Application Budget Summary/Application Budget Detail Sheet	15
Project Management	20
Dissemination	5
Feasibility of the Project	10
<b>Total Points</b>	<b>100</b>

**1. Face Sheet**

**NOTE:** The completed application will be submitted electronically and therefore no face sheet will be required. If an application is funded, the CCCCO will send an appropriate face sheet with instructions for completion.

**2. Cover Letter**

The Chief Executive Officer/Superintendent/Designee of the applying Community College District (CCD) or California Department of Education Local Education Agency (LEA), including Regional Occupational Centers & Programs (ROCPs), Adult Schools, County Offices of Education (COEs) and local school districts per Proposition 98 guidelines, will submit a cover letter with signature within the electronic submission stating that the respective district is willing to be fiscal agent and is submitting the application for CCCCO review.

**3. Contact Page**

An Excel workbook (Appendix B) contains the contact page, budget forms and annual work plan. There are separate workbooks for Community College Districts and California Department of Education Unified School Districts, including LEAs, COE and ROCPs. Please use the appropriate workbook. Failure to do so may result in disqualification of the application, as determined by the CCCCO. The first tab “Do First” of the workbook requires the applicant to fill in the following information first:

- District – Select the CCD or fill in the name of the CDE LEA, COE or ROCP that is applying (click twice in the district text box to make the selection within the drop down menu).

After filling in the “Do First” tab, the **district and college names** will auto fill to the appropriate forms. LEAs acting as Fiscal Agents will use the CDE LEA version of Appendix B and input the name of the LEA manually. The contact page tab must be filled in second. After filling in the contact page, both the Project Director and the District Chief Business Officer’s name and title will auto fill within the application Budget Summary form. These auto fill features prevent incorrect and/or inconsistent information within the application.

**4. Application Abstract** (*Narrative – Limited to one page, 1” margins, single or double-spaced, 12 pt. Arial font*)

The abstract should concisely summarize the entire application and must not exceed one page. Include concise statements on the proposed apprentice-able occupations created (if funded), employer(s), objectives of the grant application, expected regional or statewide contribution and impact on the priorities listed in the RFA Specification, and deliverables (products/services/outcomes).

**5. Table of Contents**

The Table of Contents shall be on a separate page with each component of the application listed and page numbers indicated.

**6. Need** **Maximum Points 15**  
(*Narrative – Limited to three pages, 1” margins, single or double-spaced, 12 pt. Arial font*)

In the region, in which you intend to start this apprenticeship program, please make a case, using labor market information data and logic about supply and demand, for why the program that you are applying to fund is critical in your region and to your employer partners. Please address any unique aspects of your region, proposed industry sector, its occupational history and regional economic projections that will influence evaluators to recognize the economic and educational imperativeness for this apprenticeship program in your region.

The need must clearly provide demographic data to identify and define the rural region, if applicable. If the applicant is targeting the agriculture industry, the applicant must provide labor market data regarding that area of focus; which must

include occupational data and an industry outlook. Additionally, applicants are encouraged to describe in the Need section how they will incorporate the following objectives of the California Community Colleges Vision for Success (**Appendix F**).

- *Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.*
- *Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.*
- *Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.*
- *Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.*
- *Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.*

**7. Response to Need** **Maximum Points 25**  
*(Narrative – Unlimited Page Numbers, 1” margins, single or double-spaced, 12 pt. Arial font)*

The Project Director will be responsible for implementing and monitoring new program standards commissioned under this grant. Therefore, applicants shall answer the following questions (1–21) in the response to need.

**1) Title of Program:**

What name will you give to your program? What is the address?  
*The name/address will be used for the state recognition of your program.*

Example: MTS Transit Services Joint Apprenticeship Committee (JAC)  
100 16<sup>th</sup> Street, San Diego, CA 92108

**2) Apprenticeship Trades or Occupations:**

What trade/occupation/craft will your program provide training for? Each occupation will be assigned an O\*Net Code: <https://www.onetonline.org/>  
(The O\*Net Code will be established by program and DAS Consultant.)

### 3) Counties:

In what cities and counties will your apprentices receive training?

In what cities and counties will your apprentices be paid as part of their on-the-job training?

**If your program is working with a Single Employer, continue on to #5.:**

### 4) If you are a program with Multiple Employers. Answer the following:

A committee is required to oversee the operation of the program.

What will be the make-up of this committee? **Choose below either "a" or "b".**

a. Joint Apprenticeship Committee—(JAC) or  
Joint Apprenticeship Training Committee (JATC)

(Comprised of representatives of Labor and Management)

b. Unilateral Apprenticeship Committee-UAC  
(Comprised of representatives from either Labor or Management)

Based on the above selection of either JAC (JATC) or UAC, how many committee members will there be? Who are they?

### 5) Related Supplemental Instruction—RSI:

What are the contents of the classroom curriculum and hands on training that will be taught for your program?

Please answer below. **(See Program Standards Sample Response #1)** Minimum RSI is 144 hours within the 1<sup>st</sup> year, then a minimum of 72 hours every six (6) months thereafter.

a. For each occupation being taught, provide a course outline or proposed course outline. (See Sample #1). The RSI outline should include the curriculum topic/subject matter, hours per topic/subject matter, cumulative total per year and cumulative total for the occupation.

b. Who is the Local Educational Agency (LEA) that is sponsoring your program? Provide a letter on the LEA letterhead that attests to serve and include the contact person information. **(See Program Standards Sample Response #2)**

### 6) On-The-Job Training (OJT)--Term of Apprenticeship Program:

The minimum Standards for Term of Apprenticeship Program require:

*2,000 OJT hours within a reasonable calendar period (12 to 18 months).*

For each occupation/craft, what will be the term of apprenticeship (OJT hours)? How many months to complete the program? **(See Program Standards Sample Response #3)**

## **7) Work Processes:**

List the work processes for each occupation/craft. Identify the work process and the number of hours needed to complete each work process, then, total the amount of hours per year. **(See Program Standards Sample Response #3)**

## **8) Ratio—Journeyman to Apprentice:**

How will the apprentices be supervised? (The DAS will explain and assist in determining the ratio of apprentice to journeyman while satisfying OJT hours.)

## **9) Wages—for Apprentices, Journeyman and Wage progression:**

What will the wage schedule (hourly and benefits) be for each occupation/craft? (Apprentices must be paid at least minimum wage \$10.00 per hour or local county/city rate.)

Please answer below: **(See Program Standards Sample Response #4)**

a. Journeyman base hourly rate and fringe benefits (if any.) **(See Program Standards Sample Response #4)**

b. Apprentice base hourly rate and fringe benefits (if any.) Show each period (hours and months) to allow for advancement. **(See Program Standards Sample Response #4)**

c. What criteria will be used for an apprentice to gain a pay raise and advance to the next period? For example: Usually every six months, an apprentice who has completed a certain number of OJT hours and a certain amount of hours of instruction (RSI) is eligible for a 3% to 5% increase in pay and advancement to the next period.

d. When will overtime (OT) be gained?

e. Provide documentation that attests to effective date of wages. (For example: a collective bargaining agreement or letter to employers.)

f. Identify employers who have agreed to employ apprentices at the rates and under the terms noted above.

## **10) Solvency: (See Program Standards Sample Response #5)**

The intent of the CAI is to fund new and innovative apprenticeship training programs that are sustainable. Therefore, this requires the ability for the newly created apprenticeship program to have financial sustainability of its expenses and revenue. Please provide a letter attesting to the solvency of your apprenticeship-training program. Also, by what means will the program gain its revenue, as compared to its anticipated expenses? What will those revenue streams be, as compared to its expenses? Please attach a letter of support from each employer and / or financial institution providing support for long term solvency.

## **11) Military Veterans:**

Do you plan on recruiting military veterans? *Military veterans who enter registered apprenticeship programs, depending on VA eligibility, qualify to access G.I. Bill benefits.*

**12) Affirmative Action Plan: (See Program Standards Sample Response #6)**

What will the program's outreach and recruitment activities consist of to help increase minority and women's participation in your program?

**13) Selection of Applicants:**

When, where, at what time and how often are written applications accepted within your program?

**14) Educational Prerequisites:**

What are the educational prerequisites for entry into your program? (For example, applicant must have a High School Diploma, GED, or equivalent.)

**15) Physical Prerequisites:**

Will there be any physical requirements stated for entry into the program? (For example, must be able to lift 50 pounds for an extended period of time. Must be able to carry loads of up to 50 pounds up and down a 10 foot ladder numerous times a day.) *If your program will require a drug test or physical exam, this shall be at **no cost** to the applicant.*

**16) Entry Exam (s): Written**

Do you require other tests for entry into your program? (For example a math test, special awareness, or industry-related exam?) List the title of the test(s) if applicable.

**17) Entry Exam (s): Oral (See Program Standards Sample Response #7)**

Does your program require an oral interview? If so, list the categories and the ratings value/percentage for each category. Oral interviews may also be rated as a Pass/Fail.

**18) Eligible Applicants—How do they enter your program?**

Now that you have established an eligible pool of applicants, how will you create your rank list of applicants that are allowed to enter your program? (For example, all eligible applicants shall be ranked according to highest tests scores and oral interview scores. In the event of a tie, the applicant who applied first will enter the program first.) Does your program have a "special consideration" for applicant's placement? Such as a VIP program, military/veterans acceptance program, or previous experience entry?  
*Note: A rank list shall be maintained by the program for two (2) years.*

**19) Dispatch of Apprentices to satisfy OJT hours: (Multiple Employers only)**

How will your apprentices obtain work and be placed or dispatched to an employer to satisfy their OJT hours? *For example: As an employer calls for work, the program will dispatch an apprentice according to rank on a list, and program maintains ranked list. Or, an apprentice seeks an employer and/or is sponsored by an employer.)*

**20) Records and Documents:**

All documents and records shall be maintained for five years. What location will these documents be kept? (Address, city, zip, telephone.)

## 21) Age of Apprentice:

What is the minimum age of an apprentice to enter your program?

*Note: Labor Code; there is no maximum age, but many occupations require a minimum age.*

## 8. Annual Workplan

**Maximum Points 10**

The annual workplan is found in Appendix B, Application Forms. As a courtesy, 10 tabs have been provided within the Excel workbook, numbered Annual Workplan 1-10 as templates for up to the first five objectives. If you need additional pages for a single objective, the Excel workbook allows you to make more copies of any Annual Workplan tab.

### a. Objectives

Objectives should be based on the scope of the proposed project while remaining consistent with the Objectives of the RFA Specification.

List one objective per form, along with corresponding Strong Workforce Program Metric (appendix D), activities, timelines, and responsible individual. Label the objectives in sequential order: Objective #1.0 at the top of page one; Objective #2.0 at the top of page two, and so forth.

Additional copies of the form will be needed to address all of the project objectives.

**NOTE:** While each objective must be on its own form, that does not preclude a single objective having activities that cover more than one page.

### b. Procedures/Activities

Project activities are the basic steps that need to be taken to implement the project and to achieve results. Major activities and tasks should be outlined in the activities section of the annual workplan for each objective.

### c. Timelines

Provide the projected completion date for key activities within the term of the grant. Identify the month and year in which activities will be completed.

**NOTE:** As closely as possible, determine starting and ending month of each activity. It is not acceptable to make all activities yearlong or to state "ongoing."

### d. Responsible Persons

Identify, by position, the individual(s) responsible for completing activities.

**e. Performance Outcomes**

Each objective should have activities that clearly aim to move the needle on the Strong Workforce measurable outcomes. Describe the SWP outcomes, unique to this project, that will targeted from the implementation of the objectives and activities listed in the Annual Workplan. (See Appendix D)

**f. Metric Number(s)**

Identify which of the CCCCO-provided Strong Workforce Program Metrics (see Appendix D) this objective affects and place it within the corresponding objective section.

**9. Application Budget Summary/  
Application Budget Detail Sheet**

**Maximum Points 15**

This RFA awards one-time funding. No extensions will be granted for this funding.

In order to help allocation recipients plan objectives, activities and their corresponding budgets, Appendix C – Guidelines, Definitions and Allowable Expenditures has been developed. Please review these guidelines before completing your application budget summary and application budget detail sheet.

**a. Completion of Application Budget Detail Sheet/  
Application Budget Summary**

The purpose of the Budget is to indicate whether the project is well planned and reasonable in scope. Technical errors in the budget can be changed if the project is recommended for funding, as long as the request does not exceed the maximum amount allowable.

*Application Budget Detail Sheet:* The application budget detail sheet is required within the application and must be filled in before the application budget summary as it auto fills and adds the application budget summary.

The application budget detail sheet is found within an Excel workbook in Appendix B. The budget detail sheet is filled in after completing the “Do First” and “Contact Sheet” tabs within the workbook. These two tabs will auto fill the applicable sections of the application budget detail sheet and application budget summary (preventing errors). The application budget detail sheet must include the cost of each budget classification requested indicating specific rates and amounts. It is expected that this breakdown will be highly detailed. Following any award, the applicable CCCCO-designated Project Monitor will be the final arbiter regarding what constitutes sufficient detail.

*Application Budget Summary:* After completing the application budget detail sheet, the application budget summary within the Excel workbook will be fully filled in via the auto fill features. The application budget summary is to be signed by the Project Director and the District Chief Business Officer/Designee (if funded, 4 originals in blue ink will be requested in hard copy).

**b. Indirect Administrative Costs**

Program funds are for direct services to the project only and are intended to supplement, not supplant, existing programs.

An applicant may not propose to use grant funds to cover staff costs or to compensate outside individual(s) or firm(s) for services associated with preparing the grant application.

The indirect administrative costs (overhead) for the fiscal agent cannot exceed four percent (4%) of the total grant (line 8 of the application budget summary). The application budget detail sheet and application budget summary within the Excel workbook (Appendix B) will show an error message if more than 4% of line 8 is requested.

**c. Travel**

For Travel (Object 5000), district and LEA travel and reimbursement policies apply. Only travel necessary for the project is allowed. List travel purpose and estimated cost. Out-of-state travel will not be allowed.

**d. Equipment Purchases**

It is the intent of this funding to design and implement long-term effectiveness and sustainability. Therefore, any equipment budgeted will be closely scrutinized to determine if the proposed purchases meet the intent of the funding and demonstrate long-term sustainability.

**e. Annual Meetings**

As part of the CAI, it is required that the Project Director of this application attend at least two (2) scheduled California Apprenticeship Council (CAC) meetings annually in order to stay connected with the statewide apprenticeship community. This may include the semi-annual California Conference on Apprenticeship.

Attendance at these meetings must be listed in the application annual workplan and the travel section of the application budget detail sheet.

In addition, the Project Director shall attend meetings (likely monthly via conference call) coordinated by the Foundation for California Community Colleges in-order to contribute to our existing CAI Community of Practice

(CoP) in-order to stay current with CAI and California State Registered Apprenticeship Programs.

- 10. Project Management** **Maximum Points 20**  
*(Narrative – Limited to three pages, 1” margins, single or double-spaced, 12 pt. Arial font)*

See the RFA Specification for a complete description of management plan requirements. At a minimum, the management plan requires a narrative consisting of a response to questions, an organizational chart, a governance chart, and Memorandum(s) of Understanding from employers paying the apprentices salaries and wages as well as the sponsoring Community College District or California Department of Education LEA fiscal agent identified when the grant is written. The organizational/governance charts and letters do not count against the five page narrative limit.

- 11. Dissemination** **Maximum Points 5**  
*(Narrative – Limited to one page, 1” margins, single or double-spaced, 12 pt. Arial font)*

Describe how the project will conduct outreach to employers and potential apprentices as well as share best practices. In addition include your participation in any potential statewide efforts to market apprenticeships to employers and students. This narrative must not exceed one page. Project staff is encouraged to share their best practices through virtual as well as live/in-person venues.

- 12. Overall Feasibility of the Project** **Maximum Points 10**

This is not a category to be addressed separately in the application, but rather is a rated area on the scoring sheet. The reviewers have an opportunity to consider whether the project is realistically capable of attaining the required and proposed outcomes. Reviewers will consider the entire application in the context of the RFA Specification to make a final, overall appraisal of the project proposal. The intent is to judge the cohesiveness and viability of the project.

- 13. Application Procedures**

- a. The application must be received in a single PDF document in the order specified above. It is therefore anticipated the applicant will print out all sections of the application, get the required original signatures and copy and/or scan that completed application into a single PDF document (using the correct order) to attach to an e-mail and submit electronically. Two additional pages may be attached for applicants to graphically explain how the apprenticeship program will be organized and succeed.

Assemble a single complete electronic copy of the application in PDF format and make sure all the following required signatures are received:

- 1) The cover letter must be signed by the applicants Chief Executive Officer, Superintendent or authorized designee; and,
- 2) Application Budget Summary must be signed by the district's Chief Business Officer, Superintendent (or authorized designee) and the Project Director;

Applications must be submitted electronically in a single PDF to the CCCCCO by **5:00 p.m. on January 25, 2019** to [Apprenticeship@cccco.edu](mailto:Apprenticeship@cccco.edu) with the subject line reading: **18-19 Rural/AGCAI\_ (District Name)** No separate e-mails with pieces of applications will be accepted. The single PDF of the application must be e-mailed. Applications e-mailed to any address other than listed above will not be accepted. **No phone calls regarding any aspect of this RFA will be accepted by the CCCCCO.**

To the degree possible, each inquiry should cite the RFA section and paragraph to which it refers.

The maximum size for all attachments sent within an individual e-mail to the CCCCCO is 10MB. The CCCCCO suggests that applicants check to see what their servers allow for attachments when sending documents.

**NOTE:** Within 5 business days after receiving an application via e-mail, the CCCCCO will send an e-mail receipt. If after this timeframe the applicant does not receive a receipt, they should email [Apprenticeship@cccco.edu](mailto:Apprenticeship@cccco.edu) at the e-mail address above to confirm receipt of their application.

## **H. Rejection of Application**

The CCCCCO reserves the right to reject any and all applications received.

A grant application shall be rejected prior to scoring if:

1. It is not received at the CCCCCO via electronic submittal on or before **5:00 p.m. on January 25, 2019** or sent to the wrong e-mail address.
2. The RFA Specification Number is not correct on all the documents.
3. The application does not create apprenticeship training programs for rural communities or the agriculture industry.
4. The Application Budget Detail Sheet or Application Budget Summary exceeds the amount allocated the region as detailed in the RFA Specification.
5. The Annual Workplan and/or Application Budget Detail Sheets do not show required attendance at Apprenticeship Labs hosted by the Foundation for California Community Colleges, CCCCCO required meetings (to be determined), California Apprenticeship Council (CAC) meetings and or the bi-annual California Conference on Apprenticeships.
6. It does not include all required application documents submitted in a single e-mail.

- a. A cover letter signed by the CEO or designee of the Community College District or Local Education Agency (LEA)
  - b. Contact Page
  - c. Application Abstract
  - d. Table of Contents
  - e. Need
  - f. Response to Need
  - g. Annual Workplan
  - h. Application Budget Summary  
(*Project Director's signature*)  
(*Chief Business Officer's/Superintendent/Designee's signature*)
  - i. Application Budget Detail Sheet
  - j. Project Management
  - k. Dissemination
7. Contains facsimiles of forms and has changed language on those forms (this may cause a rejection).
  8. Narrative sections of the application exceed the maximum page limit.

## I. Calendar of Key/Reporting Dates

### **Key Dates**

November 7, 2018	RFA Released
December 7, 2018	Bidder's Conference (Webinar)
January 4, 2019	Deadline for Submitting Questions
January 25, 2019	Deadline for Submitting Application
February 15, 2019	Notification of Intent to Award
March 1, 2019	Appeal Deadline
March 19, 2019	Board of Governors Approval (grants over \$100,000)
March 20, 2019	Grant Commencement
December 31, 2021	Grant End Date

### **Reporting Dates**

July 25, 2019	1 <sup>st</sup> Biannual Expenditure and Progress Report due
January 25, 2020	2 <sup>nd</sup> Biannual Expenditure and Progress Report due
July 25, 2020	3 <sup>rd</sup> Biannual Expenditure and Progress Report due
January 25, 2021	4 <sup>th</sup> Biannual Expenditure and Progress Report due
July 25, 2021	5 <sup>th</sup> Biannual Expenditure and Progress Report due
January 31, 2022	Final report and expenditures due

**Chancellor's Office, California Community Colleges  
RFA Specification**

**RFA Specification No.:** 18-195

**RFA Title:** California Apprenticeship Initiative (CAI) Agriculture or Rural Areas New and Innovative Grant Program

**Funding Source:** Proposition 98

**Funding Period:** March 20, 2019 through December 31, 2021

**Total Funds Available:** \$4,000,000 (\$100,000 to \$500,000 per award)

**Required Match:** 20% employer match requirement

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**NEED**

*(Narrative – Limited to 3 pages, 1" margins, single or double-spaced, 12 pt. Arial font)*

The purpose of the need section is so that the applicant can concisely describe the local, regional, or statewide need for the intended apprenticeship program and the gap that the applicant will address. The narrative should be clear regarding how the proposed project is innovative, in either industry focus, partnerships, responsiveness to a particular local need, the lack of apprenticeship training in the region or other innovative apprenticeship training concepts.

**RESPONSE TO NEED**

*(Narrative – Unlimited, 1" margins, single or double-spaced, 12 pt. Arial font)*

This section must present a plan to develop an apprenticeship program capable of attaining approval through the Division of Apprenticeship Standards. This section is comprised of a series of questions that at a minimum responds to all the questions listed in the Response to Need section in the RFA Instructions.

**OBJECTIVES/OUTCOMES**

As stated above, CAI is in support of the Strong Workforce Task Force strategies and recommend policies and practices to meet California's anticipated shortage of one million industry-valued, middle skill credentials. To this end the CAI will be utilizing the Strong Workforce Program Metrics (Appendix D). The California Apprenticeship Initiative (CAI) will require the grant awardees to collect information on various performance indicators to enable the California Community College Chancellor's Office (CCCCO) to evaluate the effectiveness of the project, which will entail providing files with the Social Security Numbers. Research-based indicators and measurable student outcomes for the number of certificates granted to, and wage increases of, students who have completed a career technical education program. The outcome-based data shall specifically identify the impact of the CAI New Program Grant funding. In addition as with all other CCCCCO grants funded under the Doing What Matters for Jobs and the Economy, Strong Workforce Program Measures (Appendix D) must be collected for

Launchboard and utilized for accountability. Data collection, performance reporting and analysis will be included as part of the plan. <https://www.calpassplus.org/Launchboard/Home.aspx>

## **PROJECT MANAGEMENT PLAN**

Management is an important part of the success of any project. It is therefore necessary that the application contain the following items as part of the management plan:

### **Management Narrative**

*(Narrative – Limited to 3 pages)*

1. Explain the applicants existing networks and partnerships; experience in apprenticeship training programs or other Career Technical Education programs; major accomplishments, especially in bringing educational systems and/or industry/employer groups into alignment; leadership in the region; and major accomplishments in aligning and articulating curriculum with the needs of the industry sector associated with the proposed apprenticeship training program.
2. Describe the applicant's past successes in convening stakeholders towards the purpose of collaborating regionally, creating or supporting apprenticeship programs, curriculum development and approval (where needed), bringing employers together for common training purposes, and workforce preparation.
3. Describe how the applicant has taken a leadership role in creating a vision, identifying opportunities, and acquiring resources to develop educational and/or training programs in general and how that experience supports creation of new apprenticeship programs.
4. Describe the applicant's experience in data-driven evidence-based decision making and managing projects with strong emphasis on data collection, performance baseline, measurement, reporting and analysis.

### **Management (Misc.)**

*(The following does not count as part of the narrative page count.)*

1. Provide an organizational chart for operating the project. Outline each partner's responsibilities and how the collaboration contributes to the organization's strengths, long term sustainability beyond grant funding and relates to the specific design of the apprenticeship program.
2. Provide a signed MOU from all employers who have agreed to provide OJT and are or will be paying the apprentices wages for your respective apprenticeship program.

## **REPORTING REQUIREMENTS**

### ***Year-to-Date Expenditures and Progress Report***

Each allocation recipient is required to submit biannual Year-to-Date Expenditure and Progress Reports via a CCCCO online reporting system (see Calendar of Key Dates, Section I or Appendix A, Article I, Section 4, for reporting due dates and terms). No negative numbers are allowed within the reports since CCCCO allows for budget movement (see Article I, Section 2,

Budget Changes) and has an online process for those budget changes that require Project Monitor approval.

### ***Accountability Reporting***

#### **Performance Outcomes**

Each objective should result in measurable outcomes that clearly link to the objectives and activities. Describe the outcomes in qualitative and quantitative terms. Address any performance outcomes unique to this project that will result from the implementation of the objectives and activities listed in the annual workplan. The Strong Workforce Program metrics for grants and activities administered through CCCCO's Workforce and Economic Development Division are based on measurements associated with the Workforce Innovation and Opportunity Act (WIOA), as well as measures in use in other Chancellor's Office initiatives. These metrics are the continuation of the practice of requiring Common Metrics and Accountability Measures for RFAs of the Division of Workforce & Economic Development, which are provided in **Appendix D**.

Each grant must specify which objectives and Strong Workforce Taskforce metrics are relevant based on the intent of the funding.

### **REFERENCE MATERIALS**

Legal Terms and Conditions Articles I and II (**Appendix A**)

Application Forms (**Appendix B**)

Guidelines, Definitions and Allowable Expenditures (**Appendix C**)

Strong Workforce Program Metrics (**Appendix D**)

Program Standards – Sample Responses (**Appendix E**)

Vision for Success – (**Appendix F**)

**Centers of Excellence for Labor Market Research** <http://www.coecc.net/>

Search the Labor Market Information Library for reports or research related to your program:

<http://doingwhatmatters.cccco.edu/StrongWorkforce/LMILibrary.aspx>

**Division of Apprenticeship Standards website** <http://www.dir.ca.gov/das/>

### **TERMS AND CONDITIONS**

The grant shall consist of this Grant Agreement face sheet and the Grantee's application with all required forms. The RFA Specification and the Grant Agreement Legal Terms and Conditions, as set forth in the RFA Instructions, are incorporated into this grant by reference.