



Chancellor's Office, California Community Colleges

Division of Workforce and Economic Development

Request for Applications

Instructions, Specification, and Terms & Conditions

Program:

California Apprenticeship Initiative (CAI)
New and Innovative Grant Program

RFA Specification Number:

16-191

Funding Fiscal Year:

2016-17

Total Funds Available:

Up to \$9,000,000 Total Funds
Up to \$250,000 - \$1,000,000 Per Award

Funding Source:

Proposition 98

RFA Release Date:

September 26, 2016

Bidders Conference:

October 7, 2016 at 2:00 p.m.

Application Deadline:

Applications must be received electronically at the Chancellor's Office
by 5:00 p.m. on November 14, 2016

Questions Deadline:

Written questions concerning the specifications in this Request for
Applications must be submitted by email to
Apprenticeship@cccco.edu by 5:00 p.m. on October 28, 2016

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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

The California Community College Chancellor's Office is pleased to announce the availability of \$9,000,000 in Proposition 98 funds for the California Apprenticeship Initiative (CAI) New and Innovative Grant Program. This grant opportunity is part of the \$15,000,000 CAI which seeks to create new and innovative apprenticeship opportunities in priority and emerging industry sectors or areas in which apprenticeship training does not currently exist.

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, generally under the supervision of an experienced worker, until the apprentice masters that particular area of their training. 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 the OJT, there would be 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 together, 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. 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 *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).

California has approved registered apprenticeship programs for over 75 years since the adoption of the Shelley-Maloney Apprenticeship Labor Standards Act of 1939, apprenticeship as a training model is not widespread in the state, outside of the building and construction trades. However, there is a growing need for increased participation in apprenticeships by non-traditional (outside building trades/ construction sector) sectors of the economy. In an effort to promote non-traditional apprenticeship programs Governor Brown and the Legislature approved \$15 million to develop “new and innovative” apprenticeship programs in fiscal year 2015-16 and 2016-17. The California Community College Chancellor’s Office will administer this new funding. This RFA is a piece of the overall 2016-17 California Apprenticeship Initiative and in support of the Strong Workforce Taskforce Recommendations.

Currently, California is one of only a few states that provide financial support for apprenticeship programs through funding for RSI. Most 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 Local Education Agencies) report seat time hours for each apprentice, paid at \$5.71 an hour effective July 1, 2016. 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 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. But, a firm commitment from employers to fully fund apprentices' wages while training is occurring is required. This level of commitment distinguishes this type of "on-the job" training from other types of work-based learning.

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 35% to 50%, and increases are given every six months in most occupations, to reward mastering skills.

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. Through collective bargaining 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.)

The Council's regulations are spelled out in Title 8, Chapter 2 of the California Administrative Code. Of particular interest are the sections pertaining to non-discrimination in apprenticeship.

Sec. 212 defines the contents of apprenticeship standards to be approved by the Division of Apprenticeship Standards, including paragraph (b) (13):

"Provision for fair and impartial treatment of applicants for apprenticeship, selected through uniform selection procedures."

Sec. 215 provides in part:

"Selection procedures must be in writing, approved by the apprenticeship program sponsor, and must meet objective standards."

Apprenticeship programs must comply with the State of California Plan for Equal Opportunity in Apprenticeship Adopted and amended by the California Apprenticeship Council on November 28, 1983, as though expressly set forth herein and shall be considered as an appendix hereto and appropriately marked as such, including the month and year of adoption.

The Division's State Plan developed to meet the requirements of revised 29 CFR 30 is spelled out in the booklet, "State of California Plan for Equal Opportunity in Apprenticeship," which also contains administrative guidelines for implementing the Plan.

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 CCCCCO's CAI New Innovative Grant Program objective is to expand the apprenticeship to non-traditional fields in growing and emerging industries throughout California's regional economies. Expanding apprenticeship training programs into industries that have not traditionally utilized 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.

It should also be noted, that the California Community Colleges Chancellor's Office has adopted Strong Workforce Metrics for its programs and grants. Therefore, CAI grantees will need to set projections for the performance of each program in accordance to these metrics. Applicants that are awarded a CAI grant will be provided additional information that describes the steps and where to get information to support the outcomes projection process. To this end CAI grantees will be required to utilize CalPass-Plus to ensure the necessary data is provided.

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, 2016.** Additionally new and innovative programs must be in new industries and occupations. Should a program target a non-traditional industry but include a traditionally apprenticeable occupation that is active in California, it would not meet this definition.

Applicants currently serving as a fiscal agent for the first round, FY 2015-16, of CAI New and Innovative Grant Program funding are not eligible to apply as a fiscal agent in this second round of funding, FY 2016-17, for the same apprenticeship program or sector, but may be proposed as partners in other applications that target the same occupation or sector. However, an applicant that was funded as the fiscal agent in the first round of CAI New and Innovative Grant Program is eligible for funding through this RFA for a new apprenticeship training program in an industry sector that is **different** from the industry of focus in the first round.

Please note an agency who is serving as the applicant agency/fiscal agent for one application may be a partner in other CAI applications. Organizations can partner in multiple CAI applications.

Area of Focus:

\$9,000,000 total available in grants (\$250,000 to \$1,000,000 each) for new and innovative apprenticeship programs. This grant is to provide one time funding to offset startup and implementation costs to create a long term 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 purchase, apprentice recruitment and incentives for participation.

New apprenticeship programs without DAS approval that desire to participate in this grant shall be required to obtain DAS approval by February 1, 2018. CAI will continue to fund apprenticeship programs for industries and occupations that have only begun to utilize apprenticeship training programs.

Objectives:

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 will be required to quickly find employers 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) Begin discussions with the DAS (or have approval granted since January 1, 2016) to outline the structure and standards of the apprenticeship.

Grantees are **required** to register a minimum of one (1) apprentice per \$20,000 awarded in the grant (\$260,000 grant award = 13 registered apprentices \$1,000,000 award = 50 registered apprentices) during the performance period of this grant.

Expected Program Outcomes

Grant recipients complete the following during the grant period:

- Obtain approved status through DAS between January 18, 2017 and February 1, 2018.
- Participate in evaluation, technical assistance and outreach efforts as part of the greater California Apprenticeship Initiative (CAI)
- Develop and recruit members for your program's Apprenticeship Training Committee, (Joint Apprenticeship Training Committee or Unilateral Training Committee)
- Provide employer match equal to 10% 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 one (1) apprentice per \$20,000 awarded

- Utilize Cal-PASS Plus to adopt and track the Strong Workforce Taskforce metrics. At minimum the following measures must be selected:
 - Enrollments
 - Completion
 - Median Change in earnings

Target Industries and Occupations

The CAI aims to create new and innovative projects to increase employer participation in apprenticeship training models in priority and emerging industry sectors¹, including:

- Advanced Manufacturing
- Advanced Transportation
- Agriculture, Water & Environmental Technologies
- Energy, Construction & Utilities
- Global Trade & Logistics
- Health
- Information & Communication Technologies/Digital Media
- Life Sciences/Biotech
- Retail/Hospitality/Tourism
- Small Business

Proposals may also look to create apprenticeship training programs that align with established state workforce goals and are supported by evidence of labor market need (see Centers of Excellence).

Grant Expenditures

Funding shall be used for the following activities and purposes:

- 20% of total grant funding shall be allocated to offset in-class instructional training known as Related and Supplemental Instruction (RSI). Develop and recruit members for your programs Apprenticeship Training Committee.
- 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 20% 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.

¹ Doing What MATTERS priority sectors: Advanced Manufacturing, Advanced Transportation & Renewables, Agriculture, Energy Efficiency & Renewables, Global Trade, Health, Information & Communication Technologies/Digital Media, Life Sciences/Biotech, Retail and Hospitality, and Small Business. Each California region has respective priority and emergent sectors.

- Employer and apprenticeship outreach and recruitment.
- Travel, conference expenses, etc. Out of state travel will not be allowed.
- Four percent (4%) of the grant total for indirect costs to fiscal agent.
- Program coordinator salary.
- Other expenses, as approved by grant monitor.

In addition, \$20,000 must be set-aside for a technical assistance fee for provider to be identified by the Chancellor’s Office. The intent of the technical assistance will include:

- Exploring opportunities for California Registered Apprenticeship innovation, diversity, and expansion.
- Support peer exchange to identify promising practices and shared challenges.
- Create platforms for engagement.

The technical assistance expenditures are to be determined by the Chancellor’s Office, which may include membership fees, travel cost, conferences, and materials.

C. Eligibility

Only California Community College Districts and California Department of Education LEAs, including Regional Occupational Centers & Programs (ROCPs), Adult Schools, 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.

The CCCCO will consider past performance of grantees prior to awarding additional funds to those reapplying for grants, and shall deny applications from grantees that exhibited unsatisfactory performance, unless evidence of satisfactory corrective measures taken—as determined by the CCCCO-- is presented. Therefore, past performance of other state grants will be a consideration prior to final selection.

D. Performance Period

The application will be awarded for the time period of January 18, 2017 through January 31, 2019. See listing of key dates on page 21 for quarterly and final report deadlines.

No extensions will be granted for this funding.

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 in this Request for Applications must be submitted by email to Apprenticeship@cccco.edu

F. Bidder's Conference

The CCCCO will hold a Bidder's Conference for this RFA via a webinar. Webinars will occur at the CCCCO on the date and time posted on the cover of this RFA. The CCCCO requests that potential applicants register for this webinar at www.cccconfer.org. Failure to attend the Bidder's Conference will not preclude the submission of an application.

Note: The CCCCO will receive questions (FAQ) until October 28, 2016. Please allow 5 working days for responses to FAQs, which will be posted on our website.

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 (page 22) 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 within the reading process in order to receive consideration for funding.

	Maximum points
Need	15
Response to Need	30
Annual Workplan	10
Application Budget Summary/Application Budget Detail Sheet	10
Project Management	20
Dissemination	5
Feasibility of the Project	10
Total Points	100

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 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 K-12 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 statements on the objectives, procedures, expected contribution or impact on the funding priorities of 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 3 pages, 1” margins, single or double-spaced, 12 pt. Arial font)

In the region, in which you intend to start this new and innovative apprenticeship program, please make a case, using LMI 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 the committee to recognize the economic and educational imperative for this apprenticeship program in your region.

7. Response to Need Maximum Points 30

(Narrative – Limited to 9 pages, 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. Should an applicant not yet determine any of these elements please provide your plan to develop and implement these key elements in-order to attain DAS approval by February 1, 2018.

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 16th 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 counties do you plan to train your apprentices?

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 training that will be taught for your program?

Please answer below. **(See Program Standards Sample Response #1)** Minimum RSI is 144 hours within the 1st 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.)

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? If there are financial institutions providing such support, please attach the letter of support.

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*

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 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.

f. Metric Number(s)

Identify which of the CCCCCO-provided Strong Workforce Program Measure(s) (see Appendix D) this objective affects and place with the corresponding Metric.

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

Maximum Points 10

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 chosen for funding 4 originals in an ink color other than black 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.

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 later than **5:00 p.m. on Friday, November 14, 2016** or sent to the wrong e-mail address.
2. The RFA Specification Number is not correct on all the documents.
3. The Application Budget Detail Sheet or Application Budget Summary exceeds the amount allocated the region as detailed in the RFA Specification.
4. The Annual Workplan and/or Application Budget Detail Sheets do not show attendance at regional consortia meetings.
5. 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 (narrative limited to 1 page)
 - d. Table of Contents
 - e. Need (narrative limited to 3 pages)
 - f. Response to Need (limited to 9 pages)
 - 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 (narrative limited to 5 pages, plus an organizational chart, governance chart, and college intent-to-participate letters)
 - k. Dissemination (narrative limited to 1 page)
6. Contains facsimiles of forms and has changed language on those forms (this may cause a rejection).
7. Narrative sections of the application exceed the maximum page limit specified.

I. Calendar of Key/Reporting Dates

Key Dates

September 26, 2016	RFA Released
October 7, 2016	Bidder's Conference (Webinar)
October 28, 2016	Deadline for Submitting Questions
November 14, 2016	Deadline for Submitting Application
December 2, 2016	Notification of Intent to Award
December 16, 2016	Appeal Deadline
January 17-18, 2017	Board of Governors Approval (grants over \$100,000)
January 18, 2017	Grant Commencement
January 31, 2019	Grant End Date

Reporting Dates

April 25, 2017	1 st Quarter Year-to-Date Expenditure and Progress Report due
July 25, 2017	2 nd Quarter Year-to-Date Expenditure and Progress Report due
October 25, 2017	3 rd Quarter Year-to-Date Expenditure and Progress Report due
January 25, 2018	4 th Quarter Year-to-Date Expenditure and Progress Report due
April 25, 2018	5 th Quarter Year-to-Date Expenditure and Progress Report due
July 25, 2018	6 th Quarter Year-to-Date Expenditure and Progress Report due
October 25, 2018	7 th Quarter Year-to-Date Expenditure and Progress Report due
February 28, 2019	Final report and expenditures due

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

RFA Specification No.: 16-191
RFA Title: California Apprenticeship Initiative (CAI) New and Innovative Grant Program
Funding Source: Proposition 98
Funding Period: January 18, 2017 through January 31, 2019
Total Funds Available: \$9, 000,000 (\$250,000 to \$1,000,000 per award)
Required Match: 10% employer match requirement

BACKGROUND

California Apprenticeship Initiative

Within the reference materials section at the end of the RFA are links to the Doing What Matters for Jobs and the Economy website (<http://doingwhatmatters.cccco.edu/>), Budget Act language and other related material for those that wish to research these sources for a full understanding of the system goals and or legal requirements for this RFA.

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 – Limited to 9 pages, 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 New Innovative Grant program 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 the CAL-PASSPLUS and utilized for accountability. Data collection, performance reporting and analysis will be included as part of the plan.

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 five 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 plays to organization's strength and relates to the specific design of the apprenticeship program.

2. Provide a signed MOU from all employer partners involved in this apprenticeship programs or other evidence of employer commitment.
3. Provide intent-to-participate form letters from all partners and other stakeholders that have been identified and will participate in the network at the time of the writing of the grant. The applicant may amend their application to include additional partners should the application receive an award.

REPORTING REQUIREMENTS

Year-to-Date Expenditures and Progress Report

Each allocation recipient is required to submit quarterly 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 quarterly reporting due dates and terms). No negative numbers are allowed within quarterly reports since CCCCO allows for budget movement quarterly (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**)

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

Division of Apprenticeship Standards questions DAS@dir.ca.gov

Centers of Excellence for Labor Market Research

Search the LMI Library for reports or research related to your program:

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

Contact the Centers of Excellence Director for your region:

<http://www.coecc.net/contact>

Division of Apprenticeship Standards District Offices

Fresno

2550 Mariposa Mall, Room 3080
Fresno, CA 93721
(559) 445-5431
(559) 445-6294 (fax)

Senior Apprenticeship Consultant
[Rachel Freeman](#)

Sacramento

160 Promenade Circle, Suite 320
Sacramento, CA 95834
(916) 928-6800
(916) 928- 4745 (fax)

Senior Apprenticeship Consultant
[Eric Elberg](#)

San Francisco

455 Golden Gate Avenue, 9th Floor
San Francisco, CA 94102
(415) 703-1128
(415) 703-5427 (fax)

Senior Apprenticeship Consultant
[Eric Elberg](#)

Los Angeles

320 West 4th Street, Room 950
Los Angeles, CA 90013
(213) 576-7750
(213) 576-7758 (fax)

Senior Apprenticeship Consultant
[Richard Robles](#)

San Diego

7575 Metropolitan Drive, Suite 209
San Diego, CA 92108
(619) 767-2045
(619) 767-2047 (fax)

Senior Apprenticeship Consultant
[Victor Rodriguez](#)

San Jose

100 Paseo de San Antonio, Room
125
San Jose, CA 95113
(408) 277-1273
(408) 277-9612 (fax)

Senior Apprenticeship Consultant
[Rachel Freeman](#)

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.