TRADESFUTURES

Frequently Asked Questions
MC3 in the Schools

Q: How many school systems currently teach the MC3?

A: Approximately 80 CTE high schools and community colleges currently teach the MC3. The MC3 has been approved by State Education Departments in CA, MD, MI and LA. State approval is pending in FL and NY.

Q: What is the cost of the MC3?

A: TradesFutures does not charge tuition for the MC3, however effective July 2025, TradesFutures implemented a tiered annual curriculum licensing fee. Existing programs will sign the Addendum on New Fee Structures and will select the tier most appropriate for their program through the Annual Tier Selection Form. Once programs have made their selection, payment of the annual fee is expected within 30 days. When payment has been received, programs will receive a link to enroll students in the MC3 learning management system.

Number of Students Enrolled	Annual Licensing Fee
0-20	$700
21-50	$1900
51-80	$3700
81-150	$5700
151-250	$10100
251+	Inquire

Q: How does my school gain access to the MC3?

A: To access the MC3, a Building Trades Council and their partner schools must first submit an MC3 Implementation Plan and Intellectual Property Agreement for approval. All of the important questions regarding the implementation of the MC3, including who teaches the MC3, where the curriculum is offered, how the program is funded, the scope of the program, and, most importantly, the description of the pathway by which successful MC3 completers can gain access to Building Trades Registered Apprenticeship opportunities, are determined locally by school instructors and administrators in cooperation with the local

Building Trades Council, and are spelled out in detail in the MC3 Implementation plan.

Q: How do we fit the MC3 into our academic calendar? Our classes are an hour and our quarters are shorter than 120 hours?

A: How the MC3 fits into a school's academic calendar is up to the school district and the local Building Trades Council, which has jurisdiction over the MC3. TradesFutures and Building Trades Councils have taken a flexible, adaptive approach to this question when working with school districts. In some cases, extra hours were added to the minimum hours for the MC3 in response to district or state education department requirements. In other cases, Councils have worked with school districts to teach the MC3 over two years, or to count the math hours separately to "fit" the MC3 into a quarter that is less than 120 hours, the minimum required hours for the MC3**.**

One important note: Certain Units of the MC3, such as the OSHA 10 Hour Construction Safety Class must be taught under certain time constraints, as per OSHA regulations. MC3 instructors and school administrators should be aware of this. They can find out about the rules for teaching OSHA 10 by contacting their local Building Trades Council.

Q: Should the MC3 be open enrollment, or should there be a screening process for students interested in this class?

A: Again, the answer to this question is up to the school district and local Building Trades Council, although TradesFutures and the Councils' goal is to get the subject matter in the MC3 in front of as many students as possible. Therefore, you may want to cast as wide a net as possible.

Q: What is the best time to teach the MC3? Freshman year? Junior year? Senior Year?

A: This is again up to the district and the Building Trades Council, and it depends on the goals of the program, but TradesFutures' recommendation is to teach the MC3 in the freshmen or sophomore years. This will allow students who become interested in construction to take other construction-related course work (welding, wiring, carpentry, HVAC, plumbing) in their senior and junior years, which would well prepare them for entry into Building Trades Registered

Apprenticeship programs after they graduate.

Q: Where would school districts locate MC3 teachers, especially those who might teach specialty subjects in the MC3 such as OSHA 10 or financial literacy? How does this work in unionized school systems (NEA/AFT)?

A: In most schools, CTE construction teachers teach the MC3. In some schools, Building Trades instructors supplement the work of the faculty, teaching some of the Trades content. This is all worked out by the school administrators and teachers in cooperation with the Building Trades Council. We have found that both the NEA and AFT have been very supportive of our efforts, and in some schools, they have been part of a broader coalition of support for the MC3.

Q: Do we really need to cover 40 hours of basic math? Our students already are taking math (higher level) Can you cover the math in a math class?

A: Schools **can** fulfill the 40-hour construction math requirement for the MC3 in a separate high school math class **if** the Building Trades Council representatives agree that the class meets the MC3's required learning objectives. However, programs that choose to rely on existing high school math classes **should still include time within the MC3 curriculum** to assess students' competencies in the basic math skills covered in Unit 5 and to devote time to applying those math skills specifically to construction tasks. In other words, do not rely solely on the high school math curriculum — make sure students demonstrate the required math proficiency and understand how to apply it on the job site.

Q: How do other school systems deal with the issue of field trips to training centers? (Transportation, liability, etc.)

A: Many schools teaching the MC3 have applied for grants specifically aimed at CTE expansion to cover some of the costs associated with field trips to the local Building Trades Training Centers (known as Joint Apprentice Training Committee facilities, or JATCs). We think it is important to provide the opportunity for MC3 students to visit the JATCs because this gives them an up-close perspective on the "look and feel" of apprentice training.

Q: How do CTE schools track their students after graduation? They may never go into the trades, or they may decide to do so years afterward. Does the value of the "certificate" expire over time? How do students stay in contact with the trade representatives on their own?

A: The TradesFutures certificates that students earn when they successfully complete the MC3 don't expire, and they are still valid if a student moves to another area of the country. They would simply present the certificate to the local Building Trades Council and request more information on the Trade of their choice. TradesFutures requires that school instructors or administrators keep in contact with, or at least follow up with, MC3 completers after they graduate and leave school. This needs to be done once or twice a year for the first few years after students graduate. The goal of the MC3, after all, is to get more students into successful careers in Building Trades Registered Apprenticeship and the schools are required to track this data.

Q: How are extras for the program, like OSHA 10 and First Aid CPR classes funded? Does the school system budget pay for that too?

A: Any costs associated with the industry certifications in the MC3 (the OSHA 10 card and the CPR/First Aid Certification) are not included in the cost of the MC3. They are picked up by the district or school.

Q: Does the MC3 have a final exam? In our school, we must administer Unit tests in our classes to meet school or district requirements. Can we make up our own exams for the MC3?

A: In 2019, a multiple-choice final exam was developed for the MC3, which is currently being verified for EEO compliance. The MC3 Final Exam is optional for all MC3 programs except for those ARPs in New York, Florida and Louisiana. Questions for the MC3 Final Exam were drawn from the required sections of the curriculum. In each Unit of the MC3 there are suggested assessments in the Unit Lesson Plans, but instructors may also create additional formative and summative assessments as deemed appropriate by the teacher and the district.

Q: What is the format of the MC3?

A: The MC3 is available in two online formats. The first format is traditional face-to-face delivery, with the educational materials (readings, assignments, videos, lesson plans) delivered through a web-based learning management system (LMS). The second, and more recent, format for the MC3 is asynchronous (fully online), with the educational materials delivered through the same web based LMS. Approved ARPs now have the option of teaching the MC3 (1) using the

traditional face-to-face format; (2) using the new virtual or asynchronous format; or (3) using some combination of these two formats (blended learning).

Q: How many Units are in the MC3 and what are they?

A: There are nine Units in the MC3:

- Construction Industry Orientation
- Tools and Materials
- Construction Health and Safety
- Blueprint Reading
- Basic Math for Construction
- Heritage of the American Worker
- Diversity in the Construction Industry
- Green Construction
- Financial Literacy

Q: Are some Units of the MC3 required and others optional?

A: Yes, some MC3 Units are required, and some are optional. The table below explains this in detail.