



California
Community
Colleges

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
Workforce and Economic Development Division**

LETTER OF INTENT

(will serve as the REQUEST FOR APPLICATION)

For

**California Community College Districts and Colleges to Participate in the
High Road Construction Careers (HRCC) Partnerships Grants**

BACKGROUND

The Budget Act of fiscal year 2021 – 22 included one-time Proposition 98 funds for community colleges to work with the California Workforce Development Board (CWDB) to strengthen alignment with workforce initiatives. \$10 million is to be used for grants and technical assistance to colleges to support participation in the CWDB’s High Road Construction Careers (HRCC) programs, as defined in [UI Code Sec. 14005 \(t\)](#). The goal is to align the HRCC programs with community college pathways to train and bridge students into quality jobs in industries that support the state’s economic recovery.

The California Workforce Development Board’s (CWDB) High Road Construction Careers (HRCC) program prioritizes partnerships that link local building and construction trades councils to workforce boards, community colleges, and community-based organizations, creating structured pathways—with a standard core curriculum and critical supportive services—to state-certified apprenticeships in a variety of crafts. These efforts build systems and policies that directly advance the California’s Unified Strategic Workforce Development Plan and Chancellor’s Office *Vision for Success* goals of equity (access to skills and economic opportunity) and job quality (connections to careers with prevailing wages and benefits). The Chancellor’s Office will issue \$9,500,000 in grants to districts and colleges and the remaining \$500,000 will be issued through the Chancellor’s Office fiscal agent for technical assistance in support of the district and colleges participating in the grants. A description of the existing HRCC partnerships can found on the [CWDB’s website](#).

The purpose of the Chancellor’s Office HRCC Partnerships grants is to support community colleges with building the infrastructure to offer educational and training programs for diverse and disproportionately impacted student populations¹ to gain careers in the construction industry sector. The goals are to:

1. Develop clearly defined career pathways for construction careers that give students credit for prior work experience and industry credentials, and
2. Support students continuing their educational journeys when they enroll in community college degree or certificate programs while acknowledging skills brought with them.

By leveraging the HRCC partnership, the Chancellor’s Office seeks strengthen community college pathways and ensure students secure quality jobs in the construction industry. The community college grant activities shall include credit for prior learning, work-based learning opportunities, academic and career supports, and the award of industry-valued credentials or degrees, consistent with Assembly Bill 132 (Chapter 144, Statutes of 2021).

¹ The populations include: dislocated workers, English language learners, first generation college students, homeless and housing insecure, immigrants, justice-involved individuals, low-income communities, low-income households, out-of-school youth, people with disabilities, residents of disadvantaged communities, and veterans.

The Chancellor’s Office grants are also an opportunity to integrate community college priorities into the existing HRCC partnerships and improve coordination between community colleges, state-approved joint labor management apprenticeship programs, and local workforce development boards. Existing partnerships between local workforce development boards and state-approved apprenticeship programs have been and continue to reach prospective apprentices in the target populations. Both entities recognize the important role of the community college system in partnership to help pre-apprentices and apprentices attain a community college degree upon completion of their three-to-five-year apprenticeship program.

LETTER OF INTENT OVERVIEW

The purpose of the Letter of Intent is to solicit and identify California Community College districts and colleges to build out the infrastructure to support awarding credit for prior learning (CPL) as outlined in the Chancellor’s Office and Success Center’s [“Credit for Prior Learning Policy Implementation Toolkit”](#) for the North America’s Building Trades Unions’ (NABTU) Multi-Craft Core Curriculum (MC3) with a focus on the following ten goals.

Ten Goals from CPL Implementation Toolkit

1. Develop a College Credit for Prior Learning (CPL) workgroup.
2. Develop an engagement plan to enable multi-directional dialogue about CPL.
3. Develop meeting cadence and key communication artifacts for stakeholder engagement.
4. Draft a Student Services CPL Process.
5. Develop a plan to communicate with students about CPL.
6. Develop a timeline for board policy and administrative procedure development and adoption.
7. Create a crosswalk of courses eligible for CPL and the types of prior learning assessments required.
8. Advance raised board policy and administrative procedures through shared governance processes.
9. Develop a process for CPL assessment development and approval with reviews from faculty, administrators, IT (Information Technology), evaluators, and Student Learning Outcomes subject matter experts.
10. Develop a plan to communicate with the campus community about CPL.

The [Multi-Craft Core Curriculum \(MC3\)](#) is a third-party pre-apprenticeship curriculum developed and approved by North America’s Building Trades (NABTU) National Apprenticeship and Training Committee. This standardized, comprehensive, 120-hour apprenticeship-readiness program (ARP) is designed to provide a gateway for local residents—focusing on women, people of color, and transitioning veterans—to choose and successfully complete a Building Trades’ state-approved apprenticeship program that appeals to them.

The MC3 introduces students to the different crafts of the building trades and teaches them the skills necessary to successfully apply for a debt-free, state-approved apprenticeship program. The MC3 Curriculum Units are:

- Construction Industry and Trades Orientation
- Tools and Materials
- Construction Health and Safety (including OSHA 10 and CPR)
- Blueprint Reading
- Basic Math for Construction
- Heritage of the American Worker
- Diversity in the Construction Industry & Green Construction
- Financial Literacy

ELIGIBILITY

California Community College districts and colleges meeting the following four requirements are invited to apply:

1. The district or college is an existing partner or seeks to become a partner in the following thirteen California Workforce Development Board’s High Road Construction Careers partnerships², AND
 1. Working Partnership USA: Apprenticeship Readiness Partnership
 2. Construction Trades Workforce Initiative: East Bay Regional Trades Program (EBRTP)
 3. Fresno Area Workforce Investment Corporation: ValleyBuild
 4. Golden Sierra Job Training Agency: San-Sierra-Yolo High Road Training Partnership
 5. North Bay Building and Construction Trades Council: North Bay Trades Introduction Program
 6. San Diego Workforce Partnership: Apprenticeship Readiness Collaborative (ARC)
 7. Los Angeles/Orange County Building Trades Council: Apprenticeship Readiness Fund
 8. Monterey Bay Collaborative Pre-Apprenticeship Partnership
 9. Tri-Counties High Road Construction Careers
 10. North State Builds
 11. Inland Empire Apprenticeship Readiness Program
 12. Humboldt and Del-Norte High Road Construction Careers
 13. San Francisco High Road Construction Careers (Sistas’ with Tools)
2. The district or college has an existing construction-related Career Technical Education (CTE) program, AND
3. The district or college has an existing MOU with a state-approved joint labor management apprenticeship and/or pre-apprenticeship construction program³ or seeks to establish such an MOU, AND

² See Appendix B for details on the HRCC partnerships, including Lead Convener contact information.

³ Pre-apprenticeship programs must be directly aligned with a state-approved joint labor management apprenticeship program.

4. The district or college commits to building the infrastructure to award credit for prior learning for completion of the North America’s Building Trades Unions’ (NABTU) Multi-Craft Core Curriculum (MC3) or a state-approved building trades’ joint labor management apprenticeship program.

GRANT DURATION

The grant duration is for 25 months and is expected to begin upon execution and approval by the Chancellor’s Office Board of Governors through September 30, 2025.

SUMMARY GRANT ACTIVITES

The following is an outline of the project deliverables. Grant funds will be paid upon the completion of each deliverable via a submitted invoice regardless of actual expenditures incurred.

1. Finalize the Project Team, Supporting Cast and Required Partners

The lead institution in the application should be designated as the community college district or college and required partners, at a minimum, should include local workforce board and local building trades council (BTC) identified as partners participating in the HRCC.

The applicant project team should consist of at least two grant champions (Chief Instructional Officer and Dean or equivalent Administrators); a faculty team representing each of the following areas: Counseling, Articulation Officer, Admissions & Records, and construction-related discipline faculty or faculty division chair where CTE (Career Technical Education) program is housed; and additional relevant personnel at the district level or college referred to as “supporting cast” to maximize success: (e.g. Communications or Public Relations, Career Counselors, Guided Pathways Coordinators, Financial Aid, etc.).

The project team, supporting cast, and required partners must be identified and submitted in the Letter of Intent application in NOVA.

2. Complete a workplan and budget

Applicants must submit a detailed workplan and program budget through the Chancellor’s Office NOVA system. The detailed workplan must describe how the CPL toolkit goals noted above in the “Letter of Intent Overview” section will be met. The detailed program budget with object-level codes must contain a clear narrative for each expenditure line item, in alignment with the allowable expenses noted in Appendix E. Indirect costs should not exceed 4 percent.

3. Submit bi-annual expenditure and progress reports to the Chancellor’s Office as follows:

Date	Details	Reporting Period
1/19/24	1 st Bi-annual expenditure and progress report due	9/25/23 to 12/31/23
7/19/24	2 nd Bi-annual expenditure and progress report due	1/1/24 to 6/30/24
1/20/25	3 rd Bi-annual expenditure and progress report due	7/1/24 to 12/31/24
7/18/25	4 th Bi-annual expenditure and progress report due	1/1/25 to 6/30/25
10/31/25	5 th Bi-annual expenditure and progress report due	7/1/25 to 9/30/25

LETTER OF INTENT APPLICATION SUBMITTAL

Interested districts or colleges must submit the following in NOVA by **5:00 p.m., Wednesday, July 12, 2023**, to be considered:

- Completed and signed Letter of Intent (see Appendix C), uploaded into NOVA.
- Completed and signed Letter of Support (see Appendix D) from the lead convener of the local HRCC partnership, uploaded into NOVA.
- Completed application package in NOVA, including written responses, a workplan, and budget estimate (See Appendix E).

FUNDING OPPORTUNITY INFORMATION SESSION

There will be a Funding Opportunity Information Session on **Wednesday, May 17, 2023, from 10:00 – 11:00 a.m.** to present an overview of the project and answer questions. Interested parties can register for the event at https://cccconfer.zoom.us/webinar/register/WN_0-gxgxrLR1Oss6Fn89Q8tQ.

QUESTIONS

Written questions concerning the specifications of this Letter of Intent must be submitted via email to [LaCandice Ochoa, Dean](#) by **5:00 p.m., Friday, June 9, 2023**.