

# Agency-specific Content for the Notice of Funding Opportunity

## Illinois Works Pre-apprenticeship Program

2614-1994

### A. Program Description

This Notice of Funding Opportunity (NOFO) sets forth the requirements for funding pre-apprenticeship programs as specified by the Illinois Works Jobs Program Act (“Illinois Works Act”), 30 ILCS 559/20-1. It is in the public policy interest of the State of Illinois (the “State”) to ensure that all Illinois residents have access to State capital projects and careers in the construction industry and building trades, including those who have been historically underrepresented in those trades. To ensure that those interests are met, the General Assembly created the Illinois Works Pre-apprenticeship Program, the Illinois Works Apprenticeship Initiative, and the Illinois Bid Credit Program.

The goal of the Illinois Works Pre-apprenticeship Program is to provide grants to community-based organizations or coalitions throughout the State that will recruit, prescreen, and provide pre-apprenticeship skills training. Successful grantees will also be expected to provide pathways and manage the transition from the pre-apprenticeship program to a full apprenticeship program in construction and building trades.

The Illinois Bid Credit Program enables contractors or subcontractors to earn bid credits for employing apprentices who have completed the Illinois Works Pre-apprenticeship Program. These bid credits can be used towards bids on public works projects contracted by the State or any agency of the State. The Illinois Works Apprenticeship Initiative opens the doors of opportunity into the construction industry and the trades by requiring that state funded capital projects estimated to cost \$500,000 or more meet a 10% apprentice goal. Namely, 10% of the actual or estimated hours performed on the project need to be performed by DOL registered apprentices.

The Illinois Department of Commerce and Economic Opportunity (“Illinois Department of Commerce or “the Department”) is issuing this NOFO in an effort to implement the Illinois Works Pre-apprenticeship Program. The Illinois Works Pre-apprenticeship Program will be administered by the Department’s Office of Illinois Works.

#### **Important Definitions (Please refer to other relevant definitions in the NOFO’s Appendix)**

This NOFO will use the definitions established in the Illinois Works Act, including the definitions for “community-based organizations” and “underrepresented populations.”

It will also use the State of Illinois definition for pre-apprenticeship which appears in the Illinois Career Pathways Dictionary. Additional information and resources are included in the Appendix of this NOFO.

*Community-Based Organization:* The Illinois Works Act establishes that “Community-based organization” means a nonprofit organization, including an accredited public college or university,

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selected by the Department to participate in the Illinois Works Pre-apprenticeship Program. To qualify as a "community-based organization", the organization must demonstrate the following:

1. the ability to effectively serve diverse and underrepresented populations, including by providing employment services to such populations;
2. knowledge of the construction and building trades;
3. the ability to recruit, prescreen, and provide pre-apprenticeship training to prepare workers for employment in the construction and building trades; and
4. a plan to provide the following:
  - a. preparatory classes;
  - b. workplace readiness skills, such as resume preparation and interviewing techniques;
  - c. strategies for overcoming barriers to entry and completion of an apprenticeship program; and
  - d. any prerequisites for acceptance into apprenticeship program.

*Underrepresented Populations:* The Illinois Works Act defines "Underrepresented Populations" as populations identified by the Department that historically have had barriers to entry or advancement in the workforce. According to the Illinois Department of Labor reporting, in 2019, only 4% of apprentices employed in the State's construction industry were women, 9% were African American, 18% were Hispanic/Latino, less than 1% were Asian, less than 1% were American Indian/Native Alaskan, and 7% were veterans. All of these groups are underrepresented populations for purposes of this NOFO.

*Pre-Apprenticeship (based on the definition in Training and Employment Notice No. 13-12 [https://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=5842](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=5842)).* A program that has a documented partnership/relationship with employers (including unions and non-union contractors) and trade unions, and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship which includes all the following:

- Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of an Apprenticeship.
- Access to educational and career counseling, and supportive services as needed by participants.
- Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills, including, at a minimum, those outlined in the Essential Employability Skills framework (Personal and Work Ethic, Teamwork, Communication).
- Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship programs in the construction and building trades and may receive preference for enrollment.

**Alignment with State Workforce Development Priorities.** The Illinois Works Pre-apprenticeship program is aligned with the Governor's workforce, education, and economic development priorities. Billions of dollars invested in major public construction projects throughout Illinois over the next decade have the potential to be a catalyst for the full inclusion of women, people of color, and other underrepresented individuals in the construction workforce, contributing to increased and sustained prosperity in all communities, through training, employment and career development.

*Governor's Action Agenda for Workforce Development and Job Creation*

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Governor Pritzker issued Executive Order 2019-03 leading to the creation of the “Action Agenda for Workforce Development and Job Creation” which provides three Action Areas listed below. This NOFO will fund projects that focus on these Action Areas.

- Unite workforce development partners around regional cluster strategies
  - Identify high-impact regional clusters and associated in-demand occupations
  - Implement a coordinated workforce development strategy around regional clusters
- Prepare Illinois workers for a career, not just their next job
  - Increase apprenticeship opportunities
  - Address barriers to successful training and employment
  - Establish and support equity goals and align with Perkins equity goals
- Connect job seekers with employers
  - Shorten time from credential to employment
  - Integrate workforce services across program providers for one-stop customers

### *Workforce Innovation Board Apprenticeship Committee and Apprenticeship Illinois Framework*

The Illinois Workforce Innovation Board (IWIB) endorses using registered apprenticeships and pre-apprenticeships as a key strategy to build a pipeline of skilled workers to help businesses throughout the State to remain competitive. IWIB Apprenticeship Committee statewide expansion goals:

- Fully integrate apprenticeship into state workforce development, education, and economic development strategies and programs.
- Support the rapid development of new apprenticeship programs and/or the significant expansion of existing programs.
- Support the development and recruitment of a diverse pipeline of apprentices; and
- Build state capacity to make it easier for industry to start apprenticeship programs and for apprentices to access opportunities.

### *Illinois Essential Employability Skills Framework*

Illinois Essential Employability Skills Framework  
[https://icsps.illinoisstate.edu/images/pdfs/Illinois\\_Essential\\_Employability\\_Framework/Essential\\_Employability\\_Framework\\_-min.pdf](https://icsps.illinoisstate.edu/images/pdfs/Illinois_Essential_Employability_Framework/Essential_Employability_Framework_-min.pdf) is designed to define and clarify the essential employability skills and provide a standard for the state. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math and reading. The framework was developed through the collaboration of the Illinois Community College Board; the Illinois Department of Commerce and Economic Opportunity; representatives of Illinois businesses; local chambers of commerce; secondary, postsecondary, and adult educators and professionals; and other important stakeholders.

## **PROGRAM GOAL**

The goal of the Illinois Works Act is to ensure that Illinois residents have access to State capital projects and careers in the construction industry and building trades and to provide contracting and employment opportunities to historically underrepresented populations in the construction industry. The Illinois Works Pre-apprenticeship NOFO and program will be a critical component in the success of the Act, by increasing the number of qualified construction and building trades apprentices who are women, people of color, or from otherwise underrepresented populations and preparing them to enter full apprenticeship programs on their way to careers in the construction and building trades.

## PROGRAM DESCRIPTION

The Illinois Works Pre-apprenticeship grants will be awarded to community-based organizations and coalitions that demonstrate that their pre-apprenticeship programs contain *program design elements* from pre-apprenticeship construction and building trades programs that reflect researched best practices nationally, and meet Illinois Works program requirements and standards. The overarching focus of these grants is to fund programs that help underrepresented populations successfully transition into full apprenticeship programs in construction and building trades. These program elements include outreach and recruitment to bring participants into programs but also include program elements specifically designed to increase the probability of success for historically underrepresented individuals. Applicants should review these best practices and incorporate program strategies as appropriate.

### ***Earn While You Learn: Benefits of Work-Based Learning***

Work-based learning, such as pre-apprenticeship programs, allows individuals build relevant skills via real-life work experiences. Typically, work-based learning aligns classroom and workplace learning; the application of academic, technical and employability skills in a work setting; and support from workplace mentors. Work-based learning is a win-win as it combines to meet a jobseeker or worker's need to build meaningful, applied skills and an industry's need to grow its talent. Apprenticeships are a well-known form of work-based learning that typically include five key elements:

- Business involvement;
- Structured on-the-job training;
- Instruction related to the apprenticeship;
- Rewards for skill gains; and
- An industry-recognized credential.

### ***Nationally Recognized Pre-apprenticeship Program Design Elements***

Based on a review of best practices for pre-apprenticeship, the following program elements create the conditions for successful management of pre-apprenticeship programs and strong participant outcomes:

- Fair compensation, including stipends, and compensation that fosters retention (versus dropping out because it is not possible to make ends meet). Performance-based stipends have been found to be effective at supporting student's financial needs and encouraging high performance and outcomes
- A focus on equity that goes beyond numeric participant targets and focuses on all aspects of program design and partnerships, including successful transition into a full apprenticeship program, and program belonging and inclusiveness
- The provision of wraparound supports, as appropriate and as needed (see examples below)
- Strong partnerships between stakeholder groups, including unions and CBOS and/or community colleges and local workforce areas
- Consistent, transparent entry and success requirements
- Strong community outreach and community leadership within the programs
- Development of technical skills through hands-on activities and work-based learning
- Development of math and literacy skills
- Career pathway and alignment with employer needs and explicit connection to apprenticeship programs
- Offering academic and career exploration

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- Culmination in one and ideally more industry-recognized credentials and the ability to receive credit toward associate or bachelor’s degrees (if applicable)
- Innovative ways to have participants learn online and participate in virtual immersive training techniques (especially in a COVID-19 environment)
- Strong case management, including screening for benefit eligibility, post-program retention supports, mentorship, fostering alumni networks, and construction workplace culture
- Training for job search skills, resume development and interview practices
- Offering financial literacy, life coaching and education
- Enhanced exposure to and the ability to interact with construction and building trades workers of the same race, ethnicity, or gender as participants
- Documented plan to provide career and transition services to students that do not enroll into registered apprenticeship programs
- Documented plan for transitioning pre-apprenticeship participants into a registered apprenticeship program(s)

<b>Types of Wraparound Services Focused on Individuals (including but not limited to)</b>
Union fees
Transportation costs, including car repairs
Childcare
Equipment (tools, uniforms, hard hats, boots, etc.)
Technology assistance for virtual learning (broadband and hardware)
Driver’s Education fees
Personal health including emergency dental and vision
Arrearages
GED or HiSET fees
Individual Development Accounts (matched savings accounts) and/or incentives for program completion
Emergency bill payments

<b>Types of Student Support Services in Program Design/Staff Costs (including but not limited to)</b>
Life coaching
Tutoring and educational enrichment (especially on math and English as a Second Language)
Financial literacy
Make-up and re-test sessions
Referrals for other services, such as mental health, housing and eviction assistance, substance abuse
Mentoring
Preparation for formal union interviews

Alumni Networks

**Exemplary Construction and Building Trades Pre-apprenticeship Program Elements for Underrepresented Populations**




Jobs For The Future (JFF) is a national nonprofit organization with the goal of driving change in the American workforce and education systems to achieve economic advancement for all. JFF’s experience and research<sup>1</sup> have identified six characteristics of high-quality pre-apprenticeship programs including:



- Transparent entry and success requirements
- Alignments with skills sought by local employer and high-quality apprenticeship programs
- Culmination in one or more industry-recognized credentials
- Development of skills through hands-on activities and work-based learning
- Offering of Academic, career exploration and wraparound supports
- Transition into a Registered or other high-quality apprenticeship program

PRE-APPRENTICESHIP BASICS

**What a Quality Program Achieves**

An effective high-quality program does the following:

-  Links directly to an apprenticeship
-  Prepares people from underrepresented populations for high-quality employment opportunities
-  Is a bridge to career opportunities for students, new workers, or underprepared learners

-  Increases diversity and equity throughout the apprenticeship and workforce systems
-  Provides the essential instruction, preparation, and supports that participants need to be successful in the next step in their career paths



**360-Degree Focus on Equity**

According to Closing the Divide: Making Illinois a Leader in Equitable Apprenticeships, a report by Young Invincibles [https://www.illinoisworknet.com/WIOA/Resources/Documents/YI\\_ClosingTheDivide.pdf](https://www.illinoisworknet.com/WIOA/Resources/Documents/YI_ClosingTheDivide.pdf), only 4 percent of Illinois apprentices are women and only 27 percent are people of color. Women and people of color are less likely to complete apprenticeships and are often employed in positions with lower-than-average pay. Recruiting participants from underrepresented populations is only one step of many to ensuring greater equity in pre-apprenticeships in construction and building trades.

<sup>1</sup> THE ESSENTIALS OF A HIGH-QUALITY PRE-APPRENTICESHIP PROGRAM, Jobs for the Future, 2019 [https://www.illinoisworknet.com/WIOA/Resources/Documents/Presentation\\_-\\_Essentials\\_of\\_a\\_High-Quality\\_Preapprenticeship\\_-\\_11-07-2019.pdf](https://www.illinoisworknet.com/WIOA/Resources/Documents/Presentation_-_Essentials_of_a_High-Quality_Preapprenticeship_-_11-07-2019.pdf)  
[https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Presentation\\_-\\_Essentials\\_of\\_a\\_High-Quality\\_Preapprenticeship\\_-\\_11-07-2019.pdf](https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Presentation_-_Essentials_of_a_High-Quality_Preapprenticeship_-_11-07-2019.pdf)

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Strategies to address equity include support for minority-led organizations, changes in recruitment practices, intentional marketing (including using images of women and people of color), addressing discrimination within programs and at workplaces, and offering supports that boost retention and completion, such as childcare, transportation, and career counseling. Applicants are encouraged to review and incorporate the best practices from the resources listed below and the NOFO Appendix as appropriate.

- Equity in Youth Apprenticeship Programs, National Alliance for Partnerships in Equity  
<https://napequity.org/wp-content/uploads/PAYA-Workbook-Fnl-2020-05-29.pdf>
- The Roadmap for Racial Equity (National Skills Coalition)  
[https://www.nationalskillscoalition.org/wp-content/uploads/2020/12/Racial-Equity-Report\\_6x9\\_web.pdf](https://www.nationalskillscoalition.org/wp-content/uploads/2020/12/Racial-Equity-Report_6x9_web.pdf)
- Racial Equity Readiness Assessment for Workforce Development (Race Forward)  
<https://www.raceforward.org/practice/tools/workforce-development-racial-equity-readiness-assessment>
- Principles for a High-Quality Pre-Apprenticeship: A Model to Advance Equity (Center for Law and Social Policy CLASP)  
<https://www.clasp.org/publications/report/brief/principles-high-quality-pre-apprenticeship-model-advance-equity>
- Collaborative Solutions for Increasing Diversity of Apprenticeship Participants (Workforce GPS)  
<https://www.workforcegps.org/events/2020/04/02/18/20/Collaborative-Solutions-for-Increasing-Diversity-of-Apprenticeship-Participants>
- Closing the Divide: Making Illinois a Leader in Equitable Apprenticeships (Young Invincibles)  
[https://www.illinoisworknet.com/WIOA/Resources/Documents/YI\\_ClosingTheDivide.pdf](https://www.illinoisworknet.com/WIOA/Resources/Documents/YI_ClosingTheDivide.pdf)
- Growing Equity and Diversity Through Apprenticeship: Business Perspectives (JFF Center for Apprenticeship and Work-based Learning)  
<https://www.aacc.nche.edu/wp-content/uploads/2021/05/GrowingEquityandDiversitythroughApprenticeship-BizPerspectives-07182019-2.pdf>
- Principles for Equity in Apprenticeship (Center on Wisconsin Strategy)  
<https://equityinapprenticeship.org/case-studies/principles-for-equity-in-apprenticeship>
- Flowchart of Equitable Apprenticeship Models (Young Invincibles and Chicago Jobs Council)  
<https://www.illinoisworknet.com/WIOA/Resources/Documents/Flowchart%20of%20Equitable%20Apprenticeship%20Models.pdf>

## PROGRAM REQUIREMENTS

Projects that are funded under the Illinois Works Pre-Apprenticeship Program must include the following program elements and are encouraged to incorporate best practices from the previous section.

1. **OVERALL PROGRAM DESIGN:** Applicants must provide information on how they will design, develop, and implement high-quality pre-apprenticeship programs in order to significantly increase apprenticeship opportunities for historically underrepresented populations. This must include how they will coordinate the program activities including the recruitment, assessment, case management, related technical training, work-based training, supportive services, and transition/placement of participants.
2. **STIPENDS:** Applicants must provide stipends to pre-apprentices. The Department acknowledges that pre-apprenticeship programs vary in length/duration and in the numbers of hours each day and each week. Given this variation, the Department ***encourages setting stipends at a rate that encourages participation and retention through the program.*** It may be difficult for some participants to stay financially solvent during the pre-apprenticeship period. The Department will accept proposals that offer performance-based stipends (these are paid based on attendance and academic performance) that do not exceed \$11 per training hour.
3. **WRAP-AROUND SUPPORTS:** Applicants must provide plans for how to assist pre-apprentice candidates overcoming financial barriers to participation. Allowable program costs may include staff costs for program elements such as life coaching, mentorship, financial literacy, and alumni networking. Allowable financial supports to pre-apprentices may include childcare, transportation, fees, tools, uniforms, and other costs that create an obstacle for successful participation or program completion.
4. **STUDENT SUPPORT SERVICES:** Applicants must provide plans for how to assist participants to maximize academic success and to obtain the offered certifications/credentials. Allowable program costs may include tutoring services, retesting and make-up sessions, among others.
5. **RECRUITMENT:** Applicants must provide plans that show how they proactively create recruiting, outreach and support strategies that significantly increase the number of underrepresented populations enrolling in and successfully completing apprenticeships and acknowledge race and gender disparities in regional construction and building trades occupations. Applicants do not need to serve all populations listed. Successful applicants will demonstrate their knowledge and outcomes working with a certain population; and also, how that population has been involved in shaping the

### What is a stipend?

A stipend is a payment made to a trainee or learner for living expenses, unlike a salary or wages which are paid to an employee. Though the terms "stipend" and "salary" are often used interchangeably, the U.S. Department of Labor has specific criteria that must be met to pay a stipend.

To receive a stipend, the focus must be on training rather than employment. The training must be predominantly for the benefit of the pre-apprentice and cannot be connected to a job at the end of training; the pre-apprentices also cannot displace regular employees.

A stipend is not considered wages so Social Security or Medicare taxes are not withheld. However, it still counts as taxable income for income tax purposes.



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program itself. In addition, applicants must clearly understand the entrance requirements into union apprenticeship programs and communicate those requirements to program candidates before enrolling in the pre-apprenticeship program along with integrating them into their prerequisites for participation in the program.

6. **EQUITY-FOCUS:** Applicants will be expected to articulate their understanding of how race, ethnicity and gender may impact individual access to and experience within the context of construction and building trade apprenticeships. Applicants must provide information about how their pre-apprenticeship model (including recruitment, partnerships, pre-apprenticeship models, and training,) considers the experience of women and people of color in the industry (hiring, advancement, retention and earnings) as well as advances conditions that increase access, enrollment and completion for women and people of color. Strategies for how to foster a shared identity and a welcoming, inclusive environment are encouraged.
7. **OUTREACH:** Applicants must create a plan for marketing, outreach, wraparound supports, and accommodations. Applicants should identify and train mentors for apprentices.
8. **PARTNERSHIPS:** Applicants should provide information about their plans to coordinate with Local Workforce Areas and local and regional Apprenticeship Navigators and Intermediaries focused on construction and building trades, union groups, community colleges, employers, employer associations, community-based organizations and secondary schools. It is an expectation of all applicants that pre-apprentices transition successfully into full apprenticeship programs.
9. **OUTCOME MEASURES:** As mentioned throughout this NOFO, the primary goal of the IL Works Pre-apprenticeship Program is to significantly increase apprenticeship opportunities for historically underrepresented populations. Achievement of this goal will be evaluated by DCEO and the IL Works Review Panel, which is responsible for reporting on the program annually to the General Assembly. To inform the Panel's report, the IL Works Act requires pre-apprenticeship program grantees to report to DCEO certain information about their programs, including:
  - i. a description of the grantee's recruitment, screening, and training efforts;
  - ii. the number of individuals who apply to, participate in, and complete the community-based organization's program, broken down by race, gender, age, and veteran status; and
  - iii. the number of the individuals referenced in item (ii) who are initially accepted and placed into apprenticeship programs in the construction and building trades.

Applicants shall outline their plan to collect and track data related to outcome measures, including by completing Attachment II: Program Planning Tool of this NOFO.

10. **LEARNING:** Applicants must explain how they will coordinate education and learning, necessary support and retention services, coaching from other partner institutions. The Department is also interested in applicants who will use innovative teaching and learning tools including online/virtual learning, such as Alternative Reality (AR) or Virtual Reality (VR) immersive training and learning techniques, among others.
11. **CURRICULA AND INSTRUCTION:** Applicants must design a curriculum, based on Illinois Works approved curricula including North American Building Trades Unions (NABTU) or National Center for

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Construction Education and Research (NCCER), that provides at least 150 hours of instruction with a strong emphasis on hands-on practice in a construction laboratory and at job sites (see Attachment III—Sample Curriculum). The program should lead students to obtain, at a minimum, a NABTU certificate or NCCER certification, plus an OSHA certification, a First Aid/CPR certification, and other applicable and relevant certifications for the construction industry.

12. **WORK-BASED LEARNING AND PRACTICUMS:** Applicants must include, as part of their program, opportunities for pre-apprentices to do construction work at job sites while taking instruction or immediately after completing instruction. Job site practicums are generally supervised by the program instructors and are coordinated with community-based organizations or government entities that give students opportunities to put into practice what they learned in the classroom (see Attachment III).
13. **CAREER/EMPLOYMENT AND TRANSITION SERVICES:** Applicants must provide plans on how they will assist students in transitioning to registered apprenticeship programs including connecting them to employers and unions. They must also include plans for referring students that do not enroll into apprenticeship programs into advanced construction education and training programs, or other employment.
14. **DELIVERY OF OTHER INSTRUCTION:** Applicants must provide plans to refer students who do not have the minimum program requirements to educational services in their communities such as free literacy, GED, ESL classes, among others. Plans must include how applicants' barriers to entrance and success in the program will be assessed and the strategy to assist in removing these barriers for underrepresented populations.
15. **LEVERAGING OTHER RESOURCES:** Utilize funding from other partner organizations for process acceleration that help stakeholders rapidly embrace programs. This includes sharing curricula, standards, and best practices along with providing additional funds for supportive services.

### B. Funding Information

This grant program is utilizing: state funding appropriated by the Illinois General Assembly under Public Act 102-0017 <https://www.ilga.gov/legislation/publicacts/102/PDF/102-0017.pdf>. It is anticipated that the Department will award \$10,000,000 for grants under this NOFO and that each individual grant should range between \$200,000 to \$550,000 depending on the number of cohorts the program proposes to deliver for one year. The Department will consider grant requests for less or more of the above-mentioned range when adequate technical arguments and reasonable outcomes are presented. Allowable costs must be necessary, reasonable, and allocable based on the activity or activities contained in the scope of work.

**Administrative Costs:** It is expected that administrative costs, both direct and indirect, will represent a small portion of the program budget. Successful applicants should strive to keep administrative costs to 10 percent (10%), or less, of direct costs. Program budgets and narratives will detail how all proposed expenditures are directly necessary for program implementation and will distinguish between direct/indirect administrative and direct/indirect program costs.

**Pre-award and Application Costs:** Pre-award costs for services in anticipation of an award are allowable, where necessary, for the efficient and timely performance of the program, and are subject to 2 CFR 200.458. To be accepted, proof of services must meet the guidelines and requirements outlined within this NOFO. Only applicants who receive an award as a result of the NOFO and merit-based review process will be eligible for pre-award costs. Grantees are advised to contact the Department for technical assistance with questions or concerns prior to incurring costs. ***Costs associated with the development of a proposal are not allowed.***

**Budget Contingency:** Applicants should include a contingency in their budgets for participation in regular meetings and networking activity. This contingency is a direct cost for the grant and not an indirect or administrative cost. It should estimate time and potential instate travel costs.

**Award Term:** The grant term/performance period will be determined on a project specific basis. It is anticipated that grants will be awarded for one year with the potential for renewal/modification for up to two additional years for successful projects that meet and exceed the required program services and outcome metrics

**The release of this NOFO does not obligate the Department to make an award.**

## **C. Eligibility Information**

An entity may not apply for a grant until the entity has registered and pre-qualified through the Grant Accountability and Transparency Act (GATA) Grantee Portal found at [www.grants.illinois.gov](http://www.grants.illinois.gov), Grantee Links tab. During pre-qualification, verifications are performed including a check of federal Debarred and Suspended and status on the Illinois Stop Payment List.

The GATA Grantee Portal will verify that the entity:

- Has a valid FEIN number;
- Has a valid DUNS number;
- Has a current SAM.gov account;
- Is not on the Federal Excluded Parties List;
- Is in Good Standing with the Illinois Secretary of State, as applicable;
- Is not on the Illinois Stop Payment list; and
- Is not on the Department of Healthcare and Family Services Provider Sanctions list.

An automated email notification to the entity alerts them of “qualified” status or informs how to remediate a negative verification (e.g., inactive DUNS, not in good standing with the Secretary of State). A federal Debarred and Suspended status cannot be remediated.

Pursuant to the policy of the Illinois Office of the Comptroller, to receive grant funds from the State of Illinois, a grantee must be considered a regarded entity by the IRS for federal income tax purposes. Disregarded entities will not be eligible to receive grant funds.

### **1. Eligible Applicants include:**

Eligible applicants under this NOFO include non-profit community-based organizations, such as colleges, industry associations, chambers of commerce, local workforce areas, community colleges, technical schools, or school districts (see P. 4 of this NOFO for Illinois Works Act applicable definition). This funding opportunity is limited to public and private organizations that are in good standing with the Illinois Secretary of State.

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Eligible applicants must demonstrate effectiveness in serving the underrepresented population(s), engaging businesses, trade unions, and the ability to meet performance targets. The applicant's capacity to show they have the ability to deliver, including a demonstrated ability to hire and retain project staff and instructors when the grant commences, in these areas is a strong factor in coordinating education, workforce and economic development services. Proposals must provide data and supporting related outcomes to demonstrate capacity and effectiveness.

**Experienced and New Providers:** This NOFO will consider organizations that have experience and a trajectory delivering construction pre-apprenticeship and other construction training programs. Applicants that have not operated a pre-apprenticeship program but have experience serving the underrepresented population(s), are encouraged to apply in partnership with other relevant organizations that have experience in effective design and delivery of the required services.

The Department complies with all applicable provisions of state and federal laws and regulations pertaining to nondiscrimination, sexual harassment and equal employment opportunity including, but not limited to: The Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), The Public Works Employment Discrimination Act (775 ILCS 10/1 et seq.), The United States Civil Rights Act of 1964 (as amended) (42 USC 2000a-and 2000H-6), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), The Americans with Disabilities Act of 1990 (42 USC 12101 et seq.), and The Age Discrimination Act (42 USC 6101 et seq.).

### 2. Cost Sharing or Matching.

Matching funds are not required; however, projects that include matching or leveraged funds from multiple funding sources will be given priority consideration. Successful applicants will be required to report the matching and/or leveraged funds from partners over the life of the project, including WIOA formula funds and other federal, state, local, and private resources. There is no minimum requirement, but applications will be reviewed in part based upon their ability to leverage additional funding sources, which should be clearly described in the budget proposal. Consideration will also be given to projects that include plans that address ongoing sustainability beyond the grant period.

### 3. Indirect Cost Rate.

In order to charge indirect costs to a grant, the applicant organization must have an annually negotiated indirect cost rate agreement (NICRA). There are three types of NICRAs:

a) Federally Negotiated Rate. Organizations that receive direct federal funding, may have an indirect cost rate that was negotiated with the Federal Cognizant Agency. Illinois will accept the federally negotiated rate. The organization must provide a copy of the federally NICRA.

b) State Negotiated Rate. The organization may negotiate an indirect cost rate with the State of Illinois if they do not have a Federally Negotiated Rate. If an organization has not previously established an indirect cost rate, an indirect cost rate proposal must be submitted through State of Illinois' centralized indirect cost rate system no later than three months after receipt of a Notice of State Award (NOSA). If an organization previously established an indirect cost rate, the organization must annually submit a new indirect cost proposal through CARS within six to nine months after the close of the grantee's fiscal year, depending on the grantee's audit type requirements.

c) De Minimis Rate. An organization may elect a de minimis rate of 10% of modified total direct cost (MTDC). Once established, the De Minimis Rate may be used indefinitely. The State of Illinois must verify the calculation of the MTDC annually in order to accept the De Minimis Rate.

All grantees must complete an indirect cost rate negotiation or elect the De Minimis Rate to claim indirect costs. Indirect costs claimed without a negotiated rate or a De Minimis Rate election on record in the State of Illinois' centralized indirect cost rate system may be subject to disallowance.

Grantees have discretion and can elect to waive payment for indirect costs. Grantees that elect to waive payments for indirect costs cannot be reimbursed for indirect costs. The organization must record an election to "Waive Indirect Costs" into the State of Illinois' centralized indirect cost rate system.

State Universities may request an indirect cost rate of 10% due to the State of Illinois' continuous funding of a portion of facility and administrative costs.

**4. Other, if applicable.**

**After Getting Pre-qualified through GATA:** Once an entity is pre-qualified, the applicant must complete a programmatic and fiscal and administrative risk assessment prior to award. Applicants will complete the Internal Controls Questionnaire (ICQ) through the GATA Grantee Portal. The ICQ assesses the applicant organization's fiscal and administrative risk. Applicants must complete the ICQ annually as part of the pre-award process and program staff will then determine whether any or all risk-based conditions shall be incorporated into the Agreement.

Applicants will also be requested to complete a programmatic risk assessment to assess grant-specific risk. This assessment will be administered towards the end of the application process by the Illinois Department of Commerce and Economic Opportunity. Program staff will then determine whether any or all risk-based conditions shall be incorporated into the Agreement.

**D. Application and Submission Information**

**1. Address to Request Application Package.**

Grant application forms are available at the web link provided in the "Grant Application Link" field of this announcement or by contacting the Program Manager:

**Norman Ruano, Deputy Director of Illinois Works**  
**Illinois Department of Commerce & Economic Opportunity**  
**555 W. Monroe, 12<sup>th</sup> Floor**  
**Chicago, IL 60661**  
**Tele: 312-497-1008**  
**Email: Norman.Ruano@illinois.gov**

**2. Content and Form of Application Submission.**

A standard application package must be submitted to and reviewed by DCEO. Each package must contain the following items:

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1. Uniform Grant Application in fillable PDF format. (print, sign and scan signature page with submission)
2. Uniform Budget utilizing the template provided by DCEO for this project. The entire budget with all worksheets included even if the worksheets are not relevant to the grant opportunity must be submitted with the application materials. (print, sign and scan signature page with submission)
3. Conflict of Interest Disclosure
4. Mandatory Disclosures
5. Executive Summary (one page): Provide a one-page summary that identifies/describes the:
  - a. Applicant;
  - b. Geographic region and community(ies) to be served;
  - c. If partnerships exist, identify members, including education and training agencies, regional employers, business and industry associations, economic development organizations, one-stop partners, organized labor, and others determined appropriate;
  - d. Brief description of services to be provided, and the underserve population(s) to be served;
  - e. Anticipated goals and outcomes of this project;
  - f. Grant amount requested.
6. Technical Proposal (not to exceed 20 pages): Provide a narrative proposal to describe the program activities and outcomes that will be supported by this grant. Note that each section of the technical proposal corresponds with the application review criteria in Part H of this NOFO.

### *Applicant Organization Capacity (approx.2 pages)*

- a. Provide information about the applicant's size, structure, and length of time in business. Specify whether the program is a start-up or an established program.
- b. Include a list of the applicant organization's staff and instructors, including sub-contractor personnel, to be assigned to the project.
  - i. Describe the role each staff person or instructor will fulfill. Indicate the number of hours each staff and instructor will be assigned to the project.
  - ii. Provide resumes for project staff and instructors. Indicate, at a minimum, their positions and total years in the organization, education, and relevant work experience.
- c. Describe the pre-apprenticeship-related experience of the applicant organization and partners. If any of the work is to be sub-contracted, provide the name(s) of and describe the relevant experience of the sub-contractor(s)/partners.
- d. Describe the applicant's capacity and experience working with construction and building trades unions and employers.
- e. Describe the applicant's capacity and experience working with other key stakeholders in the region, including existing apprenticeship navigators or intermediaries. Also describe the applicant's experience transitioning clients to DOL registered apprenticeship programs.

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- f. Describe any projects recently completed or under way that required skills and experience similar to those required for this proposed project.
- g. Describe the applicant's capacity and experience working with the program's identified underrepresented population(s) and its successes in equitably serving them in similar programs.

### *Documentation of Need (approx. 2 pages)*

- a. Identify the economic development region (1 through 10) where this project will operate (see map [https://www.illinoisworknet.com/DownloadPrint/LWIA%20EDR%20Map%202019-07%20Update%20\(002\).jpg](https://www.illinoisworknet.com/DownloadPrint/LWIA%20EDR%20Map%202019-07%20Update%20(002).jpg))
- b. Describe the program's identified underrepresented population(s) and how the social and economic conditions of the region affect their access to apprenticeship programs and well-paying jobs in the construction industry.
- c. Include a brief analysis of how this project will be informed by labor market information and current local and regional workforce data that identifies the employment trends for construction and building trades.
- d. Describe what existing construction and building trades apprenticeships in the region these pre-apprentices would graduate into.
- e. If applicable, describe how the work of this project will result in creating apprenticeships in areas where apprenticeships are not robust or do not exist.
- f. Provide any additional contextual details that will strengthen the reviewers' understanding of the identified issues/problems, needs and expansion opportunities.

### *Pre-Apprenticeship Project Plan (approx. 6-10 pages)*

- a. Describe the pre-apprenticeship program design and implementation (include as many best practice program design elements as possible). Include program duration, hours per week, and stipend amount.
  - Outreach
  - Recruitment
  - Partnerships, especially with employers, unions and their apprenticeship programs, local workforce areas and other stakeholders
  - Graduation to apprenticeship program
  - Stipends (describe performance-based stipends based on attendance and academic performance)
  - Wraparound supports: Grantee must have Supportive Service Policy and Procedures that document how the services are provided to the program participant
  - Student support services focused on academic success and obtaining certification and credentials (this includes tutoring, retesting, and makeup sessions, among others)
  - Case management, including mentorship and retention
  - Training and curriculum (including plans for online instruction)—See Attachment III for sample curriculum.

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- Logistics planning including attendance per week and the total number of weeks, and how the proposed number of cohorts of up to 25 students will be delivered in one year—See Attachment III for sample logistics plan.
  - Work-based learning and hands-on activities
  - Career pathway and alignment with employer needs and connection to apprenticeship
  - Offering academic and career exploration
  - Culmination of one of more industry-recognized credentials
  - Transition into a registered apprenticeship program
  - Transition into other construction employment or higher-level construction training programs for those that do not enroll in a registered apprenticeship program
  - Innovative ways to have participants learn online (especially in COVID-19 environment)
  - Strong case management, including screening for benefit eligibility, post-program retention supports, mentorship, alumni networks, construction workplace culture
  - Offer job search skills, resume development and interview practice
  - Blend in financial literacy, coaching and education
  - Enhance exposure to and the ability to interact with construction and building trades workers, particularly building trades workers of the same race, ethnicity, or gender as participants, if possible.
- b. Describe specific equity-focused strategies already in place or that will be developed that will advance practices, project approaches, including recruitment, partnerships, pre-apprenticeship models, and training models to ensure more opportunities in apprenticeship for underserved populations.
- c. Describe how the pre-apprenticeship program will reach diverse, underrepresented populations and strategies for recruitment and inclusion of those populations.
- Describe organization’s connection and experience serving the identified underrepresented population (program participants) targeted in this proposal.
  - What are the marketing and recruitment plans for potential pre-apprentices?
  - What partner organizations does the organization plan to work with?
  - What are the plans for support, coaching and retention services for apprentices?
  - What pre-preparation or training will be needed before enrolling pre-apprentices?
  - How with this project coordinate the activities with local and regional partners?
    - Provide detail on partnerships with regional workforce, educational and economic development entities, and their roles and responsibilities
    - Describe how the partners will organize non-traditional sectors and/or implement innovative practices.
    - How will this project partner with existing apprenticeship programs?

*Budget Narrative/Cost Effectiveness/Return on Investment/Sustainability (approx. 2 pages):*



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- a. Provide a high-level budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes;
  - b. Describe any leveraged and matching funds from workforce partners and participating businesses;
  - c. Describe how will this project be sustained beyond the grant funding period; and
  - d. Describe how this project could be scaled regionally, and what benefits will be derived across the region.
7. Project Implementation Plan: Grant applications must include a project management plan that includes major project activities, milestone for progress, and timelines for completion of the activities. Applicants must use a 12-month cycle for their plan. A sample project management plan is included as Attachment I.
  8. Outcomes Summary: Grant application must include projected outcomes provided in Attachment II. Competitive proposals will clearly articulate how the activities funded under this NOFO will significantly increase participation of underserved populations in US DOL registered construction apprenticeship programs in Illinois [NOTE: For successful grantees, these projected outcomes will be measured against actual outcomes. This form will be based on the requirements of the IL Works annual reports and other activity and outcome metrics established by the Department].
  9. Resumes of Program Staff: Grant applications must include the resumes of key program staff and instructors that demonstrate capacity to complete the work outlined in the application.
  10. Memorandum of Understanding (MOU): Grant applications should include MOUs and Partnership Agreements (as opposed to Letters of Support) with all key partners detailing the entity information, key staff information, roles and responsibilities associated with this project.
- 3. Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM).**

Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR 25.110(d)) is required to:

- (i) Be registered in SAM before submitting its application. To establish a SAM registration, go to [www.SAM.gov](http://www.SAM.gov) and/or utilize this instructional link: How to Register in SAM from the [www.grants.illinois.gov](http://www.grants.illinois.gov) Resource Links tab.
- (ii) Provide a valid DUNS number in its application, which matches the DUNS number used in both the applicant entity's SAM registration and its GATA registration; and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active Federal, Federal pass-through or State award or an application or plan under consideration by a Federal or State awarding agency. The Department will not make a Federal pass-through or State award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements and, if an applicant has not fully complied with the requirements by the time the Department is

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ready to make a Federal pass-through or State award, the Department may determine that the applicant is not qualified to receive a Federal pass-through or State award and use that determination as a basis for making a Federal pass-through or State award to another applicant.

#### 4. Submission Dates and Times.

The cut-off date to ensure that proposals will be considered under this round of funding is **5:00PM on October 4, 2021**. Application materials must be submitted to the Department via electronic form at: <https://app.smartsheet.com/b/form/14628b61e0264756b45c6dc84aabd39c>. The Department is under no obligation to review applications that do not comply with the above requirements.

Failure to meet the application deadline may result in the Department returning application without review or may preclude the Department from making the award

#### 5. Intergovernmental Review, if applicable.

This funding opportunity is not subject to Executive Order 12372, "Intergovernmental Review of Federal Programs."

#### 6. Funding Restrictions.

This funding is subject to the requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the Illinois Grant Accountability and Transparency Act. The Final Guidance regulations may be viewed at: [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

It is expected that administrative costs, both direct and indirect, will represent a small portion of the program budget. Successful applicants should strive to keep administrative costs to 10 percent (10%), or less, of direct costs. Program budgets and narratives will detail how all proposed expenditures are directly necessary for program implementation and will distinguish between direct/indirect administrative and direct/indirect program costs.

#### 7. Other Submission Requirements.

Application materials must be submitted to the Department via electronic form at: <https://app.smartsheet.com/b/form/14628b61e0264756b45c6dc84aabd39c>.

All applicants must meet the following submission requirements:

- Applications must be formatted to an 8 1/2 x 11-inch page size, using 11-point type and at 100% magnification. Tables may be used to present information with a 10-point type.
- The program narrative must be typed single-spaced, with 1-inch margins on all sides.
- The entire application, including appendices, must be sequentially page numbered (handwritten page numbers are acceptable). Items included as attachments are not included as a page limit.
- The Illinois Department of Commerce is under no obligation to review applications that do not comply with the above requirements.

## E. Application Review Information

### 1. Criteria.

Applicants must demonstrate that they meet the requirements under this NOFO as described throughout. The following criteria will be used as part of the merit review of applications:

#### *Applicant Capacity (25%)*

- The applicant's capacity to successfully complete the project tasks within the grant period;
- The related experience of the applicant, contracts and/or partners on similar projects;
- The applicant's experience in working with, and ability to recruit from the identified underrepresented populations;
- The applicant's previous performance in administering similar grants and projects;
- The qualifications of the applicant's staff and instructors to be assigned to the project.
- The applicant's ability to train at least one cohort of up to 25 participants for the year. Experienced programs or programs that have the capacity to deliver more than one cohort are welcome to propose a larger number of cohorts for the year.

#### *Documentation of Need (25%)*

- The project's identified underrepresented population(s), targeted community and regional focus;
- The project's target trades and occupation(s); and
- The expected impact on the identified population and community.
- The project's ability to expand apprenticeship enrollment in un- and under-developed areas of the state.

#### *Project Quality and Integration (30%)*

- The types of training and the method of delivery that will be implemented;
- The number of participants, employers partnered with, DOL apprenticeship programs partnered with, the participant recruitment plan, and the services provided to underrepresented populations;
- The quality of the training providers, partners, and training outcomes (industry recognized skills, certifications);
- Coordination with key partners and strength of the partnership agreements / MOUs;
- How the project will result or aid in the permanent employment of participants;
- The overall feasibility and quality of the work plan;
- The quality of the project outcomes evaluation plan;
- The quality of plans to address equity in program design, recruitment, supports and completion and how it relates to increasing the number of underserved populations enrolling in and successfully completing apprenticeships.
- The project's ability to expand apprenticeships for underrepresented populations including the quality of the participant recruitment activities

#### *Cost Effectiveness/Return on Investments (15%)*

- The proposed project costs in relationship to planned outcomes including cost per participant;
- The reasonableness of the costs in relation to the proposed activities;
- The proposed costs of training and development activities to ensure quality service and instruction;
- The applicant's commitment to secure leveraged costs

## 2. Review and Selection Process.

A team of professionals will complete the merit review of the applications and develop a funding recommendation. Decisions to award grants and the funding levels will be determined per application based upon compliance with the requirements of this NOFO. Based on the review, applicants may be selected to enter into negotiations with the Department for a grant. The purpose of negotiations will be to arrive at acceptable grant terms, including budgetary and scope-of-work provisions, at which time the final decision to make a grant award will be made.

The Merit Based Review process is subject to appeal. However, competitive grant appeals are limited to the evaluation process. Evaluation scores may not be protested. Only the evaluation process is subject to appeal. The appeal must be submitted in writing to the Department within 14 calendar days after the date that the grant award notice has been published. The written appeal shall include the name and address of the appealing party, the identification of the grant and a statement of reasons for the appeal. To file an appeal, applicants must submit the appeal in writing and in accordance with the Merit-Based Application Review Appeals Process listed on the Grant Opportunities page of the DCEO website:  
<https://www2.illinois.gov/dceo/AboutDCEO/GrantOpportunities/Pages/MeritAppReview.aspx>.

## 3. Anticipated Announcement and State Award Dates, if applicable.

The Department anticipates sending Notices of State Award (NOSA) by approximately November 25, 2021, but reserves the right to issue a reduced award, or not to issue any award.

## F. Award Administration Information

### 1. State Award Notices.

The Notice of State Award (NOSA) will specify the funding terms and specific conditions resulting from the pre-award risk assessments and the merit-based review process. The NOSA must be accepted (electronically signed) in the GATA Portal by an authorized representative of the grantee organization. The NOSA is not an authorization to begin performance or incur costs.

**Payment Schedule:** The executed grant agreement will specify conditions for a payment and payment schedule. Generally, grantees will receive payments on a reimbursement basis and may be prorated dependent upon the grantee meeting performance targets. Each grant will have enrollment and outcome goals specific to the types of projects funded. Penalties for missing performance targets may be applied at the Department's discretion.

**Renewals and Grant Modifications:** The Department may authorize the renewal, for up to two additional years, of projects awarded under this NOFO and additional funding based on the

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activities, outcomes and performance of the grant as well as the availability of funds under the Illinois Works Act. The renewal, if granted, would occur after one year of programmatic performance and an evaluation of services and outcomes by the Office of Illinois Works.

**Technical Assistance and Professional Development:** Successful applicants must plan on attending group or individual technical assistance and/or training sessions throughout the year. They must also budget for instructors' attendance to training and certification classes.

### 2. Administrative and National Policy Requirements.

**COVID-19 Requirements:** Due to the COVID-19 public health emergency, to be eligible to receive an award, grant applicants are required to adhere to "social distancing" and all applicable executive orders issued by the Governor of Illinois, rules issued by an Illinois state agency, or other directives and/or guidance issued by Illinois state agencies related to the prevention of the spread of COVID-19. These same requirements will apply to grantees in carrying out the activities in the award throughout the award term.

**Grant Uniform Requirements:** The Grant Accountability and Transparency Act (30 ILCS 708/1 *et seq.*) (and its related administrative rules, 44 Ill. Admin. Code Part 7000), was enacted to increase the accountability and transparency in the use of grant funds from whatever source and to reduce administrative burdens on both State agencies and grantees by adopting federal guidance and regulations applicable to those grant funds; specifically, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200).

**Procurement:** Grantees will be required to adhere to methods of procurement per the Procurement Standards (2 CFR 200.317 – 2 CFR 200.327).

### 3. Reporting.

Successful applicants will be required to submit regular reports to document the progress of the project as part of the grant requirements. Besides the PPR and PFR outlined below, successful applicants will be required to report, real-time, program activities and outcomes using the Illinois Work Pre-apprenticeship Program reporting platform.

#### **Periodic Performance Report (PPR) and Periodic Financial Report (PFR)**

Grantees funded through this NOFO are required to submit in the format required by the Grantor, at least on a quarterly basis, the PPR and PFR electronically to their assigned grant manager. The first of such reports shall cover the first three months after the award begins. Pursuant to 2 CFR 200.328, Periodic Financial Reports shall be submitted no later than 30 calendar days following the period covered by the report. Pursuant to 2 CFR 200.329, Periodic Performance Reports shall be submitted no later than 30 calendar days following the period covered by the report. Any additional reporting requirements will be disclosed in the NOSA. Grantees are required within 60 calendar days following the end of the period of performance to submit a final closeout report in the format required by the Grantor (See 2 CFR 200.344).

#### **Monitoring**

Grantees funded through this NOFO are subject to fiscal and programmatic monitoring visits by the Department in accordance with 2 CFR 200.337. They must have an open-door policy allowing periodic visits by Department monitors to evaluate the progress of the project and provide documentation upon request of the monitor. Program staff will also maintain contact with participants and monitor progress and performance of the contracts. The Department may modify grants based on performance.

**Audit**

Grantees shall be subject to Illinois' statewide Audit Report Review requirements. Terms of the Single Audit Act Amendments of 1996 (31 USC 7501-7507), Subpart F of 2 CFR Part 200, and the audit rules set forth under the Grant Accountability and Transparency Act shall apply (See 30 ILCS 708/65(c)).

**G. State Awarding Agency Contact(s)**

**Norman Ruano, Deputy Director of Illinois Works**  
**Illinois Department of Commerce & Economic Opportunity**  
**555 W. Monroe, 12<sup>th</sup> Floor**  
**Chicago, IL 60661**  
**Tele: 312-497-1008**  
**Email: [Norman.Ruano@illinois.gov](mailto:Norman.Ruano@illinois.gov)**

**H. Other Information, if applicable**

The Illinois Department of Commerce & Economic Opportunity Illinois Works Office reserves the right to request additional information from applicants to evaluate applications. The Department's Illinois Works Office, at its sole discretion, reserves the right to reject all applications; to reject individual applications for failure to meet any requirement; to award in part or total; and to waive minor defects and non-compliance. The DCEO Grant Managers may contact the applicants to request information on a quick turnaround (generally 48 hours) to resolve technical questions including: technical or administrative clarifications; missing or incomplete components; and technical transmission errors.

The Department's Illinois Works Office, at its sole discretion, reserves the right to award based on geographic necessity based on where State funded capital projects are projected to take place, and based on ensuring that underserved populations significantly increase their representation in the ranks of construction trades apprentices.

Submission of an application confers no right to an award or to a subsequent grant agreement. The Illinois Department of Commerce is not obligated to award any grants under this program, to pay any costs incurred by the applicant in the preparation and submission of an application or pay any grant-related costs incurred prior to the grant beginning date.

Freedom of Information Act/Confidential Information: Applications are subject to disclosure in response to requests received under provisions of the Freedom of Information Act (5 ILCS 140/1 et seq.). Information that could reasonably be considered to be proprietary, privileged, or confidential commercial or financial information should be identified as such in the application. The Department of Commerce will maintain the confidentiality of that information only to the extent permitted by law.

**Technical Assistance:** DCEO will provide Technical Assistance (TA) throughout the application process, in the form of webinars, regional meetings, and FAQ. More information will be posted at: <https://www2qa.illinois.gov/dceo/events/Pages/default.aspx>

## ATTACHMENT I - PROJECT IMPLEMENTATION PLAN

*Note that successful grantees will develop a complete workplan.*

List the major project activities in the first column. In the second column, indicate, using a 12-month cycle, the timelines for completion of the activities. Timelines may be specified by the month of the project (e.g., such as month 1, month 2, etc.) or by specific dates. In the third column, indicate the staff by name and title responsible for performing the activities, and indicate the organizational affiliation of each staff person listed. The fourth column must describe the deliverable associated with the project activity. [Expand the table as needed].

ACTIVITY	TIMELINE	RESPONSIBLE STAFF	DELIVERABLE

## ATTACHMENT II – PROGRAM PLANNING TOOL

Use this form to plan your program and identify the unrepresented population(s) you plan to serve.

Program Outreach	Program Participants	Program Goals <sup>2</sup>	Goals per Cohort
	a. Individuals Recruited		30
	b. Individuals Enrolled in the Program		25
	c. Individuals Complete the Program		21 (85% of those that enroll)
Underrepresented Populations (enrolled participants)	Gender		
	a. Male		
	b. Female		
	c. Gender Non-Conforming or Genderqueer/Non-Binary		
	Race/Ethnicity		
	a. White, non-Hispanic		
	b. Black, non-Hispanic		
	c. Hispanic/Latino		
	d. Asian		
	e. American Indian/Alaskan Native		
	f. Two or more races		
	Age		
	a. 16-24		
	b. 25-54		
	c. 55+		
Veteran Status			
a. Yes			
b. No			
Services	Essential Skills Training		
	Related Training and Instruction (classroom / virtually based)		
	Related Training and Instruction (work-based learning)		

<sup>2</sup> Programs are encouraged to propose program goals that meet or exceed the cohort-based goals, and reasonable and achievable program goals that contribute to significantly increase representation of underserved groups. If the proposed program intends to deliver more than one cohort per year, make the necessary adjustments to the program goals.

Proposed programs can focus on one or multiple underserved populations and must include reasonable program goals that contribute to significantly increase representation of the underserved groups they propose to work with.



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	Supportive Services		
	Other (Describe)		
Outcomes	Total participants who complete a pre-apprenticeship program.		21 (85% of those that enroll)
	Total participants who complete a pre-apprenticeship program and receive a credential.		21 (85% of those that enroll)
	Total participants who are hired by an employer and enrolled in a Registered Apprenticeship Program		18 (70% of those that enroll)
	Average hourly wage of apprentices at enrollment of a Registered Apprenticeship program.		
	Total pre-apprentices who complete an apprenticeship education/training program.		
	Total participants who complete the pre-apprenticeship program and open a small business (above and beyond entering/completing an apprenticeship program).		
	Total participants who complete the pre-apprenticeship program and are hired by a construction employer and do not enroll in an apprenticeship program.		
	Total pre-apprentices who complete an apprenticeship education/training program and earn a degree.		
	Total participants who complete the pre-apprenticeship program and enroll in advanced construction training instead of enrolling in an apprenticeship program.		

## ATTACHMENT III – SAMPLE CURRICULUM

### Objectives:

1. Prepare students to successfully enter a DOL-registered apprenticeship program of their choice.
2. Provide students with industry recognized credentials.

### Instruction Hours:

169

### Delivery Format:

Face-to-face, online (synchronous), hands-on laboratory, and practicum/job site work.

### Logistics:

Option 1: attend three days a week, 4 hours per day, 12 hours per week for 14 weeks

Option 2: attend four days a week, 4 hours per day, 16 hours a week for 10.5 weeks

### Pre-requisites:

HS/GED, interest in construction trades up to becoming a journeyman, 9.0 TABE score (or equivalent CASAS score) in reading and math, pass a drug test (?), plus trade union entrance requirements.

### Industry Recognized Certifications/Credentials:

NCCER Core Curriculum Certification

OSHA 10-Hour Construction Certification

First Aid/CPR Certification

### Program Modules:

11. Introduction to Construction and Its Trades (4 hours)
12. Basic Safety/OSHA 10-Hour Certification (13 hours)
13. Introduction to Construction Math (32 hours)
14. First Aid/CPR (6 hours)
15. Introduction to Hand Tools and Demo/Practicum (12 hours)
16. Introduction to Power Tools and Demo/Practicum (12 hours)

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17. Introduction to Construction Drawings (12 hours)
18. Introduction to Basic Rigging (10 hours)
19. Basic Communication Skills (8 hours)
20. Basis Employability Skills—Part 1 (8 hours)
21. Introduction to Materials Handling (8 hours)
22. Basic Employability Skills—Part 2 (24 hours)  
--Including Problem Solving and Decision Making, Customer Service, Working in Teams, Relating to Supervisor, Professionalism, Personal Finances.
23. Test Taking Skills (4 hours)
24. Practicum/Job Site Work (16 hours)

## APPENDIX - REFERENCES AND RESOURCES

### Acronyms used in this NOFO

2. CAGE: Commercial and Governmental Entity
3. DCEO: Department of Commerce and Economic Opportunity
4. DUNS: Data Universal Numbering System
5. FEIN: Federal Employer Identification Number
6. IWIB: Illinois Workforce Innovation Board
7. MOU: Memorandum of Understanding
8. MTDC: Modified Total Direct Costs
9. NICRA: Negotiated Indirect Cost Rate Agreement
10. NOFO: Notice of Funding Opportunity
11. NOSA: Notice of State Award
12. SAM: System for Award Management
13. WIOA: Workforce Innovation and Opportunity Act

### Executive Order #3: Action Agenda for Workforce Development and Job Creation

[https://www2.illinois.gov/dceo/whyillinois/Documents/EO3\\_Full\\_Report\\_04.14.19.pdf](https://www2.illinois.gov/dceo/whyillinois/Documents/EO3_Full_Report_04.14.19.pdf)

### Illinois Department of Labor (IDOL) 2019 State Construction Minority and Female Building Trades Report

<https://www2.illinois.gov/idol/Laws-Rules/CONMED/SiteAssets/Pages/State-Construction-Minority-and-Female-Building-Trades-Act/2019%20Female%20Minority%20Apprenticeship%20Report.pdf>

### Useful State Workforce Resources for Competitive Applications

2. Apprenticeship Illinois: [www.apprenticeshipil.com](http://www.apprenticeshipil.com)
3. Illinois Career Pathways Dictionary:  
[https://www.illinoisworknet.com/DownloadPrint/CP\\_Dictionary\\_11-13-18\\_FINAL.PDF](https://www.illinoisworknet.com/DownloadPrint/CP_Dictionary_11-13-18_FINAL.PDF)
4. Workforce Innovation and Opportunity Act of 2014 <https://www.doleta.gov/wioa/>
5. State of Illinois WIOA Unified State Plan <https://www.illinoisworknet.com/wioastateplan>
6. WIOA Regional/Local Plans by Economic Development Region  
[https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans\\_MOUs\\_Dashboard.aspx](https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx)
7. State of Illinois WIOA ePolicy Portal <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>
8. Grant Accountability and Transparency Act  
<https://www.illinois.gov/sites/gata/Pages/default.aspx>
9. U.S. Department of Labor, Office of Employment and Training, Office of Apprenticeship  
<https://www.dol.gov/apprenticeship/>

### U.S. Chamber of Commerce Foundation Talent Pipeline Management Initiative

<https://www.uschamberfoundation.org/talent-pipeline-management>

## Regional and Local Workforce Plans

[https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans\\_MOUs\\_Dashboard.aspx](https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx)

## Definitions from Illinois Works Act for Competitive Applications

"Apprentice" means a participant in an apprenticeship program approved by and registered with the United States Department of Labor's Bureau of Apprenticeship and Training.

"Apprenticeship program" means an apprenticeship and training program approved by and registered with the United States Department of Labor's Bureau of Apprenticeship and Training.

"Bid credit" means a virtual dollar for a contractor or subcontractor to use toward future bids for public works contracts.

"Contractor" means a person, corporation, partnership, limited liability company, or joint venture entering into a contract with the State or any State agency to construct a public work.

"Department" means the Illinois Department of Commerce and Economic Opportunity.

"Labor hours" means the total hours for workers who are receiving an hourly wage and who are directly employed for the public works project. "Labor hours" includes hours performed by workers employed by the contractor and subcontractors on the public works project. "Labor hours" does not include hours worked by the forepersons, superintendents, owners, and workers who are not subject to prevailing wage requirements.

"Minorities" means minority persons as defined in the Business Enterprise for Minorities, Women, and Persons with Disabilities Act.

"Public works" means all projects that constitute public works under the Prevailing Wage Act.

"Subcontractor" means a person, corporation, partnership, limited liability company, or joint venture that has contracted with the contractor to perform all or part of the work to construct a public work by a contractor.

*Registered Apprenticeship.* As defined by the Office of Apprenticeship of the U.S. Department of Labor, "Registered Apprenticeship" is an effective "earn and learn" model with a long history of providing career ladders and pathways to the middle class, particularly for the building and construction industry but increasingly in other industries as well. Registered Apprenticeships must have five components: business involvement, structured on-the-job training, related classroom and workplace instruction, rewards for skills gains, and an industry-recognized credential at the successful completion of training.

## Resources on Best Practices for Pre-Apprenticeship Programs and Equity in Apprenticeships

### **CONSTRUCTION AND BUILDING TRADES PRE-APPRENTICESHIP RELATED**

Illinois Tollway ConstructionWorks Brochure

## NOFO ID: 2614-1994

[https://www.illinoistollway.com/documents/20184/741091/CW+brochure\\_0619\\_FINAL.pdf/dd172caf-7a51-4b18-b4cb-5821c4249131](https://www.illinoistollway.com/documents/20184/741091/CW+brochure_0619_FINAL.pdf/dd172caf-7a51-4b18-b4cb-5821c4249131)

### **Illinois Tollway ConstructionWorks Website**

<https://www.illinoistollway.com/doing-business/diversity-development/programs/constructionworks>

### **Illinois Tollway ConstructionWorks Online Application Portal**

[https://fs21.formsite.com/Workforce\\_Partnership/9ckfwhmk8/index.html](https://fs21.formsite.com/Workforce_Partnership/9ckfwhmk8/index.html)

### **Construction Pre-Apprenticeship Programs (Aspen Institute)**

<https://assets.aspeninstitute.org/content/uploads/files/content/docs/pubs/10-014.pdf>

### **Construction Pre-Apprenticeship Programs: Results from a National Survey (Aspen Institute)**

<https://www.aspeninstitute.org/publications/construction-pre-apprenticeship-programs-results-national-survey/>

### **Broadening the Apprenticeship Pipeline (National Skills Coalition)**

[https://www.illinoisworknet.com/WIOA/Resources/Documents/Broadening-the-Apprenticeship-Pipeline\\_web.pdf](https://www.illinoisworknet.com/WIOA/Resources/Documents/Broadening-the-Apprenticeship-Pipeline_web.pdf)

### **Pre-Apprenticeships: Building Strong Apprentices (Workforce GPS)**

<https://apprenticeshipusa.workforcegps.org/resources/2017/04/10/11/56/Pre-Apprenticeships-Building-Strong-Apprentices>

### **Key Capacities of Construction Pre-Apprenticeship Programs (Aspen Institute)**

[http://www.aspenwsi.org/wordpress/wp-content/uploads/aspn\\_construction\\_WEB.pdf](http://www.aspenwsi.org/wordpress/wp-content/uploads/aspn_construction_WEB.pdf)

### **2020 Construction Apprenticeship Guidebook (Seattle)**

<https://www.illinoisworknet.com/WIOA/Resources/Documents/ApprenticeshipGuidebook.pdf>

### **Seattle PACT Pre-Apprenticeship Construction Training**

<https://woodtech.seattlecentral.edu/programs/pact/learning-and-coursework>

### **YOUTHBUILD Construction Plus Framework**

[https://youthbuild.workforcegps.org/Blog/Registered-Apprenticeship/2019/03/12/12/36/Construction\\_Plus\\_Framework](https://youthbuild.workforcegps.org/Blog/Registered-Apprenticeship/2019/03/12/12/36/Construction_Plus_Framework)

### ***EQUITY AND APPRENTICESHIP RELATED***

#### **The Roadmap for Racial Equity (National Skills Coalition)**

[https://www.nationalskillscoalition.org/wp-content/uploads/2020/12/Racial-Equity-Report\\_6x9\\_web.pdf](https://www.nationalskillscoalition.org/wp-content/uploads/2020/12/Racial-Equity-Report_6x9_web.pdf)

**RACIAL EQUITY READINESS ASSESSMENT FOR WORKFORCE DEVELOPMENT (Race Forward)**

<https://www.raceforward.org/practice/tools/workforce-development-racial-equity-readiness-assessment>

**Principles for a High-Quality Pre-Apprenticeship: A Model to Advance Equity (Center for Law and Social Policy CLASP)**

<https://www.clasp.org/publications/report/brief/principles-high-quality-pre-apprenticeship-model-advance-equity>

**Collaborative Solutions for Increasing Diversity of Apprenticeship Participants (Workforce GPS)**

<https://www.workforcegps.org/events/2020/04/02/18/20/Collaborative-Solutions-for-Increasing-Diversity-of-Apprenticeship-Participants>

**Closing the Divide: Making Illinois a Leader in Equitable Apprenticeships (Young Invincibles)**

[https://www.illinoisworknet.com/WIOA/Resources/Documents/YI\\_ClosingTheDivide.pdf](https://www.illinoisworknet.com/WIOA/Resources/Documents/YI_ClosingTheDivide.pdf)

**Growing Equity and Diversity Through Apprenticeship: Business Perspectives (JFF Center for Apprenticeship and Work-based Learning)**

<https://www.aacc.nche.edu/wp-content/uploads/2021/05/GrowingEquityandDiversitythroughApprenticeship-BizPerspectives-07182019-2.pdf>

**Principles for Equity in Apprenticeship (Center on Wisconsin Strategy)**

<https://equityinapprenticeship.org/case-studies/principles-for-equity-in-apprenticeship>

**Flowchart of Equitable Apprenticeship Models (Young Invincibles and Chicago Jobs Council)**

<https://www.illinoisworknet.com/WIOA/Resources/Documents/Flowchart%20of%20Equitable%20Apprenticeship%20Models.pdf>