California Community Colleges

Workforce and Economic Development Division

REQUEST FOR APPLICATION

CALIFORNIA APPRENTICESHIP INITIATIVE – PRE-APPRENTICESHIP AND APPRENTICESHIP GRANT PROGRAM APRIL 2022 SUBMISSION

RFA Release Date	March 16, 2022
Questions Deadline	April 15, 2022
Application Deadline	Applications must be received by 5:00 pm on Friday April 29, 2022 in NOVA.
RFA Grant Total Award	Up to $30,000,000

Administered by the California Community College's Chancellor's Office

Workforce and Economic Development Division

1102 Q Street | Sacramento, CA 95814-5901

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Introduction

As part of the California Community Colleges ongoing efforts to meet the State's need for an educated and skilled workforce, and to promote economic recovery and equity in light of the COVID-19 pandemic, the Chancellor's Office is pleased to announce the availability of Proposition 98 funds for the California Apprenticeship Initiative (CAI) Pre-Apprenticeship and Apprenticeship Grant Programs. The CAI seeks to support the creation of pre-apprenticeship and apprenticeship programs in non-traditional, emerging, and innovative sectors, and to increase the accessibility of sustainable high-wage jobs for individuals from historically marginalized and underserved backgrounds.

This RFA establishes requirements for both the CAI Pre-Apprenticeship Grant Program and the CAI Apprenticeship Grant Program. Applicants may respond to this RFA with any number of: proposals for pre-apprenticeship programs, proposals for apprenticeship programs, or separate proposals for both pre-apprenticeship and apprenticeship programs. However, only one grant may be awarded per program.

Background

Since March 2020, California has experienced an unprecedented time battling the global COVID-19 pandemic with serious impacts to its residents' livelihoods. More than one million Californians have filed new unemployment claims since the pandemic began sweeping across the country. The COVID-19 pandemic has exposed economic inequities deeply ingrained in our society, making it clear that as we recover from the pandemic, we cannot return to business as usual. In response to these exposed inequities, the Chancellor's Office established a "Call to Action" for the Community College system, to design and innovate its programs and processes to ensure an equitable recovery for all Californians in the post-pandemic economy.

The Chancellor's Office envisions an inclusive and equitable future where all Californians have the opportunity to advance economically. This future will require cross-sector collaboration and solid relationships to co-design new roles for employers, educational institutions, governments, workers, foundations, community- based organizations, and intermediaries in regional ecosystems. No one sector will be able to do it alone.

Pre-apprenticeship and apprenticeship programs embody cross-sector collaboration, and have strong potential to serve individuals disproportionately impacted and displaced by the COVID-19 pandemic. With the right outreach, preparation, and supportive services in place for pre-apprentices and apprentices, employers and California community colleges have the opportunity to advance economic growth in their regions that will mutually benefit businesses, communities, and underserved workers; especially those underserved workers that identify as Asian Pacific Islander, Black, and Latinx.

Pre-Apprenticeship and Apprenticeship Models

This section provides an overview of pre-apprenticeship and apprenticeship models. Refer to Appendix A: Additional Background Information for a more in-depth description of these models.

Pre-Apprenticeship

Pre-apprenticeship programs prepare individuals to enter into and succeed in apprenticeship programs. To qualify for this grant, pre-apprenticeship programs must be registered by the Department of Apprenticeship Standards (DAS), and, in order that they ensure a pathway to an apprenticeship program, must have a documented partnership with at least one apprenticeship program registered by DAS. The elements required to register a pre-apprenticeship program with DAS are described in Appendix A.

Apprenticeship

The apprenticeship-training model has proven to be one of the most effective workplace training models and has been used for centuries by small, medium, and large employers. An apprenticeship program combines classroom and/or lab instruction with a work-based learning or On-the-Job Training (OJT) experience during which the apprentice is paid a salary or wage. Apprenticeship programs are distinguished from other training and education programs by the fact that an apprentice is employed while completing their training. In order to qualify for this grant, apprenticeship programs must be registered by DAS. Appendix A describes the multiple ways that a single employer or a group of employers may participate in an apprenticeship program registered by DAS, and other important elements of registering an apprenticeship program with DAS.

Eligibility

The following entities are eligible to apply for CAI Pre-Apprenticeship Grant Program and CAI Apprenticeship Grant Program funding, then acting as fiscal agents while partnering with other agencies or local entities as needed:

A. California Community College districts
B. K-12 Local Education Agencies
C. Regional Occupational Centers & Programs
D. California Adult Education Program (CAEP) providers
E. County Offices of Education
F. Local school districts

Available Funding

Applicants may request up to $500,000 for each proposed pre-apprenticeship or apprenticeship program. As CAI Pre-Apprenticeship Grant Program and CAI Apprenticeship Grant Program

funding is meant to assist grantees in establishing new pre-apprenticeship and apprenticeship programs, grantees should work to create programs that they are able to sustain independently once the grant performance date ends.

Priority of Funding

The CAI program is designed to provide startup funding for the creation of new pre-apprenticeship and apprenticeship programs. Priority will be given to applications proposing programs in new, innovative, and non-traditional sectors that are responsive to economic recovery with equity in light of the COVID-19 pandemic.

Expected Outcomes

This section describes the expected outcomes for grantees who are awarded funds to develop a new pre-apprenticeship or apprenticeship program.

A. Creation of sustainable pre-apprenticeship and apprenticeship opportunities in non-traditional and emerging sectors that any student can access to advance economically. Programs should:
    a. Respond to community or regional needs as demonstrated by data analysis
    b. Be rooted in new, innovative, or non-traditional practices
    c. Aid in economic recovery at the local or regional levels
    d. Address equity issues exposed by the COVID-19 pandemic
    e. Create pathways for underserved populations, especially those impacted the most by the COVID-19 pandemic, such that those individuals can swiftly return to work
B. A strategic outreach and recruitment process to enroll under-represented, underserved groups who have been heavily impacted by the economic downturn into a pre-apprenticeship or apprenticeship program
C. Leveraging of existing workforce development assets in the local and regional communities and within colleges such as not-for-credit workforce training, contract education, adult education programming, Strong Workforce Program, and Perkins program investments to increase reach and sustainability of programming
D. Accessible, comprehensive, academic, and nonacademic student support services (including, but not limited to, job readiness coaching and career guidance, case management, success coaching, and financial aid) which remove barriers to entry and retention for pre-apprenticeship and apprenticeship program participants
E. For pre-apprenticeship programs:
    a. An increase in the number of eligible applicants for the partner Registered Apprenticeship program(s)
    b. Promotion of Registered Apprenticeship programs as a preferred means for employers to develop a skilled workforce and to create career opportunities for individuals

    c.   Registration of a minimum of (1) pre-apprentice per $5,000 awarded in the grant during the performance period

F.   For apprenticeship programs, registration of a minimum of (1) apprentice per $20,000 awarded in the grant during the performance period

Grant Requirements

This section describes required components of CAI pre-apprenticeship and apprenticeship programs.

A.   Approval by DAS for a new Registered Pre-Apprenticeship or Apprenticeship program within the first 6 months of the grant performance period. If registration is not obtained, the Chancellor's Office may halt grant payments until registration is obtained.

B.   For pre-apprenticeship programs:
    a.   Formalized agreements with one or more Registered Apprenticeship program(s) ensuring a direct pathway from one program to the other, and/or articulation agreements for earning advanced credit/placement for skills and competencies already acquired
    b.   TOP Codes for community college courses and programs associated with the pre-apprenticeship training program

C.   For apprenticeship programs:
    a.   Development of an Apprenticeship Training Committee (JATC or UTC) including identification of members of the committee (see Appendix A for information about Apprenticeship Training Committees)
    b.   Identification of an education solution or curriculum for the classroom instruction component of the apprenticeship program
    c.   An employer match equal to 20 percent (20%) of the total grant award
    d.   Signed MOUs from all employers providing OJT and paying for apprentices' wages

D.   Participation in the evaluation, technical assistance, and outreach efforts supported by the Chancellor's Office

Grant Payment Schedule

A 20% advance may be invoiced by the grantee once the grant agreement has been fully executed. Following the 20% advance, the grantee may submit invoices for expenses incurred greater than the advance on a biannual basis. Grant reports must be submitted and approved before a grantee may invoice for expenses incurred. The grantee is limited to invoicing for up to 40%, including the advance, of the grant award until the program is registered with DAS. Once the program is registered with DAS, the grantee may invoice for the remaining grant funds according to the biannual schedule.

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Application Format and Instructions

This application will be submitted via NOVA (nova.cccco.edu). The NOVA system will prompt the applicant to complete all required components of the application. Awardees may be required to make adjustments in the budget, work plan, or other aspects of the application prior to distribution of funds.

NOVA will offer two versions of the grant application: one for Apprenticeship and one for Pre-Apprenticeship. If applicants wish to apply for funding for both Apprenticeship and Pre-Apprenticeship, they should create a separate application for each. Again, applicants may apply for multiple of either grant type in a single submission deadline, but may only ever receive one award per program.

Scoring Rubric

Grant applications are competitively scored, based on a 100-point scale, as indicated in the table provided below. A minimum average score of 75 must be obtained during the review process in order to be considered for funding. In order to address the shortage of healthcare workers the Governor identified within his FY 2022-23 budget proposal, applications that focus on new and innovative allied health career apprenticeships and pre-apprenticeship programs will receive 5 points added to their average competitive review score.[1]

Application Component	Maximum Points
Need	10
Response to Need	15
Work Plan	30
Budget	10
Project Management	15
Outreach & Dissemination	5
Feasibility of the Project	15
Total	100

Need (Maximum Points: 10) In the Need section, the applicant must include a narrative that is concise, but that clearly describes the local, regional, or statewide gap or need that the proposed pre-apprenticeship or apprenticeship will act to address. Additionally, the narrative must explain how the proposed project is innovative. For example: in its industry focus; in its partnerships; in its responsiveness to a particular local need, such as the lack of pre- apprenticeship or apprenticeship training in the region; or in its enactment of other innovative apprenticeship training concepts.

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[1]Total score may not equal greater than 100 points.

Response to Need (Maximum Points: 15) Based upon the needs/gaps and innovation opportunities described in the Need section, in the Response to Need section the applicant must describe the project objectives and broadly the means by which the objectives will be achieved. It is important that the applicant clearly describes how the objectives align with the needs/gaps identified and when and how the proposed project is innovative. Finally, the narrative must clearly describe how the program will sustain after the grant culminates.

Work Plan (Maximum Points: 30) In the Work Plan section, the applicant must include a detailed narrative describing the project's annual tasks and activities, its timeline, the expected measurable outcomes and deliverables, and the individuals or positions who will be responsible for completing the tasks or activities for the annual tasks and activities. The work plan serves as the major foundation for linking the various pieces of the proposal together, to show how work will be conducted to achieve what is laid out in the proposal.

Budget (Maximum Points: 10) In the Budget section, each Applicant must include a budget by object code, provide detailed descriptions, and identify its source for the required matched funds. Budget items entered must be specific to each funding source identified. NOVA allows for expenditure object codes 1000–7000:

    A.   1000 – Instructional Salaries
    B.   2000 – Non instructional Salaries
    C.   3000 – Employee Benefits
    D.   4000 – Supplies and Materials
    E.   5000 – Other Operating Expenses and Services 6000Capital Outlay
    F.   7000 – Other Outgo Indirect Costs- (in NOVA indirect costs are a separate object code)

Project Management (Maximum Points: 15) In the Project Management section, the applicant must respond to all related questions included in the NOVA application. The applicant must also upload into the NOVA application the following documents: an organizational chart, a governance chart, Intent-to-Participate form letters from the employers paying the apprentices salaries and wages, and finally Intent-to-Participate form letters from the sponsoring CCD or LEA fiscal agent identified when the grant is written.

Outreach & Dissemination (Maximum Points: 5) 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.

Feasibility of the Project (Maximum Points: 15) Please consider, strong applications will clearly address recovery with equity in their Response to Need section. Additionally, feasibility of the project is determined by reviewers as they consider whether the project described in the

application is realistically capable of attaining the required and proposed outcomes, within the proposed timeline. Reviewers will consider the entire application in the context of the RFA requirements to make a final, overall appraisal of the feasibility of the project. The intent is to judge the cohesiveness and viability of the project.

RFA Clarification

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

Written questions concerning the specifications and instructions in this Request for Applications must be submitted to apprenticeship@cccco.edu no later than 5:00
P.M. on **April 15, 2022** in order to be addressed prior to the application deadline.

Rejection of Application

The Chancellor's Office reserves the right to reject any and all applications received as appropriate. Some reasons a grant application may be rejected prior to scoring are:

A. It is received at the Chancellor's Office via electronic submittal in NOVA later than 5:00 p.m. on **April 29, 2022** or is incorrectly submitted.
B. The proposed budget amount exceeds $500,000.
C. Any of the required components of the application are incomplete or not submitted.

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Calendar of Key Dates & Reporting Deadlines

March 16, 2022	RFA Released
April 15, 2022	Deadline for Submitting Questions
April 29, 2022	Deadline for Submitting Application
June 21, 2022	Notification of Intent to Award
July 6, 2022	Appeal Deadline
October 1, 2022	Grant Commencement
April 30, 2023	1st Bi-Annual Expenditure and Progress Report due
October 31, 2023	2nd Bi-Annual Expenditure and Progress Report due
April 30, 2024	3rd Bi-Annual Expenditure and Progress Report due
October 31, 2024	4th Bi-Annual Expenditure and Progress Report due
April 30, 2025	5th Bi-Annual Expenditure and Progress Report due
September 30, 2025	Grant Culmination
October 31, 2025	Final Report and Expenditures Due

Appendix A -
Additional Background Information

<u>California Apprenticeship Initiative (CAI) New and Innovative Grant Program</u>

Education Code Section 79148.1 established the CAI New and Innovative Grant Program with the goal of creating new and innovative apprenticeship opportunities in priority and emerging sectors and areas where apprenticeship training is not fully established or is non-existent. The Chancellor's Office seeks to expand pre-apprenticeship and apprenticeship training programs in non- traditional sectors. The following list provides examples of non-traditional and emerging sectors; this is not a comprehensive list, and other sectors may be eligible for the CAI New and Innovative Grant Program:

A. Advanced Manufacturing
B. Advanced Transportation
C. Agriculture, Water & Environmental Technologies
D. Cybersecurity
E. Early Childhood Education
F. Energy, Construction & Utilities
G. Global Trade & Logistics
H. Health
I. Information & Communication Technologies/Digital Media
J. Life Sciences/Biotech
K. Retail/Hospitality/Tourism

<u>Pre-Apprenticeship</u>

The United States Department of Labor, Employment and Training Administration defines pre-apprenticeship as a program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship programs. Registered apprenticeship programs have been formally approved and registered by the California Division of Apprenticeship Standards (DAS).

The following are required elements of a pre-apprenticeship program for both registration with DAS and the purposes of this RFA:

A. Training and curriculum based on industry standards and approved by the documented registered apprenticeship program partner or partners that will prepare individuals with the skills and competencies needed to enter into at least one registered apprenticeship program.
B. Documentation that the pre-apprenticeship training activities are conducted in partnership with one or more registered apprenticeship programs.

C. A copy of a memorandum of understanding or other formal written agreement that gives priority, but not a guarantee, to pre-apprenticeship graduates for acceptance into the apprenticeship program.

D. Strategies that increase registered apprenticeship opportunities for under- represented, disadvantaged, or low-skilled individuals, such that upon completion, those individuals will meet the entry requirements and be prepared for success in one or more registered apprenticeship programs. These strategies include any of the following:

   a. Strong recruitment efforts focused on outreach to populations under- represented in local, state, and national registered apprenticeship programs.

   b. Educational and prevocational services that prepare individuals to meet the entry requisites of one or more registered apprenticeship programs, such as specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, adult basic education, financial literacy seminars, and mathematics tutoring.

   c. Exposing participants to local, state, and national registered apprenticeship programs and providing direct assistance to participants applying to those programs.

   d. Facilitating access to appropriate support services during both the pre-apprenticeship program and a significant portion of the registered apprenticeship program.

   e. Efforts to sustain the ongoing partnership between the pre-apprenticeship program and registered apprenticeship program partner or partners, including collaborative efforts that promote alignment with the California Workforce Innovation and Opportunity Act (WIOA) Unified Strategic Workforce Development.

   f. Providing physical preparedness training for jobs where physical ability and endurance are key elements of success.

   g. Providing training on safe working practices where applicable to the job.

   h. Providing hands-on training to individuals in a simulated lab experience or through volunteer opportunities that accurately simulate industry and occupational conditions while observing proper supervision and safety protocols, provided that such experience and opportunities do not supplant or reduce the compensable work of paid employees.

   i. Providing for automatic acceptance or priority credits for acceptance into apprenticeship programs of individuals who have successfully completed the pre-apprenticeship program, and when applicable, giving advance credit in the apprenticeship program for skills and competencies already acquired in the pre-apprenticeship program.

Apprenticeship

The apprenticeship-training model is defined by application of theoretical knowledge in a workplace setting. The employer is an integral part of apprenticeships and in the current model pays the majority of the training costs incurred. A single employer or group of employers working in collaboration may manage this training and employment. The following are ways employers may participate in apprenticeship programs:

A. Single employer works with DAS to create a program that trains only their employees
B. Group of employers create a Unilateral Training Committee (UTC) and cooperatively fund the training of apprentices across multiple employers, sharing costs and leveraging resources
C. 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 are instrumental in recruiting and selecting, training, developing standards, and approving agreements. 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 following are the three most important elements of Registered Apprenticeship Programs:

A. Employer-paid training and employment for the apprentice from day one.
B. Minimum of 2,000 hours or approximately one-year of On-the-Job training (OJT).
C. 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)

Apprenticeship Operations

Apprentices start at a percentage of the skilled worker's wage and receive wage increases at regular intervals. Starting rates are usually 40 percent (40%) to 50 percent (50%) compared to full-time wages, and are not less than the state minimum wage or the local living wage for the geographical location of the employer. Increases are given every six months in most occupations to reward mastery of skills. For example, usually every six months an apprentice who has completed a certain number of OJT hours and a certain amount of hours of classroom instruction is eligible for a three percent (3%) to five percent (5%) increase in pay and advancement to the next period. Apprentices attend classes of related supplemental 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. In most cases, this means attending classes at night four 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 relevant tools is also provided early in the training process, although in most occupations apprentices are not allowed to use any power-driven machinery until they are more advanced in their training. Apprentices are usually required to furnish their own hand tools.

Each apprentice signs an apprenticeship agreement either with a JATC, UTC, or an individual employer. This agreement is filed with DAS.

Training expectations are detailed in apprenticeship standards developed by the local apprenticeship committees and are registered with the State with the assistance of DAS consultants. The processes of the occupation and the number of hours to be spent learning each process are defined. The period of training is from one to six years (2,000 hours on the job training minimum) depending upon the occupation. Most programs are for four years in length. Upon successful completion of training, the apprentice is issued a "Certificate of Completion" by the State of California.

<u>Division of Apprenticeship Standards (DAS)</u>

DAS creates opportunities for Californians to obtain skills leading to gainful employment and provides employers with a highly skilled and experienced workforce while strengthening California's economy. The division carries out this mission by administering California apprenticeship law and enforcing apprenticeship standards regarding wages, hours, working conditions, and the specific skills required for state certification as a journeyperson in an occupation that is appropriate for apprenticeship.

DAS consultants work locally with employers- and their collective bargaining partners where applicable- to develop new apprenticeship programs, determining the length of training and specific skills necessary to perform at the level required in the occupation. They help new program sponsors locate and make arrangements with eligible educational institutions to provide the classroom instruction that augments the OJT. More information about DAS can be found at the following link: https://www.dir.ca.gov/das/.

<u>Sustainability</u>

CAI funding is intended to provide initial support to create new employer-driven programs that would benefit from pre-apprenticeship and apprenticeship training programs in partnership with eligible educational institutions. The following two funding sources are opportunities for ongoing funding once the CAI grant performance period has ended.

A. Related Supplement Instruction (RSI) Funding
   a. RSI is an organized and systematic form of instruction designed to provide the apprentice with knowledge including the theoretical and technical subjects related and supplemental to the skills involved. Currently, California is one of only a few

states that provide financial support for apprenticeship programs through funding for RSI. After establishing a contract with a Local Education Agency (Community College Districts or California Department of Education) apprenticeship program sponsors report seat time hours and are reimbursed for their instruction time, paid at $6.77 per hour effective July 2021. Apprenticeship RSI Instruction is reported on the CCFS-321.

b. More information about this process can be found in the Student Attendance Accounting Manual (SAAM) at the following link: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Manuals.

B. Full-Time Equivalent Students (FTES) Funding
   a. The attendance of apprentices enrolled in any class offered for community college credit by a community college, as part of a state approved apprenticeship training program, can be reimbursed at the per credit FTES funding rate. This incentivizes community colleges to utilize their quality programs to support and develop state approved apprenticeship training programs. FTES reimbursement is reported on the CCFS-320. To obtain FTES reimbursement, the following criteria must be met:
      i. Instruction is provided to indentured apprentices by a program approved by DAS.
      ii. A community college faculty member, as defined by Education Code, teaches the classes.
   b. More information about reporting can be found in the SAAM at the following link: at the following link: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Manuals.

Appendix B -
Allowable Expenditures

Criteria for Allowable Expenditures

All allowable expenditures, must meet three primary criteria:

A. Substantiate that the expenditure is necessary and reasonable for proper and effective administration of the allocations.
B. The expenditure must be allocable to the funding source activities.
C. The expenditure must not be a general expense required to carry out the fiscal agent's overall responsibilities (not supplanting).

However, even if expenditures meet the above three criteria, the expenditure must be approved within the application annual work plan/budget summary of the individual fiscal agent; otherwise they are not allowable within that year without annual work plan/budget summary and/or detail changes. Please note, the State has the discretion to impose special conditions above and beyond the funding source which would also determine non-allowable expenditures.

Reasonable Expenditures

Reasonable is defined by the dictionary as: agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision.

Systems that can guide this definition are: necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

Able to be Allocated

Allocable is defined by the dictionary as: capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a Project Director works 80% on the funded program (only 80% of the salary and benefits can be charged in the grant application). Above and beyond this definition, allocable also means that the cost must be related to the annual work plan/activities that have been approved by the Chancellor's Office Project Monitor.

Supplanting

Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. These grant funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without the funding. You must be able to demonstrate that the funds are added to the

amount of state and local funds that would, in absence of the grant funds, be made available for uses specified in your plan.

<div align="center">Allowable General Expenditures</div>

The following table is a synopsis of rules to determining whether expenditures are allowable. The rules in their entirety can be found in (Title 2 Code of Federal Regulations (2 CFR Parts 215 and 220). However, just because a cost is allowable via 2 CFR 215-220, the intent of the RFA must be followed, the expenditure must be necessary, reasonable, allocable and not supplanting.

A. https://www.govinfo.gov/content/pkg/CFR-2012-title2-vol1/pdf/CFR-2012-title2-vol1-part215.pdf
B. https://www.govinfo.gov/content/pkg/CFR-2012-title2-vol1/pdf/CFR-2012-title2-vol1-part220.pdf

Allowed	Allowed With Prior Approval	Not Allowed
Advertising and Public Relations		Advertising and Public Relations
Advisory Councils *(if the RFA requires or allows Advisory Councils)*		
		Alcoholic Beverages
		Alumni Activities
Audit Costs *(required by Single Audit Act)*		
Audit Costs *(if not required by Single Audit Act can be included in indirect cost rate 4% of the proposal)*		
		Bad Debts
		Commencement and Convocation Costs
Communication Costs *(telephone, telegrams, postage, messenger)*		
Compensation for Personnel Services *(salary, wages, fringe benefits)*		
		Contingencies
Contributions or Donations Received *(cash, property, services)*		Contributions or Donations Rendered *(cash, property, services)*
		Entertainment Costs[2]
Fines and Penalties[4]		Fines and Penalties[4]
		Fund Raising and Investment Costs
		Gifts of Public funds are never allowed *(memorabilia, honoraria, gifts, souvenirs, Etc.)*
		Goods and Services for Personal Use

March 2022

Allowed	Allowed With Prior Approval	Not Allowed
Indirect or Administrative Expenditures *(4% of total direct costs)*		
		Lobbying[7]
		Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored agreement)		
Meetings and Conferences[8]		Meetings and Conferences[8]
	Memberships[9]	
Professional and Consultant Services		
Proposal Costs (only using 4% indirect)		
Publication and Printing Costs (Must be a direct cost, indirect cost can only use the 4%)		
		Selling and Marketing
Travel	Out-of-State Travel	Out-of-Country Travel

Advertising and Public Relations:
The term advertising costs means the costs of advertising media and corollary administrative costs. Advertising media include magazines, newspapers, radio and television, direct mail, exhibits, electronic or computer transmittals, and the like. The term public relations includes community relations and means those activities dedicated to maintaining the image of the institution or maintaining or promoting understanding and favorable relations with the community or public at large or any segment of the public.

ALLOWABLE Advertising costs are those that are solely for:
(1) The recruitment of personnel required for the performance by the institution of obligations arising under a sponsored; (2) The procurement of goods and services for the performance of a sponsored agreement; (3) The disposal of scrap or surplus materials acquired in the performance of a sponsored agreement except when non- Federal entities are reimbursed for disposal costs at a predetermined amount; or (4) Other specific purposes necessary to meet the requirements of the sponsored agreement.

ALLOWABLE Public Relations costs are those that are solely for:
(1) Costs specifically required by the sponsored agreement; (2) Costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of sponsored agreements (these costs are considered necessary as part of the outreach effort for the sponsored agreement); or (3) Costs of conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary keep the public informed on matters of public concern, such as notices of Federal contract/grant awards, financial matters, etc.

UNALLOWABLE:
Advertising and public relations costs include the following: (1) All advertising and public relations cost unless specified as allowable above; (2) Costs of meetings, conventions, convocations, or other events related to other activities of the institution, including: (a) Costs of displays, demonstrations, and exhibits; (b) Costs of meeting rooms, hospitality suites, and other special facilities used in conjunction with shows and other special events; and (c) Salaries and wages of employees engaged in setting up and displaying exhibits, making demonstrations, and providing briefings; (3) Costs of promotional items and memorabilia, including models, gifts, and souvenirs; (4) Costs of advertising and public relations designed solely to promote the institution.

Entertainment Costs:
Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

Fines and Penalties:
Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.

Gifts of Public Funds:
If it looks like a gift it is.   You are not allowed to purchase pencils, pens, mouse pads, t-shirts, etc. and give them out (under the marketing banner). This would still be considered a gift of public funds. Awards and honorarium would also be considered a gift of public funds and not allowed.

Lobbying:
Lobbying is never allowed unless it meets the following criteria: (1) Technical and factual presentations on topics directly related to the performance of a grant, contract, or other agreement (through hearing testimony, statements, or letters to the Congress or a State legislature, or subdivision, member, or cognizant staff member thereof), in response to a documented request (including a Congressional Record notice requesting testimony or statements for the record at a regularly scheduled hearing) made by the recipient member, legislative body or subdivision, or a cognizant staff member thereof, provided such information is readily obtainable and can be readily put in deliverable form, and further provided that costs under this section for travel, lodging or

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meals are unallowable unless incurred to offer testimony at a regularly scheduled Congressional hearing pursuant to a written request for such presentation made by the Chairman or Ranking Minority Member of the Committee or Subcommittee conducting such hearings.

Meetings and Conferences:

Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, speakers' fees, and other items incidental to such meetings or conferences. Be aware not to cross over into entertainment costs.

NOTE:

Food is only allowed at meetings that require a working breakfast, lunch or dinner and disseminate technical information to participants.   The meeting must have an agenda that shows a working meal; must have a sign-in sheet for participants; and cannot go over the district's per diem guidelines for food purchases. The Chancellor's Office is not allowing the cost of food be charged for outreach and/or student events.

Memberships:

OMB only allows institutional memberships (not individual memberships), the CCCCO Budget and Accounting Manual allows individual memberships that are required within a job description. The CTE Pathways program grant is regional in its function and therefore if the Project Director requests any (individual, institutional, or regional) membership costs the application must justify why the regional work plan cannot be accomplished without paying for such membership(s). Business, technical and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

Selling and marketing:

Cost of selling and marketing any products or services of the institution are unallowable unless the agreement requires this activity or if it is an allowable under public relations costs (see #1 above).

Travel:

Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the grant. Such costs (via Legal Article II attached to the application) will be based the fiscal agent's per-diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

OUT-OF-STATE TRAVEL:

Out-of-State travel will be closely scrutinized and requires completion of the Out-of-State Travel Request Form found within Appendix C of the application and must be disclosed on the Budget Detail sheet. After the application is fully executed, any further Out-of- State travel requires prior approval of the Project Monitor by sending in the above-mentioned form for approval. The state reserves the right to limit Out-of-State travel.

OUT-OF-COUNTRY TRAVEL:

The Chancellor's Office has determined that Out-of-Country travel will not be an allowed via this funding source.

NOVA Application

Applications will be completed in NOVA (nova.cccco.edu) **under the CAI: New & Innovative program heading** using the 2021-22 April Submission CAI: New & Innovative Grant (Apprenticeship or Pre-Apprenticeship) application. This document will assist the applicant in preparing to complete the application in NOVA.

A. **Details –** This section displays basic information about the plan and the lead agency. Please answer the questions included. This section includes an Application Description field, please describe within the Application Description field the broad purpose of the proposed apprenticeship program and the key outcomes and deliverables the grantee anticipates. The summary should also include how the apprenticeship program will support the Vision for Success and DEI initiative goals, how the application is new and/or innovative, the applicant's employer partners, the new apprentice-able occupations being created, and the entity who will fund the program once grant funding sunsets.

B. **Contacts –** This section displays the significant individuals related to the plan and their contact information. A minimum of a project lead contact, plan approver, and fiscal report approver are required.

C. **Need-** address all of the following within the Need and Equity Issues fields:
   a. Using labor market information data and logic about supply and demand, justify why the proposed program is critical in the region and how it addresses economic challenges associated with the COVID-19 pandemic.
   b. Address unique aspects of the region, industry sector and its occupational history, and regional economic projections that justify the need for this program. Consider the specific role that a program in an innovative, non-traditional, or emerging sector plays in addressing unique needs of the region and its workforce.
   c. Identify challenges associated with progress, success, employment, and earnings outcomes for California Community College students that the pre-apprenticeship or apprenticeship program can address (applicants are encouraged to utilize LaunchBoard data).

D. **Response to Need-** this section should clearly address how the pre-apprenticeship or apprenticeship program addresses recovery with equity in response to the COVID-19 pandemic, creating career pathways for those populations most impacted by the pandemic.
   a. Pre-Apprenticeship
      i. Within the Response to Need and Response to Equity Issues fields:
         1. Describe how the program will facilitate and/or articulates with the Registered Apprenticeship program(s). Describe how the proposed program will promote greater use of registered apprenticeship

programs to increase future opportunities for both employers and students.

2. Describe how the approved training and curriculum:
   a. Is based on industry standards and designed to meet all necessary entrance requirements of applicable registered apprenticeship programs in which successful pre-apprenticeship completers will enter.
   b. Has had input from, and is approved by, the registered apprenticeship programs that will accept completers.
3. Describe how funds will be used to respond to identified needs by implementing the following:
   a. Recruitment strategies focused on outreach and exposure to populations under-represented in partnering registered apprenticeship programs.
   b. Educational and pre-vocational services that prepare individuals to meet the entry requisites of one or more apprenticeship training programs (e.g. specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, Adult Basic Education, math tutoring, etc.).
   c. Comprehensive student support (assistance with basic needs, financial aid, support for part-time students and adult learners, career advising, interview preparation and coaching, job placement assistance, etc.), which remove barriers for students and encourage retention and completion.
   d. Meaningful hands-on training that leverages work-based learning opportunities and quality Career Technical Education (CTE) programs that align with regional employer needs.

b. Apprenticeship
   i. Within the Response to Need and Response to Equity Issues fields please describe how funds will be used to implement the following:
      1. Recruitment strategies focused on outreach and exposure to populations under-represented in apprenticeship programs in the industry sector and region.
      2. Educational and pre-vocational services that prepare individuals to meet the entry requisites of their industry sector (e.g. specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, Adult Basic Education, math tutoring, etc.).
      3. Comprehensive student support (assistance with basic needs, financial aid, support for part-time students and adult learners, career advising, interview preparation and coaching, job placement assistance, etc.), which remove barriers for students and encourage retention and completion.

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      4. Meaningful hands-on training that leverages work-based learning opportunities and quality Career Technical Education (CTE) programs that align with regional employer needs.

   ii. The following items will be addressed via fillable fields in NOVA, and are imperative components of a registered apprenticeship program:

      1. Employers

         a. Indicate whether a single or multiple employers are involved and, if applicable, the type of committee (UTC, JATC).

      2. Description of how apprentices will obtain work and be placed or dispatched to an employer.

      3. Apprenticeship Occupations- identify what occupation the program will provide training for via an O*Net Code (see www.onetonline.org for more information).

      4. What are the contents of the related and supplemental instruction (classroom curriculum and hands-on training) that will be taught for the program?

      5. For each occupation being taught, provide a course outline or proposed course outline. The outline should include the curriculum topic/subject matter, hours per topic/subject matter, cumulative total per year and cumulative total for the occupation.

      6. Identify the LEA sponsoring the program, and provide a letter on LEA letterhead that attests to serve as the sponsor and include the contact person information.

      7. On the Job Training (OJT)- Term of Apprenticeship Program

         a. For each occupation, what will be the term of the apprenticeship (OJT hours)? How many months to complete the program?

      8. Work Processes

         a. List the work processes for each occupation.

         b. Identify the work processes and the number of hours needed to complete each work process.

      9. Journeyman Wages- what will be the wage schedule (hourly and benefits) for each occupation?

         a. Journeyman base hourly rate and fringe benefits (if any).

         b. Apprentice base hourly rate and fringe benefits (if any). Show each period (hours and months) to allow for advancement.

         c. What criteria will be used for an apprentice to gain a pay raise and advance to the next period?

      10. Indicate if military veterans will be recruited.

      11. Selection of Applicants- describe what, where, at what time, and how often written applications to the program will be accepted.

  E. **Work Plan**- The work plan is broken into three components in NOVA: objectives, activities, and outcomes.

    a. Objectives

    i. Objectives are the major action items or goals that underlie the purpose of the grant. Each application will likely include several objectives. Your objective descriptions should include objective statements that are specific to your program needs and that summarize discrete lines of activities that clearly align with the grant's purpose. They should also include at least one high level outcome or result of the objective. An objective may have multiple outcomes.
        1. For example, Objective 1: Register 10 new apprentices each year of the grant. The result will be 30 apprentices are registered for the program.
    ii. Each grant must include an objective to register at least 1 apprentice per $20,000.
    iii. If your apprenticeship program is not yet registered with DAS, you must have an objective to register the program with DAS within the first 6 months of the grant period.

  b. Activities
    i. Activities are the steps that you will take to complete your objectives. Each objective will likely include several activities.
    ii. A couple sample activities related to an objective to establish the program's curriculum could be:
        1. To evaluate what courses are currently offered that align with the apprenticeship program.
        2. To determine the curriculum gaps after the initial evaluation is performed.
    iii. Please title your activities in the following manner to identify which objective it pertains to and in what order it will be completed among all of that objective's activities: Obj *, Act *.
        1. For example Obj 1, Act 1 would be the first activity under your first objective.

  c. Outcomes
    i. In the activity description, you must identify a deliverable or discretely measurable outcome that the activity, or a string of activities will result in.
        1. For example:
           a. This activity will result in a schedule of classes.
           b. This activity combined with Obj 1, Act 2 and Obj 1, Act 3 will result in a schedule of classes.
           c. This activity combined with Obj 1 Act 2-5 will result in a schedule of classes.
    ii. When including outcomes, be sure to include only outcome results specific to this application. For example, if you anticipate your institution's overall apprentice completers will increase by 100 amongst all of your programs in FY22-23, but only by 5 for this program in that year, you would include an increase of 5.

      iii. As much as possible, you must include specific completion dates for each activity. One or more activities may be ongoing throughout the entire grant period, but it is unlikely that all of your activities would need to be ongoing in this manner. If an activity is repeated each year, or multiple times within a year, create a discrete activity with a specific completion date for each occurrence.

F. **Budget-** You must include a budget item related to every activity, in each year of the grant.

    a. You must identify the pertinent activity in the "Brief description of expenditure" field and the purpose of the expense.

      i. For example: This 2021-22 non-instructional salary expenditure is related to Obj 2, Act 3 and pays for a single tutor to provide assistance to apprentices related to course ___.

    b. You must also upload a budget summary table that summarizes: the dollar amount and grant amount proportion that you will expend per objective, and that includes a high level description of the expenditures and an estimated completion date for each objective.

      i. For example, one row of the table could read: Objective 1 | $100,000 | 20% | supplies and materials, travel and event expenses, non-instructional salary and benefits| February 2023|.

      ii. This table will be used to develop the grant agreement that will be executed if the grant is awarded. Please upload this document in the Supporting Documents Section as an "Other" document.

    c. Funding shall be used for the following activities and purposes:

      i. Tools, equipment, and uniforms where necessary for pre-apprentices or apprentices.

        1. Any equipment budgeted will be closely scrutinized to determine if the proposed purchases meet the intent of the funding and contribute to long-term sustainability.

      ii. Curriculum development, revision, and approval.

      iii. Educational expenses (tuitions, fees, books, instructor salary, etc.).

      iv. Employer and apprenticeship outreach and recruitment.

      v. Travel, conference expenses, etc.

        1. District reimbursement policies apply. Only travel necessary for the project is allowed. List travel purpose and estimated cost.

      vi. Program coordinator salary.

      vii. For apprenticeship proposals only: Develop and recruit members for the Apprenticeship Training Committee.

      viii. Other expenses, as approved by the grant monitor.

    d. Indirect Administrative Costs

      i. The indirect administrative costs (overhead) for the fiscal agent cannot exceed four percent (4%) of the total grant.

e. Matching Funds- Only apprenticeship programs are required to provide an employer financial match equal to at least 20 percent (20%) of the total grant award.
   i. NOVA will allow applicants to choose which lead or partner agency is providing the match amount and include details such as amount and description. Awardees will be required to submit proof of match during fiscal reporting.

G. **Supporting Documents-** Please include the following documents with your application:
   a. A formal or informal letter for every non-employer partner identified that indicates their agreement to work with the program as described in the application.
      i. Please upload these documents in this section as "Letters of Support" documents.
   b. You must include a formal agreement for every employer partner identified that indicates the employer's agreement to work with the program as described in this RFA and otherwise in the application, and that guarantees the employer will pay apprentices specific wages.
      i. Please upload these documents in this section as "Validated Employer Input" documents.
   c. Please include an organizational chart that lists all staff members, and their position titles (include only position titles if positions are not filled), who will be working on the grant.
      i. Please upload this document in this section as an "Organizational Chart" document.
   d. Please include a governance chart listing the key entities and partners involved in the grant and the program areas they will oversee.
      i. Please upload this document in this section as an "Other" document.
   e. Please include a budget summary table that summarizes the dollar amount and grant amount proportion that you will expend per objective and includes a high level description of the expenditures and an estimated completion date.
      i. For example, one row of the table could read: Objective 1 | $100,000 | 20% | supplies and materials, travel and event expenses, non-instructional salary and benefits| February 2023|.
      ii. Please upload this document in this section as an "Other" document.

H. **Outreach and Dissemination**
   a. Describe the program's equitable outreach plan including:
      i. Efforts and activities to engage populations underrepresented in Registered Apprenticeship programs in the relevant industry sector and region, including women, minorities, and those most significantly impacted by the COVID-19 pandemic.
   b. Describe the program's dissemination plan including:
      i. How outreach will be conducted to increase employer engagement.

    ii.   Any participation in statewide or regional efforts to market pre-apprenticeships or apprenticeships to employers and students.