

**State of Illinois Uniform Notice of Funding Opportunity (NOFO)
Summary Information**

Awarding Agency Name	Commerce And Econ Opp
Agency Contact	John Barr (John.W.Barr@illinois.gov)
Announcement Type	Initial
Type of Assistance Instrument	Grant
Funding Opportunity Number	1
Funding Opportunity Title	Job Training and Economic Development Program (ARPA)
CSFA Number	420-27-2731
CSFA Popular Name	Job Training and Economic Development Program (JTED)
Anticipated Number of Awards	45
Estimated Total Program Funding	\$20,000,000
Award Range	Not Applicable
Source of Funding	Federal
Cost Sharing or Matching Requirements	No
Indirect Costs Allowed	Yes
Restrictions on Indirect Costs	No
Posted Date	09/23/2021
Application Date Range	09/23/2021 - 10/29/2021 : 5:00pm
Grant Application Link	Please select the entire address below and paste it into the browser... https://www2.illinois.gov/dceo/AboutDCEO/GrantOpportunities/Pages/JTED.aspx
Technical Assistance Session	

Agency-specific Content for the Notice of Funding Opportunity

American Rescue Plan Act

Job Training and Economic Development Grant Program

2731-2025

A. Program Description

Overview

This Notice of Funding Opportunity (NOFO) sets forth the requirements for the Illinois Job Training and Economic Development Grant Program (JTED) funded through the American Rescue Plan Act of 2021. Furthermore, requirements contained in the NOFO follow Section 9901, P.L. 117-2 (the "American Rescue Plan Act" or "ARPA") and the related guidance issued by the U.S. Department of the Treasury ("Treasury").

The Illinois Department of Commerce and Economic Opportunity ("Illinois Department of Commerce," "Commerce" or "the Department") is the entity issuing this NOFO under 20 ILCS 605/605-415 (JTED Act). Through this NOFO, the Department will fund proposals that support regional and local economic development for businesses and individuals most impacted by the COVID-19 pandemic. If feasible, Commerce anticipates providing funding for services through this NOFO in as many Economic Development Regions (EDRs) as possible, proportional to their population. A second NOFO will be released for the JTED- ARPA Program in the spring of 2022.

The objective of this NOFO is to address the economic impacts experienced by employers and individuals either under-employed, unemployed, or facing one or more barriers to employment by providing career pathway opportunities and support services needed for successful re-entry into the labor force. Additionally, the NOFO offers flexible funding through Barrier Reduction, which will support accumulated emergency costs for basic needs. These funds can be included as a line item or a stand-alone grant, as outlined beginning on page 12. It is anticipated that through this NOFO, up to 1200 individuals from the target populations may be served.

Program Background

The Job Training and Economic Development Grant Program (JTED) was established in 1997 to respond to workforce shortages due to a strong job market and a lack of skilled workers to fill available positions. Additionally, JTED focused on long-term unemployed individuals needing assistance to access the workforce to gain work experience and skills required to obtain family-sustaining employment.

In 2021, the legislature updated JTED to address the current economic environment due to the impact of COVID-19. In the early months of the pandemic, the Illinois labor force dropped significantly, falling from about 6.36 million in February 2020 to less than 6 million in April 2020. While many of those that left the labor force returned in subsequent months, the number of available workers in Illinois remains below pre-pandemic levels. For the first half of 2021, the Illinois labor force is about 300,000 workers smaller than it was during the same period of 2019, which is a decline of 5%. Additionally, Illinois' Unemployment Rate as of July 2021 is at 7.20%, compared to 7.10% the previous month and 14.20% last year. This is higher than the long-term average of 6.90%. JTED is retooled to address the current environment that has created employee shortages, the need for a skilled workforce, and an opportunity for those needing a career pathway to employment.

Program Requirements

This NOFO will use the definitions established in the JTED program statute effective June 16, 2021, and the JTED program rules (56 Ill. Admin. Code Part 2660). Many of the JTED program definitions are

NOFO ID: 2731-2025

contained within this NOFO supplement. Any terms not defined within this NOFO supplement may be found within Appendix A of this NOFO.

1. **Eligible Entities**
Eligible Entities may apply for all categories of the JTED NOFO (including Barrier Reduction Funding). These are employers, private nonprofit organizations (which may include a faith-based organization), federal Workforce Innovation and Opportunity Act (WIOA) administrative entities, Community Action Agencies, industry associations, and public or private educational institutions that have demonstrated expertise and effectiveness in administering workforce development programs [20 ILCS 605/605-415(b)] Local governments that are not WIOA administrative entities are not eligible to apply.

2. **Eligible Training Providers**
Training providers must be dynamic partners in the JTED program design. Eligible training providers consist of a public or private college or university, an industry association, a registered apprenticeship program, or a community-based organization that is approved to provide training services by the appropriate accrediting body [20 ILCS 605/605-415(b)]. Applicants must provide detailed information about the training providers, including who, what, when, where, and duration of training (see Program Narrative section).

3. **Targeted Industries, Occupations and Growth Sectors**
For this NOFO, the Department is seeking projects that support individuals to be trained and employed in the target industries most impacted by the COVID-19 pandemic and are seeking a skilled workforce. See Table below, "Top COVID-19 Impacted Industries in Illinois (2019-20)." However, if an applicant desires to serve individuals seeking training and employment in other industry sectors, the applicant must justify, and the Department must approve for inclusion in the grant project. In addition, given the impact of COVID-19 on small businesses, proposals that provide partnerships with employers with 250 or fewer employees, regardless of industry, are encouraged to apply. Finally, Barrier Reduction Funding stand-alone grants are not limited to providing training and assistance in the COVID-19 impacted industries listed below.

Top COVID-19 Impacted Industries in Illinois (2019-20)	2019 Jobs	2020 Jobs	Change	% Change
Manufacturing	592,283	568,359	-23,924	-4%
Health Care and Social Assistance	823,569	800,224	-23,345	-3%
Arts, Entertainment, and Recreation	111,009	88,434	-22,575	-20%
Accommodation and Food Services	537,170	445,932	-91,238	-17%
Waste Management and Remediation	466,320	431,544	-34,776	-7%
Retail Trade	607,289	577,907	-29,382	-5%

Table - Top COVID-19 Impacted Industries in Illinois

Source: EMSI Analysis

1. **Target Population**
The JTED program regulations require that services be provided to the “target population,” defined as unemployed, under-employed, or under-represented individuals including youth who have one or more barriers to employment which are identified as risk factors (reference <https://www.illinoisworknet.com/jtednofo2021> for resources)

The following definitions apply for the “target population”:

 - **"Unemployed individual"** means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this definition, shall be made in accordance with the criteria used by the Bureau of Labor

NOFO ID: 2731-2025

Statistics of the U.S. Department of Labor or as required by the relevant funding source and set forth in the NOFO. "Unemployed individual" may include:

- an individual who meets the definition of "unemployed individual" set forth above and resides in or receives services in a qualified census tract; or
- an individual who:
 - is without a job;
 - wants and is available to work, including someone who has looked for work sometime in the past 12 months; and
 - is in need of job training and other assistance to address the negative economic or public health impacts experienced due to the COVID-19 pandemic; or
 - an individual who is currently employed but received a notice of termination or lay-off from the current employment and will no longer be employed within ninety days.
- **"Under-employed individual"** is defined as an individual who is employed and is in need of job training and other assistance to address the **negative economic or public health impacts experienced due to the COVID-19 pandemic** due to the individual's occupation or level of training.
 - "Under-employed individual" includes workers who receive notices of termination or lay-off notices because of negative economic or public health impacts of the COVID-19 pandemic.
 - **"Negative economic or public health impacts"** means harm that households or populations have experienced as a result of the COVID-19 pandemic, as permitted by the American Rescue Plan Act and the related guidance issued by the U.S. Department of the Treasury. "Negative economic or public health impacts" includes, but is not limited to, households or populations that:
 - have experienced unemployment or increased food or housing insecurity due to the COVID-19 pandemic;
 - are **low-income individuals** or **moderate-income individuals**, which experienced negative impacts due to the COVID-19 pandemic;
 - are living within either a qualified census tract or a disproportionately impacted area; or
 - are receiving services or other assistance pursuant to this NOFO within either a qualified census tract or a disproportionately impacted area.
- **"Low-income individual"** means an individual who:
 - receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 USC 2011 *et seq.*), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 USC 601 *et seq.*), or the supplemental security income program established under title XVI of the Social Security Act (42 USC 1381 *et seq.*), or State or local income-based public assistance;
 - is in a family with total family income that does not exceed the higher of:
 - the poverty line; or
 - 70 percent of the lower living standard income level;
 - is a homeless individual (as defined in 34 USC 12473(6)), or a homeless child or youth (as defined in 42 USC 11434a(2));
 - receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 *et seq.*);

NOFO ID: 2731-2025

- is a foster child on behalf of whom State or local government payments are made; or
 - is an individual with a disability whose own income meets the requirements of one of the first two subparagraphs of this definition, but who is a member of a family whose income does not meet these requirements.
- **"Moderate-income individuals"** means individuals and their families whose incomes exceed 50 percent, but do not exceed 80 percent, of the median income of the area involved, as determined by the Secretary of the U.S. Department of Housing and Urban Development with adjustments for smaller and larger families.
 - **"Under-represented individuals with a barrier to employment" or "Under-represented individuals"** means individuals who reside in or receive services in a qualified census tract, disproportionately impacted area or who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic.
2. **Targeted Communities (Qualified Census Tract and Disproportionately Impacted Areas)**
The American Rescue Plan Act recognizes the disproportional impact of the pandemic-related recession on economically disadvantaged communities as defined by HUD's Qualified Census Tract. Competitive applications will provide services within or to individuals that reside in identified "qualified census tracts" or "disproportionately impacted areas".
- **"Qualified Census Tract"** means a census tract, as defined by the U.S. Census Bureau, having 50 percent of households with incomes below 60 percent of the Area Median Gross Income (AMGI) or having a poverty rate of 25 percent or more.
 - **"Disproportionately impacted area"** " means those ZIP Codes most severely affected by the COVID-19 pandemic, to be determined based on positive COVID-19 case per capita rates, and that meet at least one of the following poverty-related criteria relative to other ZIP Codes within that region:
 - share of population consisting of children age 6 to 17 in households with income less than 125% of the federal poverty level (FPL);
 - share of population consisting of adults over age 64 in households with income less than 200% FPL;
 - share of population in household with income less than 150% FPL; or
 - share of population consisting of children ages 5 and under in households with income less than 185% FPL..

This link provides a map of the Qualified Census Tracts and Disproportionately Impacted Areas:
illinoisworknet.com/qctdiamap

Program Model

Four categories will guide service delivery under the JTED Program. Applicants must determine the approach that best serves employers' and industry sectors' needs and provides services to the target population. Eligible entities may apply for one or more of the categories in a single application and should demonstrate the capacity to:

1. Conduct outreach, recruit and provide case management of individuals from the target population defined under the category or categories.
2. Provide services to individuals in the targeted communities listed in the NOFO (qualified census tracts and disproportionately impacted areas).
3. Establish relationships with employers and organizations representing industry sectors that will partner at all levels of service, including but not limited to:
 - a. participation in curriculum development and administration of training,
 - b. identification of barriers to employment,

NOFO ID: 2731-2025

- c. provision of work-based learning,
 - d. employment opportunities, and
 - e. retention strategies.
4. Coordinate with Eligible Training Providers to implement training programs that are part of a career pathway for occupations resulting in certification or credentials.
 5. Demonstrate expertise and effectiveness in administering workforce development programs.
 6. Implement Barrier Reduction services, if needed to assist program participants to succeed, as defined under the Barrier Reduction category of the NOFO.

Regardless of category, each applicant must complete an Equity and Employment Plan (reference <https://www.illinoisworknet.com/jtednofo2021> for resources). The plan must demonstrate an understanding of how race, ethnicity, and gender may impact individual access to employment and training services. The application must address how their model considers the experience of people of color and women in the industry, as well as how it will increase access, enrollment, and completion. Examples include changes in recruitment practices, intentional and inclusive marketing, completion and retention, adequate supportive services, including those identified as part of Barrier Reduction funding.

1. **Category 1 - Jobseeker Focus**

Applications focusing on Category 1 will establish partnerships with employers and education entities to develop regional or local strategies for individuals needing occupational training and supportive services to obtain self-sustaining employment in under-represented areas impacted by COVID-19. The partnership must focus on sector-specific occupational training in conjunction with work-based learning. Training strategies must be part of a career pathway for demand occupations in the target industries and result in participants earning stackable certifications or credentials.

Any combination of work-based learning under Program Services may be offered to participants. However, the work-based learning opportunity must align with education and training within a career pathway. Essential employability skills, digital and financial literacy, and career readiness services must be incorporated into the program model. Additionally, based on a needs assessment, support services, and Barrier Reduction funding should be offered to stabilize the individual, support entry and completion of training, and support placement and retention in employment. The list of allowable services can be found under "Program Services" of this NOFO.

Eligible Category 1 Participants include unemployed and under-represented individuals who reside and are eligible to work in Illinois. Definitions for these participants are above and defined in Appendix A.

2. **Category 2 - Employer Focus**

In Category 2, Eligible Entities will partner with local employers that need to upskill their workforce to address labor shortages created by the negative economic and public health impacts of COVID-19. This partnership requires that the employer identify the specific skillset needed for entry-level positions or those needed to advance their careers. Proposals should include an overview of the existing curricula or address how a customized training approach will support the employer's productivity and increases the skill competencies of current employees or new hires. Elements of the training strategy should consider short-term credentials for entry positions and long-term training in a career pathway facilitating advancement with the employer or within the industry sector. Applicants may consider incorporating Barrier Reduction funding (defined under Category 4) into the training strategy to support retention for the participant. The list of allowable services is under "Program Services" of this NOFO.

Eligible Category 2 Participants include under-employed and under-represented individuals who reside in Illinois and are eligible to work in Illinois. Definitions for these participants are above and defined in Appendix A.

3. Category 3 - Youth Focus

For applications including Category 3, the program design will engage educators and business leaders in providing or creating a combination of academic, employability, and technical skills through three components — contextualized instruction, career development, and support services. The model also must include a strong supportive services component that can include Barrier Reduction Funding to ensure youth have the tools to complete the program and be successful in either post-secondary education or the workforce.

Training must include one or a combination of the following industry-recognized credentials; a license recognized by the State or Federal government, or an associate or baccalaureate degree with multiple entries and exit points or entry into a Registered Apprenticeship Program. Employers are included in leadership roles to guide the development of career pathways and opportunities to experience the workplace through related paid or unpaid work experiences, internships, pre-apprenticeships, or apprenticeships.

These training programs will create opportunities for youth to obtain marketable in-demand skills and prepare them for jobs. Partnerships in this category must support and commit to leveraging resources to educate, train, support, and identify youth employment.

Eligible Youth Participants include unemployed, under-employed and at-risk in-school and out-of-school youth ages 16-24 who reside in Illinois and are eligible to work in Illinois. Definitions for “at risk” factors are available at <https://www.illinoisworknet.com/jtednofo2021>.

4. Category 4 - Barrier Reduction Fund

Barrier Reduction Funding is flexible funding that can be a line item in a grant that includes one or more of the other categories listed above, or can be a stand-alone grant if the applicant demonstrates that other funding sources (grant or contract) will support training, work-based learning, and career services. Barrier reduction funding is to increase family stability and job retention by covering accumulated emergency costs for basic needs, such as: housing-related expenses (rent, utilities, etc.), transportation, child care, digital technology needs, education needs, mental health services, substance abuse services, income support, and work-related supplies that are not typically covered by programmatic supportive services [20 ILCS 605/605-415(b)].

Eligible entities can apply for Barrier Reduction Funding either as a component of one or more of the other three grant opportunity Categories or as a stand-alone grant. At a minimum, all applicants for Barrier Reduction Funding will be required to:

- Describe the exact types of barrier reduction funding services to be provided (e.g., housing, transportation, childcare, etc.);
- Demonstrate the applicant has established policies for resource and service coordination with appropriate provider organizations;
- Demonstrate there is a need to use Barrier Reduction Funding to assist program participants in a manner related to either a Job Training and Economic Development Grant or a complementary workforce or job training grant program or contract, including a reason why these services are unavailable through other social service programs;
- Distinguish between when support services will be used compared to Barrier Reduction Funding and why Barrier Reduction Funding is the better option;
- Describe the population of individuals to be served, the region of the State to be served, the types of assistance to be provided to program participants and the estimated total amounts and the amounts to be provided per participant;
- Describe the anticipated outcomes by using the Barrier Reduction Funding to assist program participants;

NOFO ID: 2731-2025

- Establish criteria, if offering emergency cash assistance, for determining the need, and amount of cash being provided; this also needs to be addressed in the applicant's Barrier Reduction Funding policy (Emergency cash assistance will need prior approval by DCEO); and
- Demonstrate that the applicant has policies and procedures to account for the grant funds and prevent fraud or misuse of barrier reduction funds.

For applicants requesting a stand-alone Barrier Reduction grant, in addition to the above, the applicant must provide a description of the complementary job training grant or contract, including the source and amount of funds, the type(s) of target population served, the location(s) of the services, a description of the job training program, and attach a copy of the agreement that provides the complementary funding, if available at the time of application.

Barrier Reduction Funding requests included as a component of a grant opportunity category listed above should serve individuals listed in the categories. Barrier Reduction Funding requested as a stand-alone grant should serve individuals that meet the definition of unemployed, under-employed or under-represented with a barrier to employment as set forth in this NOFO and who are or will be receiving job training services through a complementary grant or contract. In addition, for Barrier Reduction Funding requested in a stand-alone grant, the applicant must use the funds to assist individuals who:

- Reside in or receive job training services in a qualified census tract or in a disproportionately impacted area (identified at this link illinoisworknet.com/qctdiamap) ; or
- Who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic as defined in the JTED rules (56 Ill. Admin. Code 2660.20) and defined in Appendix A.

Program Services

Projects funded under this NOFO will address the economic impacts experienced by employers and individuals either unemployed or facing other employment barriers by providing employment and training services aligned with a career pathway that supports targeted industries identified in this NOFO (Reference Appendix C for Career Pathway Definition). Additionally, services should be provided across the spectrum from outreach to retention in employment and offered fluidly to allow program participants the latitude and flexibility to participate and succeed in establishing a family-sustaining career. Program services that should be included in the application are defined below.

1. Outreach and Recruitment

Applicants must include an outreach and recruitment strategy for how they will enroll participants. Outreach and recruitment through established and expanded partners, employer/industry organizations, social service agencies, and others includes:

- Disseminating program information to and establishing a referral process with partners;
- Distributing flyers in public places like beauty and barber shops, churches, apartment complexes, community centers, daycare centers, Illinois Department of Human Services local offices, bus stops, shelters, food banks, Salvation Army, YMCAs, etc.;
- Utilizing social media; and
- Holding or participating in events that include unemployed, under-employed or under-represented individuals which are those who reside in or receive services in a qualified census tract, disproportionately impacted area or who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic.

2. Employer Engagement

Employers should have a leadership role in developing and supporting the career pathway programs that integrate work-based learning opportunities through experience. Businesses are best suited to ensure current content for programs and careers that are high demand/higher skill

at the local, regional, or state level. Competitive projects will provide evidence of business commitment and demonstrate the strategies that will be used to engage area employers. Examples of these strategies include:

- Survey the business community to understand and establish a plan to address employer workforce needs;
- Work with economic development agencies to expand business service activity;
- Utilize business services teams to meet with individual employers to learn more about employer hiring and training challenges;
- Leverage connections with Local Workforce Innovation Boards, industry associations, chambers of commerce or other networks to identify employers in need of a skilled workforce;
- Conduct industry-specific events to create an intentional focus on an industry and a specific worker group; and
- Invite employers to present at local workshops to interview interested participants and/or on-the-job training (OJT) candidates.

3. Career Planning

Career planning is a customer-centered approach in the delivery of services to prepare and coordinate comprehensive career (employment) plans for participants that ensures access to workforce activities and supportive services during program participation and continuing for one (1) year after job placement.

Successful career planning is a collaborative and ongoing process rather than a one-time activity. The process is individualized to the job seeker and prepares them for obtaining employment that leads to self-sufficiency and places them on a path for lifelong learning. Effective career planning includes assessment, career readiness activities, preparation and training, along with appropriate job matching and placement ending with one (1) year of follow-up. Providing supportive services and conducting follow-up are essential to the success of the jobseeker.

Key components of career planning include; building rapport, effectively communicating, identifying appropriate services, convening key service providers, connecting participants with services, creating a strong employment plan, motivating and encouraging, following up after an appointment(s), monitoring services, and follow-up after job placement to ensure success. Additionally, keeping accurate, timely, and descriptive records of career planning efforts through appropriate case management is essential.

a. Comprehensive Assessment

A thorough assessment is the foundation for understanding the participant's employment goals, existing skills, career readiness and determining all barriers to employment that may exist. It is not a one-time activity. Nor is it a one-size fits all approach. Assessments help prepare participants in determining existing skills, identifying those that require additional training, developing an employment plan, and connecting them to services through appropriate referrals.

At a minimum the assessment process must be appropriate for the participant and address the areas below to inform the employment plan. Areas the applicant will need to assess for include:

- Employment goals;
- Interest and skills inventory;
- Essential employability skills;
- Basic Skills deficiency;
- Digital and financial literacy assessment;

NOFO ID: 2731-2025

- Barriers to employment;
- Suitability for the desired training program;
- Review of training options that align with interest and skills inventory;
- Determination of referrals.

Additionally, assessments must evaluate and identify suitability of the participant when developing the employment goals, appropriate achievement objectives, and the needed combination of services to address barriers. Suitability includes working with the participant on:

- Aligning career goals to interests, skills, and abilities;
- Reviewing occupational profiles and employment outlooks for the selected occupation. This not only includes wage information, and training needed, but also includes what employees do in the job; and
- Exploring the career services that are needed to achieve the participants' employment goals
- Researching the training services that are needed to achieve the participants' employment goal that include, but not limited to:
 - Assessing the participant's preferred training delivery method (traditional classroom, virtual, hands-on);
 - Assessing the cost and the length of the training program;
- Considering work-based-learning opportunities including, but not limited to, Registered Apprenticeships, On-the-Job Training, Transitional Job, and/or work experience; and
- Finding the supportive services that are needed to achieve the participants' employment goals

The information garnered from the comprehensive assessment is used to develop the Individual Employment Plan.

b. **Individual Employment Plan (IEP)**

Like the assessment, the Career Plan (Individual Employment Plan (IEP) is a living document that identifies employment and education goals as part of a career pathway, objectives, and the appropriate combination of services for the participant to reach the goals. The IEP is the basic instrument for the grantee to document the appropriateness of the decisions made about the combination of services for the participant, including referrals to other programs for specified activities.

It is to be developed collaboratively with the participant to mutually establish goals. The IEP must be developed after an objective assessment and reflect the expressed interests and needs of the participant.

At a minimum, the IEP must identify and document:

- Goals and Objectives:
 - Short-term (training or employment) goal(s);
 - Long-term (employment) goal(s) that:
 - clearly documents the career pathway to attain the career objectives; and
 - includes a review of the demand occupations list.
 - Intermediate objectives that will be required to meet the goals listed, and required training components (remedial, pre-requisites, skills, work-based training etc.)
- Justification as to why the short-term and long-term goals are appropriate for

the participant and must be:

- Based on assessment information, an interview with the participant, and skills obtained from previous employment;
- Include an explanation of the skills gap that the IEP is designed to overcome. “Skills gap” is the significant gap between the skills required by the employer, and the current capabilities of the applicant; and
- Include barriers to employment and/or participant needs, if applicable.
- The appropriate sequence and mix of services to address the unique strengths, challenges, and needs of the participant to obtain the training or employment goal(s);
- Information on the eligible training programs and training providers that are available on the State of Illinois Eligible Training Provider List. The IEP must document how the participant made an informed choice in selecting a training program.
- Identification of barriers and/or needs that may prevent the participant from obtaining employment or participating in training. The IEP must document the services that are provided to address the participant's barriers including but not limited to: Career Services, Supportive Services, Needs-Related Payments, and referrals to partner agencies for additional assistance such as childcare, counseling, or other applicable programs.
- The direct link to one or more of the performance indicators.
- A method for tracking progress and identifying next steps including, but not limited to, follow-up on open goals, objectives, and services.

4. **Training**

Training services are critical to the employment success of many individuals. Programs must lead to industry-recognized or post-secondary credentials and align with the customer's choice for a career pathway. Specifically, the training identified must be consistent with the comprehensive assessment and IEP.

Providing career pathways through education and work-based learning assist in accelerating an individual's career advancement. In addition to the work-based learning options below, these are additional training types applicants can consider including in their program design.

- a. **Occupational skills training, training for nontraditional employment** – Prepares participants for careers that are traditionally non-academic and directly related to a specific trade, occupation or vocational skills leading to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.
- b. **Skill upgrading and retraining** – Training is provided to assist with upgrading the skills and/or retraining the participants. Courses that provide an occupational changing type of instruction to prepare person(s) for entrance into a new occupation through instruction in new and different skills demanded by technological changes. Training will result in the workers' acquisition of transferable skills or an industry-recognized certification or credential.
- c. **Entrepreneurial training** – Prepares entrepreneurs to either start a small business or expand an existing business, usually through the development of a business plan.
- d. **Job readiness training** -- includes job seeking and interviewing skills, understanding employer expectations, and enhancing a customer's capacity to move toward self-sufficiency.
- e. **Adult education and literacy activities**, including activities of English language

acquisition and integrated education and training programs, provided concurrently or in combination with services provided in any of the services listed above or as part of work-based learning.

5. **Work-Based Learning / Work-Based Training**

Work-based learning provides more opportunities for workers to earn income while gaining critical job skills. The following work-based learning services are allowed under this grant:

a. **Pre-apprenticeship** is a program designed to prepare individuals to enter and succeed in a registered apprenticeship program, which includes:

- Training and curriculum that aligns with the skill needs of employers in the economy of the State or region;
- Access to educational and career counseling, and other supportive services and/or barrier reduction funding;
- Hands-on, learning activities connected to education and training activities, such as exploring career options and understanding how skills acquired through coursework can be applied to a future career;
- Opportunities to attain at least one industry-recognized credential; and
- A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship into a registered apprenticeship program

b. **Apprenticeship** is an employer-driven, “earn while you learn” model that combines on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards. Workers benefit from apprenticeships by receiving a skills-based education that prepares them for good-paying jobs. Apprenticeship programs help employers recruit, build, and retain a highly skilled workforce. JTED funds may be used to pay for the technical training and on-the-job training cost of workers. JTED funds may also be used to provide supportive services and Barrier Reduction funds to participants that help them succeed in apprenticeship programs. For additional information on apprenticeships see DOL site:

<https://www.dol.gov/general/topic/training/apprenticeship>.

c. **Work experiences or internships** are planned, structured learning experiences that takes place in a workplace for a limited period. Work experiences or internships may be paid or unpaid, as appropriate, and consistent with other laws, such as the Fair Labor Standards Act. Work experiences or internships may be within the private for-profit sector, the non-profit sector, or the public sector. For youth, work experiences may also include:

- Pre-apprenticeship programs;
- Summer employment and other employment activities available throughout the school year;
- Internships and job shadowing; and
- On-the-job Training

d. **Transitional jobs** (allowable under Category 1 and 3) are time-limited, wage-paid work experiences that are subsidized up to 100 percent. These jobs can be in the public, private, or nonprofit sectors. Transitional jobs provide individuals with work experience and an opportunity to develop important workplace skills within the context of an employee-employer relationship, in which the program provider generally acts as the employer, and with an opportunity to develop important workplace skills.

e. **On the Job Training (OJT)** provides reimbursements to employers to help

compensate for the costs associated with skills upgrade training for newly hired employees and the lost production of current employees providing the training (including management staff). OJT training can assist employers who are looking to expand their businesses and who need additional staff trained with specialized skills. OJT employers may receive up to 75% reimbursement of the wage rate of OJT trainees to help defray personnel training costs.

- f. **Customized Training** is designed to meet the specific requirements of an employer or group of employers with the commitment that the business or businesses employ an individual(s) upon successful completion of the training.
- g. **Incumbent Worker (IW) Training** is allowable under JTED grant opportunity Category 2, above (only) and provides services to employers with 250 or less employees. Employee trainees must meet the definitions of under-employed or have received notices of termination or lay-off. IW is designed to meet the needs of an employer or group of employers to retain a skilled workforce or avert layoffs. Incumbent Worker training can be used to either:
 - Help avert potential layoffs of employees; or
 - Obtain the skills necessary to retain employment, such as increasing the skill levels of employees so they can be promoted within the company and create backfill opportunities for new or less-skilled employees.

6. **Supportive Services**

Supportive Services (Defined in Appendix A) provide participants with key assistance beyond career and training services necessary to achieve success. Applicants must provide their Supportive Service policy if they intend to provide these services through this grant. Examples of supportive services include but are not limited to the following:

- Linkages to community services;
- Assistance with transportation;
- Assistance with childcare and dependent care;
- Assistance with housing;
- Assistance with educational testing;
- Reasonable accommodations for individuals with disabilities;
- Legal services, including background checks;
- Referrals to health care and services such as immunizations, vision, and dental care;
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses, protective eye gear and other essential safety equipment;
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- Payments and fees for employment and training-related applications, tests, and certifications.

7. **Barrier Reduction Funds**

Barrier reduction funding is devoted to increasing family stability and job retention by covering accumulated emergency costs for basic needs, such as housing-related expenses (rent, utilities, etc.), transportation, child care, digital technology needs, education needs, mental health services, substance abuse services, income support, and work-related supplies that are not typically covered by programmatic supportive services [20 ILCS 605/605-415(b)]. Applicants must provide their Barrier Reduction Funding policy if they intend to provide these services through this grant. See Appendix B for more details on allowable Barrier Reduction funding.

8. **Placement**

NOFO ID: 2731-2025

Local efforts will be utilized for placement services. This includes:

- Working with Illinois Department of Employment Security,
- Outreach and networking with local employers on their anticipated employment needs,
- Engaging businesses in hiring and recruiting events and collaborating with workforce partners including training providers and Chambers of Commerce to identify employment opportunities, training needs and gaps in services.
- Using the Virtual Job Fair site in Illinois workNet to connect workers with employers. The Virtual Job Fair (VJF) is a part of the new GET HIRED initiative that Governor Pritzker announced on 5/14/20. Job fairs can be set up by employers, grantees, Chambers of Commerce, legislators, etc., provides job seekers information on how to prepare for a VJF and what to expect when attending the event, and is a chance to speak with potential employers.

9. **Follow-Up**

Follow-up services after training completion is encouraged, as appropriate, for adult and youth participants in workforce activities who are placed in unsubsidized employment. Follow-up services must meet the needs of the participant and may include, but is not limited to the following:

- Supportive services and/or Barrier Reduction services;
- Mentoring;
- Financial literacy education;
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;
- Providing individuals with information about additional educational or employment opportunities;
- Counseling individuals about the workplace;
- Contacting individuals or employers to verify employment;
- Contacting individuals or employers to help secure better paying jobs, additional career planning, and counseling for the individual;
- Assisting individuals and employers in resolving work-related problems;
- Connecting individuals to peer support groups; and
- Providing individuals with referrals to other community resources.

Documenting Program Partners with Memorandum of Understanding (MOU):

All applicants must have a current written agreement or Memorandum of Understanding (MOU) with all the program partners that clearly outlines the roles and responsibilities of each partner and lists their funding contribution. Applicants that enter an MOU with Eligible Training Providers should include details regarding the training program, including the length, location, class size, cost, and other important information. MOU's must be developed and signed within the NOFO application timeframe. MOUs established prior to the NOFO release date may be rejected and the application may not be reviewed. Please review the sample MOUs available as a resource at <https://www.illinoisworknet.com/jtednofo2021>.

JTED Performance Goals and Outcomes

Program goals and outcomes must be included in the proposal for each JTED Category and training program under consideration. Agreed upon goals and outcomes will be tracked utilizing project management tools developed by the Department using the *Illinois workNet.com* workforce portal. Competitive applications will clearly articulate how the activities funded under each applicable Category in this NOFO support the negotiated goals and result in positive outcomes.

1. Performance Goals

Performance goals must be established for each training program. Note that grant funds should not supplant or replace the applicant's current operations. Grant reviewers will be looking for the following goals:

- Number of individuals enrolled in program
- Number of individuals completing program
- Number of individuals obtaining credential(s)
- Number of individuals placed in post-secondary education
- Number of individuals placed in unsubsidized employment
- Number of individuals retained in unsubsidized employment for 3, 6, and 12 months
- Number of individuals experiencing a wage/benefit increase

2. Performance Standards

Acceptable performance for the above measures is set at 75% of the planned goal.

3. Outcome Metrics

Additionally, the JTED program will keep track of outcomes utilizing the Illinois workNet system. These metrics will inform the Department of the efficiency and effectiveness of employment and training services provided under this NOFO. Outcome metrics include (but are not limited to the following):

- Number of businesses engaged
- Number of individuals **placed** and number **acquiring** an Industry-Linked Credential, Certification, or License
- Number of individuals **placed** and number **completing** a Pre-Apprenticeship, Registered Apprenticeship, or a Non-Registered Apprenticeship Program
- Number of individuals **placed** and number **completing** an OJT
- Number of individuals **placed** and number **completing** a paid work experience or internship
- Number of individuals **continuing** a Pre-Apprenticeship, Registered Apprenticeship, or a Non-Registered Apprenticeship Program at case closure
- Number of individuals employed in the sector
- Number of individuals promoted in the sector

NOFO ID: 2731-2025

Barrier Reduction funding is a new element to the JTED program. Under this NOFO an evaluation will be conducted to determine the impact of barrier reduction funding and best methods for measuring results. Through Illinois workNet's case management system, assessments of barriers will be conducted and reported, and alignment and delivery of services will be reviewed and compared to outcomes. The intent of the evaluation is to set standards and baseline results for future programs utilizing barrier reduction funds.

4. Performance Reports

The Department and ARPA requires for the applicants to report on elements including targeted communities, target population characteristics, service, matching funds, and outcomes. The Program Activities and Outcomes table is included as a resource at <https://www.illinoisworknet.com/jtednofo2021>. The data elements in this table are representative of the data that will be expected to be collected by grantees. Most of the elements will be available through Illinois workNet system. Note that this list may be revised before grants are awarded.

Allowable Costs

Grant expenditures must comply with the Uniform Guidance (2 CFR 200), the American Rescue Plan Act and Treasury's related guidance, the JTED statute (20 ILCS 605/605-415) and related rules (56 Ill. Admin. Code Part 2660) and must be reasonable and necessary and support one of the allowable grant activities set forth in 56 Ill. Admin. Code 2660.40. Specific allowable grant costs are listed below, and specific budget line items are identified in the uniform budget template. (Reference Appendix D)

- Expenses to design training curricula and related materials;
- Expenses to provide industry linked skill training and work-based learning to individuals in the target population (e.g., instructor costs and curriculum materials);
- Expenses for the ongoing evaluation and refinement of the curricula and related materials;
- Expenses for the design and implementation of a needs assessment to determine specific skill shortages being experienced by one or more of local industries;
- Expenses for the design and implementation of a needs assessment to determine the education and training needs of the target population relative to the skill needs of local industries;
- Expenses for the design of curricula and related materials for training programs designed for individuals in the target population to prepare them to meet identified skill labor shortages;
- Expenses for the delivery of the industry linked training and work-based learning to unemployed persons and placement of program completers into jobs in the target industries;
- Expenses for ongoing coordination of the Eligible Training Partners;
- Program participant wages;
- Expenses for career planning activities that provide one-on-one staff assistance and career counseling as defined under "Program Services";
- Expenses incurred to meet grant administration requirements; and
- Any other costs determined to be reasonable and necessary to carry out the grant program activities as permitted and approved by the Department.

Award Term: The grant term/performance period is determined on a project-specific basis. It is anticipated that most grants will be awarded for 24 months.

B. Funding Information

This grant program is utilizing: federal funds received from the U.S. Department of the Treasury ARPA Coronavirus State and Local Fiscal Recovery Funds (CSLFR) appropriated by the General Assembly from the State Coronavirus Urgent Remediation Emergency Fund through Public Act 102-0017, Article 127. The federal Assistance Listing Number is 21.027 and the State's federal award identification number (FAIN) is SLT-3381.

NOFO ID: 2731-2025

- a. **Program Funding:** JTED ARPA funding will be distributed in two separate NOFO's. This is the first NOFO and it is anticipated that the Department will provide funding in the amount of \$20,000,000 to address immediate needs of businesses and individuals impacted by COVID-19. It is anticipated that a second NOFO will be published in the spring 2022 that will be influenced by the comments received on this NOFO and recommendations of focus groups that will drive improvements to the program design and implementation. Based on successful performance and if funds are available, the Department may determine that grant extensions and additions of funds to current grantees will be permitted. The anticipated number of awards and funding range is outlined below. Please note that the Department may exceed the funding range based on the proposed project outcomes.

TOTAL FUNDS AVAILABLE: \$20,000,000
ANTICIPATED NUMBER OF GRANTS: 35-45
FUNDING RANGE: \$500 - 750K
ANTICIPATED GRANT START DATE: January 1, 2022

- b. **Application:** Applicants must complete the Notice of Funding Opportunity Application that describes in detail the activities to be carried out under the award (how the awarded funds will be used). The application must include enough information for DCEO to understand the scope of the project, clarification of activities to be covered by the budget – including a detailed breakdown of said activities associated with each utilized line item category of the budget – and any additional necessary detail to enable DCEO to manage the grant activity against planned project performance. A detailed breakdown of each training program and the program timeline is also required.
- c. **Allowable Costs:** Allowable costs must be necessary, reasonable, and allocable based on activities contained in the scope of work. Funding for the activities outlined in this NOFO are federal funds and are subject to State and federal legislative appropriation.
- d. **Administrative Costs:** It is expected that administrative costs, both direct and indirect, will represent a small portion of the program budget. 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.
- e. **Grant Award and Payment Terms:** Successful applicants will be invited to negotiate a grant with the Department. The executed grant agreement will specify conditions for payment and a payment schedule. In general, grantees will receive payments on a reimbursement basis and may be subject to proration 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.
- f. **Grant Extensions:** The Department may authorize the extension of projects awarded under this NOFO including additional funding based on the activities, outcomes, and performance of the grant as well as the availability of funds under the Job Training and Economic Development Grant Program.

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

C. Eligibility Information

An entity must be registered in the Grant Accountability and Transparency Act (GATA) Grantee Portal, <https://grants.illinois.gov/portal/> at the time of grant application. The portal will verify that the entity:

- Has a valid FEIN number;

NOFO ID: 2731-2025

- 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.

Entities on the Illinois Stop Payment List and/or the Federal Excluded Parties List at time of application submission will not be considered for an award.

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:

Entities eligible to apply for all categories of the JTED NOFO (including Barrier Reduction Funding) consists of employers, private nonprofit organizations (which may include a faith-based organization), federal Workforce Innovation and Opportunity Act (WIOA) administrative entities, Community Action Agencies, industry associations, and public or private educational institutions, that have demonstrated expertise and effectiveness in administering workforce development programs [20 ILCS 605/605-415(b)] and must meet the requirements outlined in this NOFO.

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. 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

NOFO ID: 2731-2025

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.

- a. **Program Eligibility Criteria:** All applicants must follow the program design and approaches outlined in this NOFO. Eligible participants for this program must meet criteria established in the NOFO under the applicable Categories.
- b. **Additional Program Requirements:** All applicants must be complying, or agree to comply, with all applicable federal and state laws and related regulations to be considered for an award, including, but not limited to:
 - Coronavirus State Fiscal Recovery Fund ("CSFRF"), Section 602 of the Social Security Act, 42 USC 802, and all related rules and guidance issued by the U.S. Department of the Treasury, including the Interim Final Rule (86 FR 26786 (May 17, 2021)) and any subsequent regulations.
 - Job Training and Economic Development Grant Program, 20 ILCS 605/605-415 and related rules at 56 Ill. Admin. Code 2660.
 - Civil Rights Law Compliance per Treasury guidance. Protection of Personally Identifiable Information.
 - Uniform Administrative Requirements found at 2 CFR Parts 25, 170, 183 and 200 and any exceptions permitted by the U.S. Department of the Treasury CSFRF guidance.
- c. **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 be proprietary, privileged, or confidential commercial or financial information should be identified as such in the application. The Department will maintain the confidentiality of that information only to the extent permitted by law.
- d. **Applicant Rights:** Submission of an application confers no right to an award or to a subsequent grant agreement. The Department 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. Applicants may utilize the appeal process as stated in the Merit-Based Review Policy available in the Resource Library at www.grants.illinois.gov.

D. Application and Submission Information

1. Address to Request Application Package.

Grant application forms are available at the web link provided below or by contacting the Program Manager. Applicants may confirm receipt of the application and documents by contacting the Program Manager.

Grant application forms are available at this link <https://www.illinoisworknet.com/jtednofo2021>

JTED Grant Manager
Illinois Department of Commerce & Economic Opportunity
Email: ceo.wd.policyandgrants@illinois.gov

2. Content and Form of Application Submission.

This Notice of Funding Opportunity requires the following documents to be submitted via <https://app.smartsheet.com/b/form/bdaba9636a8a46588ca6fab92663cbe3> in the following order:

- Uniform Application for State Grant Assistance
- JTED Program NOFO Narrative Application (Download and complete the fillable PDF template) including a *Training Program Summary* form each training program.
- Equity and Employment Plan (Reference resources at <https://www.illinoisworknet.com/jtednofo2021>).
- Barrier Reduction Funding Policy (if applicable)
- Supportive Services Policy (if applicable)
- Resumes of Program Staff
- Memorandum of Understanding or Partnership Agreements (if applicable)
- Conflict of Interest Disclosure
- Mandatory Disclosure
- Uniform Grant Budget Template (Excel format)

Uniform Application for State Grant Assistance: Complete the State of Illinois Uniform Grant Application Form in the fillable PDF format (print, sign and scan the signature page with submission). This is used as the “cover” of the grant application.

Job Training and Economic Development Grant Program Narrative Application

Applicants must download and complete the fillable PDF application narrative titled “*JTED Program NOFO Application*” at: <https://www.illinoisworknet.com/jtednofo2021>. The application must align with the program design outlined in the NOFO and must answer all questions. An exception is when an applicant is only applying for Barrier Reduction Funding. When applying only for the Barrier Reduction Category the applicant will respond to only the related questions under the Program Plan section of the template. Below identifies the expectations for each section of the application.

a. Applicant Organization Capacity:

The applicant must be an Eligible Entity as defined in this NOFO. An objective of this JTED Funding Opportunity is to address the economic impacts experienced by businesses and individuals most impacted by the COVID-19 pandemic. Therefore, the applicant must provide evidence of their capacity to partner with employers in the targeted industries and serve the target population (under-employed, unemployed, under-represented with one or more barriers to employment, and youth). Additionally, this includes identifying the expertise of staff and subcontracted personnel to demonstrate their ability to implement the program. Examples of current or completed projects similar in scope for these individuals should be provided.

Finally, the applicant must demonstrate the ability to run successful training programs that include relationships with key stakeholders. Examples of stakeholders are eligible training providers, social service agencies, and community-based organizations that will influence the training and wraparound services for a holistic service approach.

b. Documentation of Need:

The American Rescue Plan Act recognizes the disproportional impact of the pandemic-related recession on economically disadvantaged communities as defined by HUD's Qualified Census Tracts. Applications must identify the area and populations served. This should include the qualified census tract(s) and/or disproportionately impacted area(s) where the project will operate or serve individuals. Please use the mapping tool at: www.illinoisworknet.com/qctdiamap

Training programs developed must be informed by local labor market information. Include the analysis of data that determined the needs of employers and individuals served under this program. Include the specific needs of the industry(s) and related occupations and the impact the training will have on meeting those needs. Include information on how the data is utilized to develop sector-based career pathways and how other resources support this approach. Based on the results of this analysis, identify the specific needs of businesses and individuals, including barriers to employment.

c. Program Plan:

Applicants can include one or more JTED program design Categories under one application. The program plan section of the application template includes the overall operational components. Additionally, the applicant must compile the training program summary(s) which provides details related to the categorical training to be offered.

JTED Category 1, 2 and 3 Applications

In the application template, applicants will provide a comprehensive but concise description of the programs. Applicants must include the role of local businesses, the local workforce system, and other key stakeholders in developing and delivering services including job placement, retention, and follow-up services. Additionally, the application must include a list of the training providers, the credentialing body along with the credentials being received, and information on the training materials used and how it relates to the targeted industry sector and employers. The Department may request training materials during the evaluation process. In this section, applicants also must describe the customer flow from outreach to employment or post-secondary education of the target population to be served. If customer flow varies between target populations, show each process.

JTED Category 4 – Barrier Reduction Funding

Barrier Reduction Funds: (Applications requesting barrier reduction funds must include the following information) Barrier Reduction Funding can be a line item service under a Category or can be a stand-alone grant if the applicant demonstrates that other funding sources will support training, work-based learning, and career services.

- Discuss the policies established for Barrier Reduction that minimally include: resource and service coordination with appropriate provider organizations; types of services that will be provided through barrier reduction supported by this NOFO; anticipated funding range for the services; applicant's process for locally evaluating the impact of the service.
- Demonstrate there is a need to use Barrier Reduction Funding to assist program participants in a manner related to either a Job Training and Economic Development Grant or a complementary workforce or job training grant program or contract;

NOFO ID: 2731-2025

- Distinguish between when support services will be used compared to Barrier Reduction Funding and why Barrier Reduction Funding is the better option;
- Describe the population of individuals to be served, the area to be served, the types of assistance to be provided to program participants and the estimated total amount and the amount to be provided per participant;
- Describe the anticipated outcomes of using the Barrier Reduction Funding to assist program participants;
- If the applicant plans to offer emergency cash assistance, include a narrative of the criteria to determine the need and how much assistance will be provided; this also needs to be addressed in the Barrier Reduction Funding policy (Emergency cash assistance will need prior approval by DCEO);
- For stand-alone barrier reduction funding, demonstrate that other funding sources will support training, work-based learning, and career services and that program participants reside in or receive job training services in a qualified census tract or in a disproportionately impacted area; or are individuals who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic as defined in this NOFO and the JTED rules (56 Ill. Admin. Code 2660.20); and
- Indicate why barrier reduction funds are needed and how they fill a gap in service delivery.

d. Budget Narrative/Cost Effectiveness/Return on Investment/Sustainability:

Applicants must provide a budget narrative that includes an analysis of the cost efficiency in relationship to planned outcomes. The budget narrative must include the following:

- Provide a detailed narrative of each line items costs. Include information on in-kind contributions supporting the program. This will correlate with the narrative in the budget template.
- Describe any leveraged and matching funds from partners and participating businesses. (Programs that include matching funds will receive additional consideration.)
- Describe how this project will be sustained beyond the grant funding period.
- Discuss how this project will benefit the target industries and target population and community.

e. Program Implementation Plan:

Applicants must complete the program implementation plan provided in the NOFO application template that includes major program activities, milestones for progress, and timelines for completion of the activities. Applicants must also complete a training program summary for each training that is being proposed. This should be detailed so the reader understands the partner including employers, activities, cost, and outcomes of the training and it clearly shows a thoughtful career pathway. **Applicants that propose more than one training program will need to download and complete the Program Specific Information form for each training program that is proposed. Applicants are required to submit these forms as separate files.**

Equity and Employment Plan (attachment):

Regardless of category, each applicant must submit an Equity and Employment Plan (reference <https://www.illinoisworknet.com/jtednofo2021> for resources). The plan must demonstrate an understanding of how race, ethnicity, and gender may impact individual access to employment and training services. The application must address how their model considers the experience of people of color and women in the industry, as well as how it will increase access, enrollment, and completion. Examples include changes in recruitment practices, intentional and inclusive marketing, completion and retention, adequate supportive services, including those identified as part of Barrier Reduction funding.

Barrier Reduction Funding Policy:

Applications that request *barrier reduction funding* must submit the organization's policy and procedures that, at a minimum, describe the: types of services that will be provided through barrier reduction supported by this NOFO; process for accessing a participants need for barrier reduction funding; anticipated funding range for the services; resource and service coordination with appropriate provider organizations; and the applicant's process for locally evaluating the impact of the service.

Supportive Service Policy:

Applications that request *supportive service funding* must submit the organization's policy and procedures that, at a minimum, describe the: types of supportive services provided to training participants such as books, training fees transportation supported by this NOFO; process for accessing a participants need for supportive services; anticipated funding range for the services; resource and service coordination with appropriate provider organizations; and the applicant's process for locally evaluating the impact of the service.

Resumes of Program Staff:

Grant applications must include the resumes of key program staff that demonstrate capacity to complete the work outlined in the application.

Memorandum of Understanding (MOU)

An MOU must be developed and signed by the applicant and supporting organizations (to include but not limited to employers, education and training providers, workforce innovation system, community based organizations, industry representative organizations, economic development organizations, other social service agencies) that outlines the roles and responsibilities related to recruitment, eligibility determination, enrollment, provision of services (i.e. case management, training, placement, supportive services, etc.), and performance requirements and strategies. Attach Partnership Agreements (as opposed to Letters of Support) with all key partners detailing entity information and contact information, responsibilities, functions, and integration.

Conflict of Interest Disclosure Form:

Recipients of awards from the State of Illinois must disclose in writing to the awarding State agency any actual or potential conflict of interest that could affect the State award for which the Grantee has applied or has received. See 30 ILCS 708/35; 44 Ill. Admin. Code §7000.40(b)(3); 2 CFR § 200.112. A conflict of interest exists if an organization's officers, directors, agents, employees and/or their spouses or immediate family members use their position(s) for a purpose that is, or gives the appearance of, being motivated by a desire for a personal gain, financial or nonfinancial, whether direct or indirect, for themselves or others, particularly those with whom they have a family business or other close associations.

Mandatory Disclosure Form:

Recipients of awards from the State of Illinois (collectively referred to herein as "Grantee") must disclose, in a timely manner and in writing to the State awarding agency, all violations of State or federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the award. See 30 ILCS 708/40; 44 Ill. Admin. Code § 7000.40(b)(4); 2 CFR § 200.113.

Uniform Grant Budget Template:

The State of Illinois has developed a uniform budget template(Excel spreadsheet) that must be submitted with the grant application. The budget proposal provides a narrative justification of each cost including information on how each cost in the budget is calculated. Note that 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). The grant application website includes the budget proposal template and technical assistance documents.

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** and/or utilize this instructional link: How to Register in SAM from the 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 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.

Application Submission Requirements: Application materials must be submitted to the Department via electronic form at:

<https://app.smartsheet.com/b/form/bdaba9636a8a46588ca6fab92663cbe3>. The Department will not accept applications submitted by mail, overnight mail, diskette, or by fax machine. Electronic submissions including links to documents stored in Google Docs or other cloud-based servers are not allowed. The Department is under no obligation to review applications that do not comply with the above requirements.

Application Deadline: The application due date for this round of funding is **5:00PM (Central Time) October 29, 2021**. Failure to meet the application deadline or failure to submit all required materials may result in the Department returning the 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.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for

Federal Awards: All applicants must be in compliance, or agree to comply with the Uniform Administrative Requirements located at 2 CFR Parts 25, 170, 183 and 200 and any exceptions permitted by the U.S. Department of the Treasury through the CSFRF guidance.

Pre-award and Application Costs: Pre-award costs are incurred at the applicant's own risk and will not be funded if an award is not made. Pre-award cost for services in anticipation of an award may be allocable, where necessary, for the efficient and timely performance of the

NOFO ID: 2731-2025

program, and are subject to 2 CFR 200.458 and where permitted in the final executed grant agreement. To be accepted, proof of services must meet the guidelines and requirements outlined within this NOFO and GATA (See <https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559>). Costs associated with the development of a proposal are not allowed.

7. Other Submission Requirements.

Application Information: Application materials are provided throughout the announcement and at: <https://www.illinoisworknet.com/jtednofo2021>. This website will contain information regarding the NOFO and materials necessary for submission. Questions and answers will also be posted on the program website provided above. It is the responsibility of each applicant to monitor that website and comply with any instructions or requirements relating to the NOFO.

- **Additional Application Information:** The Department reserves the right to request additional information from applicants to evaluate applications. The Department, 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 Department's 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.

E. Application Review Information

1. Criteria.

Grant proposals will be reviewed on a competitive basis. Each proposal will be scored on a 100-point scale. The threshold for not recommending funding is set by the Department. The Department shall consider the following criteria when evaluating the application submittal: Capacity, Quality and Need. This section will then be broken down into the evaluating criteria and description on what will be evaluated will be included for each criteria section.

REVIEW CRITERIA FOR JOB TRAINING AND ECONOMIC DEVELOPMENT GRANT PROGRAM:

a. Applicant Capacity (20%)

- The applicant's capacity to provide services outlined in the NOFO and successfully complete the project tasks within the proposed grant period;
- The applicant's experience in working with businesses in the target industries;
- The applicant related experience in working with the target population;
- The applicant's related experience in working with eligible training providers and/or partners;
- The qualifications of the applicant's staff to be assigned to the project; and
- The applicant's previous performance in administering similar grants and projects.

b. Documentation of Need (30%)

- Applicant's identification of qualified census tract and/or disproportionately impacted areas to be served under this project (services provided within these areas or proposed program participants reside within these areas);
- Applicant's focus on providing appropriate services in target industries and occupations as informed by labor market analysis, regional workforce data and employer needs information;

NOFO ID: 2731-2025

- The potential impact the program will have on stabilizing employers in the target industries affected by the COVID-19 pandemic;
- Applicant's description of the need for quality training in sector(s) and career pathway(s) and analysis of resources that can be leveraged through local and regional partners;
- Applicant's identification of the needs of the target population including barriers to employment and how participation the project will result in family sustaining careers.

c. Quality of Program Plan (40%)

- The applicant's plan to work with employers in the target industries and approach to meet the employers' needs for skilled employees;
- The level of participation of local employers or industry associations in the development of training and implementation, including the hiring of program completers;
- The applicant's process to serve the target populations and their plan for outreach and to serve individuals based on the participants' skill levels;
- The level of participation of partners, including training providers, local workforce system, social service agencies, community-based providers, etc. to work together and design programs that collaborate on service delivery to maximize benefits to individuals in the local target population;
- The process to move the target population through a training that results in a career and offers an opportunity to continue advancements along the career pathway;
- The quality of the training providers and credentials, licenses or certifications training participants will earn and the career pathways facilitating long-term advancement with the employer or within the industry sector (provided credentialing body for each eligible training provider);
- The process to provide support services and barrier reduction funding based on a needs assessment;
- The likelihood that training will result in increased earnings for under-employed, under-represented individuals with a barrier to employment or workers who have received notices of termination or lay-off;
- The likelihood that training will result in the placement of unemployed individuals into the specific occupations within the target industries and the average wage at placement;
- The likelihood that training and services will result in the placement in post-secondary education or employment for youth;
- The applicant has established an Equity and Employment Plan that demonstrates an understanding of how race, ethnicity, and gender may impact individual access to employment and training services and provides resolutions to equal access and service delivery.
- The quality and feasibility of the Program Implementation Plan (PIP) that includes:
 - Realistic timelines and task;
 - A defined training program that includes realistic goals, reasonable average cost per participant, clarity in the program summary, comprehensive and logical activities that lead to a career pathway, list occupations that provide family-sustaining income, identifies employers that will be partners in the training program, and includes other stakeholders like eligible training providers that will influence the training program;
- Barrier Reduction (incorporated with other Category(s) or as a stand-alone grant) if requested):
 - Barrier Reduction policy is established, includes the minimum requirements, and is attached;
 - Demonstrates there is a need for Barrier Reduction funding and distinguishes between these funds and supportive service funds.
 - Provides information on who will receive the Barrier Reduction funds, the services that can be provided, the average cost per participant and the total cost requested.
 - Stand-alone grants for Barrier Reduction indicate how employment and training service will be provided under other resources and how the funds fill a gap in service

NOFO ID: 2731-2025

that can't be provided by other resources. Copy of the other training funding agreement is attached, if applicable.

d. Budget Narrative/Cost Effectiveness/Return on Investment/Sustainability (10%)

- The quality of the applicant's high-level budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes;
- The quality of the detailed information for each line item;
- The amount of leveraged resources and plans to combine public and private funding;
- The applicant's plan for sustainability beyond the grant period

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 based on the applicant's response and compliance with the requirements of this NOFO. Selected applications will enter into negotiations with the Department for a grant. The purpose of negotiations will be to arrive at acceptable grant terms, including budget and scope of work revisions, at which time the final decision to make a grant award will be made.

The Department reserves the right to request additional information from applicants for evaluation purposes. At its sole discretion, the Department reserves the right to reject all applications, reject individual applications for failure to meet any requirement, award in part or total, and waive minor defects and non-compliance.

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>

x

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

The Department anticipates sending Notices of State Award (NOSA) by January 2022, 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.

Unsuccessful applicants will be notified.

2. Administrative and National Policy Requirements.

Coronavirus State Fiscal Recovery Fund ("CSFRF"), Section 602 of the Social Security Act, 42 USC 602: All grantees receiving ARPA funded grants will be required to comply with related rules and guidance issued by the U.S. Department of the Treasury, including the Interim Final Rule (86 FR 26786 (May 17, 2021)) and any subsequent regulations, including but not limited to:

- i. COVID-19 Requirements. Grantees should adhere to all COVID-19 guidelines in carrying out an award as directed by the Department and required by the State.
- ii. 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).
- iii. Procurement. Grantees will be required to adhere to methods of procurement per the Procurement Standards (2 CFR 200.317 – 2 CFR 200.327).
- iv. Civil Rights Law Compliance. In addition to all other non-discrimination and Civil Rights law compliance required, Treasury requires that all grantees must certify that they are in full compliance with the terms and provisions of all legal requirements of the Treasury relating to non-discrimination and non-discriminatory use of federal funds. These requirements include ensuring that grantees do not deny benefits or services, or otherwise discriminate on the basis of race, color national origin (including limited English proficiency), disability, age, or sex (including sexual orientation and general identity), in accordance with the following authorities: Title VI of the Civil Rights Act of 1964 (42 USC 2000d-1 et seq.) and the Treasury's implementing regulations, 31 CFR Part 22; Section 504 of the Rehabilitation Act of 1973 (29 USC 794), Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.) and the Treasury's implementing regulations, 31 CFR Part 28; and the Age Discrimination Act of 1975 (42 USC 6101 et seq.) and the Treasury's implementing regulations at 31 CFR Part 23.
- v. Recordkeeping Requirements. Grantees are required to maintain, for five (5) years after all funds have been expended or returned to Treasury by the State, adequate books, all financial records and supporting documents, statistical records, and all other records pertinent to this Award. If any litigation, claim, or audit is started before the expiration of the retention period, the records must be retained until all litigation, claims or audit exceptions involving the records have been resolved and final action taken. Grantees are responsible for ensuring all contractors and subrecipients, if applicable, adhere to these records retention requirements.

Grantees agree to provide or make available all records related to an award, to Grantor or to Treasury upon request, and to any authorized oversight body, including, but not limited to, the Government Accountability Office ("GAO"), Treasury's Office of Inspector General ("OIG"), and the Pandemic Relief Accountability Committee ("PRAC").

- vi. Interest on Grant Funds. Grantees are not required to maintain grant funds in an interest-bearing account, but if they choose to do so, grantees may retain the interest and are not limited to using that interest for eligible uses under the grant award.

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).

3. Reporting.

Project Reporting.

Grantees will be required to document the participant enrollments and the services that are provided to every participant served under this grant within 10 days of providing the service in the IllinoisworkNet.com portal. Grantees are also required to report the program outcomes within 10 days of the outcome. The Department will use the “real-time” participant data to submit reports to the U.S. Treasury Department as required by the ARPA.

- a. **Project Reporting:** Grantees will be required to submit regular reports to document the progress of the project as part of the grant requirements. These reports include, but are not limited to, the following:
 - o Participant level information including services, outcomes, and demographic available through the Illinois workNet™, or other reporting processes as directed by the Illinois Department of Commerce.
 - o Periodic Performance Report.
 - o Periodic Financial Report.
 - o Success stories.
 - o A final narrative assessment of project outcomes that identifies promising practices and lessons learned to inform future workforce program implementation efforts.
 - o Other reporting deemed necessary by the Illinois Department of Commerce and/or Treasury.
 - o Evaluation of all projects is required.
- b. **Success Story Submission in Illinois workNet:** Grantees are required to submit written testimonials for program participant successes published on Illinois workNet to show how programs are making a difference in people’s lives. It is above and beyond a list of events or activities and describes a positive significant and noteworthy change to the participant. It should show how participating with the program is making Illinois a better place to live – for individuals, families, organizations, businesses, and communities.
<https://www.illinoisworknet.com/UpdatesHelp/Pages/SuccessStories.aspx>

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.

To ensure the Department is able to comply with the US Treasury Reporting Guidance, Periodic Financial Reports and Periodic Performance Reports shall be submitted to the Department no later than 15 calendar days following the period covered by the report and grantees are required within 45 calendar days following the end of the period of performance to submit a final closeout report.

Any additional reporting requirements will be disclosed in the NOSA.

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)

Questions regarding this Notice of Funding Opportunity should be posted in the Q and A on workNet at: <https://www.illinoisworknet.com/jtednofo2021>.

H. Other Information, if applicable

Submission of an application confers no right to an award or a subsequent grant agreement. The Illinois Department of Commerce is not obligated to award any grants under this program, pay any costs incurred by the applicant to prepare and submit an application, or pay any grant-related expenses incurred before the start date to grant. All decisions of the Illinois Department of Commerce are final.

Resources: Below are items that applicants should familiarize themselves with to understand the application's requirements.

- State of Illinois Unified Workforce Plan <https://www.illinoisworknet.com/wioastateplan>
- WIOA Regional/Local Plans by Economic Development Region
https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx

Additional Assessments: Applicants will be requested to complete a programmatic risk assessment to consider grant-specific risks. 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 risk-based conditions from the programmatic risk assessment and the internal controls questionnaire (completed as part of the State of Illinois GATA registration) shall be incorporated into a grant Agreement.

Technical Assistance: Before applying for funding, several Technical Assistance (T.A.) sessions will be available on various topics, including Grant Writing, Business Engagement, Career Pathways, Equity, and other topics. All applicants are encouraged to attend the sessions. The information for T.A. sessions will be posted at <https://www.illinoisworknet.com/jtednofo2021>.

Once a grant is established, participation in T.A. is required and will be provided throughout the grant period (in the form of webinars, regional meetings, and direct support). The T.A. schedule will be available and regularly updated on the JTED site at <https://www.illinoisworknet.com/jtednofo2021>. Successful applicants must agree to receive consultation technical assistance from authorized representatives of the Department. The applicant and collaborating partners will have required site

NOFO ID: 2731-2025

visits, training, and in-person interviews. Successful applicants must attend webinars and training as scheduled and provided by the Department or a subcontractor of the Department and must budget accordingly.

JTED Program Development and Capacity Building: This is the first NOFO of two that will be released for the Job Training and Economic Development - ARPA Program. The Department welcomes written feedback regarding the effectiveness of the program design and the requirements outlined in this NOFO. Please address all feedback to:

JTED Program Grant Manager
Illinois Department of Commerce & Economic Opportunity
Email: ceo.wd.policyandgrants@illinois.gov

The Department is interested in building the capacity of organizations that are located and/or serve targeted communities. It is anticipated that workshops and training opportunities will be offered prior to the posting of the next JTED NOFO with the goal of increasing the capacity and competitiveness of eligible entities that are interested in administering a JTED grant.

Appendix A Definitions

"American Rescue Plan Act" means American Rescue Plan Act of 2021, Section 9901 (P.L. 117-2; 42 USC 802).

"Barrier Reduction Funding" means flexible funding through a complementary grant agreement, contract, or budgetary line to increase family stability and job retention by covering accumulated emergency costs for basic needs, such as housing-related expenses (rent, utilities, etc.), transportation, child care, digital technology needs, education needs, mental health services, substance abuse services, income support, and work-related supplies that are not typically covered by programmatic supportive services. [20 ILCS 605/605-415(b)]

"Complementary workforce or job training grant award or contract" means a grant or contract award that provides workforce or job training services and is awarded to an eligible barrier reduction funding recipient, other than through the Program.

"COVID-19" means the novel coronavirus disease deemed COVID-19 by the World Health Organization on February 11, 2020.

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

"Department's 5-year Economic Plan" means the current strategic economic development plan for the State developed by the Department, including any annual modifications thereto, pursuant to 20 ILCS 605/605-300.

"Disproportionately impacted area" means those ZIP Codes most severely affected by the COVID-19 pandemic, to be determined based on positive COVID-19 case per capita rates, and that meet at least one of the following poverty-related criteria relative to other ZIP Codes within that region:

- share of population consisting of children age 6 to 17 in households with income less than 125% of the federal poverty level (FPL);
- share of population consisting of adults over age 64 in households with income less than 200% FPL;
- share of population in household with income less than 150% FPL; or
- share of population consisting of children ages 5 and under in households with income less than 185% FPL.

"Economic development organizations" means local planning or community development organizations and other local organizations and institutions responsible for promoting or assisting in local economic development.

Appendix A Definitions

"Eligible Entities" means employers, private nonprofit organizations (which may include a faith-based organization), federal Workforce Innovation and Opportunity Act (WIOA) administrative entities, Community Action Agencies, industry associations, and public or private educational institutions, that have demonstrated expertise and effectiveness in administering workforce development programs. [20 ILCS 605/605-415(b)]

"Eligible Barrier Reduction Funding Recipients" means organizations that are eligible, as set forth in a NOFO or request for proposal, to receive Barrier Reduction Funding. "Eligible Barrier Reduction Funding Recipients" may include Eligible Entities, if permitted by the applicable NOFO.

"Eligible Training Provider" means an organization (e.g., public or private college or university, an industry association, registered apprenticeship program, a community-based organization) that is approved to provide training services by the appropriate accrediting body. [20 ILCS 605/605-415(b)]

"GATA" means the Grant Accountability and Transparency Act [30 ILCS 708].

"Grant" means a grant issued under the Job Training and Economic Development Grant Program established at 20 ILCS 605/605-415.

"Grantee" means any applicant for a grant award under this program whose proposal is funded by the Department.

"Local" means an economically integrated geographic area where individuals can reside and find employment within a reasonable distance for that area or can readily change employment without changing their place of residence.

"Local level plans" means the portions of the current WIOA regional level plans developed with respect to the corresponding local area within the region, and any regionwide provision of that plan that impacts or relates to the local area.

"Local Workforce Innovation Areas" means the areas designated by the State under WIOA (29 USC 3121).

"Local Workforce Innovation Boards" means the area boards established under WIOA (29 USC 3122) that carries out the designated functions for the applicable Local Workforce Innovation Area.

Appendix A Definitions

"Low-income individual" means an individual who:

- receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 USC 2011), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 USC 601), or the supplemental security income program established under title XVI of the Social Security Act (42 US. 1381), or State or local income-based public assistance;
- is in a family with total family income that does not exceed the higher of:
 - the poverty line; or
 - 70 percent of the lower living standard income level;
- is a homeless individual (as defined in 34 USC 12473(6)), or a homeless child or youth (as defined in 42 USC 11434a(2));
- receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751);
- is a foster child on behalf of whom State or local government payments are made; or
- is an individual with a disability whose own income meets the requirements of one of the first two subparagraphs of this definition, but who is a member of a family whose income does not meet these requirements.

"Lower living standard income level" means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the U.S. Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

"Moderate-income individuals" means individuals and their families whose incomes exceed 50 percent, but do not exceed 80 percent, of the median income of the area involved, as determined by the Secretary of the U.S. Department of Housing and Urban Development with adjustments for smaller and larger families.

"Negative economic or public health impacts" means harm that households or populations have experienced as a result of the COVID-19 pandemic, as permitted by the American Rescue Plan Act and the related guidance issued by the U.S. Department of the Treasury. "Negative economic or public health impacts" includes, but is not limited to, households or populations that:

- have experienced unemployment or increased food or housing insecurity due to the COVID-19 pandemic;
- are low-income individuals or moderate-income individuals, which experienced negative impacts due to the COVID-19 pandemic;
- are living within either a qualified census tract or a disproportionately impacted area; or

Appendix A Definitions

- are receiving services or other assistance pursuant to this Part within either a qualified census tract or a disproportionately impacted area.

"NOFO" means Notice of Funding Opportunity.

"One-stop operators" means entities designated or certified by the Local Workforce Innovation Boards under WIOA (29 USC 3151) to operate centers that provide access to career and job training services.

"On-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- provides knowledge or skills essential to the full and adequate performance of the job;
- is made available through a program that provides reimbursement to the employer of up to the amount set by the Department in the NOFO, for the extraordinary costs of providing the training and additional supervision related to the training; and
- is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

"Poverty line" means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with 42 USC 9902(2)) applicable to a family of the size involved.

"Program" means the Job Training and Economic Development Grant Program established at 20 ILCS 605/605-415.

"Public assistance" means federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

"Qualified Census Tract" means a census tract, as defined by the U.S. Census Bureau, having 50 percent of households with incomes below 60 percent of the Area Median Gross Income (AMGI) or having a poverty rate of 25 percent or more.

"Regional level plans" means the current plans, pursuant to WIOA (29 USC 3121(c)) prepared by the Local Workforce Innovation Boards and chief elected officials within regions designated by the State.

Appendix A Definitions

"Secretary" means the Secretary of the U.S. Department of Labor.

"State" means the State of Illinois.

"State's WIOA Unified Plan" means the current 4-year strategy for the core workforce programs of the State that must be submitted and approved by the Secretary pursuant to WIOA (29 USC 3112).

"Supportive services" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are reasonable, necessary and approved by the Department, to enable an individual to participate in activities authorized under the Job Training and Economic Development Grant Program.

"Target Population" means persons who are unemployed, under-employed, or under-represented that have one or more barriers to employment as defined for "individual with a barrier to employment" in WIOA (29 USC 3102(24)) or as set forth in the applicable NOFO. If set forth in the applicable NOFO, a "barrier to employment" may include individuals who reside in or receive services in a qualified census tract or a disproportionately impacted area, or who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic. [20 ILCS 605/605-415(b)]

"Target industries" means in-demand industries identified in the Department's 5-year Economic Plan, the State's WIOA Unified Plan and any relevant local or regional level plans, and the funding source for any NOFO under the Program.

"Transitional job training" means time-limited, wage-paid work experiences that are subsidized by grant funds up to 100 percent of the wages. Types of work-based learning opportunities in a transitional jobs program includes, but is not limited to, on-the-job training, work experience and pre-apprenticeships.

"Under-employed individual" means an individual who is:

- working part-time but desires full-time employment;
- working in employment not commensurate with the individual's demonstrated level of educational and/or skill achievement; or
- employed and meets the definition of a low-income individual.

If set forth in the applicable NOFO, "under-employed individual" may include:

- an individual who meets one of the requirements of "under-employed individual" set forth in the first three paragraphs of this definition and resides in, or receives services in, a qualified census tract; or
- an individual who is employed and is in need of job training and other assistance to address the negative economic or public health impacts experienced due to the COVID-19 pandemic, due to the individual's

Appendix A Definitions

occupation or level of training.

"Under-represented individuals" means individuals, groups and communities that have experienced disparities or disadvantages in employment, as specifically defined in the applicable NOFO.

"Unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this definition, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the U.S. Department of Labor or as required by the relevant funding source and set forth in the NOFO. If set forth in the applicable NOFO, "unemployed individual" may include:

- an individual who meets the definition of "unemployed individual" set forth above and resides in, or receives services in, a qualified census tract; or
- an individual who:
 - is without a job;
 - wants and is available to work, including someone who has looked for work sometime in the past 12 months; and
 - is in need of job training and other assistance to address the negative economic or public health impacts experienced due to the COVID-19 pandemic; or
- an individual who is currently employed but received a notice of termination or lay-off from the current employment and will no longer be employed within ninety days.

"Uniform Guidance" means the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200).

"WIOA" means the Workforce Innovation and Opportunity Act (29 USC 3101 et seq.).

"Youth" means an individual aged 16-24 who faces one or more barriers to education, training, and employment. [20 ILCS 605/605-415(b)]

Appendix B

Sample Barrier Reduction Policy

Background:

For people facing entrenched barriers to employment, particularly women and people of color, the process of finding a good-paying job along a career pathway can be especially challenging. These systemic and structural barriers can manifest as limited affordable childcare options, lack of transportation access, inadequate or unaffordable healthcare, and housing instability resulting from public disinvestment in those services.

These systemic challenges have been compounded by the health and economic crises caused by COVID-19. Millions of Illinoisans have experienced loss of a job or income. As the economy re-opens and many employers seek to hire, marginalized job seekers are experiencing numerous built-up emergency costs (such as back rent, utilities, transportation costs, technology access, childcare costs, and other basic needs) threatening their successful participation in workforce services and the labor market. They will also face different remote work conditions requiring access to technology and other “work-related tools” never before included in support services policies. This is an opportunity to create a more robust and flexible pool of funding and reduce unnecessary administrative barriers to accessing them to aid in an equitable economic recovery that also addresses longstanding disparities in income and wealth along lines of race and gender.

Purpose of this fund:

- To increase employment among unemployed or underemployed people in Illinois who face systemic barriers to employment, and to reduce race and gender disparities in employment and income in Illinois.

Types and amounts of expenses covered:

- A participant or the participant’s household may receive direct financial assistance that assists them in overcoming a barrier that is preventing them from advancing an employment or training goal. The fund is designed to provide flexible, individualized, timely assistance to address a wide range of possible barriers, including those that may not be covered by traditional “supportive services” through other workforce or education funding sources, including by reimbursing for emergency needs at higher amounts than other sources. Authorized uses for these funds include:
 - Emergency housing costs:
 - Rent Arrears;
 - First Month’s Rent;
 - Security Deposit/Move-in fee (if not covered by a housing program);
 - Application fees/background/credit check fees;
 - Key deposits;
 - Utility bills: arrears to have service connected and/or help the participant get on a payment plan;
 - Relocation/moving expenses;
 - State Identification or Driver’s License costs or fees associated with any other documentation that will assist in obtaining housing;
 - Storage unit;

Appendix B

Sample Barrier Reduction Policy

- Employment/training barrier reduction:
 - Transportation costs:
 - Car repairs;
 - Auto liability insurance;
 - Driver's license reinstatement fees;
 - SR-22 fees;
 - Vehicle Registration fees;
 - Public transportation fares, including monthly passes;
 - Gas;
 - Borrowing/renting car;
 - Security deposit for the driver of a carpool vehicle to transport a group of workers to a work site or a group of customers to an activity site;
 - Taxi or rideshare costs to get to/from interviews or job site;
 - Ticket fines and fees, if those fines and fees are resulting in the impoundment of a vehicle or suspension/hold on their vehicle license or registration;
 - Bike repairs.
- Access to technology to facilitate participation in education, training, or job search activities:
 - Affordable laptops or tablets (perhaps with specific models approved for purchase under this fund);
 - Equipment such as modems or routers to establish in-home internet connection;
 - Wireless hotspot devices;
 - In-home internet access.
- Costs related to enrollment or completion of education and/or training:
 - Mandatory entrance fees into apprenticeships, educational, or training programs;
 - Tools, books, occupational gear and equipment, or supplies needed for education or training;
 - Uniform or professional dress costs;
 - Required medical services/physical exam;
 - Tuition, fees, and costs related to enrolling in post-secondary education, including repaying unpaid tuition/fees that may be preventing re-enrollment.
- Childcare, including support for "gaps" in childcare while waiting for eligibility/enrollment in state child care assistance programs;
- Addressing legal barriers:
 - Background check fees;
 - Criminal record sealing/expungement fees;
 - Court fines/fees that are preventing moving forward with a criminal record sealing/expungement;
 - Occupational licensing fees;
 - Legal services fees.
- Cell phone costs when needed for job search;
- PO Box costs;

Appendix B

Sample Barrier Reduction Policy

- Translation or interpretation services related to job search;
- Personal hygiene items.
- Health care:
 - Mental health care services;
 - Substance use treatment services;
 - Other expenses that may not be covered by Medicaid or other insurance: emergency dental work, inoculations, eye examinations, and eyeglasses.
- Addressing Benefits Cliffs:
 - Direct cash assistance to provide transitional support to mitigate “benefits cliffs” during the initial period of employment.
- This is meant to be a flexible fund. Expenses not listed above may be considered on a case-by-case basis if the applicant can show how the expense will address an emergency or employment barrier.

Structure/Administration:

- *Workforce program model:* Allow workforce service providers to apply directly for funds to make available to program participants. Provide the funding to organizations up front to ensure they can quickly distribute funds to address time-sensitive needs.
- *Intermediary model:* Appoint one or more intermediary organizations to administer the funds on behalf of DCEO, allowing any organization or individual to apply directly for qualifying expenses. Intermediaries should be able to process applications quickly, releasing funds to eligible applicants within a matter of days.

Required documentation:

- Every effort should be made to minimize the administrative burden required of individuals and organizations to access this funding.
- If it is difficult to provide documentation regarding an emergency expense, a person should have the option to submit a signed affidavit outlining the expense and how it will address a barrier to an employment goal.

Appendix C

Career Pathways Definition

A career pathway means a combination of rigorous and high-quality education, training, and other services that align both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities, businesses, and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education, training, and advance in sector-specific employment.

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability.

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved.

Career pathways should:

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship¹ and encourage employers to assume leadership roles.
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.²

Career pathways should:

¹ “Meaningful employer engagement” is the process by which State and/or local stakeholders (e.g. training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.

² The Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

Appendix C

Career Pathways Definition

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials³ in each occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries. Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.⁴

(C) Includes counseling to support an individual in achieving the individual’s education and career goals;

Career pathways should:

- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training, development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁵ and training for a specific occupation or occupational cluster;

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills⁶, which are skills needed for success in education, training, career, and life.

³ A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

⁴ Priority populations identified in the [State of Illinois Workforce Innovation and Opportunity Act Unified State Plan](#) are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals (ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

⁵ “Workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. WIOA HR 803, SEC. 203. DEFINITIONS (17)

⁶ “Foundational professional skills” (often also called “soft skills” or “essential skills”) are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

Appendix C

Career Pathways Definition

- Offer opportunities for work-based learning⁷ experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

(E) Organizes education, training, and other services to meet the needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

Career pathways should: Offer quality, non-duplicative training, coursework, assignments, and assessments⁸ to accelerate progress, maximize credit and credential attainment, and increase student success.

- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that make learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum⁹, contextualized curriculum and instruction¹⁰, and virtual learning.

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential;

Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can, in time, earn a recognized postsecondary credential¹¹, as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.

⁷ Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

⁸ Non-duplicative (across education and training partners) assessments of participants' education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

⁹ "Modularized curriculum" is a curriculum that is divided into shorter, 'self-contained' segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

¹⁰ "Contextualized curriculum and instruction" is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

¹¹ "Recognized post-secondary credential", as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf>
[WIOA sec. 3\(52\)](#)

Appendix C

Career Pathways Definition

- Facilitate co-enrollment in programs administered by the core¹² and required¹³ partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathways should:

- Involve partnerships with employers to support participants' educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training¹⁴, and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience can enroll and succeed in a pathway.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve different participant groups' outcomes.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) to inform strategies for improvement.

¹² Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

¹³ Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild

¹⁴ "Incumbent worker training" is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

Appendix D

Budget Line Item Definitions

The State of Illinois will be tracking grant expenditures to Youth and Non-Youth program participants using the budget line items listed below. Grantees will be required to budget and report costs for the Youth and Non-Youth participant expenditures. Grantees will be allowed to “transfer” funds between the Youth and the Non-Youth costs under each budget line item without submitting a formal budget modification.

1000. PERSONNEL - Compensation for services of employees rendered during the period of performance under the award associated with non-youth services, including but not necessarily limited to wages and salaries as defined in 2 CFR 200.430

1001 – Adult (GRS Reporting Line)

1002 – Youth (GRS Reporting Line)

1050. FRINGE BENEFITS - Allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages associated with non-youth services. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans as outlined in 2 CFR 200.431.

1051 – Adult (GRS Reporting Line)

1052 – Youth (GRS Reporting Line)

1100. TRAVEL - Costs consistent with 2CFR200.475 including expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status

1101 – Adult (GRS Reporting Line)

1102 – Youth (GRS Reporting Line)

1150. EQUIPMENT - An article of tangible personal property (including information technology systems) that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the grantee for financial statement purposes, or \$5,000 associated with the non-youth program. NOTE: Prior written approval is required for all equipment purchases.

1151 – Adult (GRS Reporting Line)

1152 – Youth (GRS Reporting Line)

1200. SUPPLIES – Costs Consistent with the definition of supplies in 2CFR200.1 including tangible personal property other than those described the definition of equipment in 2 CFR 200.1. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the grantee for financial statement purposes or \$5,000 regardless of the length of its useful life.

1201 – Adult (GRS Reporting Line)

1202 – Youth (GRS Reporting Line)

1250. CONTRACTUAL SERVICES & SUBAWARDS: Costs consistent with the definitions of "contract" and "subaward" contained in 2 CFR 200.1. "Contract" means, for the purpose of a grant award, a legal instrument by which a recipient or subrecipient purchases property or services needed to carry out the project or program under a grant award. "Subaward" means an award provided by a grantee to a subrecipient for the subrecipient to carry out part of the award received by the grantee. It does not include payments to a contractor or payments to an individual that is a beneficiary of a grant program.

Appendix D

Budget Line Item Definitions

For additional information on subrecipient and contractor determinations, see 2 CFR 200.331. Grantees must follow the procurement standards contained in 2 CFR 200.317 – 200.327.

1251 – Adult (GRS Reporting Line)

1252 – Youth (GRS Reporting Line)

1300. CONSULTANT: The costs associated with consultant services and expenses as defined at 2 CFR 200.459.

1301 – Adult (GRS Reporting Line)

1302 – Youth (GRS Reporting Line)

1350. OCCUPANCY: The costs associated with occupancy, rent and utilities as defined at 2 CFR 200.465.

1351 – Adult (GRS Reporting Line)

1352 – Youth (GRS Reporting Line)

1400. RESEARCH & DEVELOPMENT: The costs associated with all research activities, both basic and applied as defined at 2 CFR 200.1

1401 – Adult (GRS Reporting Line)

1402 – Youth (GRS Reporting Line)

1450. TELECOMMUNICATIONS: Costs of telecommunication services required by the project that can be specifically identified with the project or activity and are not also recovered as direct administrative or indirect costs

1451 – Adult (GRS Reporting Line)

1452 – Youth (GRS Reporting Line)

1500. TRAINING & EDUCATION: Cost associated with the training, education and development of the grantee's employees as defined at 2 CFR 200.473 [Please note that the training cost for job seekers is included under budget line 15]

1501 – Adult (GRS Reporting Line)

1502 – Youth (GRS Reporting Line)

1550 DIRECT ADMINISTRATION: The cost of administrative services that are integral to a project or activity that include individuals that can be specifically identified with the project or activity and are not also recovered as indirect costs. (See 2 CFR 200.413(c))

1551 – Adult (GRS Reporting Line)

1552 – Youth (GRS Reporting Line)

1600 MISCELLANEOUS: Allowable costs that are not classified in other budget lines

1601 – Adult (GRS Reporting Line)

1602 – Youth (GRS Reporting Line)

2000 DIRECT TRAINING COSTS: Program expenditures for training as outlined in the JTED NOFO.

[SHADED LINES LISTED BELOW "ROLL UP" INTO THIS BUDGET LINE]

2001 – Adult (Direct Training Subtotal)

2002 – Youth (Direct Training Subtotal)

Appendix D

Budget Line Item Definitions

2010. Occupational Skills Training: Cost associated with training that this is traditionally non-academic and directly related to a specific trade, occupation or vocational skills leading to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

2011 – Adult (GRS Reporting Line)

2012 – Youth (GRS Reporting Line)

2020. Skill upgrading and retraining (remedial skills training): Training costs to assist with upgrading the skills and/or retraining the participants. Training may be used to prepare workers enter into a new occupation through instruction in new and different skills.

2021 – Adult (GRS Reporting Line)

2022 – Youth (GRS Reporting Line)

2030. Entrepreneurial training – Costs associated with training entrepreneurs to either start a small business or expand an existing business, usually through the development of a business plan.

2031 – Adult (GRS Reporting Line)

2032 – Youth (GRS Reporting Line)

2040. Job readiness training: Costs associated with training that is primarily focused on job seeking and interviewing skills, understanding employer expectations, and enhancing a customer's capacity to move toward self-sufficiency.

2041 – Adult (GRS Reporting Line)

2042 – Youth (GRS Reporting Line)

2050. Adult education and literacy: Cost associated with English Language acquisition and integrated education and training programs, provided concurrently or in combination with services provided in any of the services listed above or as part of work-based learning

2051 – Adult (GRS Reporting Line)

2052 – Youth (GRS Reporting Line)

2060. Supportive Services: Expenditures to, or on behalf of, a participant enrolled in training or in the twelve-month follow-up period subsequent to placement, such as books, training fees transportation, and tutoring. These expenditures are needed to support the participant's participation in a workforce training program.

2061 – Adult (GRS Reporting Line)

2062 – Youth (GRS Reporting Line)

3000. WORK-BASED TRAINING: Includes on-the-job training, customized training, incumbent worker training, work experience and transitional jobs as outlined in the NOFO. [SHADED LINES LISTED BELOW "ROLL UP" INTO THIS BUDGET LINE]

3001 – Adult (Work-Based Training Subtotal)

3002 – Youth (Work-Based Training Subtotal)

3010. Apprenticeships/Pre-apprenticeships: Costs associated with a formal apprenticeship or pre-apprenticeship program that combines on-the-job training (for apprenticeships) or work experience/internships (for pre-apprenticeships) with job-related instruction in curricula tied to the attainment of industry-recognized skills standard.

Appendix D Budget Line Item Definitions

3011 – Adult (Direct Training Subtotal)

3012 – Youth (Direct Training Subtotal)

3020. Work Experience / Internships: Cost associated with a planned, structured, time-limited learning experience that takes place in a workplace as a work experience, internship or job-shadowing. This also includes the wages and staff costs for the development and management of the work experience.

3021 – Adult (Direct Training Subtotal)

3022 – Youth (Direct Training Subtotal)

3030. Transitional Jobs: Cost associated with a limited work experience, that is subsidized in the public, private, or non-profit sectors for those individuals with barriers to employment because of chronic unemployment or inconsistent work history; these jobs are designed to enable an individual to establish a work history, demonstrate work success, and develop the skills that lead to unsubsidized employment.

3031 – Adult (Direct Training Subtotal)

3032 – Youth (Direct Training Subtotal)

3040. On-the-Job Training (OJT): Contract(s) with an employer(s) in the public, private non-profit, or private sector. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement for the extraordinary costs of providing the training and supervision related to the training.

3041 – Adult (Direct Training Subtotal)

3042 – Youth (Direct Training Subtotal)

3050. Customized Training: Costs associated with training that is used to meet the special requirements of an employer or group of employers, conducted with a commitment by the employer to employ all individuals upon successful completion of training

3051 – Adult (Direct Training Subtotal)

3052 – Youth (Direct Training Subtotal)

3060. Incumbent Worker Training: Training to workers that have an established employment history with the employer for six (6) months or more. Incumbent worker training is only allowed to be provided to “under employed workers” as defined by this NOFO.

3061 – Adult (Direct Training Subtotal)

3062 – Youth (Direct Training Subtotal)

4000. OTHER PROGRAM COSTS: All other program costs related to providing services not elsewhere classified

4001 – Adult (GRS Reporting Line)

4002 – Youth (GRS Reporting Line)

5000. BARRIER REDUCTION FUND: Cost associated with customized financial payments to assist participants in overcoming a barrier that is preventing them from advancing an employment or training goal as defined in 20 ILCS 605/605-415(b) and in NOFO XX.

GRS Reporting Line)

5001 – Adult (GRS Reporting Line)

5002 – Youth (GRS Reporting Line)

Appendix D

Budget Line Item Definitions

6000. TOTAL DIRECT (DIRECT SUBTOTAL)

7000. INDIRECT: Includes the allowable costs defined in 2 CFR 200.414

7001 – Adult (GRS Reporting Line)

7002 – Youth (GRS Reporting Line)

APPENDIX E – APPLICATION NARRATIVE

Attachment E is a “print out” of the application narrative questions. Please note that applicants are required to download and complete the fillable PDF titled "*JTED Program NOFO Application*" that is available at <https://www.illinoisworknet.com/jtednofo2021>.

Please note that Appendix E also includes a form titled *Program Specific Information*. Applicants that propose more than one training program will need to download and complete the *Program Specific Information* form for each training program that is proposed. Applicants are required to submit these forms as separate files. Reference page 19 of the NOFO under D.2.Content and Form of Application Submission for upload and submission information.

**JOB TRAINING AND ECONOMIC DEVELOPMENT PROGRAM
FUNDED THROUGH AMERICAN RESUE PLAN ACT
NOTICE OF FUNDING OPPORTUNITY - APPLICATION
APPENDIX E**

Applicant Information

Entity Name:

Entity Address:

Name of Primary Contact:

Number of Contact:

Email of Contact:

Program Category Selection (check all that apply)

Category(s): Category 1 Category 2 Category 3 Barrier Reduction Only

Section 1: Capacity

1. Select the organization type that qualifies the applicant as an “eligible entity”.

Selection Drop-Down

2. Provide a brief background of the applicant's capacity to administer the program that meets the criteria outlined in the NOFO and the ability to successfully complete the program within the grant period.

3. Describe the entity's experience in working with businesses in the target industries.

4. Describe the entity's related experience in working with the target population.

5. Describe the entity's capacity to provide holistic services to customers through relationships established with key stakeholders who influence the provision of training and wrap around services.

6. Describe the entity's related experience in working with eligible training providers and other community-based providers, social service organizations or other key stakeholders.

7. Describe any projects recently completed or under way that required skills and experience like those required for this proposed project. Include a summary of the project and the projected outcomes. Include summary of 2-3 success stories highlighted.

8. Describe the qualifications of the applicant's staff or subcontracted staff that will be assigned to the project.

9. Provide resumes for project staff.

Resumes need to be uploaded as a separate file. Reference page 20 of the NOFO under D.2. Content and Form of Application Submission.

Documentation of Need:

1. Identify the qualified census tract(s) and/or disproportionately impacted area(s) where this project will operate and serve residing individuals. ([Link to Maps](#))

2. Provide a brief analysis of how this project used current local and regional labor market information to identify the needs of employers and how this information aligns with the current workforce needs of businesses in the project area.

3. Based on the analysis and the employers need, identify the target industry(s) and occupations to be served under this project. Include the career pathway approach that will be used to place individuals in these target industries and occupations.

4. Provide the target population(s) to be served (unemployed, under-employed or under-represented individuals with one or more barriers to employment) and a brief analysis of how this project used census and other demographic data to identify the population to be served including barriers to employment.

5. Provide any additional contextual details that will strengthen the reviewers' understanding of the identified issues/problems, needs and expansion opportunities.

Program Plan:

1. Provide an executive summary of the program. This needs to be a high level (elevator speech) that can be shared with the public and anyone can understand the intent of the program.

2. Provide the strategies used to recruit businesses/industry organizations and the role of the employers in informing the selection of the training to meet the occupations in demand. This should include a discussion on job placement, retention, and follow-up services.

3. Describe the approach the applicant will use to conduct outreach and subsequent enrollment of individuals from the target population proposed to be served.

4. Describe the career planning approach in the delivery of services to the targeted population. This should include a customer flow that addresses assessment, employment plan, work-based learning, supportive services, referrals, and follow-up.

5. List the Training Provider(s) that will provide instruction for the program and provide information on the credentialing body along with the type of credential(s) earned.

6. Identify the types of work-based learning opportunities that will be provided as part of the identified career pathway approaches. Include a discussion on the business role in selecting the work-based learning opportunity.

1. Discuss the policies established for Barrier Reduction that include:

a) Resource and service coordination with appropriate provider organizations.

b) Types of services that will be provided through barrier reduction.

c) Anticipated funding range for the services.

d) Applicant's process for locally evaluating the impact of the service.

2. Demonstrate there is a need to use Barrier Reduction Funding to assist program participants in a manner related to either a Job Training and Economic Development Grant or a complementary workforce or job training grant program or contract.

3. Distinguish between when support services will be used compared to Barrier Reduction Funding and why Barrier Reduction Funding is the better option.

4. Describe the anticipated outcomes by using the Barrier Reduction Funding to assist program participants.

5. If the applicant plans to offer emergency cash assistance, include a narrative of the criteria to determine the need and how much assistance will be provided; this also needs to be addressed in policy. (Emergency cash assistance will need prior approval by DCEO)

Applicant applying for Barrier Reduction Funds ONLY must also respond to the below items.

1. Demonstrate that other funding sources will support training, work-based learning, and career services and that program participants reside in or receive job training services in a qualified census tract or in a disproportionately impacted area; or are individuals who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic as defined in this NOFO and the JTED rules (56 Ill. Admin. Code 2660.20).

2. Describe the population of individuals to be served including:

a) The area to be served.

b) The types of assistance to be provided to the program participants.

c) The estimated total amount provided per participant.

3. Indicate why Barrier Reduction funds are needed and how they fill a GAP in service delivery.

Budget Narrative/Cost Effectiveness/Return on Investment/Sustainability

1. Provide a high-level budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes.

2. Provide a detailed narrative of each line item cost. This should correlate with the narrative in the budget template.

3. Describe any leveraged and matching funds from partners and participating businesses. (Programs that include matching funds will receive additional consideration.)

4. Describe how this project will be sustained beyond the grant funding period.

PROGRAM SPECIFIC INFORMATION

Training Program Summary

Use the space below to describe the Job Training Program.

One Training Program Summary form has been provided in the application. If you are proposing more than one Training Program you will need to download and complete the "JTED Training Program Summary" file for each training program proposed. To upload, reference page 20 of the NOFO under D.2. Content and Form of Application Submission.

Category:	
Training Program) Name:	
Industry(s) Served:	

Goals for Clients Served by Training Program:

Enrolled	Completion	Enroll in Postsecondary Ed.	Employed	Retained	Wage/Benefit Increase

Summary: (Summarize the training program, how it meets the need of the industry, target population to be trained, and the intended outcome.)

Activities: (Describe the training activities to include: (1) A description of the training materials and the relevance to the industry, (2) method of training to include who will provide training, (3) type of training (classroom, OJT, vocational, apprenticeship, etc.), (4) where they will be trained, (5) duration of training (number of weeks and hours per week), (6) credentials/certificates earned, (7) expected outcomes that result in long range benefits to the participants ability to move up a career pathway (8) process of identifying, enrolling and following up on training participants; and (10) if they are co-enrolled in other programs.)

Barrier Reduction Funding: (Indicate if Barrier Reduction Funds will be utilized for this training program and why these funds are necessary. Indicate what the funds will be used for and approximate cost.)

PROGRAM SPECIFIC INFORMATION

Occupation Summary: List the occupation, existing occupation wage rate, duration of training (hours/weeks), and average projected cost per participant required for each participant to complete the training program.

Occupation	Existing Wage Rate	Duration of Training Hours/Weeks

Partnerships: List your employer partners and targeted occupations for each and any employer matching funds. List other partnerships established, the role they play (ie. training provider), and any matching funds they provide to administer the training program. Matching funds can be cash or in-kind contributions.

Employer Partner Name	Occupation(s)	Employer Match

Partner Name (Local Economic Development, Sector Representatives, Community Based Organizations, Training Partners, etc.)	Role this partner plans in the JTED program	Partner Match

Appendix F - Evaluation of Applications

CRITERIA	<u>MAXIMUM POINTS</u> CATEGORY ONLY	<u>MAXIMUM POINTS</u> CATEGORY+ BARRIER REDUCTION	<u>MAXIMUM POINTS</u> BARRIER REDUCTION ONLY
SECTION 1: CAPACITY	45	45	-
SECTION 2: NEED	40	40	-
SECTION 3: PROGRAM PLAN	120	120	-
SECTION 4: BARRIER REDUCTION	-	35	35
• BARRIER REDUCTION FUNDING ONLY	-	20	20
SECTION 5: BUDGET NARRATIVE/COST EFFECTIVENESS	30	30	30
TOTAL	235	290	85

APPLICATION EVALUATION RUBRIC AND POINT VALUES

NOT PROVIDED	VERY LIMITED	SOMEWHAT LIMITED	MODERATE	STRONG	VERY STRONG
0	1	2	3	4	5
APPLICATION REQUIREMENTS ARE ABSENT	APPLICATION PROVIDES VERY FEW DETAILS TO MEET THE PROJECT OUTCOMES	APPLICATION IS UNCLEAR AND LACKS ENOUGH EVIDENCE TO MEET PROJECT OUTCOMES	APPLICATION PROVIDES MODERATE DETAIL AND CONVEYS POTENTIAL TO MEET PROJECT OUTCOMES	APPLICATION PROVIDES GOOD DETAIL AND SOLID EVIDENCE TO MEET PROJECT OUTCOMES	APPLICATION EXCEEDS EXPECTATIONS AND PROVIDES SUBSTANTIAL EVIDENCE TO MEET PROJECT OUTCOMES

SECTION 1: CAPACITY	POSSIBLE POINTS
The applicant must be an Eligible Entity as defined in this NOFO. An objective of this JTED Funding Opportunity is to address the economic impacts experienced by businesses and individuals most impacted by the COVID-19 pandemic. Therefore, the applicant must provide evidence of their capacity to partner with employers in the targeted industries and serve the targeted populations (under-employed, unemployed, under-represented, and youth). Additionally, this includes identifying the expertise of staff and subcontracted personnel to demonstrate their ability to implement the program. Examples of current or completed projects similar in scope for these individuals should be provided. Finally, the applicant must demonstrate the ability to run successful training programs that include relationships with key stakeholders. Examples of stakeholders are eligible training providers, social service agencies, and community-based organizations that will influence the training and wraparound services for a holistic service approach.	45
Indicated what qualifies the applicant as being an eligible entity	5
Describe the applicant's capacity to provide services outlined in the NOFO and ability to successfully complete the program during the grant period	5
Describe the applicant's experience in working with businesses in the target industries	5
Describe the applicant's related experience in working with the target population	5
Describe the entity's capacity to provide holistic services to customers through relationships established with key stakeholders who influence the provision of training and wrap around services.	5
Describe the applicant's related experience in working with eligible training providers and/or other key stakeholders.	5
Describe any projects recently completed or under way that required skills and experience like those required for this proposed project. Include a summary of the project and the projected outcomes and the funding source. Include summary of 2-3 success stories	5
Describe the qualifications of the applicant's staff to be assigned to the project	5
Applicants must provide resumes for project staff demonstrating the applicant's previous performance in administering similar grants and projects (upload resumes)	5

<p>SECTION 2: NEED</p> <p>The American Rescue Plan Act recognizes the disproportional impact of the pandemic-related recession on economically disadvantaged communities as defined by HUD's Qualified Census Tracts. Applications must identify the area and populations served. This should include the qualified census tract(s) and/or disproportionately impacted area(s) where the project will operate or serve individuals. Training programs developed must be informed by local labor market information (LMI). Include the analysis of data that determined the needs of employers and individuals served under this program. Include the specific needs of the industry(s) and related occupations and the impact the training will have on meeting those needs. Include information on how the data is utilized to develop sector-based career pathways and how other resources support this approach. Based on the results of this analysis, identify the specific needs of businesses and needs of individuals, including barriers to employment.</p>	<p>POSSIBLE POINTS 40</p>
<p>Identify the qualified census tract(s) and/or disproportionately impacted area(s) where this project will operate and serve residing individuals</p>	<p>10</p>
<p>Discuss how this project used current local and regional labor market information to identify the needs of employers and how this information aligns with the current workforce needs of businesses in the project area.</p>	<p>10</p>
<p>Identify the target industry(s) and occupations to be served under this project based on the analysis and employer needs. Includes the career pathway approach that will be used to place individuals in these target industries and occupations</p>	<p>10</p>
<p>Describe the targeted population(s) to be served and how this project used census and other demographic data to identify the population to be served including barriers to employment.</p>	<p>10</p>
<p>SECTION 3: PROGRAM PLAN</p> <p>Applicants can include one or more categories in the program design. The program plan section of the application template includes overall operational components. Additionally, the applicant must compile the training program summary(s) which provides details related to the categorical training to be offered. In the application template, applicants will provide a high-level summary of the program. The summary needs to be comprehensive but concise and should be written so the public can understand the program's intent. Applicants must include the role of local business, the local workforce system, and other key stakeholder in developing and delivering services including job placement, retention, and follow-up services. Additionally, the application must include a list of the training providers, the credentialing body, and information on the training materials used and how it relates to the targeted industry sector and employers. The Department may request training materials during the evaluation process. In this section, applicants indicate what targeted populations will be served and describe the customer flow from outreach to employment or post-secondary education. If customer flow varies between targeted populations, show each process.</p>	<p>POSSIBLE POINTS 120</p>
<p>Provide an executive summary of the program. This needs to be a high level (elevator speech) that can be shared with the public and anyone can understand the intent of the program from outreach to retention</p>	<p>10</p>
<p>Describe strategies used to recruit businesses/industry organizations and the role of the employers in informing the selection of the training to meet the occupations in demand. Includes a discussion on job placement, retention, and follow-up services</p>	<p>5</p>
<p>Identify the approach the applicant will use to conduct outreach and subsequent enrollment of individuals from the target population proposed to be served.</p>	<p>5</p>
<p>Discuss the career planning approach in the delivery of services to the targeted population. Includes a customer flow that addresses assessment, employment plan, work-based learning, supportive services, referrals, and follow-up</p>	<p>5</p>
<p>Lists the Training Provider(s) that will provide instruction for the program and provide information on the credentialing body along with the type of credential(s) earned.</p>	<p>10</p>
<p>Identify the types of work-based learning opportunities that will be provided as part of the identified career pathway approaches. Include a discussion on the business role in selecting the work-based learning opportunity.</p>	<p>5</p>
<p>A Project Implementation Plan (included in that section of the application) is completed and provides the major project activities, indicate the timelines for completion of the activities, indicate the organizational affiliation of each staff person listed, and describe the deliverable associated with the project activity</p>	<p>20</p>
<p>Training Program Specific Information (included in that section of the application) is provided for each training program to be considered under this funding opportunity and includes the below:</p>	<p>60 total points</p>
<ul style="list-style-type: none"> • training materials, the method of training, the type of training (classroom, OJT, vocational, apprenticeship, etc.), the location of the training, the duration of the training; 	<p>10</p>

<ul style="list-style-type: none"> • credentials/certificates earned 	10
<ul style="list-style-type: none"> • expected outcomes 	10
<ul style="list-style-type: none"> • follow-up services 	10
<ul style="list-style-type: none"> • occupations aligned with a career pathway 	10
<ul style="list-style-type: none"> • partners that are key stakeholders in the program 	10
Provide an Equity and Employment Plan. The plan must demonstrate an understanding of how race, ethnicity, and gender may impact individual access to employment and training services and provide resolutions to equal access and service delivery	10
<p>SECTION 4: BARRIER REDUCTION</p> <p>Barrier Reduction Funding is flexible funding that can be a line item in a grant that includes one or more of the other categories listed above, or can be a stand-alone grant if the applicant demonstrates that other funding sources (grant or contract) will support training, work-based learning, and career services. Barrier reduction funding is to increase family stability and job retention by covering accumulated emergency costs for basic needs, such as: housing-related expenses (rent, utilities, etc.), transportation, child care, digital technology needs, education needs, mental health services, substance abuse services, income support, and work-related supplies that are not typically covered by programmatic supportive services.</p>	POSSIBLE POINTS 35
Provide a Barrier Reduction Policy. The policies established must minimally include: resource and service coordination with appropriate provider organizations; types of services that will be provided through barrier reduction supported by this NOFO; process for accessing a participants need for barrier reduction funding; anticipated funding range for the services; applicant's process for locally evaluating the impact of the service.	15
Demonstrate there is a need to use Barrier Reduction Funding to assist program participants in a manner related to either a Job Training and Economic Development Grant or a complementary workforce or job training grant program or contract	5
Distinguish between when support services will be used compared to Barrier Reduction Funding and why Barrier Reduction Funding is the better option	5
Describe the anticipated outcomes by using the Barrier Reduction Funding to assist program participants and include an emergency cash assistance plan if applicable	5
If the applicant plans to offer emergency cash assistance, include a narrative of the criteria to determine the need and how much assistance will be provided; this also needs to be addressed in policy	5
Barrier Reduction Funds ONLY Questions	20
For stand-alone barrier reduction funding, demonstrate that other funding sources will support training, work-based learning, and career services and that program participants reside in or receive job training services in a qualified census tract or in a disproportionately impacted area; or are individuals who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic as defined in this NOFO and the JTED rules (56 Ill. Admin. Code 2660.20)	10
Describes the population of individuals to be served and includes the service area (must be a QCT or DIA), type of assistance provided to participants, estimated total amount per participant.	5
Indicate why Barrier Reduction funds are needed and how they fill a GAP in service delivery	5
<p>SECTION 5: BUDGET NARRATIVE/COST EFFECTIVENESS</p> <p>Applicants must provide a high-level budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes; Provide a detailed narrative of each line item costs. This will correlate with the narrative in the budget template; Describe any leveraged and matching funds from partners and participating businesses. (programs that include matching funds will receive additional consideration.) Describe how this project will be sustained beyond the grant funding period. Discuss how this project will benefit the target industries and target population and community.</p>	POSSIBLE POINTS 30
A high-level budget narrative, including an analysis of the cost efficiency and reasonable cost per participant for direct services in relationship to planned outcomes is provided.	10
Includes a detailed narrative of each line items costs. <i>(This should correlate with the narrative in the budget template)</i>	5
Describes any leveraged and matching funds from partners and participating businesses. <i>(Funding amounts should be included in the training program summary)</i>	10
Describe how this project will be sustained beyond the grant funding period	5