

## Agency-specific Content for the Apprenticeship Expansion Program NOFO

### A. Program Description

This Notice of Funding Opportunity (NOFO) sets forth the requirements for Illinois' 2021 Apprenticeship Expansion Program. The Illinois Department of Commerce and Economic Opportunity ("Illinois Department of Commerce", "Commerce" or "the Department") is the entity issuing this NOFO in conjunction with the Illinois Workforce Innovation Board (IWIB) Apprenticeship Illinois Committee and the partner agencies that administer workforce education and economic development programs under the Workforce Innovation and Opportunity Act (WIOA). Commerce is the state agency responsible for the administration of the WIOA Statewide Activities Program and Apprenticeship State Expansion Program funded by the U.S. Department of Labor (USDOL). The objective of this NOFO is to fund proposals that will ultimately result in a total of 750 new registered apprenticeship programs by the end of 2024. It is Illinois' goal to use this NOFO to increase apprenticeship opportunities for historically underrepresented populations, including but not limited to: individuals with disabilities; youth from underserved communities; older workers; returning citizens from incarceration; and workers in jobs that have been severely impacted by COVID, such as the Arts, Entertainment Recreation and Accommodation industry.

#### **PROGRAM BACKGROUND**

Apprenticeship is an industry-driven, high-quality career pathway in which workers can obtain paid work experience, classroom instruction, and a transferable credential while job creators develop and prepare their future workforce. Apprenticeship programs enable job creators to develop and train their future workforce while offering career seekers affordable paths to secure high-paying jobs. Apprenticeship programs are distinguished from other types of workplace training models by several factors:

- Apprentices are paid by their employers during training.
- Apprenticeship programs provide on-the-job learning and job-related classroom training.
- On-the-job learning is conducted in the work setting under the direction of a mentor(s); and
- Training results in an industry-recognized and portable credential.
- Apprenticeship is a flexible training model that can be customized to meet the needs of every business and industry.

Apprenticeship programs help employers

- Recruit and develop a diverse and highly skilled workforce that helps grow their business.
- Improve productivity, profitability, and an employer's bottom line.
- Create flexible training options that ensure workers develop the right skills.
- Receive tax credits and employee tuition benefits in participating states.
- Increase staff loyalty and retention of workers, during and following the apprenticeship.
- Provide efficient and cost-effective ways to keep staffing at the best level to meet goals and support apprentices by beginning a solid career and growing their skills without taking on large amounts of college debt.

#### **PROGRAM MODEL – APPRENTICESHIP ILLINOIS**

The Department and the IWIB Apprenticeship Illinois Committee have determined that the support for apprenticeship intermediaries and regional navigators will build the foundation for apprenticeship expansion in Illinois. Regional apprenticeship navigators and apprenticeship intermediaries represent two important sides of a statewide apprenticeship system: navigators represent the demand side, e.g., businesses who want to host apprenticeships, and intermediaries represent the supply side, e.g., the institutions and/or partnerships that coordinate and/or implement apprenticeship programs, including recruiting potential apprentices and preparing them to enter apprenticeships. This model also facilitates the capacity of both the employer and the Department of Labor Office of Apprenticeship to administer and expand registered apprenticeship programs.

This NOFO will support both navigator and intermediary efforts that align and leverage existing apprenticeship efforts to create more registered apprenticeships throughout Illinois. Please review Appendix A and D for important program definitions established by the *Apprenticeship Illinois Framework*

and a list of highlighted apprenticeship programs and initiatives that are administered by the State of Illinois workforce, education, and economic development partners. Successful applicants will connect or “leverage” these programs and initiatives in their application under this NOFO as appropriate.

**PROGRAM APPROACH #1: APPRENTICESHIP NAVIGATORS:** Without businesses sponsoring registered apprenticeships, there are no apprenticeships to fill. Apprenticeship Navigators are an essential component to the Apprenticeship Illinois framework as they work directly with businesses to cultivate and launch new apprenticeships. Apprenticeship navigators build capacity and support the business ecosystem in key industry sectors.

Apprenticeship Navigators work at the regional level, being the key point of contact in their area for the expansion of apprenticeship programs. Navigators build relationships with regional employers to expand the use of apprenticeship as a work-based learning strategy. Navigators build and maintain effective partnerships among businesses, the workforce system, education/training providers, and other stakeholders. The primary objective of the navigators is to expand apprentice sponsorship by employers and intermediaries in existing and new occupations within their region. Navigators support workforce demand by utilizing apprenticeship as a workforce development tool for businesses. This is a formalized approach that enhances existing business practices to support workforce success. Apprenticeship navigators must:

*SERVE AS KEY POINT OF CONTACT IN THE REGION FOR APPRENTICESHIP EXPANSION*

- Provide apprenticeship consultation to businesses, education providers, local workforce areas, chambers of commerce, and other apprenticeship partners.
- Coordinate sector partnerships between interested parties and connecting the various apprenticeship components with supportive services to reduce the barriers for workers.
- Encourage the restructuring of existing training programs to meet the standards of and registering as apprenticeship programs.
- Facilitate the development of new apprenticeship programs to meet specific training needs. Assisting apprenticeship partners throughout the process, from concept to implementation, providing samples of similar models that may be replicated, and connecting partners with the appropriate resources.
- Facilitate regional coordination and partnership with apprenticeship stakeholders, including businesses, DCEO, the U.S. Department of Labor’s Office of Apprenticeship, training and service providers, and other education and state agency partners.
- Promote existing programs in the regional area and develop methods to include targeted populations identified in the NOFO.
- Serve as a neutral convener for sector partnerships working collaboratively to address talent development needs, including apprenticeships.
- Work collectively with regional apprenticeship intermediaries, business service teams, and regional economic development teams.
- Collect and track apprentice data if there are no intermediaries involved.

*FACILITATE DEVELOPMENT OF APPRENTICESHIPS WITH BUSINESSES AND INDUSTRIES*

- Consult with employers and conduct worksite visits to assess the viability of registered apprenticeship, pre-apprenticeship, youth apprenticeship, and appropriate tools to meet individual or group employer training needs.
- Provide technical assistance to employers interested in establishing apprenticeship programs and guide program development from origin to completion.
- Identify informational and financial resources, including apprenticeship tax credits, that are available to employer sponsors to assist with the development and sustainability of apprenticeship programs in conjunction with stakeholders; developing proposals for employer consideration that demonstrate the viability and complexity of possible implementation.
- Use Local Workforce Innovation Area (“LWIA”) plans and other regional labor market information to develop new apprenticeships based on labor market information. Include demand planning

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data collected from employer surveys, if available.

- Provide technical assistance to employers interested in establishing apprenticeship programs, including providing resources on how apprenticeships can help them improve the diversity, equity and inclusion in their industry, and guide program development from origin to completion, including sharing information about apprenticeship tax credits.
- Work with the sponsor on program elements of a Registered Apprenticeship Program (RAP). RAP is a proven model of apprenticeship that has been validated by the U.S. Department of Labor or a State Apprenticeship Agency.  
Consult with the key departments with such as an employers human resource and training and development departments to review current workforce career path structure and recommend solutions to align with the establishment of an apprenticeship program.

### *ACT AS A CONVENER FOR REGIONAL COORDINATION AND SYSTEM NETWORKING*

- Coordinate with LWIAs in an effort to leverage WIOA funding to support incumbent worker training and on-the-job training for apprentices.
- Develop an extensive network of stakeholders at all levels of the public and private sector within the region to identify opportunities for program expansion and promotion, short and long-term demand planning, competencies, credentials, develop a talent value stream, and the return on the investment by working collectively in a sector partnership.
- Act as a liaison between employers, area economic development organizations, educational providers, local workforce areas, and other organizations working to establish apprenticeships.
- Partner with local school districts, technical colleges, unions, and other institutions to develop, other training providers, employers, and community-based organizations (“CBOs”) to help with the process to implement apprenticeship programs.
- Work with other regional apprenticeship navigators, Talent Pipeline Management (“TPM”) Coordinator, Apprenticeship Project Manager to share lessons and best practices.
- Build a regional network of apprenticeship partnerships.
- Participate in TPM training.

### *SUPPORT EXISTING AND POTENTIAL INTERMEDIARIES IN THE REGION*

- Coordinate marketing and regional outreach for Apprenticeship. A key strategy for expanding the use of apprenticeship is marketing and outreach to both businesses and potential apprentices.
- Ensure quality of apprenticeships and workforce solutions.
- Coordinate with intermediaries to retain targeted populations and provide supports that promote successful completion.
- Provide training and convenings that allow regional intermediaries to learn best practices.
- Provide administrative and technical support to intermediaries.
- Participate in the State of Illinois sponsored workgroups and training programs.

The objective of this NOFO is to fund an apprenticeship navigator in each of Illinois’ ten economic development regions (EDRs) based on the quality of the applications. See Appendix B for more information regarding Illinois’ Economic Development Regions. Navigators should develop and implement strategies that will lead to increased registered apprentice enrollment in areas of the state where apprenticeship programs do not exist or are underdeveloped. This NOFO also requires navigators to promote new strategies for communicating the value of workforce diversity to employers and proactively creating equity strategies that lead to historically underrepresented individuals entering and succeeding in registered apprenticeship programs.

### ***Illinois’ Talent Pipeline Management Framework Supports Employers***

An employer-driven, “earn while you learn” model such as apprenticeship combines structured on-the-job training with job-related instruction tied to the attainment of industry-recognized skills standards and leading to an industry credential. Without businesses sponsoring registered apprenticeships, there are no apprenticeships. The U.S. Chamber of Commerce Foundation’s Talent Pipeline Management or TPM approach is one strategy to help address chronic regional and local skill gaps. The TPM strategy has

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shown success in Illinois when recruiting employers to sponsor apprenticeships, create consistent messaging, address barriers, and provide opportunities to align workforce solutions.

Illinois businesses are fueled by human capital and talent. Illinois jobseekers and workers should have every opportunity to achieve career success through aligned education, training, and employment programs. The Illinois Department of Commerce is building a workforce system that fortifies Illinois' talent pipeline. Through strategies focused on understanding employers and their need for talent, the workforce system can broadcast those skill competencies and credential requirements to skill providers, such as community colleges, community-based organizations, business associations, and other training programs.

Skill gaps exist where there is a disconnect between the skills businesses want new employees to have when hired and the actual skills of an applicant pool. TPM uses supply chain principles to call on businesses and public policy leaders to transform education and workforce systems to be employer-led and business demand-driven. TPM is an overarching, systemic approach intended to help businesses better understand their short and long-term talent needs and to help public education and workforce programs adapt as demand for skills evolve. This feedback loop informs a talent supply chain that can be continuously improved and can flexibly adapt to changing employer needs.

The Apprenticeship Expansion Program is a part of the State of Illinois' strategies to support industry sector partnerships. Grantees are required to participate and integrate the program activities with the U.S. Chamber of Commerce's Talent Pipeline Management Academy initiatives as appropriate (this may require travel). The Apprenticeship Navigators funded under this NOFO will be required to receive training in the Talent Pipeline Management Framework that advances industry sector partnership strategies that provide opportunities for work-based learning and apprenticeships. **Apprenticeship Navigators will be expected to directly support the creation of industry sector partnerships. For more information regarding the TPM and an "enlarged version" of the graphic listed below, please see Appendix C.**

## Mapping the Value Stream of Talent Development



## **PROGRAM APPROACH #2: APPRENTICESHIP INTERMEDIARIES**

Apprenticeship Intermediaries sponsor and/or coordinate the apprenticeship programs, coordinate with employers to hire and mentor apprentices, facilitate program development and the provision of related technical instruction, and manage other components of the program. They aggregate the needs of employers and coordinate apprenticeship programs with and for them. They ease the burden for businesses, particularly small companies that do not have the personnel to execute such tasks, by performing administrative responsibilities such as registering businesses and apprentices, tracking activities, and reporting results.

A major goal of these grants is to increase the number of registered apprentices in Illinois. These grants will leverage the activity of established intermediaries that supplement both existing and emerging programs. This NOFO will support organizations that have existing apprenticeship programs in place or can quickly operationalize emerging apprenticeship programs, with a focus on the ability to immediately recruit and register apprentices. This NOFO will also support projects that proactively create recruiting, outreach and support strategies that result in an increase of the number of diverse populations enrolling in and successfully completing apprenticeships, including women, minorities and underserved populations in Illinois (see Target Program Participants). Apprenticeship intermediaries must:

### ***COORDINATE WITH NAVIGATORS AND DESIGN REGISTERED APPRENTICESHIP PROGRAMS***

- Coordinate with a regional navigator to facilitate the registration of new programs with the USDOL Office of Apprenticeship or expansion of existing programs. (Intermediaries are not primarily responsible for recruiting employers to host apprenticeships.)
- Create registered apprenticeship program standards.
- Develop the program design and coordinate the program activities including the recruitment, assessment, case management, related technical training, work-based training, supportive service, and placement of participants.
- Support pre-apprenticeship activities only if participant will be enrolled as a registered apprentice during grant period.
- Utilize U.S. Department of Labor's Office of Apprenticeship marketing and outreach materials to expand the understanding of apprenticeship and promote apprenticeship to businesses and workers.

### ***RECRUIT APPRENTICES AND PREPARE THEM FOR APPRENTICESHIPS***

- Target program participants listed below and create a plan for marketing, outreach, wraparound supports, and accommodations.
- Coordinate with LWIAs in an effort to leverage WIOA services designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with skilled workers needed to grow the economy. Cultivate a well-prepared, diverse talent pool with an emphasis on recruiting and preparing under-represented populations, especially women and people of color; recruiting should align with local population and targets.
- Provide informational sessions on available or soon-to-be available programs.
- Demonstrate knowledge of diversity, equity, and inclusion of apprenticeship occupations and industries. Apprenticeship models, including recruitment, partnerships, pre-apprenticeship models, and training should consider the experience of women and people of color in the industry: hiring, advancement, retention and earnings; as well as advance conditions that increase access, enrollment and completion for women and people of color.

### ***IMPLEMENT AND MANAGE APPRENTICESHIP PARTNERSHIPS OR PROGRAMS***

- Manage or coordinate the placement and training of registered apprentices.
- Intermediary organizations act as apprenticeship program sponsors to handle administrative responsibilities such as registering businesses and apprentices, tracking activities, and reporting results. This eases the burden for businesses, particularly small companies that do not have the personnel to execute such tasks.
- Coordinate with regional navigators to aggregate the needs of small employers within an industry.

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- Manage apprenticeship experience for employers, including matchmaking process, mentoring, and coaching, employer tax credits, and other needs to facilitate employer participation.
- Coordinate education and learning, necessary support, and retention services, coaching from other partner institutions.
- Identify funding and resources to support demonstration projects.

### *PROVIDE PARTICIPANT SUPPORTS AND COORDINATE TRAINING*

- Coordinate all organizations that support the training and retention of apprentices.
- Utilize resources from other partner organizations for process acceleration that help stakeholders rapidly embrace programs; this includes sharing curricula, standards, and best practices.
- Identify and train mentors for apprentices (mentors provide on-the-job learning).
- Support the development and expansion of apprenticeship programs beyond traditional industries such as construction and manufacturing (see emerging industries below), employers and occupations. Note: apprenticeship expansion should reflect employer demand and need as evidenced by labor market information and/or alignment with LWIA workforce plans.

Applicants may submit proposals under both program approaches (navigators and intermediaries); however, applicants must submit separate proposals and commit to hire distinct staff for each role. Additionally, organizations applying to become a navigator and an intermediary must commit that navigators will work with any qualified business or intermediary interested in starting an apprenticeship.

### ***Providing Work-Based Learning and Career Pathways to Workers***

The Illinois Department of Commerce has recognized that apprenticeships are a promising work-based learning strategy that connecting individuals to a career pathway as well as being a solution for businesses to find and tap into undiscovered talent. The best apprenticeships are rooted in a pathway that leads to a career, not just a job. This NOFO aims to target occupations in industries with high demand where an apprentice can learn and earn into an occupation. WIOA defines career pathways as a combination of rigorous and high-quality education, training, and other services that:

- Aligns with the skill needs of industries in the economy of the State or regional economy involved.
- 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, 29 USC § 50.
- Includes counseling to support an individual in achieving their education and career goals.
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Organizes education and training to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster (for more information please see Appendix D).

### ***Diversity, Equity, and Inclusion is Essential for Apprenticeship***

Governor Pritzker identified the need to address workforce equity gaps in the 2019 Action Agenda for Workforce Development and Job Creation ([https://www2.illinois.gov/dceo/whyillinois/Documents/EO3\\_Full\\_Report\\_04.14.19.pdf](https://www2.illinois.gov/dceo/whyillinois/Documents/EO3_Full_Report_04.14.19.pdf)) as well as in the state's 2020-2024 Economic Plan for Illinois (<https://www2.illinois.gov/dceo/Documents/IllinoisEconomicPlan2019.10.9.2019.pdf>). It is recognized that there is a significant gap for underrepresented populations in recruitment, retention, and successful completion of registered apprenticeships.

Projects funded under this NOFO must include strategies to address equity including changes in recruitment practices, intentional and inclusive marketing (including using images of women and people of color), addressing discrimination within programs and at workplaces, and offering supports that boost

retention and completion, such as child care, transportation, and career counseling. Both Navigator and Intermediary applicants are required to address diversity, equity, and inclusion (DEI) in the proposal application and articulate why and how this can be cost efficient and an effective solution for both the employer and community. Specifically, proposal reviewers will be looking for evidence that applicants include DEI action plans for navigators and intermediaries as outlined below and in Appendix E.

**Navigators:**

- Developing and implementing a business outreach strategy including minority business owners.
- Cultivating business champions who embrace and practice diversity, equity, and inclusion.
- Supporting the diversification of apprenticeships into new industries and occupations.

**Intermediaries:**

- Developing and implementing an inclusive marketing strategy.
- Offering career counseling that highlights career pathways in jobs that are in demand.
- Providing support to reduce barriers such as transportation assistance, uniforms, etc.
- Providing retention supports such as mentoring, affinity networks and more.

***Targeted Program Participants***

Governor Pritzker, the Illinois Workforce Innovation Board and stateworkforce partners are committed to increasing equity in the workforce. A fundamental goal of this NOFO is to increase apprenticeship opportunities for minorities and targeted populations that are underrepresented in registered apprenticeship occupations in Illinois. The applications that serve the targeted populations listed below will be given priority in the merit review process:

- Low-income individuals;
- Individuals with disabilities;
- Returning citizens (previously incarcerated);
- Homeless individuals;
- Justice involved youth;
- Youth who are in the foster care system or have aged out of the foster care system;
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
- Eligible migrant and seasonal farmworkers;
- Single parents (including single pregnant women);
- Long-term unemployed individuals;
- Older workers;
- Lesbian, gay, bisexual, and transgender individuals; and
- Minorities that are under-represented in registered apprenticeships in Illinois

***Targeted Industries, Occupations and Growth Sectors***

The Department will accept projects that support the targeted industries included in the state and/or regional workforce plans, as appropriate. Applicants must demonstrate how the project will align with state, regional and local workforce plans and/or other resources as part of an analysis of the labor market information. Please review Appendix F for more information regarding the State and Regional Workforce Plans.

Table 1 illustrates Illinois' top growth industries, using data from the Illinois Dept. of Employment Security and Economic Modeling Services, Inc. (EMSI). By expanding Registered Apprenticeship Programs (RAP) talent and business development services, this NOFO will support projects that target industries recovering from pandemic impacts while developing a strong workforce for future growth. The targeted occupations are ideal for RAP development and expansion as they require specialized knowledge and skills best gained through on-the-job training (OJT) and feature strong career pathways opportunities for advancement.

**Table 1 – Top Growth Industries in Illinois**

Top Growth Industries (2015-20)	2015 Jobs	2020 Jobs	Change	% Change
Transportation and Warehousing	280,877	327,635	46,758	17%
Finance and Insurance	309,387	323,650	14,263	5%
Healthcare and Social Assistance	789,548	800,224	10,676	1%
Professional, Scientific, Tech Service	447,041	456,986	9,945	2%
Construction	268,637	273,442	4,805	2%

Source: EMSI Analysis

As outlined in Table 2, industries such as accommodation and food services, retail trade, manufacturing, health care and social assistance, and arts and entertainment are some of the hardest-hit industries in Illinois. Please see Appendix G for more information regarding the impact on the Arts, Entertainment and Recreation industry. Small businesses have also been severely impacted by the pandemic. The impacts are exacerbated in rural regions such as Southern Illinois, which is still recovering from impacts of de-industrialization, energy economy shifts away from coal, and the loss of companies that provided employment to residents.

**Table 2 - Top COVID-19 Impacted Industries in Illinois**

Top Impacted Industries (2019-20)	2019 Jobs	2020 Jobs	Change	% Change
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%
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%

Source: EMSI Analysis

Although apprenticeships have been traditionally associated with construction and the trades occupations, apprenticeship programs are now within a variety of industries, including some “non-traditional” apprenticeship industries such as healthcare, IT, advanced manufacturing, banking, insurance, and transportation, distribution, and logistics (TDL). Apprenticeship training is flexible, and all programs are different. The length of an apprenticeship varies depending on the employer’s needs and the occupation. Credentials can be awarded after apprentices spend a certain length of time in the program (time-based) or awarded after a certain level of competency is reached (competency-based), or a combination of time-based and competency-based, which is called a “hybrid.” The related instruction piece can take place during work or after work hours and can be provided at a school, at the employer site, or even on-line. This related instruction can be “front-loaded” meaning most or all instruction can be provided at the beginning of the program before on-the-job training begins; it can be provided in segments by schedule, or it can be spread out over the life of the program.

The Department and the Apprenticeship Illinois Committee encourage broadening apprenticeship development beyond traditional sectors such as construction, when aligned with Local Workforce Innovation Areas and Economic Development Regional plans. The expansion of apprenticeship opportunities should also be considered as Illinois moves to reopen and recovery from the COVID-19 National Health Emergency. There are a number of industries and occupations that may be appropriate to target under this NOFO that are outlined in Table 3 below and in Appendix F.

**Table 3: Emerging Registered Apprenticeship Opportunities**

Industry	Occupation	Industry Status	RAP Status
Arts & Entertainment	Multiple	Recovery	New
Construction	Multiple	Growth	Expanded
Cross Sector	Human Resources	Cross sector	New
Cross Sector	Janitor (Develop. Disabilities)	Recovery	Expanded
Education	Multiple	Growth	Expanded
Energy	Solar and Wind Technician	Growth	Expanded

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Multiple	Geospatial Technician (GIS/GPS)	Growth	New
Hospitality, Culin. Arts	Multiple	Recovery	Expanded
Info Technology	Multiple	Growth/ED	Expanded
TDL	Supply Chain Management	Growth/ED	Expanded
TDL, Manufact.	Robotics/Mechatronics Technician	Growth/ED	New
Life Sciences	Chemistry Quality Control Tech	Growth/ED	New
Healthcare	Healthcare Technician positions	Recovery	Expanded
Retail Trade	Manager, Retail Store	Recovery	New
Public Works	Water Treatment Plant Operator	Recovery	New

**Documenting Program Partners with Memorandum of Understanding (MOU):**

All applicants must have a written agreement or Memorandum of Understanding (MOU) with all of the project partners that clearly outlines the roles and responsibilities of each partner and lists their funding contribution. Applicants that enters into an MOU with training providers should include details regarding the training program including the length, location, class size, cost, and other important information. Applicants must obtain an MOU/Letter of Commitment from their Local LWIA describing the project and documenting how it is consistent with the overall goal and vision for the area. Please review the sample MOU template include as Appendix H.

**REQUIREMENTS FOR SERVING PROGRAM PARTICIPANTS (WORKERS)**

It is anticipated that this NOFO will include funding from the Workforce Innovation and Opportunity Act Statewide Activities fund and the Apprenticeship USA programs. Projects that plan to use grant funds to directly serve program participants must follow the federal program regulations under WIOA and/or the Apprenticeship USA program that are highlighted in this section.

- Supporting Incumbent Workers Through Registered Apprenticeship Programs:** Incumbent worker training is an effective strategy to support business and expand apprenticeship programs. Apprenticeships are a good way to up-skill entry-level employees, retain them, and provide workers with an upward career path. Incumbent worker training provides current employees (incumbent workers) and employers with the opportunity to build and maintain a quality workforce and increase both participants' and companies' competitiveness. This NOFO will support work-based training and upskilling outlined in a registered apprenticeship program to ensure that incumbent workers can acquire the skills necessary to retain employment and advance within the company. Companies are typically required to pay for at least 50% of the incumbent worker training costs. More information regarding the incumbent worker training program requirements is summarized in Appendix I.
- Supporting Adult Job Seekers Through Registered Apprenticeship Programs:** Most of the projects that provide direct services to individuals must meet the eligibility guidelines outlined in the WIOA regulations summarized in Appendix J. It is important to note that the pre- apprenticeship programs will be subject to the WIOA Participant Eligibility, Case Management and Performance requirements.
- Supporting Pre-Apprenticeship Programs That Lead to Registered Apprenticeship Programs During the Term of the Grant Award:** It is recognized that having a strong pre-apprenticeship infrastructure is needed to ensure access for individuals that are not fully prepared for a registered apprenticeship program. This NOFO will support pre-apprenticeship programs that lead directly to Registered Apprenticeship Programs before the end of the grant period. It is important to note that the pre- apprenticeship programs will be subject to the WIOA Participant Eligibility, Case Management, Eligible Training Provider and Performance requirements.

**WIOA Participant Eligibility and Case Management:** Applicants other than Local Workforce Innovation Areas (LWIAs) and their active WIOA operators and providers must work with their designated LWIA(s) to

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create a viable approach for complying with WIOA client eligibility, reporting, and performance requirements. Such applicants must enter into an agreement or Memorandum of Understanding (MOU) developed and signed by the applicant and an LWIA or other qualified organization that details roles and responsibilities related to recruitment, eligibility determination, enrollment, performance requirements, and strategies. Applicants must identify staff that is qualified to certify and document eligibility in the Illinois Workforce Development System (IWDS) for WIOA customers and the Illinois Workforce Training System (IWTS) for incumbent worker trainees. Note that the Department is committed to providing preference to all United States veterans, their spouses, and family members who are eligible in regard to all services needed for education and employment acquisition.

**WIOA Performance:** Projects that provide services directly to participants are expected to meet the WIOA performance measures of the LWIA in which they are partnering. Negotiated performance measures unique to each local area are generally applicable to the WIOA participants served under this NOFO. More information about negotiated performance measures is included in Appendix K. In instances where the Grantee is not an LWIA, WIOA performance measures and targets for the grant will be negotiated at the State level.

**WIOA Eligible Training Providers:** Training services that are funded under WIOA are required to be certified under the State's Eligible Training Provider List. All Registered Apprenticeship programs are automatically added to Illinois' Eligible Training Provider List. Pre-apprenticeship programs that provide *training services* as defined WIOA must be certified on the State's *Eligible Training Provider List (ETPL)*. Please see Appendix L for more information regarding this ETPL certification policy. It is important to note that many Pre-apprenticeship programs only provide *Individualized Career Services*, as defined by WIOA. Pre-apprenticeship programs that do not provide *training services* are not required to be included on the State's Eligible Training Provider List. The Department's grant manager will work with grantees to determine the program's proper classification and ETPL requirements based on the applicable federal regulations.

### PROGRAM OUTCOMES

Specific project outcomes, goals, and deliverables must be included in the proposal. Agreed upon deliverables and outcomes will be tracked utilizing project management tools developed by the Department and Illinois workNet. Competitive applications will clearly articulate how the activities funded under this NOFO support the goals to create 750 apprenticeships and as measured by the activities and outcomes.

Grant application must include projected outcomes provided in Attachment III. Competitive proposals will clearly articulate how the activities funded under this NOFO expand apprenticeships in Illinois. Note that grant funds should not supplant or replace the applicant's current operations. Grant reviewers will be looking for the following metrics in both navigator and intermediary proposals:

- Number of new Registered Apprentices
- Number of new Registered Apprenticeship programs
- Number of Pre-Apprenticeship participants who successfully transition into a Registered Apprenticeship program before the grant ends
- Number of existing Registered Apprenticeship programs that will be expanded
- Number of individuals that will be provided with apprenticeship-related services
- Number of individuals within targeted populations provided with apprenticeship-related services
- Number of partners in underutilized areas that receive apprenticeship expansion support
- Number of businesses engaged
- Number of apprenticeship sponsors receiving support
- Number of outreach events and number of targeted attendees
- Number of industry sector partnerships supported
- Number of industry sector partnerships developed
- Amount of matching and leveraged funding (not required but preferred)

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**Award Term:** The grant term/performance period is determined on a project-specific basis, It is anticipated that most grants will be awarded for 18-24 months.

### B. Funding Information

This grant program is utilizing: federal funds from the U.S. Department of Labor under the Workforce Innovation and Opportunity Act and the National Apprenticeship Act under the Apprenticeship USA Grant Program (CFDA 17.285). The federal award number will be incorporated into the state grant awards.

**Program Funding:** 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.

PROGRAM APPROACH #1: Apprenticeship Navigators  
ANTICIPATED NUMBER OF GRANTS: 10-12  
FUNDING RANGE: \$75K-125K  
ANTICIPATED NAVIGATOR PROJECTS TOTAL: \$750K - \$1.5 Million  
ANTICIPATED GRANT START DATE: December 1, 2021

PROGRAM APPROACH #2: Apprenticeship Intermediaries  
ANTICIPATED NUMBER OF GRANTS: 16-20  
FUNDING RANGE: \$150K-350K  
ANTICIPATED EXISTING INTERMEDIARY PROJECTS TOTAL: \$1 - \$4 Million  
ANTICIPATED GRANT START DATE: December 1, 2021

**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.

**Administrative Cost:** It is expected that administrative costs, both direct and indirect, will represent a small portion of the program budget. Successful applicants should keep administrative costs to 10 percent (10%), or less, of direct costs as outlined at 20 C.F.R. 683.205. 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

**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.

**Renewals / Previous Apprenticeship Expansion Grants:** Organizations that are current grantees are required to re-apply and document the deliverables and outcomes of the previous grants. Organizations that have received previous Apprenticeship Expansion grants must demonstrate that the current application will provide additional services to existing contacts, services to new businesses, and placement of new registered apprenticeships. The Department may authorize the renewal 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 Apprenticeship Expansion Program.

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

## C. Eligibility Information

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

The GATA Grantee Portal will verify that the entity:

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

An automated email notification to the entity alerts them of “qualified” status or informs how to remediate

a negative verification (e.g., inactive DUNS, not in good standing with the Secretary of State). A federal Debarred and Suspended status cannot be remediated.

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

### 1. Eligible Applicants.

This funding opportunity is available to public and private organizations that 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. Successful applicants will be required to report the matching and/or leveraged funds from partners over the life of the project, including WIOA formula funds and other federal, state, local, and private resources. There is no minimum requirement, but applications will be reviewed in part based upon their ability to leverage additional funding sources, which should be clearly described in the budget proposal.

Consideration will also be given to projects that include plans that address ongoing sustainability beyond the grant period.

### 3. Indirect Cost Rate.

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

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

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

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

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

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

**Administrative Costs:** Note that administrative costs (both direct and indirect) are limited to 10% under this NOFO. Please See Part B.

#### 4. Other

**Program Eligibility Criteria:** All applicants must follow the program design and approaches outlined in Part A of this NOFO. Eligibility participants for this program must meet criteria established by the Workforce Innovation and Opportunity Act outlined in Appendix I and J.

**Additional Program Requirements:** All applicants must be in compliance, or agree to comply, with the following federal and state laws and related regulations (as applicable) in order to be considered for an award:

- Workforce Innovation and Opportunity Act (Public Law 113-128) and applicable regulations
- Equal Employment Opportunity/Nondiscrimination Provision and will comply with the physical, programmatic and accessibility requirements
- Protection of Personally Identifiable Information
- Jobs for Veteran Act (Public Law 107-288)
- Flood Disaster Protection Act of 1973 as amended (42 U.S.C 4001)
- Architectural Barriers Act of 1968 as amended (42 USC 4151)
- Drug-Free Workplace Act of 1988 (41 USC 702 et seq., and 2 CFR § 182)
- Hotel Motel Fire Safety Act (15 USC 2225a)
- Buy American Act (41 U.S.C 10a)
- Copeland "Anti-Kickback" Act (18 USC 874 and 40 USC 276c)
- Davis-Bacon Act, as amended (40 USC 276a to a-7)
- Contract Work Hours and Safety Standards Act (40 USC 327-333)

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- Rights to Inventions Made Under a Contract or Agreement
- Clean Air Act (42 USC 7401 et seq.) and the Federal Water Pollution Control Act (33 USC 1251 et seq.), as amended
- Byrd Anti-Lobbying Amendment (31 USC 1352)
- Uniform Administrative Requirements found at 2 CFR Part 200 and the U.S. Department of Labor Exceptions found at 2 CFR Part 2900
- Applicable State of Illinois Laws
- State Workforce Innovation and Opportunity Act Policies.

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

**Applicant Rights:** Submission of an application confers no right to an award or to a subsequent grant agreement. The Department of Commerce is not obligated to award any grants under this program, to pay any costs incurred by the applicant in the preparation and submission of an application or pay any grant-related costs incurred prior to the grant beginning date. Applicants may utilize the appeal process as stated in the Merit-Based Review Policy available in the Resource Library at [www.grants.illinois.gov](http://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 in the “Grant Application Link” field of this announcement or by contacting the Grant Manager:

Apprenticeship Grant Manager  
Illinois Department of Commerce & Economic Opportunity  
Email: [Lorraine.Wareham@illinois.gov](mailto:Lorraine.Wareham@illinois.gov)

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

This Notice of Funding Opportunity requires the submission of the mandatory forms and the application components in the order identified below. Please submit all of the components except the Uniform Budget as one electronic PDF file. Please submit the Uniform Budget as an Excel file.

- Signed Uniform Grant Application
- Executive Summary (Attachment I)
- Project Narrative (*Note: there are separate proposals required for Navigators and Intermediaries*)
- Budget Narrative
- Project Implementation Plan (Attachment II)
- Outcomes Summary (Attachment III)
- Resumes of Program Staff
- Memorandum of Understanding or Partnership Agreements (if applicable)
- Conflict of Interest Disclosure
- Mandatory Disclosures
- Uniform Budget (State of Illinois Unified Budget Template - Excel Workbook)

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**Signed Application:** Complete the State of Illinois Standard 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 Apprenticeship Expansion grant application.

**Executive Summary:** Applicants must complete Attachment I as the executive summary to summarize the key components of the proposal in such a way that readers can rapidly become acquainted with the project without having to read the entire proposal.

**Project Narrative** (20-page limit) Applicants must submit a project narrative that answers all of the questions for the navigator or intermediary grant as outlined on pages 16-19 of this NOFO. The project narrative must include enough information for the Department to understand the scope of the project.

### **APPRENTICESHIP NAVIGATOR PROJECT NARRATIVE**

*Applicant Organization Capacity: (2 pages):*

- Provide information about the applicant’s size, structure, and length of time in business.
- Include a list of the applicant organization’s staff, including sub-contractor personnel, to be assigned to the project. Describe the role each staff person will fulfill. Indicate the number of hours each staff will be assigned to the project. Applicants must provide resumes for project staff. Indicate, at a minimum, their positions and total years in the organization, education, and relevant work experience.
- Describe the applicant’s capacity and experience working with businesses.
- Describe the applicant’s capacity and experience working with other key stakeholders in the region, including existing apprenticeship intermediaries or potential intermediaries.
- Describe any projects recently completed or under way that required skills and experience similar to those required for this proposed project.
  - Include a brief summary of the project and the outcomes
  - Include references and contact information of the project’s sponsor (as appropriate)
  - Include summary of 3-4 employer and partnership success stories highlighted from previous grant. (Please include the success stories from Illinois workNet as an attachment.)

*Documentation of Need and Opportunity: (2 pages)*

- Identify the economic development region where this project will operate (see Appendix F).
- Identify the targeted industry(s) and occupations under this project.
- Include a brief analysis of how this project will be informed by labor market information and current local and regional workforce data that identifies the needs of employers and job seekers.
- Describe how this data will inform a sector-based approach that leverages existing local and regional networks and resources.
- Describe the need to expand apprenticeships in the region (provide data and/or examples that demonstrate the need for this project).
- Describe the current workforce needs of business.
- Describe the current needs of job seekers.
- If applicable, describe how the work of this regional navigator will result in creating apprenticeships in areas where apprenticeships are not robust or do not exist.
- Provide any additional contextual details that will strengthen the reviewers’ understanding of the identified issues/problems, needs and expansion opportunities.

*Project Plan and Considerations for Regional Navigators: (6-10 pages):*

Apprenticeship Navigators will build regional capacity and serve as lead technical experts responsible for training local and regional staff in the creation and expansion of Registered Apprenticeships and Pre-Apprenticeships. Their role is to guide employers and other organizations wishing to create or expand apprenticeships through the process. They will serve as lead advocates for apprenticeships in the assigned geographic regions and industries, proactively generating new opportunities for the promotion and development of registered apprenticeship programs.

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- *Describe how the navigator will serve as a point of contact in the region for apprenticeship expansion.*
  - Provide consultation to businesses, high schools, local workforce areas, chambers of commerce, community colleges, and other apprenticeship partners.
  - Coordinate partnerships between interested parties and connecting the various apprenticeship components with supportive services to reduce the barriers for workers.
  - Encourage the development of existing training programs to meet the standards of and registering as apprenticeship programs.
  - Facilitate the development of new apprenticeship programs to meet specific needs. Assisting apprenticeship partners throughout the process, from concept to implementation, providing samples of similar models that may be replicated, and connecting partners with resources.
  - Facilitate regional coordination and partnership with apprenticeship stakeholders, including businesses, DCEO, the UDSOL of Apprenticeship, the training and service providers, and other education and state agency partners.
  - Promote existing programs in the area and develop methods to include targeted populations.
- Describe how the navigator will develop apprenticeships with businesses and industries, specifically:
  - Consult with employers and conduct worksite visits to assess the viability of registered apprenticeship, pre-apprenticeship, youth apprenticeship, or non-registered apprenticeship industry-recognized credential programs as an appropriate tool to meet individual or group employer training needs.
  - Provide technical assistance to employers interested in establishing apprenticeship programs and guide program development from origin to completion.
  - Identify informational and financial resources, including the Illinois Apprenticeship Education Expense Tax Credit (<https://www2.illinois.gov/dceo/ExpandRelocate/Incentives/Pages/ILApprenticeshipTaxCredit.aspx>), that are available to employer sponsors to assist with the development and sustainability of apprenticeship programs in conjunction with stakeholders; developing proposals for employer consideration that demonstrate the viability and complexity of implementation.
  - Use LWIA plans and other regional labor market information to develop new apprenticeships based on labor market information.
  - Provide technical assistance to employers interested in establishing apprenticeship programs, including providing resources on how apprenticeship can help them improve the diversity in their industry, and guide program development from origin to completion.
  - Describe how the use of data to establish a return on investment for employers will be utilized in marketing strategies.
- Describe how the navigator will act as a hub for regional coordination and system networking, specifically:
  - Develop an extensive network of stakeholders at all levels of the public and private sector within the region to identify opportunities for program expansion and promotion.
  - Act as a liaison between employers, intermediaries, area economic development organizations, educational providers, local workforce areas, etc.
  - Partner with local school districts, technical colleges, unions, and other institutions to develop other training providers, employers, and CBOs to help with the process to implement apprenticeship programs.
  - Work with other regional apprenticeship navigators to share lessons and best practices.
  - Build a regional network of apprenticeship partnerships.
- Describe how the navigator will support existing and potential intermediaries in the region, specifically:
  - Ensure quality of apprenticeships and workforce solutions.
  - Coordinate with intermediaries to retain targeted populations and provide supports that promote successful completion.
  - Provide trainings and convenings that allow regional intermediaries to learn best practices.
  - Provide administrative and technical support to intermediaries.
  - Participate in the State of Illinois sponsored workgroups and training programs.
  - Track and document success stories for employers, participants, and community partnerships.

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- Describe the navigator's plan to address equity in apprenticeship:
  - Communicate the value of gender and racial diversity to employers; acknowledge race and gender disparities in local and regional industries and occupations, specifically who gets hired, who advances, who is retained, and wages/salaries; and proactively create equity strategies with employers.
  - Actively support the expansion of existing apprenticeship programs and the development of new apprenticeship programs that serve underrepresented targeted populations.
  - Explain how the project will result in more registered apprenticeships.

### *Budget Narrative/Cost Effectiveness/Return on Investment/Sustainability (3 pages):*

- Provide a high-level budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes.
- Describe any leveraged and matching funds from workforce partners and participating businesses.
- Describe how will this project be sustained beyond the grant funding period.
- Discuss how this project will benefit the workforce, businesses, and regional economy.

## **APPRENTICESHIP INTERMEDIARY PROJECT NARRATIVE**

### *Applicant Organization Capacity (2 pages):*

- Provide information about the applicant's size, structure, and length of time in business.
- Include a list of the applicant organization's staff, including sub-contractor personnel, to be assigned to the project.
- Describe the role each staff person will fulfill. Indicate the number of hours each staff member will be assigned to the project.
- Provide resumes for project staff. Indicate, at a minimum, their positions and total years in the organization, education, and relevant work experience.
- For WIOA participant-serving projects, include the name of the case manager that is qualified to certify WIOA eligibility and report this information to the Illinois Workforce Development System.
- Describe the apprenticeship-related experience of the applicant organization and partners. If any of the work is to be sub-contracted, provide the name(s) of and describe the relevant experience of the sub-contractor(s).
- Describe the applicant's capacity and experience working with businesses.
- Describe the applicant's capacity and experience working with other key stakeholders in the region, including existing apprenticeship navigators or intermediaries.
- Describe any projects recently completed or under way that required skills and experience similar to those required for this proposed project.
  - Include a brief summary of the project and the outcomes
  - Include references and contact information of the project's sponsor

### *Documentation of Need and Opportunity (2 pages):*

- Identify the economic development region where this project will operate (Appendix F).
- Identify the targeted industry(s) and occupations under this project. Include a brief analysis of how this project will be informed by labor market information and current local and regional workforce data that identifies the needs of employers and job seekers.
- Describe the need to expand apprenticeships in the region (provide data and/or examples that demonstrate the need for this project).
- Describe the current workforce needs of the business.
- Describe the current needs of job seekers.
- If applicable, describe how the work of this project will result in creating apprenticeships in areas where apprenticeships are not robust or do not exist.
- Provide any additional contextual details that will strengthen the reviewers' understanding of the identified issues/problems, needs and expansion opportunities.

### *Project Plan and Considerations for Intermediary Projects (6-10 pages):*

- Describe the registered apprenticeship program design and implementation.

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- Identify the Registered Apprenticeship Program(s).
- Identify if this is an existing Registered Apprenticeship Program.
- Identify if this is a new Registered Apprenticeship Program and include detailed information regarding the activities required to get the program registered with the U.S. Department of Labor (if applicable).
- Provide detailed information regarding the pre-apprenticeship program and specifically identify the Registered Apprenticeship Program that program participants will enroll in before the end of this grant. (if applicable)
- Provide detailed information regarding the training approach (WIOA Registrants, Incumbent Workers).
- Provide detailed information about the training providers(s) that will provide the *Related Technical Instruction* for this project, including but not limited to:
  - Where will the training take place?
  - Who will provide the training?
  - What is the duration of the training?
  - Identify any course credit(s) and/or credential(s) that will be received at completion of training. (be sure to note any credentials that are nationally recognized and portable.)
  - Provide detailed information about the work-based learning activities (work experience, on-the-job training) that will be provided for this project, including but not limited to:
    - The program plans to provide practical, hands-on experience;
    - Describe how the participant's occupational skills will be tracked and evaluated; and
    - Provide a detailed outline of the training program and schedule of work processes.
- If applicant is a current grantee, use this section of the proposal to highlight ongoing work, notable achievements, and successes, and how you will leverage existing operations to add more apprenticeships.
  - Describe program development, design, and implementation plans, describe the goals and timeline for developing new apprenticeships.
  - Describe the project's ability to expand apprentice enrollment in areas of the state without existing apprenticeship programs.
  - Provide any additional contextual details that will strengthen the reviewers' understanding of the identified issues/problems and needs.
  - Include a summary of 3-4 participant success stories highlighted from previous grant. (Please include the success stories from Illinois workNet as an attachment.)
- Equity and Inclusion Considerations
  - What specific equity-focused strategies are in place or will be developed that will advance practices, project approaches, including recruitment, partnerships, pre-apprenticeship models, and training models to ensure more opportunities in apprenticeship for underserved populations?
  - Describe how the intermediary will reach diverse populations and strategies for recruitment and inclusion of diverse and targeted populations.
  - Describe your connection and experience serving the population (program participants) targeted in this proposal.
  - What are the marketing and recruitment plans for potential apprentices?
  - What partner organizations do you plan to work with?
  - What are the plans for support, coaching and retention services for apprentices?
  - What pre-preparation or training will be needed before placing apprentices?
- Project Partners and Program Coordination
  - How will this project coordinate the project activities with local and regional partners?
  - Provide details on partnerships with regional workforce, educational and economic development entities, and their roles and responsibilities.
  - Describe how the partners will organize non-traditional sectors and/or implement innovative practices.

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- Describe how the proposed activity will aggregate the needs of small employers within an industry sector(s) to ease the entry into apprenticeship programs.
- How will this project track and document success stories for employers, participants, and community partnerships to utilize for outreach and marketing purposes.

### *Budget Narrative/Cost Effectiveness/Return on Investment/Sustainability (3 pages):*

- Provide a high-level budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes.
- Describe any leveraged and matching funds from workforce partners and participating businesses.
- Describe how will this project be sustained beyond the grant funding period.
- Describe how this project could be scaled regionally, and what benefits will be derived across the region.
- Describe how the use of data to establish a return on investment for employers will be utilized in marketing strategies to show cost effectiveness

**Budget Narrative:** Applicants must submit a budget narrative that outlines all of the costs and provide justification for the reasonableness of the proposed cost. There is no page limit to the budget narrative

**Project Implementation Plan:** Applicants must complete Attachment II as the project implementation plan that includes major project activities, milestone for progress, and timelines for completion of the activities.

**Outcomes Summary:** Applicants must complete Attachment III that outlines the projected outcomes for the project. Competitive proposals will clearly articulate how the activities funded under this NOFO expand apprenticeships in Illinois. Note that grant funds should not supplant or replace the applicant's current operations.

**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):** For applicants other than Local Workforce Areas or subrecipients, an MOU must be developed and signed by the applicant and LWIA or other qualified organization that outlines the roles and responsibilities related to recruitment, eligibility determination, enrollment, IWDS data entry (i.e. case management, documentation of 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:** Award applicants and 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:** Award applicants and 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 Budget Proposal:** The State of Illinois has developed a uniform budget proposal (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.

- End of Content Form and Application Submission Section –

### **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:

- Be registered in SAM before a grant is awarded. To establish a SAM registration, go to [www.SAM.gov](http://www.SAM.gov) and/or utilize this instructional link: How to Register in SAM from the <http://www.grants.illinois.gov> Resource Links tab.
- 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
- 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/52439c5ad86940a6a981528eb313d385>. The Department will not accept applications submitted by mail, overnight mail, diskette, or by fax machine. 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) September 15, 2021 which has been extended from August 24, 2021**. Failure to meet the application deadline may result in the Department returning application without review or may preclude the Department from making the award.

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

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

### **6. Funding Restrictions.**

**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 Part 200 and the U.S. Department of Labor exceptions to the Uniform Administrative Requirements at 2 CFR Part 2900. Click here for the Uniform Administrative Guidelines (<https://www.govinfo.gov/app/details/CFR-2014-title2-vol1/CFR-2014-title2-vol1-part200> ).

**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 allowable, where necessary, for the efficient and timely performance of the program, and are subject to 2 CFR 200.458. To be accepted, proof of services must meet the guidelines and requirements outlined within this NOFO and GATA (See 30 ILCS 708/125 (<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 Submission:** Application materials must be submitted to the Department via electronic form at: <https://app.smartsheet.com/b/form/52439c5ad86940a6a981528eb313d385>

**Application Format Requirements:** All applicants must meet the following submission requirements: Applications must be formatted to an 8 1/2 x 11-inch page size, using 11-point type and at 100% magnification. Tables may be used to present information with a 10-point type. The program narrative must be typed single-spaced, with 1-inch margins on all sides. The entire application, including appendices, must be sequentially page numbered (hand-written page numbers are acceptable). Items included in the attachments are NOT included in the page limitations.

**Number of Applications Submitted:** This NOFO does not limit the number of applications an organization is allowed to submit. Applicants must submit separate applications if they are requesting funding to be an apprenticeship navigator AND an apprenticeship intermediary as defined in Section A of this NOFO.

**Application Information:** Application materials are provided throughout the announcement and at: [www.illinoisworknet.com/ApprenticeshipNOFO2021](http://www.illinoisworknet.com/ApprenticeshipNOFO2021). This website will contain information regarding the NOFO and materials necessary for submission. Questions and answers will also be posted on the program website. 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 Illinois Department of Commerce Office of Employment and Training reserves the right to request additional information from applicants to evaluate applications. The Department's Office of Employment and Training, at its sole discretion, reserves the right to reject all applications; to reject individual applications for failure to meet any requirement; to award in part or total; and to waive minor defects and non-compliance. The DCEO Grant Managers may contact the applicants to request information on a quick turnaround (generally 48 hours) to resolve technical questions including: technical or administrative clarifications; missing or incomplete components; and technical transmission errors

**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 Department shall consider the following criteria when evaluating the application

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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 PROGRAM APPROACH #1: APPRENTICESHIP NAVIGATORS:

#### Applicant Capacity (20%)

- The applicant described its apprenticeship-related experience and its capacity to successfully complete the project tasks within the proposed grant period
- The applicant described the related apprenticeship experience of contractors and/or partners
- The applicant's experience in working businesses in the region
- The applicant's previous performance in administering similar grants and projects, and
- The qualifications of the applicant's staff to be assigned to the project.

#### Documentation of Need and Opportunity (30%)

- Applicant's focus on expanding apprenticeships in targeted industries and occupations as informed by labor market analysis, regional workforce data and employer needs information
- Applicant's ability to demonstrate how the labor market information will inform a sector-based approach that leverages existing local and regional networks and resources
- Quality of the apprenticeship expansion opportunities in the region
- Potential impact and quality of any additional contextual details regarding the identified issues/problems, needs and expansion opportunities in the region
- The applicant's ability to coordinate and play a leadership role in regions where there is significant apprenticeship activity
- The project's ability to expand apprenticeships in under-developed areas of the state
- The geographic distribution of awards in each of Illinois Economic Development Regions (Note that it is anticipated that DCEO will select only one navigator to each economic development region except for the Northeast Illinois Region – based on the quality of the proposals)

#### Quality of Project Plan (40%)

- The applicant's capacity and experience working with other key stakeholders in the region, including existing apprenticeship intermediaries or potential intermediaries
- The project's plan to serve as a point of contact in the region for apprenticeship expansion
- The project's plan to develop apprenticeships with businesses and industries
- The project's plan to act as a hub for regional coordination and system networking
- The project's plan to support existing and potential intermediaries in the region
- The project's ability to expand apprenticeships for underrepresented and targeted populations
- The project's plan to address equity and communicate the value of gender and racial diversity to employers; acknowledge race and gender disparities in local and regional industries and occupations; and proactively create equity strategies with employers

#### 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 amount of leveraged resources and plans to combine public and private funding
- The plans to increase the number of increased apprenticeships available in the region
- The applicant's plan for sustainability beyond the grant period
- The applicant's description of how the project could be scaled regionally and how the region will benefit

**REVIEW CRITERIA FOR PROGRAM APPROACH #2: APPRENTICESHIP INTERMEDIARY:**

Applicant Capacity (20%)

- For existing apprenticeship intermediaries, the applicant's description of experience operating registered apprenticeship programs and capacity to successfully complete the project tasks within the proposed grant period
- For new apprenticeship intermediary applicants, the applicant's description of experience and capacity related to developing and implementing workforce-related programs
- The related apprenticeship experience of contractors and/or partners
- The qualifications of the applicant's staff to be assigned to the project

Documentation of Need and Opportunity (30%)

- Applicant's focus on expanding apprenticeships in targeted industries and occupations as informed by labor market analysis, regional workforce data and employer needs information
- Applicant's ability to demonstrate how the labor market information will inform a sector-based approach that leverages existing local and regional networks and resources
- Quality of the apprenticeship expansion opportunities in the region
- Potential impact and quality of any additional contextual details regarding the identified issues/problems, needs and expansion opportunities in the region
- If applicable, the project's ability to expand apprenticeship enrollment in undeveloped and under-developed areas of the state

Quality of Project Plan (40%)

- The project's proposed apprenticeship program (meets all federal guidelines)
- The quality of the project's *Related Technical Instruction*
- The quality of the project's *Work-Based Learning Activities*
- The quality of the project's plans to coordination with local and regional partners
- The quality of the project's overall management plan
- The quality of plans to address equity in program design, recruitment, supports and completion and how it relates to increasing the number of underserved populations enrolling in and successfully completing apprenticeships
- The project's ability to expand apprenticeships for underrepresented and targeted populations including the quality of the participant recruitment activities

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 amount of leveraged resources and plans to combine public and private funding
- The estimated number of registered apprentices enrolled during the grant period
- The applicant's plan for sustainability beyond the grant period
- The applicant's description of how the project could be scaled locally or regionally and how the region will benefit.

**2. Review and Selection Process.**

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

The Department of Commerce 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>.

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

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

## F. Award Administration Information

### 1. State Award Notices.

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

It is anticipated the funding decisions will be made before the end of the calendar year. Applicants should not plan to enroll program participants before December 1, 2021.

### 2. Administrative and National Policy Requirements.

**COVID-19 Requirements:** Grantees must adhere to all COVID guidelines in carrying out an award as directed by the Department.

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

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

### 3. Reporting.

**Program Participant Reporting:** Grantees will be required to report “participant level” information for every registered apprentice, business and organization that is served under this grant. The Department will require detailed reports using the Illinois workNet Portal. Note that the

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Department's grant manager will work with grantees to determine the proper classification and reporting of the services that are provided under this grant based on the applicable federal regulations.

**Project Reporting:** Successful applicants 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 necessarily limited to, the following:

- Periodic Performance Report.
- Periodic Financial Report.
- WIOA registrant information and reports for projects serving WIOA registrants using the Illinois Workforce Development System, Illinois workNet™, or other reporting processes as directed by the Illinois Department of Commerce.
- Consolidated year-end financial reporting and success stories.
- A final narrative assessment of project outcomes that identifies promising practices and lessons learned to inform future workforce program implementation efforts.
- Other reporting deemed necessary by the Illinois Department of Commerce and/or USDOL.
- Evaluation of all projects is required.

**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, local governments, 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. Pursuant to 2 CFR 200.328, Periodic Financial Reports shall be submitted no later than 30 calendar days following the period covered by the report. Pursuant to 2 CFR 200.329, Periodic Performance Reports shall be submitted no later than 30 calendar days following the period covered by the report. Any additional reporting requirements will be disclosed in the NOSA. Grantees are required within 60 calendar days following the end of the period of performance to submit a final closeout report in the format required by the Grantor (See 2 CFR 200.344).

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

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

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

Questions regarding this Notice of Funding Opportunity should be emailed to the Department's Apprenticeship Expansion Grant Manager

**Apprenticeship Program Grant Manager**  
**Illinois Department of Commerce & Economic**  
**Opportunity Email: [Lorraine.Wareham@illinois.gov](mailto:Lorraine.Wareham@illinois.gov)**

## 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.

- Workforce Innovation and Opportunity Act of 2014 <https://www.doleta.gov/wioa/>
- 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](https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx)
- State of Illinois WIOA ePolicy Portal <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>
- Grant Accountability and Transparency Act <https://www.illinois.gov/sites/gata/Pages/default.aspx>
- U.S. Department of Labor, Office of Employment and Training, Office of Apprenticeship:  
<https://www.dol.gov/apprenticeship>
- Apprenticeship Illinois: <https://www.apprenticeshipil.com>

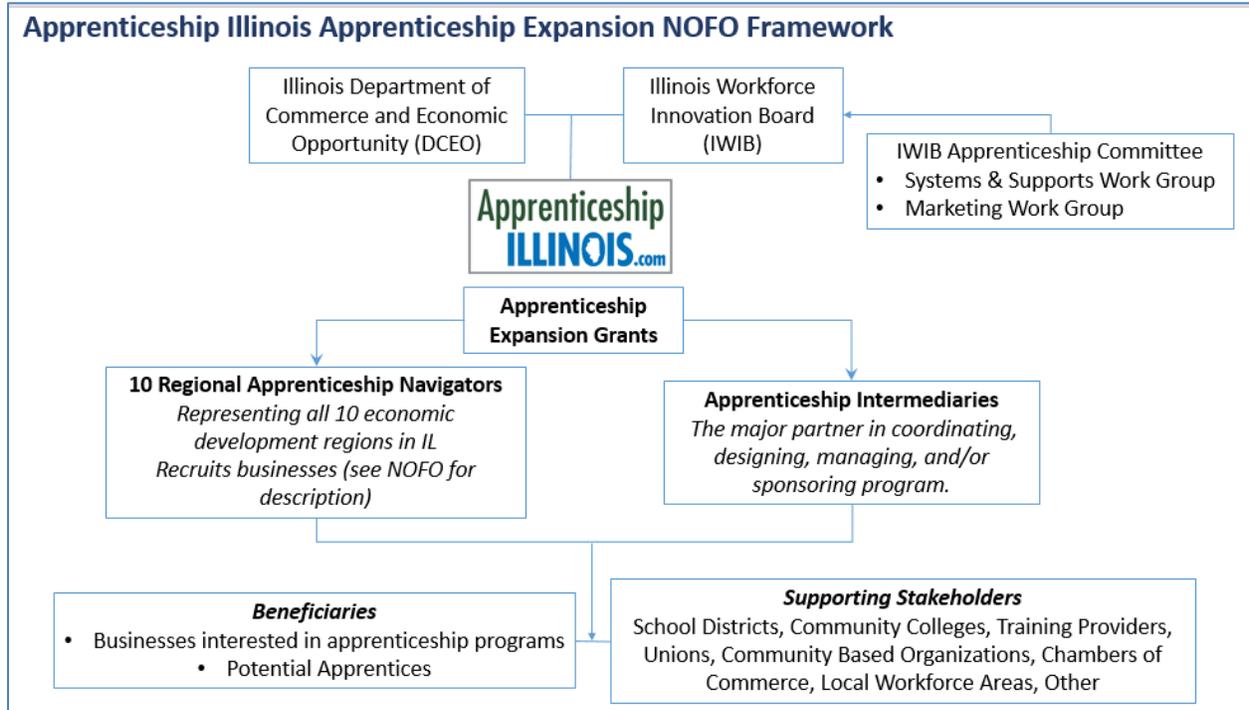
**Additional Assessments:** Applicants will be requested to complete a programmatic risk assessment to consider grant-specific risks. This assessment will be administered towards the end of the application process by the Illinois Department of Commerce and Economic Opportunity. Program staff will then 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 Business Engagement, Career Pathways, and other topics. All applicants are encouraged to attend the sessions. The information for T.A. sessions will be posted at [www.illinoisworknet.com/ApprenticeshipNOFO2021](http://www.illinoisworknet.com/ApprenticeshipNOFO2021).

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 Apprenticeship Illinois webpage. Successful applicants must agree to receive consultation technical assistance from authorized representatives of the Department. The applicant and collaborating partners will have required site visits, training, and in-person interviews. Successful applicants must attend weekly webinars and training provided by the Department or a subcontractor of the Department and must budget accordingly.

**APPENDIX A: Apprenticeship Illinois Framework**

The Department has recognized that apprenticeships are a promising work-based learning strategy connecting individuals to a career pathway as well as being a solution for businesses to find and tap into undiscovered talent. The Department and the IWIB Apprenticeship Committee have determined support for Apprenticeship Intermediaries and Regional Navigators are the best investment to build the foundation for apprenticeship expansion in Illinois. Regional Apprenticeship Navigators and Apprenticeship Intermediaries represent two important sides of a statewide apprenticeship system: Navigators represent the demand side, e.g., businesses who want to host apprenticeships, and Intermediaries represent the supply side, e.g., the institutions and/or partnerships that coordinate and/or implement apprenticeship programs, including recruiting potential apprentices and preparing them to enter apprenticeships.



Seeing the value of apprenticeships, multiple organizations are either providing, promoting, advocating, or supporting pre-apprenticeship, youth apprenticeship, non-registered apprenticeship, and registered apprenticeship programs within Illinois. Besides state agencies (DCEO, ICCB, IDES, IDHS-VR, ILDOL), other stakeholders include the Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee, the local workforce areas, universities, community colleges, secondary school districts, chambers of commerce, industry associations, unions, non-profits, community-based organizations, apprenticeship navigators, intermediaries, and more.

Utilizing apprenticeship as a workforce strategy for businesses and a career pathway for individuals aligns the Governor's vision as well as the plans required for state education and workforce entities. These include the following: Governor Pritzker's Executive Order 2019-03; the Illinois Economic Plan, the Illinois Unified State Plan, including the Illinois Workforce Innovation Board, WIOA, and Perkins V. The Illinois Workforce Innovation Board (IWIB) established the Apprenticeship Committee in 2016. The Committee integrates their work into the larger framework of career pathways, establishing apprenticeship as a work-based learning model. The Committee recognized that apprenticeships are a promising work-based learning strategy connecting individuals to a career pathway as well as being a solution for businesses to find and tap into undiscovered talent, all branded under the name of Apprenticeship Illinois. This volunteer committee includes leaders representing all key apprenticeship stakeholders: business and industry, training providers, local workforce innovation boards, community-based organizations,

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unions, secondary and post-secondary entities, the core WIOA partners, and the State Workforce Board. The Committee's charge is to advise the IWIB on apprenticeship and to oversee the implementation of a comprehensive statewide plan with the following goals:

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

Some states, such as Illinois, do not have state apprenticeship offices, where apprenticeship development and programming can be centralized and expanded. Currently apprenticeship programs cut across three state entities: Department of Commerce and Economic Opportunity (<https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx>) , Department of Employment Security (<https://www2.illinois.gov/ides/Pages/Apprenticeship.aspx>) , Department of Human Services Division of Rehabilitation Services (<https://www.dhs.state.il.us/page.aspx?item=29736>) , and the Illinois Community College Board (<https://www.iccb.org/cte/projects-initiatives/apprenticeships/>) . The Department of Commerce has a long-term vision for growing apprenticeships that revolves around supporting apprenticeship navigators to promote apprenticeships regionally and apprenticeship intermediaries that support the apprenticeship experience start to finish. Since Illinois has a decentralized apprenticeship structure as a state, expanding apprenticeships statewide will need an infrastructure to support apprenticeship development and implementation.

Illinois has made significant progress with the service integration policies lead by the State Workforce Board through the Service Integration Taskforce. It is anticipated that this important work will expand to the next phase as the core and required workforce partners strengthen the current level of integration, identify opportunities for improvement, and launch innovative approaches to expansion of RAP opportunities and the recruitment of a diverse apprenticeship candidate base.

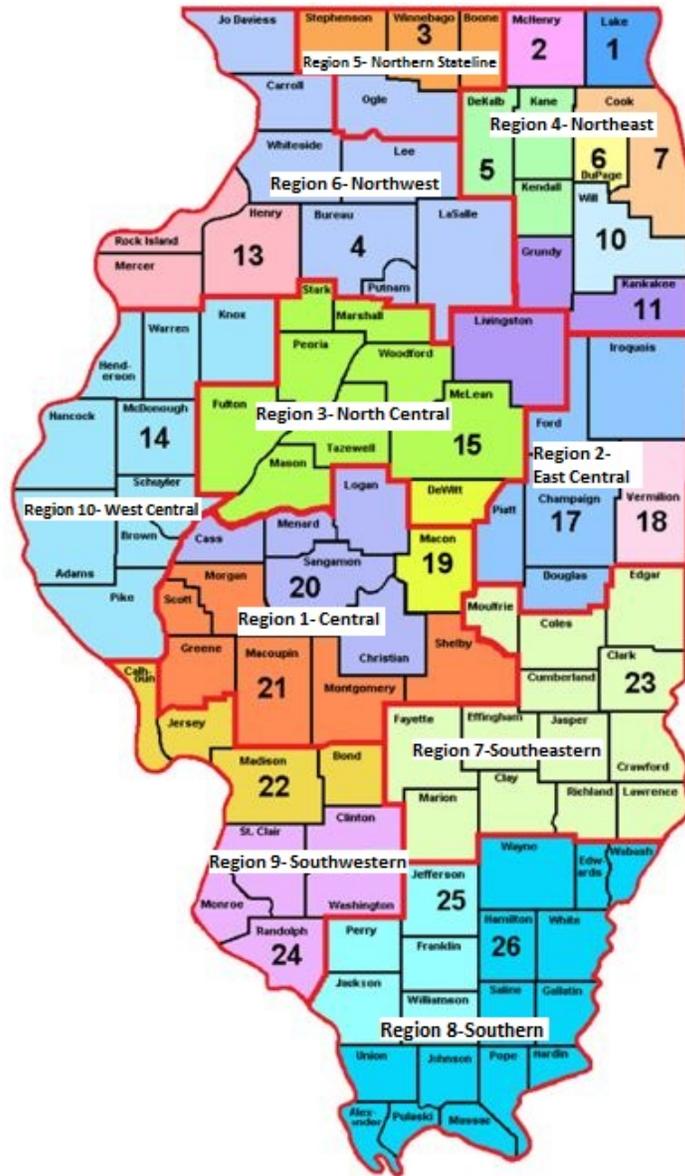
The projects that are supported by this NOFO should leverages past successes and seek to better align projects with an increased focus on pre-apprenticeship and registered apprenticeship programs, as well as supporting unregistered apprenticeship programs in transitioning to RAPs. For example, an Apprenticeship Illinois mapping project is underway to formalize coordination efforts and to continue to build knowledge about the funding landscape and effectiveness of specific apprenticeship programs and supports, which follows the key opportunities identified in a *2020 Apprenticeship and Work-Based Learning in Illinois* (<https://www.illinoisworknet.com/ApprenticeshipIL/Documents/Apprenticeship%20and%20Work-Based%20Learning%20in%20Illinois.pdf>) report studying potential expansion of apprenticeship programs, the Apprenticeship Illinois committee work plan, and working groups. The following table highlights some of the active federal, state, and private initiatives.

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<b>Partner</b>	<b>Opportunities for Leveraged Funding and Programming</b>
IL Community College Board	Information Technology Grant Program - , Expanded Navigator integration
IL State Board of Education	Secondary Ed apprenticeships, pre-apprenticeship expansion
IL Board of Higher Education	Degree apprenticeship expansion, University partnerships
IL Dept. of Commerce and Economic Opportunity	IL Apprenticeship Tax Credit (Business Development), IL Film Tax Credit (Film Department), WIOA (Local Workforce, Office of Employment & Training), Trade Act
IL Dept. of Employ. Security	Federal Work Opportunity Tax Credit; Federal Bonding Program for second chance hiring of workers reentering the workforce
IL Dept. of Human Service	Youth Program; Div. of Vocational Rehabilitation Services
IL Dept. on Aging	Senior Community Service Employment Program
IL Innovation Network	Linking apprenticeship with 4-year degrees: University partnerships, including Minority Serving Institutions (MSIs)
Labor and Trade Unions including AFL-CIO	Recruitment and retention of underserved populations with an emphasis on female and minority candidates
Chambers of Commerce and Industry Organizations	Talent Pipeline Management (TPM) training expansion, leveraging sector-specific work-based learning strategies
Society for HR Management	H1B grants for human resource occupation apprenticeships
Community-Based and Advocacy Organizations	Supportive services for pre-apprenticeship and RAP candidates, DEI recruitment and retention strategies

**APPENDIX B – Illinois Economic Development Regions**

The State of Illinois consists of 10 Economic Development Regions and 22 Local Workforce Innovation Areas (LWIAs). All LWIAs have established boards in place and have at least one comprehensive one-stop workforce center. Governor Pritzker determined that Illinois’ ten economic development regions will continue to serve as the regional planning areas that are required by Section 106 of the WIOA to engage in joint planning, integrate service delivery, share administrative costs and enter into regional coordination efforts with economic development agencies operating in the same region. The ten economic development regions were established in 2003 based on an analysis of labor market information and several other data factors including statewide commuting patterns surrounding major and minor metropolitan centers. These ten regions include the 22 LWIAs and 102 counties.



APPENDIX C. U.S. Chamber of Commerce Foundation Talent Pipeline Management Initiative  
<https://www.uschamberfoundation.org/talent-pipeline-management>

# Mapping the Value Stream of Talent Development



U.S. CHAMBER OF COMMERCE FOUNDATION  
 Center for Education and Workforce

**APPENDIX D – Career Pathways and Registered Apprenticeship Definitions**

**Career Pathways**

The best apprenticeships are rooted in a pathway that leads to a career, not just a job. This NOFO aims to target occupations in industries with high demand where an apprentice can learn and earn into an occupation. WIOA defined career pathways as a combination of rigorous and high-quality education, training, and other services that:

- Aligns with the skill needs of industries in the economy of the State or regional economy involved.
- 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, 29 USC § 50.
- Includes counseling to support an individual in achieving their education and career goals.
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual.
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential.
- Helps an individual enter or advance within a specific occupation or occupational cluster (for more information please visit: [Career Pathways Dictionary \(https://www.illinoisworknet.com/DownloadPrint/CP\\_Dictionary\\_11-13-18\\_FINAL.PDF\)](https://www.illinoisworknet.com/DownloadPrint/CP_Dictionary_11-13-18_FINAL.PDF)).

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

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

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



**Registered Apprenticeship:** This NOFO requires that individuals that are provided service under this grant enroll in a Registered Apprenticeship program with the U.S. Department of Labor. A “Registered Apprenticeship” with the U.S. Department of Labor includes the five required components:

- Employer Involvement
- Structured On-the-Job Training
- Related Instruction
- Rewards for Skill Gains
- Industry Credentials

As defined by the Office of Apprenticeship of the U.S. Department of Labor, “Registered Apprenticeship” is an effective “earn and learn” model with a long history of providing career ladders and pathways to the middle class, particularly for the building and construction industry but increasingly in other industries as well. Registered Apprenticeships must have five components: business involvement, structured on-the-

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job training, related classroom and workplace instruction, rewards for skills gains, and an industry-recognized credential at the successful completion of training.

**Pre-Apprenticeships:** A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship or Non-Registered Apprenticeship which includes all of the following:

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

Pre-apprenticeship is defined in Training and Employment Notice No. 13-12 as "a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s)." A quality pre-apprenticeship program is one that incorporates the following elements: (a) approved training and curriculum; (b) strategies for long-term success; (c) access to appropriate support services; (d) promotes greater use of Registered Apprenticeship to increase future opportunities; (e) meaningful hands-on training that does not displace paid employees; and (f) facilitated entry and/or articulation.

**The Department recognizes there is a need for pre-apprenticeship activity that creates on-ramps for individuals to successfully enter and complete a registered apprenticeship. This NOFO will only consider grants that include pre-apprenticeships and/or preparation activities for individuals enter an into registered apprenticeship during the grant period.**

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### APPENDIX E: Diversity, Equity, and Inclusion Action Plan

Applicants will be required to develop a Diversity, Equity and Inclusion (DEI) plan that includes a commitment to adopt, expand, and promote the proposed diversity, equity, and inclusion activities. The following table outlines strategies for applicant to consider in developing a diversity, equity, and inclusion plan.

**Table 1 – Additional Strategies for DEI RAP Expansion**

Using RAP pathways, such as youth and pre-apprenticeships and qualifying customized employer-based training, to diversify Registered Apprenticeships.
Identifying opportunities to braid and blend funding from other education and workforce partners to increase supportive services for participants with multiple barriers. This includes greater alignment and integration with state agencies and industry partners such as the Department on Aging, Department of Human Services, and H1B expansion grant programs for Manufacturing and Human Resources.
Reaching out to partners organizations with a track record in moving women into non-traditional jobs
Rethinking State workforce policy to incentivize employers and service providers to expand access to apprenticeships by low-income and underrepresented populations.
Training State front-line and AJC staff in effective strategies to increase RAP participation
Reaching out to existing apprenticeship staff to identify technical assistance needs and resources relevant to inclusion and diversification strategies.
Structuring the RFP process for regional expansion grant activities to prioritize DEI projects
Provide Business Coaching services to support apprentices as they onboard into their respective RAPs. Business Coaches will serve two primary functions: 1) providing essential skills development through real-time coaching, advising, and mentoring, and 2) providing DEI training for employers who may not have a dedicated DEI HR system

#### *Illinois' Diversity, Equity, and Inclusion Plan*

Illinois has wholeheartedly embraced that Diversity, Equity, and Inclusion (DEI) efforts are the pillars on which a just outcome must rest for all its programs and residents. On January 16, 2019, Governor J.B. Pritzker issued Executive Order #3 (E.O. #3), directing state agencies to review current practices and recommend alignment of resources that serve disenfranchised populations, setting forth the State's unequivocal commitment to adopting, promoting, and expanding statewide its DEI efforts. This Executive Order forms the basis for individual state agency plans, which are under refinement at: (1) DCEO [Equity Action Agenda adopted April 2019; Equity Task Force formed in 2020 and actively meeting] and (2) IL Board of Higher Education [equity strategic plan under development]. The Illinois Community College Board completed the Closing the Achieving Gap Report in November 2020. The Illinois State Board of Education (K-12 districts) adopted an equity plan in its 2020 strategic plan. The Partnership for College Completion (public and private colleges in 7 county region) adopted its Illinois Equity Plan framework in 2018, with updates in 2020. The Illinois Innovation Network (state public universities and colleges) launched in 2017 includes DEI as a priority in its charge. These statewide efforts, encompassing the public and private sector reflect the State of Illinois' intentional decision to transform its foundation from one of DEI awareness to one of data-documented strategic DEI outcomes.

DCEO was selected to participate in a Maher & Maher Innovation Cohort ([http://maherdemo.com/InnovationCohort/Innovation\\_Cohort/index.html#/](http://maherdemo.com/InnovationCohort/Innovation_Cohort/index.html#/)) (Cohort) focused on increasing diversity in apprenticeships. A four-person team representing Illinois brought together leadership experience and perspectives from higher education, human services and rehabilitation services, and state and local workforce, spanning the WIOA titles. Both the Cohort groups and Illinois specifically quickly acknowledged that addressing DEI goes far beyond simply recruiting apprentices in target populations or under-represented groups. They recognized that the focus is not solely on potential apprentices, but also the system itself, how inclusive the marketing and outreach are, the culture of the employers and workplaces, and the supports available to boost chances of success at every stage.

Following on the Cohort participation, Illinois is undertaking the following steps to institutionalize DEI principles statewide: (1) confirm alignment of strategies and action steps with the IWIB Equity Taskforce established in 2020; (2) coordinate and align between IWIB Committees; (3) request that a joint Apprenticeship Illinois Committee member and Equity Taskforce member serve ambassador for DEI in apprenticeship on the IWIB Equity Taskforce and provide quarterly reports on DEI efforts to the Apprenticeship Illinois Committee; (5) implement a process to collect and analyze demographic apprenticeship data; (6) continue using Cohort tools, such as the action planning framework and a draft apprenticeship partner map in various applications, such as the training for new apprenticeship staff started in March 2021.

In pursuing an equity-based approach to system design and program delivery, Illinois recognizes that diversity and inclusion alone will not improve opportunities for the most marginalized and least supported workers. It is equity, the assessment of the distribution of assets and resources, coupled with active enforcement of clearly defined outcome measures that will drive the pursuit a more “wholistic” approach to workforce education and training to prepare Illinois’ workers for 21<sup>st</sup> century opportunities, regardless of zip code at birth, first grade, or residence. That “wholistic” approach recognizes that the “whole” needs of the “whole” person needs to be addressed in the “whole” of their community for a truly holistic, leveraged approach to work effectively for the employee, employer, community, and State.

The IWIB Equity Taskforce is charged with identifying specific steps that the IWIB and its local workforce boards, stakeholders and partners could utilize to: (1) adopt the IWIB’s framework for equity; (2) implement specific measurable activities to ensure that its workforce was professionally trained in this area; and (3) align programs and best

**Creating apprenticeships in Illinois that achieve gender and racial equity**

According to *Closing the Divide: Making Illinois a Leader in Equitable Apprenticeships*, a report by Young Invincibles ([https://www.illinoisworknet.com/DownloadPrint/YI\\_ClosingTheDivide.pdf](https://www.illinoisworknet.com/DownloadPrint/YI_ClosingTheDivide.pdf)) , only 4 percent of Illinois apprentices are women and only 27 percent are people of color. Women and people of color are less likely to complete apprenticeships and are often employed in positions with lower-than-average pay.

Strategies to address equity include changes in recruitment practices, intentional marketing (including using images of women and people of color), addressing discrimination within programs and at workplaces, and offering supports that boost retention and completion, such as child care, transportation, and career counseling.

More resources for competitive proposals

- *Growing Equity and Diversity Through Apprenticeship: Business Perspectives*, JFF Center for Apprenticeship and Work-based Learning (<https://www.jff.org/resources/growing-equity-and-diversity-through-apprenticeship-business-perspectives/>)
- *Principles for Equity in Apprenticeship*, Center on Wisconsin Strategy (<https://www.jff.org/resources/growing-equity-and-diversity-through-apprenticeship-business-perspectives/>)
- *Flowchart of Equitable Apprenticeship Models*, Young Invincibles and Chicago Jobs Council (<https://www.illinoisworknet.com/DownloadPrint/Flowchart%20of%20Equitable%20Apprenticeship%20Models.pdf>)

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practices with its equity focus and outcome metrics. By December 2020, the Taskforce identified anchors and drivers for its equity work and, in January 2021, established an equity framework and began applying an equity lens to its work.

Through E.O. #3 and DCEO's adoption of a Plan, the focus on DEI is not only on the apprentice but on the trainer, navigator, intermediary, and all other personnel supporting an apprenticeship program. The Equity Task Force is reviewing professional development training and standards to require of its stakeholders to ensure that they are equipped, trained, and experienced in delivering services through an equity framework, in designing programs and curricula that reflect an understanding of the dimensions of diversity, and in developing policies that integrate equity outcomes into the analysis and metrics. Additionally, the Equity Task Force is setting equity goals for programs to measure performance, ensuring that outcomes are the focus of the programs and using a data-driven approach to measuring sustainable progress.

The chart below demonstrates how Illinois is building its equity foundation to elevate target populations to achieve wealth, building its programs on an equity framework and aspirational goal of achieving equity in the future. Illinois has adopted the "rung bell" approach: once exposed to inequity and trained in strategies to overcome individual and collective contributions to disinvestment, marginalization, and segregation, one must change how one works in their field of specialty.



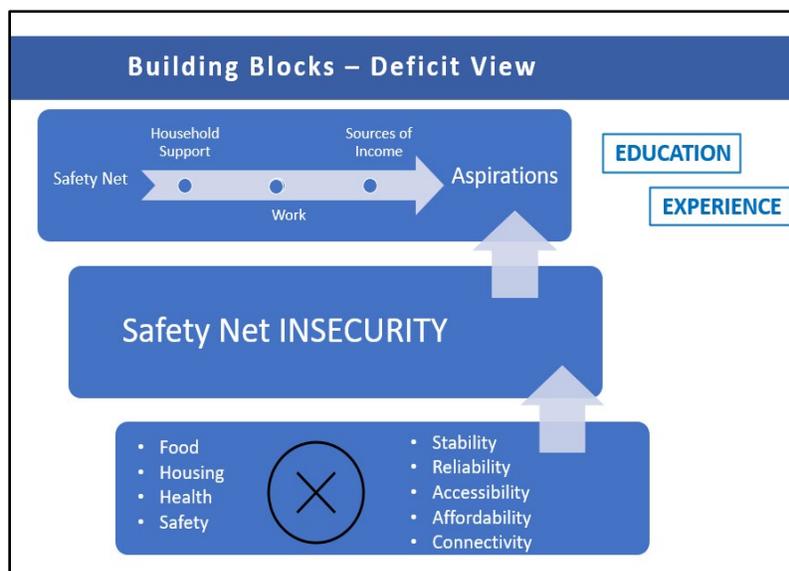
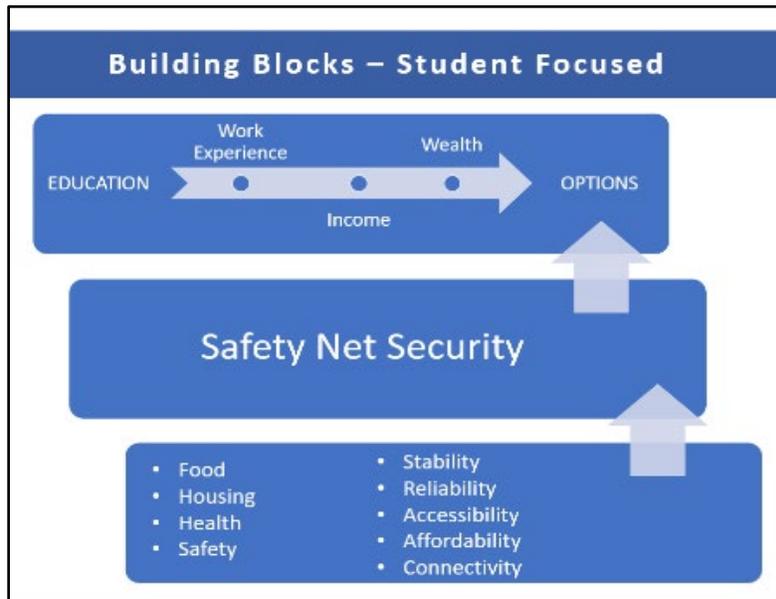
This paradigm is particularly important to achieving equity – immersing frameworks of equity, dimensions of diversity, and principles of inclusion into every action. While some populations' lived experience is that shown on the student-focused chart below, many members in the target populations approach education and apprenticeship experience as a luxury.

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## Investing in Supportive Services to Reduce Barriers

Illinois' equity initiative starts with the understanding that Safety Net Security must be provided for all as part of making education and family supporting living wage work experience a reachable reality and not only an aspirational dream. Illinois' application is supported by the Illinois Department of Human Services, Division of Rehabilitative Services and Division of Youth Services that are also committing to an equity approach in their work and in partnership with DCEO to ensure that the "whole" person is supported in their apprenticeship journey

Illinois' equity initiative starts with the understanding that Safety Net Security must be provided for all as part of making education and family supporting living wage work experience a reachable reality and not only an aspirational dream. Illinois' Apprenticeship Illinois Framework is supported by the Illinois Department of Human Services, Division of Rehabilitative Services and Division of Youth Services that are also committing to an equity approach in their work and in partnership with DCEO to ensure that the "whole" person is supported in their apprenticeship journey.



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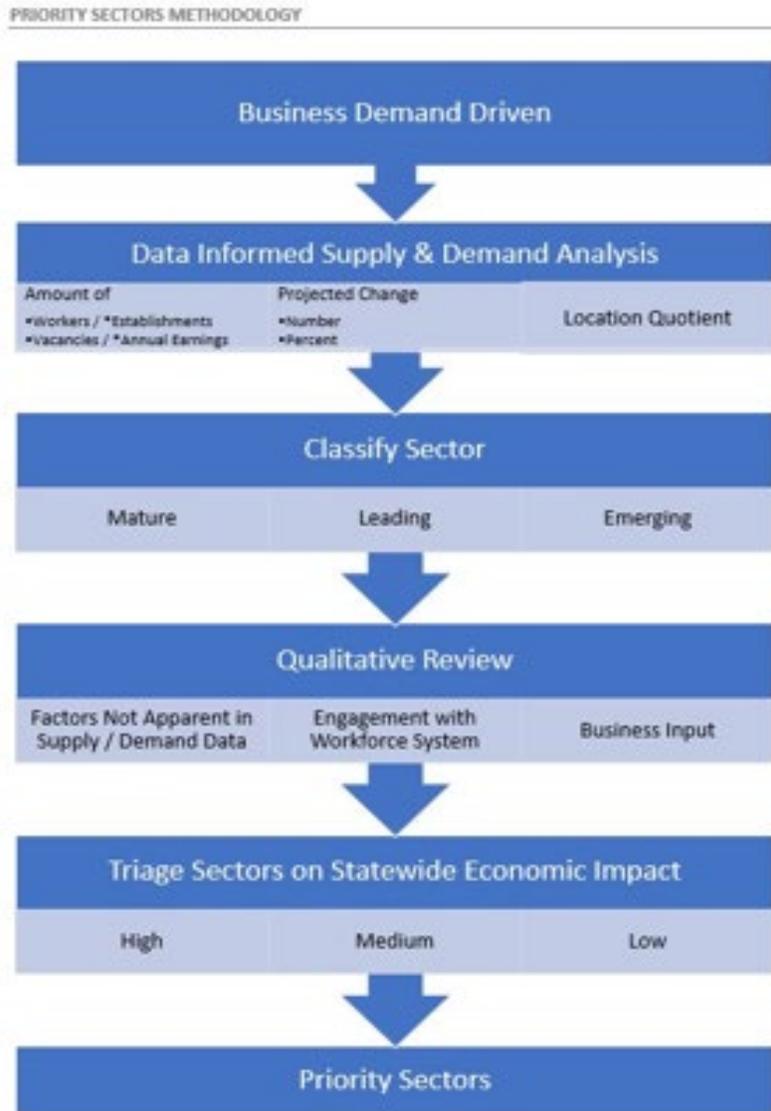
With the adoption of an Executive Order, development of an Equity Action Agenda, formation of an Equity Task Force, engagement of diverse and inclusive strategic partners, and enhancement of its partnerships with equity-focused stakeholders, Illinois is demonstrating that it is not only adopting, expanding and promoting DEI as a key state-wide initiative, it is demonstrating that Illinois is building its future talent pipeline on a data-driven equity framework that increases diversity, promotes inclusion, and leverages fair and just opportunity for all.

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### APPENDIX F: State and Regional Workforce Plans

Illinois' Unified State Workforce Plan includes labor market information to help workforce, education and economic development partner design and deliver programs and services. The plan includes an in-depth analysis of Illinois' targeted industries and occupations. Applicants are encouraged to review the Economic and Workforce Analysis of the state and regional plans at

<https://www.illinoisworknet.com/WIOA/Resources/Pages/StateUnifiedPlan.aspx>



#### *Regional Economic Analysis of Existing and Emerging Sectors*

The regional planning process utilizes the same analytic steps to assist regional teams to identify leading, emerging, and maturing industry clusters and occupations within each region. This includes the development of crosswalks between the detailed (3-digit) industry clusters and the occupational pathways for each region. Results of the crosswalk pinpoint occupations related to the detailed industry clusters identified statewide as leading, emerging, and maturing. These are considered starting points for conversations with employers regarding critical occupations within their industries during the complete regional planning process. See page 34 of the Unified Plan for a summary of the Leading Emerging and Maturing Industry by Economic Development Region. To download the regional plans please go to:

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

**APPENDIX G: Support for Illinois Creative Workforce**

*This Appendix includes experts from a report from the Illinois’ Art’s Alliance regarding the Impact of COVID-19 on the State’s Creative Sector*

Before the pandemic, Illinois was among the states with the highest employment of performing artists, including actors, musicians, and singers. While the unemployment numbers for these occupations are not available on the state level, Illinois is one of the states hardest hit by COVID-19 when it comes to job losses in the creative occupations. According to Brookings, the state had an estimated 86,671 job losses in the creative occupations between April and July 2020 (the fifth highest in the nation), marking a loss of \$2,783 million in average monthly earnings.

COVID-19’s disproportionate impact on Illinois’ creative occupations is also revealed by the sharp rise in unemployment insurance claims in Illinois’ arts, entertainment, sport and media occupations, which have increased by 371% since December 2019, as shown in Table 8.32 This is far higher than the percentage increase in unemployment insurance claims across all occupations and industries in Illinois, which is 238% and is substantially higher than construction (44%), transportation (238%) and sales and related occupations (265%).

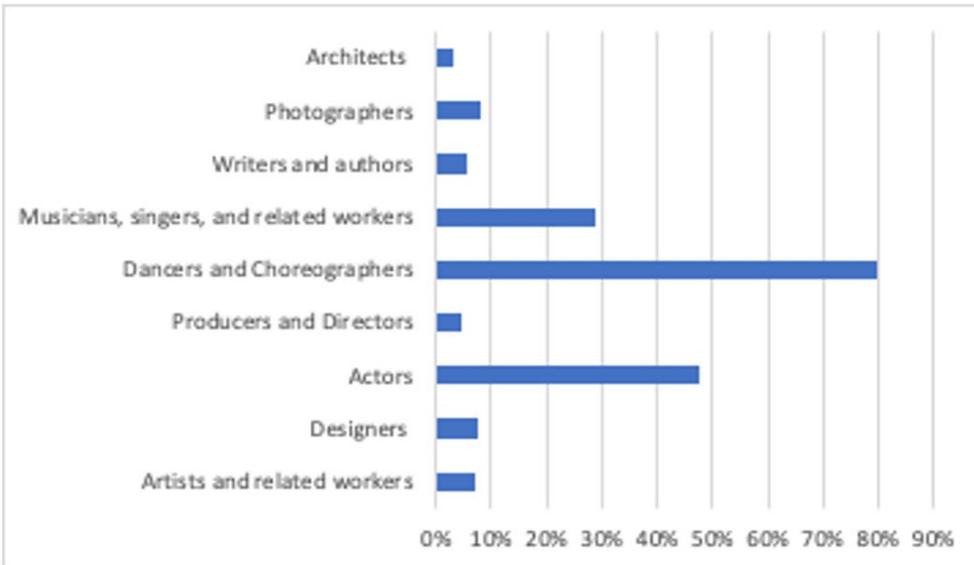


Table 7. 2020 Quarter 4 Unemployment Rates in Arts and Design Occupations. Data source: BLS. Analysis: Arts Alliance Illinois.

Again, the food service and retail occupations that comprise major alternative sources of income for many artists and performers also showed sharp increases in unemployment insurance claimants in Illinois from last December 2019 (food preparation and serving occupations rose by 832% and sales and related occupations rose by 265%). As shown in Table 1, accommodation and food service businesses are also reporting the highest negative impacts as a result of COVID-19 according to the Census Bureau’s Quarterly Services Survey.

Long term solutions are needed to ensure that creative workers are able to survive the pandemic and thrive in its aftermath. Given that 13% of surveyed Illinois arts and cultural organizations reported that they are “not confident” that they will be able to recover from the pandemic and taking into consideration the record losses of creative jobs that may never return, it is vitally important that we expand the employment opportunities and career paths open to creative workers. This NOFO represents an opportunity to invest in the retention of its highly skilled creative workers in programs that will enable them to adapt their skills to other industries and environments. Broadening the opportunities available to artists does not involve abandoning the art and culture sector. Indeed, it may help to buoy up this sector, speeding up its recovery and further strengthening the interdependence between the general state

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economy and the creative economy. Diversifying the creative workforce will contribute to its resilience in the face of current and future uncertainties and ensure that the creative workers and the arts and culture industry continue to positively impact other sectors and society as a whole.

### **APPENDIX H: Memorandum of Understanding**

All applicants must have an MOU with their partners. The MOU should clearly outline the roles and responsibilities of each partner and list their funding contribution. If an applicant enters into an MOU with a training provider, list the training length, location, class size, cost, and other important information. Applicants must obtain an MOU/Letter of Commitment from their Local LWIA Area describing the project and stating if it is consistent with the overall goal and vision for the area. A Microsoft word sample template of a Memorandum of Understanding can be downloaded under the *Resources* heading of the NOFO web page at: [www.illinoisworknet.com/ApprenticeshipNOFO2021](http://www.illinoisworknet.com/ApprenticeshipNOFO2021).

### **APPENDIX I: Incumbent Worker Training Requirements**

Defined in WIOA as an individual who has an established employment history with the employer for 6 months or more. Incumbent Worker training can be used to meet the needs of an employer or group of employers to develop apprenticeships that provide workers with 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. Unlike other trainings, employers, instead of individuals, must meet the local eligibility criteria to receive funds for training their workforce. Employers who receive these funds must meet the requirements for providing the non-federal share of the cost of the training. For more information regarding the incumbent worker regulations please visit: <https://apps.illinoisworknet.com/WIOAPolicy/Policy/Index/475>

### **APPENDIX J: Workforce Innovation and Opportunity Act – Title IB Eligibility Regulations**

The Workforce Innovation and Opportunity Act (WIOA) authorizes employment and training services for adults, dislocated workers, and youth through formula grants administered by the Department of Labor (DOL) to states. States may use a portion of these funds to carry out any of the statewide employment and training activities such as implementing innovative programs and strategies designed to meet the needs of all employers (including small employers) in the State and developing strategies for effectively serving individuals with barriers to employment. For detailed information regarding the eligibility requirements please visit <https://www.illinoisworknet.com/WIOA/Pages/eligibleWIOAGroups.aspx>

### **APPENDIX K: Workforce Innovation and Opportunity Act – Performance Measures**

Section 116 of WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and local areas in achieving positive outcomes for individuals served by the workforce development Adult, Dislocated Worker, and Youth. Training and Employment Guidance Letter 10-16, Change #1 provides the regulatory guidance that set forth requirements, related to the implementation and operation of the performance accountability system. U.S. Departments of Labor (DOL) and Education (ED) jointly developed aligned definitions of the primary indicators of performance which were finalized in August 2016. Under section 116(b)(2)(A) of WIOA, there are six primary indicators of performance listed below. For more information see [https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_10-16-Change1.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_10-16-Change1.pdf).

Projects that provide services directly to participants are expected to meet the WIOA performance measures of the LWIA in which they are partnering. Negotiated performance measures unique to each local area are generally applicable to the WIOA participants served under this NOFO. For more information regarding the specific performance measures for each local workforce areas please reference the information under the *Resources* heading of the NOFO web page at: [www.illinoisworknet.com/ApprenticeshipNOFO2021](http://www.illinoisworknet.com/ApprenticeshipNOFO2021).

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<i>Employment Rate 2nd Quarter After Exit</i>	<p>The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.</p> <p>The percentage of Title I Youth program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.</p>
<i>Employment Rate 4th Quarter After Exit</i>	<p>The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program</p> <p>The percentage of Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit from the program.</p>
<i>Median Earnings 2nd Quarter After Exit</i>	<p>The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program</p>
<i>Credential Attainment</i>	<p>The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.</p>
<i>Measurable Skill Gains</i>	<p>The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.</p>
<i>Effectiveness in Serving Employers</i>	<p>Effectiveness in Serving Employers: WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge three critical workforce needs of the business community.</p> <p>Approach 1 - Retention with the same employer  Approach 2 - Repeat Business Customers  Approach 3 - Employer Penetration Rate.</p>

### **APPENDIX L: Workforce Innovation and Opportunity Act – Eligible Training Provider List**

Eligible Training Provider: An Eligible Training Provider is an organization, such as a public or private college or university, or a community-based organization whose application has been approved by the Local Workforce Board and approved for the state list of training services through the use of an Individual Training Account. All registered apprenticeship programs are automatically eligible to be included on the Eligible Training Provider List (ETPL). Pre-apprenticeship training projects that are funded with grant funds must be included in the ETPL. For more information regarding the ETPL and the process for applying to be included in the ETPL, please visit <https://iwds.dceo.illinois.gov/iwds/iwdshome.html> and <https://www.illinoisworknet.com/Training/Pages/WIOATrainingProgramSearch.aspx>

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### APPENDIX M: Resources for Implementing and Operating Apprenticeship Programs

#### *Program Development*

- Best Practices for Agencies Providing Supportive Services to Apprentices, Young Invincibles and Chicago Jobs Council:  
<https://www.illinoisworknet.com/DownloadPrint/Best%20Practices%20of%20Supportive%20Services%20as%20of%2011.28.2018.pdf>
- Key Elements of Illinois Apprenticeships, and Chicago Jobs Council:  
<https://www.illinoisworknet.com/DownloadPrint/Key%20Elements%20IL%20Apprenticeships%2011.28.2018.pdf>
- Chicago Jobs Council's Apprenticeship 101 and 201 Workshop Materials:  
<https://cjc.net/apprenticeship-101/>

#### *Business Development*

- Business Engagement Resources from Workforce GPS:  
<https://apprenticeship.workforcegps.org/resources/2018/05/11/17/01/Apprenticeship-Business-Engagement-Tools>
- A Targeted Approach to Apprenticeship: Business Engagement  
<https://apprenticeshipusa.workforcegps.org/-/media/Communities/21stcenturyapprenticeship/Files/Apprenticeship-Business-Engagement-Guide---FINAL.ashx>

#### *Diversity Equity and Inclusion*

- Closing the Divide: Making Illinois a Leader in Equitable Apprenticeships, Young Invincibles:  
<https://drive.google.com/drive/folders/1v1m2PhQRA--42yNRePVsHR40prm1jbrC>
- Growing Equity and Diversity Through Apprenticeship: Business Perspectives, JFF Center for Apprenticeship and Work-based Learning: [https://center4apprenticeship.jff.org/resources/growing-equity-and-diversity-through-apprenticeship-business-perspectives/?utm\\_source=social&utm\\_medium=linkedin&utm\\_campaign=cdlsa](https://center4apprenticeship.jff.org/resources/growing-equity-and-diversity-through-apprenticeship-business-perspectives/?utm_source=social&utm_medium=linkedin&utm_campaign=cdlsa)
- Principles for Equity in Apprenticeship, Center on Wisconsin Strategy:  
<https://equityinapprenticeship.org/case-studies/principles-for-equity-in-apprenticeship>
- Flowchart of Equitable Apprenticeship Models, Young Invincibles and Chicago Jobs Council:  
<https://www.illinoisworknet.com/DownloadPrint/Flowchart%20of%20Equitable%20Apprenticeship%20Models.pdf>

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### **ATTACHMENT I – EXECUTIVE SUMMARY (2 Page Limit)**

Applicants must complete an executive summary to summarize the key components of the proposal in such a way that readers can rapidly become acquainted with the project without having to read the entire proposal. Provide the following information in a two-page summary including:

- Applicant.
- Funding Category: Navigator, Intermediary Existing, or Intermediary New
- Amount of funding requested.
- Geographic region and community(ies) to be served if navigator it must specify economic development region number
- If partnerships exist, identify members, including education and training agencies, regional employers, business and industry associations, economic development organizations, one-stop partners, organized labor, and others determined appropriate.
- Brief description of services to be provided specifically by funding category; and
- Anticipated goals and outcomes of this project. For navigators, numbers of registered apprenticeships developed and for intermediaries the numbers of apprentices registered.

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**ATTACHMENT II - PROJECT IMPLEMENTATION PLAN**

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

ACTIVITY	TIMELINE	RESPONSIBLE STAFF	DELIVERABLE

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**ATTACHMENT III PROGRAM ACTIVITIES AND OUTCOMES**

Applicants must complete these tables based on the projected project outcomes. This table will be included as part of the project work plan of the approved grants. The data elements in this table are representative of the data that will be expected to be collected by grantees. Note that this list may be revised somewhat before grants are awarded.

SECTION I: DEMONSTRATION PROJECTS SERVING INDIVIDUALS UNDER THIS GRANT		
A. Target Population	Gender	
	a. Male	
	b. Female	
	Race/Ethnicity	
	a. White, non-Hispanic	
	b. Black	
	c. Hispanic	
	d. Asian	
	e. Mixed Race	
	f. Other	
	Age	
	a. 16-24	
	b. 25-54	
	c. 55+	
	Veteran Status	
	a. Yes	
	b. No	
	Low Income	
	Returning Citizens	
	Homeless Individuals	
Individuals with Disabilities		
Youth who are in or have aged out of the foster care system		
Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;		
Eligible migrant and seasonal farmworkers		
Single parents (including single pregnant women)		
Long-term unemployed (LTU) individuals		
LGBT Lesbian, gay, bisexual and transgender individuals		
Other (please define)		
B. Services	On the Job Training (as part of RA program only)	
	Related Training and Instruction	
	Supportive Services	
	Other (Describe in Narrative)	
C. Funding	Grant Funds	
	a. Registered Apprentices	
	b. Pre-Apprentices	
	Matching / Leveraged Funds	
	WIOA Tile I	
	WIOA Tile II	
	WIOA Tile III	
	WIOA Tile IV	
Other (Describe in narrative)		

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D. Outcomes	Total Number of Pre-Apprentices Served Under this Grant	
	Total Number of Pre-Apprenticeship participants who will successfully transition into a Registered Apprenticeship program	
	Total Number of Apprentices Served Under this Grant	
	Total Participants that are hired by an employer and enrolled in a Registered Apprenticeship Program	
	Total Registered apprentices who complete an apprenticeship education/training program.	
	Total participants who complete a Registered Apprenticeship program and receive a degree or other credential.	
	Total number of participants identified as unemployed, LTU, dislocated or incarcerated prior to enrollment who complete a Registered Apprenticeship program and maintain their employment status with a new employer.	
	Average hourly wage of apprentices at enrollment of a Registered Apprenticeship program.	
	Average hourly wage of apprentices at enrollment of a Registered Apprenticeship program.	

SECTION II: CAPACITY BUILDING ACTIVITIES, FUNDING & OUTCOMES UNDER THIS GRANT		
A. Activities	Number of new businesses engaged	
	Number of sponsors that receive apprenticeship expansion support	
	Number of partners from underutilized areas that receive apprenticeship expansion support	
	Number of outreach events and targeted attendees	
	Number of industry sector partnerships developed	
	Number of industry sector partnerships supported	
	Total number of newly created Registered Apprenticeship Programs (including other programs developed as a result of RAP efforts)	
B. Funding	Grant Funds	
	Matching / Leveraged Funds	
	Title I	
	Title II	
	Title III	
	Title IV	
C. Outcomes	Number of new Registered Apprenticeship programs	
	Number of existing Registered Apprenticeship programs expanded	
	Number of new Pre-Apprenticeship programs	
	Number of existing Pre-Apprenticeship programs expanded	