

Chapter 1: Introduction to the Job Training and Economic Development Program

Chapter Overview

By the end of this chapter, you will be able to:

- Explain the history of the Job Training and Economic Development (JTED) program.
- Reference state rules for the JTED Act ILCS 605/605-415.
- Identify the program categories JTED strategically supports.
- Identify the targeted and priority populations.
- Identify the targeted communities and industries.
- Apply nationally recognized best practices.
- Comply with performance goals and expectations.
- Incorporate equity values.
- Develop partnerships.
- List the steps in the Program Lifecycle.
- Comply with administrative requirements.
- Incorporate staffing roles required for successful implementation.
- Reference fundamental program definitions.

About JTED

History of JTED

The Job Training and Economic Development Grant Program, also known as JTED, was established in 1997 to respond to workforce shortages due to a strong job market and a lack of skilled workers to fill available positions. JTED focused on long-term unemployed individuals needing assistance with accessing the workforce by gaining work experience and the skills required to obtain family-sustaining employment. In 2021, the legislature updated JTED to address the current economic environment. In the early months of the pandemic, the Illinois labor force dropped significantly, falling from about 6.36 million in February 2020 to less than 6 million in April 2020. Many of those that left the labor force returned in subsequent months. The number of available workers in Illinois has nearly returned to prior levels. As of January 2022, the Illinois labor force was about 20,000 workers smaller than it was in January 2019, a difference of less than 1%. Additionally, as of January 2022, the Illinois' Unemployment Rate was 5.3%, compared to 5.4% in January 2019. For reference, the unemployment rate in January 2021 was 7.8%. JTED has since been retooled to address the current environment that has created employee shortages, the need for a skilled workforce, and an opportunity for those needing a career pathway to employment.

State Rules

The [Illinois Department of Commerce and Economic Opportunity](#) (DCEO) issued the Notice of Funding Opportunity (NOFO) under the [JTED Act 20 ILCS 605/605-415](#) and established legislative rules [56-2660RG-A FILED 2.9.22]. Through the NOFO, DCEO funds proposals that support regional and local economic development for businesses and individuals. The intention is to provide the JTED Program in as many [Economic Development Regions](#) (EDRs), as there are qualified applicants.

The objective is to address the economic impacts experienced by employers and individuals who are under-employed, unemployed, or facing one or more barriers to employment by providing career pathway opportunities and support services needed for successful re-entry into the labor force.

The Illinois Job Training and Economic Development Grant Program (JTED) is funded through the State General Revenue. For more information about the JTED ACT, access [JTED ACT ILCS 605/605-415](#).



Target Populations

The JTED program regulations require that services be provided to the **target populations**, defined as individuals who are:

- Unemployed
- Under-employed
- Under-represented

***Note:** This includes youth with one or more risk factors. Youth are individuals aged 16-24 who face one or more barriers to education, training, and employment. See [20 ILCS 605/605-415\(b\)](#) for more information.*

The following definitions apply to the targeted populations.

An **unemployed individual** is an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this definition, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the U.S. Department of Labor or as required by the relevant funding source.

An **unemployed individual** is:

- an individual who meets the definition of "unemployed individual" set forth above and is a low-income individual or moderate-income individual; or
- an individual who is currently employed but received a notice of termination or lay-off from the current employment and will no longer be employed within ninety days and is a low-income individual or moderate-income individual.

An **under-employed individual** is an individual who is a low-income individual or a moderate-income individual and meets one the following:

- working part-time but desires full-time employment; or
- working in employment not commensurate with the individual's demonstrated level of educational and/or skill achievement; or
- working in employment but would like to increase their skills to obtain a higher wage or promotion.

An **under-represented individuals with a barrier to employment** or **under-represented individuals** means low-income individuals or moderate-income individuals:

- who reside in or receive services in a qualified census tract or disproportionately impacted area; or
- have experienced one or more barriers to employment that are considered risk factors. See [Adult and Youth Risk Factors](#) under their respective categories.)

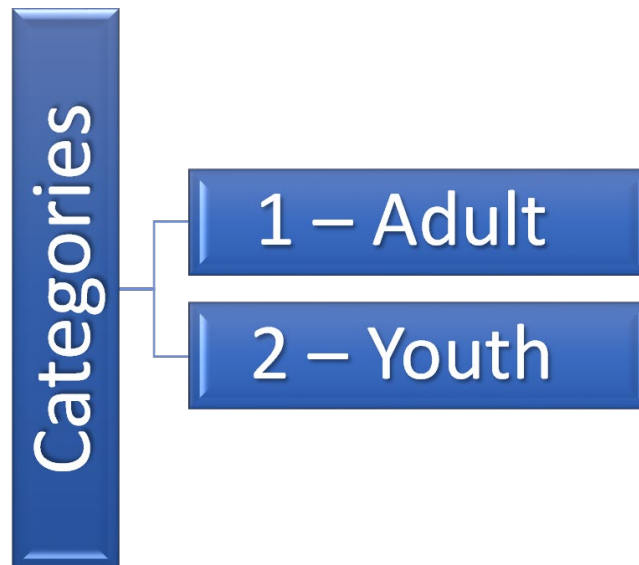
Income Definitions:

- **Low-income** – is an individual who receives, or in the past 12 months has received, or is a member of a family household that is receiving or in the past 12 months has received, assistance through:
 - Children's Health Insurance Program (CHIP);
 - Childcare Subsidies through the Child Care and Development Fund (CCDF) Program;
 - Medicaid;
 - National Housing Trust Fund (HTF), for affordable housing programs only;
 - Home Investment Partnerships Program, for affordable housing programs only;
 - Temporary Assistance for Needy Families (TANF);
 - Supplemental Nutrition Assistance Program (SNAP);
 - Free and Reduced-Price Lunch (NSLP) and/or School Breakfast (SBP) programs;
 - Medicare Part D Low-income Subsidies;
 - Supplemental Security Income (SSI);
 - Head Start and/or Early Head Start;
 - Special Supplemental Nutrition Program for Women, Infants, and Children (WIC);

- Section 8 Vouchers;
 - Low-Income Home Energy Assistance Program (LIHEAP);
 - Pell Grants;
 - Has income that is at or below 185 percent of the Federal Poverty Guidelines (FPG) for the size of their household based on the most recently published poverty guidelines by the U.S. Department of Health and Human Services (HHS); OR (ii) has income at or below 40 percent of the Area Median Income for its county and size of household based on data published most recently by the Department of House and Urban Development (HUD).
- **Moderate-income** – is an individual whose income is at or below 300 percent of the Federal Poverty Guidelines (FPG) for the size of its household based on the most recently published poverty guidelines by the Department of Health and Human Services (HHS).

JTED Workforce Partnership Categories

The JTED Program should strategically support one or more of the JTED program categories.



Category 1

Adult Focus

For **Category 1**, the program design needs to address what services will be provided to unemployed, under-employed or under-represented adults who are in need of training to access employment or skill upgrades to advance in their employment. Adults must be turning 18 years older within six months of enrolling in the program or older, reside in Illinois and are eligible to work in Illinois (definitions for these participants are above and in Appendix A). All applicants must demonstrate partnerships with employers and educational entities to create local or regional strategies. Education entities that are a Private Business Vocational Schools (PBVS) MUST have their curriculum approved by the Illinois Board of Higher

Education (IBHE) The types of supportive services that will be provided to adults that will support their success must be described in the program design.

Additionally, Barrier Reduction funding should be incorporated into the training strategy to support participant completion of training and retention in employment. The list of allowable services is under "Program Services" of this NOFO.

When describing training services for unemployed adults, the plan must include sector-specific occupational training combined with related work-based learning opportunities in a targeted industry described above; any stackable certifications or credentials for participants; and how essential employability skills, including digital and financial literacy and career readiness services, will be incorporated into the program design.

For Serves for under-employed individuals must include training strategies for skill upgrades or new skills. Additionally, services for incumbent workers can be provided through partnerships with local employers that need to upskill their workforce to address labor shortages. Partnerships for incumbent worker projects require that the employer identify the specific skillsets needed for entry-level positions or those needed to advance participants' careers. The program design must include an overview of the existing curricula or address how a customized training approach will support the employer's productivity and increase the skill competencies of current employees or new hires. Elements of the training strategy should consider short-term credentials for entry positions and long-term training in a career pathway facilitating advancement with the employer or within the industry sector.

Eligible Adult Participants

This includes low to moderate income unemployed, under-employed and underrepresented ages 18 and older who reside in Illinois and are eligible to work in Illinois.

Adult Risk Factors

Examples of risk factors that will deem an individual qualified for the program include, but may not be limited to:

- Individual residing in a household receiving TANF funds
- Individual residing in a household receiving SNAP funds
- Individual who has children who are eligible for Free/Reduced lunch
- Single parents
- Individual who has witnessed or been a victim of family violence
- Individual who has current or prior justice system involvement
- Individual who has children who are involved in the juvenile justice system
- Individual who is gang involved or has children who are gang involved
- Individual who is homeless
- Individual who experiences a disability (Sensory, Behavioral or Mental, Cognitive Disability, etc.)
- Individual with no work experience
- Individual who is a displaced homemaker
- Individual who is categorized as low-income

- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- Individuals who have experienced long-term unemployment
- Individuals who have low levels of literacy
- Individuals without a High School Diploma

Category 2

Youth Focus

In **Category 2**, the program design engages educators and business leaders in providing or creating a combination of academic, employability, and technical skills through three components — contextualized instruction, career development, and support services. The model also must include a strong supportive services component that can include [Barrier Reduction](#) funding to ensure youth have the tools to complete the program and be successful in either post-secondary education or the workforce.

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

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

Eligible Youth Participants

This includes low to moderate income unemployed, under-employed and underrepresented at-risk in-school and out- of-school youth ages 16-24 who reside in Illinois and are eligible to work in Illinois. Definitions for “at risk” factors are available at [Workforce and Education Partners Job Training and Economic Development Partner Guide \(illinoisworknet.com\)](#).

Youth Risk Factors

Examples of risk factors that will deem a youth qualified for the program include, but may not be limited to:

- Youth residing in a household receiving TANF funds
- Youth residing in a household receiving SNAP funds
- Youth is eligible for Free/Reduced lunch
- Youth living in a single-parent household
- Youth experiencing academic difficulties
- Youth is in danger of or has been previously held back to repeat one or more academic years
- Youth experiencing truancy concerns
- Youth is reported to have behavior issues
- Youth is reported to be a victim of bullying
- Youth is reported to be a perpetrator of bullying

- Youth is unsupervised after school
- Youth has an IEP (Individual Education Plan)
- Youth has witnessed or been a victim of family violence
- Youth has current or prior school expulsions or suspensions
- Youth with siblings who dropped out of school
- Youth with siblings who are teen parents
- Youth has current or prior justice system involvement
- Youth with siblings who are involved in the juvenile justice system
- Youth with one or both parents who are incarcerated
- Youth with siblings who are gang involved
- Youth is reported to be gang involved
- Youth has current or prior DCFS system involvement
- Youth is homeless
- Youth is pregnant
- Youth is parenting
- Youth has a disability i.e., Sensory, Behavioral or Mental, Cognitive Disability, etc.
- Youth with no work experience
- Youth with a history of employment failure
- Youth who are in or have aged out of the foster care system

***Note:** Grantees must clearly understand the targeted populations for JTED to help them maximize their outreach efforts. For more information regarding outreach and recruitment to see Chapter 4: Outreach and Recruitment.*

Priority Populations

DCEO may define priority populations based on current circumstances and need. If a priority population is identified, it will be included in the NOFO. Per the JTED round two (2) NOFO the priorities identified included:

- Immigrants and refugees
- Justice-involved individuals
- Rural residents

Target Communities

JTED grantees will provide services within or to individuals that reside in the following identified targeted communities:

- **Qualified Census Tract** - as defined by the U.S. Census Bureau, having 50% of households with incomes below 60% of the Area Median Gross Income (AMGI) or having a poverty rate of 25% or more.
- **Disproportionately impacted area** - ZIP Codes that meet at least one of the following poverty-related criteria relative to other ZIP Codes within that region:

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

Target Industries

Targeted industries must be in-demand industries identified in the Department's 5-year Economic Plan, the State's WIOA Unified Plan and any relevant local or regional level plans. See the [Regional/Local Plan & MOU Approval Status Dashboard](#).

Consideration should be given to the sectors identified in the [Governor's 5-year Economic Plan](#) which includes:

- Transportation, Distribution, and Logistics
- Advanced Manufacturing
- Next Generation Agriculture, Ag Tech, and Food Processing
- Life Sciences
- Clean Energy Production and Manufacturing
- Quantum Computing, AI, and Microelectronics

Best Practices

Program requirements are based on a review of best practices. Grantees are expected to incorporate these best practices, specific to their area, as appropriate:

- Compensation, including stipends that fosters retention (versus dropping out because it is not possible to make ends meet). Performance-based stipends effectively support customer's financial needs and encourage high performance and outcomes.
- A focus on equity that goes beyond numeric customer targets and focuses on all aspects of program design, partnerships, and program belonging and inclusiveness.
- The provision of support needs as appropriate and as needed.
- Strong partnerships between stakeholder groups, including unions, community-based organizations, community colleges, and local workforce areas.
- Consistent, transparent entry, and success requirements.
- Strong community outreach and community leadership within the programs.
- Development of technical skills through hands-on activities, work-based learning, and math and literacy skills development.
- Career pathway and alignment with employer needs and explicit connections to apprenticeship programs.
- Offering academic and career exploration.
- Culmination in one and ideally multiple industry-recognized credentials and the ability to receive credit toward associate or bachelor's degrees (if applicable).

- Innovative ways to have customers learn online and participate in virtual immersive training techniques.
- Strong case management, including screening for benefit eligibility, post-program retention supports, mentoring, fostering alumni networks, and preparing customers for workplace culture.
- Training for job search skills, resume development, and interview practices.
- Offering financial literacy, digital literacy, life coaching, and education.
- Enhanced exposure to and the ability to interact with trades workers of the same race, ethnicity, or gender as customers.
- Documented plan to provide career services to customers.

Performance Goals and Expectations

Grantees are required to comply with the following program goals and expectations.

Performance Goals

Performance goals must be established for each grantee that include:

- Number of individuals enrolled in the program
- Number of individuals completing the program
- Number of individuals obtaining credential(s)
- Number of individuals that achieve a measurable skill gain
- Number of individuals placed in post-secondary education
- Number of individuals placed in unsubsidized employment
- Number of individuals retained in unsubsidized employment for 6 and 12 months
- Number of individuals experiencing a wage/benefit increase (Incumbent worker)

Performance Standards

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

Outcome Metrics

The JTED program will keep track of outcomes. These metrics will inform the DCEO of the efficiency and effectiveness of their employment and training services.

Performance Reports

DCEO requires reporting on targeted communities, target population characteristics, services, and outcomes; collected by grantees.

Equity Values

Grantees must integrate the key equity values throughout all elements of their program. They must demonstrate an understanding of how differences within the JTED targeted populations can impact access to effective job training and opportunities for employment. For more information about equity and the program's core equity values, see chapter 2.

Industry/Sector Partnerships

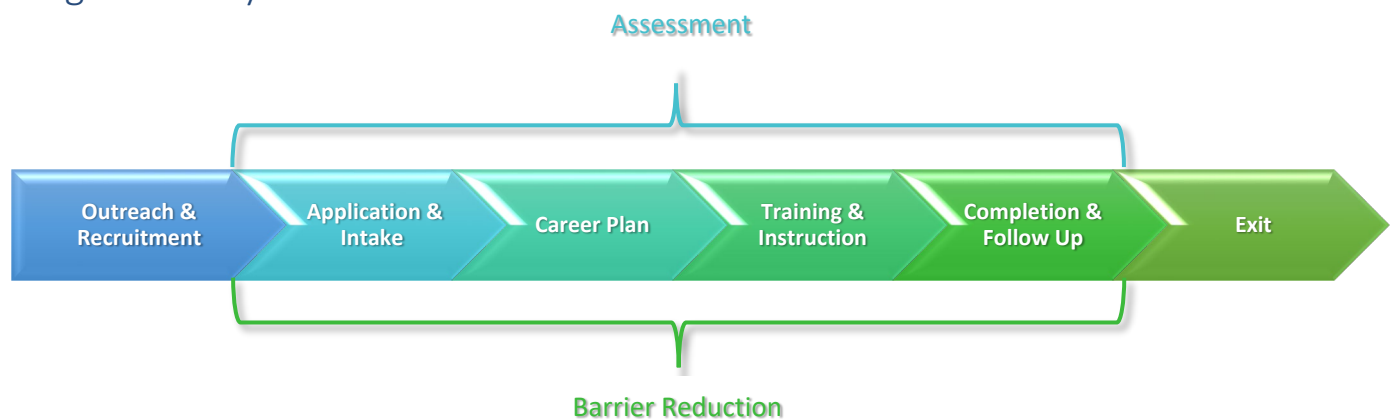
The JTED program utilizes an industry/sector partnerships model to build pipelines of qualified workers into targeted industries. The National Skills Coalition (2019) states,

“Industry/sector partnerships can bring together local businesses, unions and worker organizations, community colleges, training providers, and community organizations, to develop local and industry-specific workforce strategies. These relationships can inform training and career pathways, broker apprenticeship and work-based learning, validate industry-specific credentials, inform industry practices, and shape hiring and worker advancement strategies.

Since industry partnerships intentionally design training, hiring, and advancement opportunities between workers and employers within a particular sector, they can be used to disrupt occupational segregation, mitigate bias in hiring and advancement practices, while connecting workers of color to quality jobs, if they are equity focused. These efforts also reduce occupational segregation and produce positive and equitable labor market outcomes for workers of color and small businesses.”

See **Chapter 3: Partnerships** for a description of how grantees can intentionally build relationships with local and regional employers, union groups, Local Workforce Areas, community colleges, Registered Apprenticeship Programs (RAPs), community-based organizations, and secondary schools, among others to reach program outcomes. The success of JTED depends upon building strong industry/sector partnerships.

Program Lifecycle



JTED is intended to support customers throughout the **program lifecycle**, from outreach and recruitment to program exit.

Chapters 4-8 of the manual address the different elements of this lifecycle:

- Chapter 4 discusses how to outreach to and recruit customers. Outreach must be inclusive of all populations, with a specific focus on targeted populations. Outreach strategies must acknowledge

disparities in targeted industries and help customers make informed decisions about their participation.

- Chapter 5 focuses on leveraging applications and assessment tools to help customer apply, enroll, and start receiving program services.
- Chapter 6 describes the barrier reduction services that grantees may offer to reduce barriers that impede customers' success in the program. They include services, such as transportation or childcare support, as well as services to help maximize the customers' ability to be successful in the program and obtain the offered certifications/credentials.
- Chapter 7 discusses one of the most critical components of the program, the training component. Curricula must include instruction with a strong emphasis on hands-on practice at job sites, career services, occupational skill-building, and work-based learning. These curriculum modalities will lead to obtaining relevant certifications within specific industries.
- Chapter 8 focuses on program completion and exit. Grantees will assist customers with career counseling, mock interviews, application preparation, resume writing, job search assistance, and more, based on the individual customer needs. **JTED will provide continued case management services to customers after they complete the program, prior to their exit.** Services may include but are not limited to counseling individuals about the workplace, assisting individuals and employers in resolving work-related problems, providing individuals with referrals to peer support groups or other community resources, and contacting individuals or employers to help secure better-paying jobs. **These services must be available to customers for at least one year after completing the training program or upon termination of the grant.**

Administrative Requirements

Grantees will need to meet a number of requirements to successfully administer this grant. Chapter 9 discusses the professional development and technical assistance offered by JTED to improve grantee performance and enable the successful implementation of the program, its policies, and procedures.

Grantees are required to report certain information about their programs, including the number of applicants, customers, demographics of customers, individual completions, those that have exited, and post training placements. Chapter 10 of the grantee manual highlights the data management process, the types of data grantees must collect, and the role of the JTED tracking system.

Chapter 11 of the grantee manual describes the expectations for keeping financial records, submitting program and financial reports, and the appropriate use of funds. Finally, chapter 12 discusses program monitoring to ensure that grantees are making progress toward achieving their goals within the defined timeline.

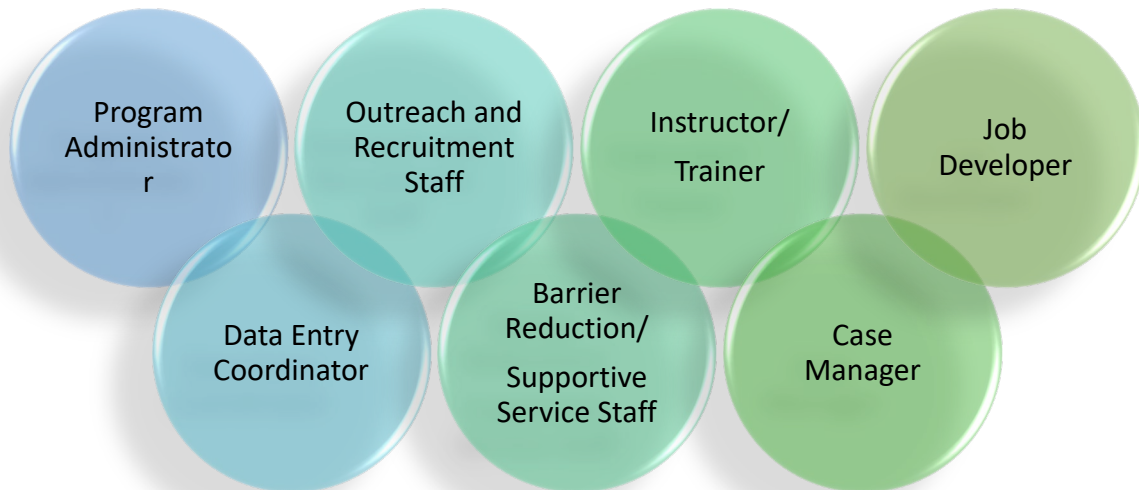
Grant Managers, Monitors, and Regional Administrators

A key component is the **JTED Team** monitoring and oversight of the grant. DCEO employees oversee and support the JTED programs and will be an essential resource for program implementation. Get to know the JTED team!

***Note:** for more information regarding monitoring, see Chapter 12: Monitoring and Auditing.*

Staff Roles

Grantees must have a dedicated staff to complete all the program requirements effectively. Below is a list of the staff roles that JTED recommends all grantees have at their sites. Staff roles are defined as a list of responsibilities attributed to a staff member(s). DCEO fully understands that many grantees will have staff that cover more than one role or utilize partnerships to fulfill these staff roles. Later sections of this manual will discuss these roles in more detail.



Program Administrator

The Program Administrator is responsible for program compliance, ensuring performance metrics are met, and required reporting is complete. The Program Administrator will also oversee program operations, onboarding staff, and monitor the performance of other program roles.

Data Entry Coordinator

Data Entry Coordinator is responsible for ensuring timely reporting of program data in the JTED Reporting System, including entering customers information, programmatic and service data, outcome metrics, and verifying data accuracy, among others. Data Entry Coordinators will create records, enter information, update records, run reports, and communicate with JTED Grant Managers and Monitors. Data Entry Coordinators must participate in required training session related to the JTED Reporting System. Lastly, they must have basic computer skills (typing, opening and closing program files, file system navigation, and database management proficiency).

Outreach and Recruitment Staff

Outreach and Recruitment Staff secure a constant flow of leads for the program, conduct pre-screen assessments, ensure program applications are completed, and support the enrollment of customers into the program. Refer to Chapter 4 for more information regarding the requirements.

Barrier Reduction/Supportive Service Staff

Barrier Reduction Staff/Supportive Service Staff are responsible for support services from the start with the [Service Needs Assessment](#). Agencies are required to have a supportive services policy and a barrier reduction policy. Agencies **must** comply with policies. They will set up necessary services, and offer support if customers begin to struggle. They will administer the Barrier Reduction Program funds to provide services to help eligible customers overcome financial and other barriers to participation. The Barrier Reduction Staff will also be responsible for the academic needs of students, progress reports, action plans, monitoring attendance, academic performance, make-up sessions, assessment retakes, and tutoring. Barrier Reduction Staff will also source other needed support services from outside providers and partners and refer customers to those services as appropriate.

Instructor/Trainer

Grantees are required to have qualified and dedicated instructors for their program. Instructors do not have to be employees; Grantees can contract with an individual or partner organization to carry out the training portion of their training program. Instructors must provide classroom, hands-on, and worksite training and tutoring.

Case Manager

Case Managers ensure that assessments are completed and individualized career plans are created in coordination with other program staff. This includes creating resumes and delivering career services such as mock interviews, employment application completion, and entering apprenticeship programs, among others. They work with contractors, employers, advance training programs, U.S. DOL-registered apprenticeship programs, and other partners to ensure the program completers' timely and successful Exit. They also conduct post-program follow-up with customers.

Job Developers

Job Developers are workforce development professional, who are responsible for connecting customers with employment opportunities. They work with both job seekers and employers to find suitable matches by providing support and guidance throughout the process including; creating resumes, creating professional profiles on career sites, delivering career services, conducting mock interviews, etc.

Glossary

We have defined important terms used throughout the Grantee Manual.

Accessibility: Ease of use or full participation in services, facilities, workplaces, products, and communications for all individuals, including those with disabilities and limited English proficiency.

Barrier Reduction Service Staff: A staff role responsible for providing wrap around services and academic support services as determined by customers through the Service Needs Assessment and Career Assessments. Barrier reduction services are designed to mitigate or remove barriers that might impede customers' ability to be successful in a pre-apprenticeship program and, more importantly, to effectively attain employment.

Budget Modification: The process started by grantees to adjust their existing budget. All budget modifications must be approved by DCEO. Contact your Grant Manager to get started.

Career Assessment: A tool utilized to assess the post-graduation plans and interests of customers and create a career plan. Initial career assessment questions are asked during the intake phase.

Community-based Organization (CBO): An organization that provides employment, skill development, or related services to members of the community. This definition can include certain community colleges, nonprofits, and local governments.

Complete Status: A customer who has completed program training services by meeting all attendance, testing, and certification requirements for successful completion. Customers who have completed the program will still receive career services.

Continuous Program Improvement: An ongoing effort to improve services and program delivery, and it continuously and effectively uses program data to understand a program's strengths and weaknesses at a particular moment in time.

Contractor/Vendor: A non-state entity that receives a contract to provide goods and/or services for the awarding non-state entity. The contract creates a procurement relationship between the contractor and the Grantee/Recipient and/or the Subgrantee/Subrecipient.

Curriculum: The overall content of the training program.

Customers: An individual actively enrolled in the JTED program.

Customers Satisfaction Survey: A recommendation and best practice to gather feedback from customers once they have completed the pre-apprenticeship program. The survey is anonymous, and individualized information will be kept confidential. Grantees will receive trend data from their surveys as part of the organization's Program Improvement Plan.

Data: Individual pieces of information that, when analyzed, can provide the Office of Employment and Training (OET) and its grantees with valuable information.

Data Entry Staff: A staff role responsible for entering data into the Reporting System in a timely and accurate manner.

Data Management Process: The administrative process of acquiring, entering, validating, and processing customer and grantee data.

Dashboard: The Reporting System dashboard allows grantees to see the comparative data between actual performance and program goals visually, exposing performance gaps.

Department: The Department of Commerce and Economic Opportunity.

Discrimination: Bias or prejudice resulting in a denial of opportunity or unfair treatment when hiring, creating, or applying policies, training, promoting, firing, or laying off employees or in any other terms and conditions of employment.

Diversity: The representation of people from a variety of backgrounds and experiences. How people differ encompasses specific characteristics that may include, but not be limited to, race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

Economic Development Organization: Local planning or community development organizations and other local organizations and institutions response for promoting or assisting in local economic development.

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

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

Eligible Training Provider: An organization (e.g., public or private college or university, an industry association, registered apprenticeship program, a community-based organization) that is approved to provide training services by the appropriate accrediting body. [20 ILCS 605/605-415(b)] this includes Federal SNAP Employment and Training Providers (FSENT) and Temporary Assistance for Needy Families (TANF) providers.

Enrolled Customer: An individual who has completed the application process, who is eligible to participate, who has signed the commitment agreement, and who has started receiving services.

Equity: Recognizes that each person has different needs and circumstances and allocates the resources and opportunities based on those specific needs and circumstances.

Equity-Focused Populations: Low-income persons; persons residing in equity investment eligible communities; persons who identify as black, indigenous, and people of color; formerly convicted persons; persons who are or were in the child welfare system; energy workers; dependents of displaced energy workers; women; LGBTQ+, transgender, or gender nonconforming persons; persons with disabilities; and members of any of these groups who are also youth.

Exited Customer: An individual who is no longer receiving any training services, service needs, career services, or student support services. Exited customers may still receive follow-up to track customer outcomes.

Family Educational Rights and Privacy Act (FERPA): A federal law that affords customers who are 18 years old or who have entered a postsecondary institution at any age (“eligible student”) the right to have some control over the disclosure of personally identifiable information from their educational records. The FERPA statute is found at 20 U.S.C. § 1232g, and the FERPA regulations are found at 34 CFR Part 99.

GATA: The Grant Accountability and Transparency Act [30 ILCS 708].

Grant Accountability and Transparency Act (GATA): The state law that provides oversight of all grants from the State of Illinois and helps to provide transparency to the grant process and standardizes grant management across all State of Illinois agencies.

Grantee/Recipient: Non-state entity that receives a monetary award directly from a state awarding agency to carry out the activities as outlined in the award agreement.

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

Grantee: Any applicant for a grant award under this program whose proposal is funded by the Department.

Inclusion: An environment in which individuals are treated fairly and respectfully, have equal access to resources and opportunities, and can fully participate and contribute.

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

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

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

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

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

Moderate-income Individual: Individuals whose income is: (i) at or below 300 percent of the FPG of the size of their household based on the most recently published poverty guidelines by HHS; or (ii) at or below 40 percent of the Area Median Income for its county and size of household based on data published most recently by HUD.

Monthly Compliance Progress Report: Documentation of outcome metrics entered in the Reporting System for the preceding month. It provides per-cohort metrics and reimbursement levels in addition to data trends.

NOFO: Notice of Funding Opportunity.

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

Orientation: A session held after program acceptance and before the start of the program, with the goals of welcoming customers, introducing staff, communicating expectations, and acclimating them to the grantees' pre-apprenticeship program and schedule.

Outreach and Recruitment Staff: A staff role responsible for generating leads and helping potential customers navigate the application process leading up to enrollment.

Outreach: Activities and strategies that are part of a comprehensive communication strategy that raises general program awareness to widen participation.

Partner Guide: A web-based resource site that houses Program resources, tools, webinars, training schedules, and other essential information. The Partner Guide is also where grantees can access the current Grantee Manual.

Partnerships: Formally structured long-term relationships. They are typically done by entities that work together to address complex issues to achieve a shared goal. Program partners should contribute unique capabilities to the relationship to maximize outcomes. Partnerships include relationships with Local Workforce Areas, local and regional Apprenticeship, union groups, community colleges, employers, employer associations, community-based organizations, and secondary schools.

Periodic Financial Report: A standardized financial report with supporting documentation for expense submission that is due within 30 days of the end of each quarter as required by the grant agreement.

Periodic Performance Report: A standardized performance report that is due within 30 days of the end of each quarter as required by the grant agreement.

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

Program: The Job Training and Economic Development Grant Program established at 20 ILCS 605/605-415.

Program Administrator: A staff role responsible for program compliance, operations management, and monitoring program performance.

Program Application: A standardized tool utilized by the Outreach and Recruitment staff to gather additional information and further determine eligibility for the JTED Program.

Professional Development: The tools, techniques, and strategies that impact the knowledge, skills, behaviors, and attitudes of grantees to improve their performance and enable them to successfully implement a JTED Program. Professional Development may include webinars, regional meetings, an annual conference, and program coaching.

Program Improvement Plan (PIP): A plan developed by JTED grantees that outlines their performance and action steps to improve performance even when meeting or exceeding goals, assigns staff to specific improvement tasks, and sets reasonable timelines.

Program Lifecycle: The model utilized by JTED that outlines the progression of individuals through the Program from applicant to customers to program exit.

Program Management: The process of directing and overseeing two or more related activities that have the same aim with the goal of compliance with program expectations, improving performance, and ensuring outcomes are met.

Program Monitoring: The associated activity for ensuring a program is making the expected incremental progress to achieve its goals within a defined timeframe.

Programmatic Risk Assessment: An assessment used to determine the barriers to the grantee's ability to execute the specified program successfully. This assessment is completed at the end of the application process, and conditions produced by it are added to the grantee's grant agreement. The PRA is also one of the tools utilized to determine grantee track assignments.

Public Assistance: Federal, State, or local government cash payments for which eligibility is determined by a needs or income test

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

Recruitment: Activities and strategies focused on attracting specific students or groups that grantees are seeking to enroll in their program or to partner with.

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

Registered Apprenticeship Program (RAP): Registered apprenticeship programs are regulated by the United States Department of Labor RAPs includes five core components: (1) Employer Involvement – the apprentice must be employed; (2) Structured On-the-Job Learning – with mentor(s); (3) Related Training

and Instruction – this can be in a classroom/conference room or online; (4) Rewards for Skill Gains – as the apprentice learns more, they are paid more; and (5) National Occupational Credential.

Reporting System: A custom database developed by DCEO. The Reporting System is the information hub for all programmatic tracking and most program reporting. It is also a case management tool to track customer service delivery and needs.

State: The State of Illinois.

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

Secretary: The Secretary of the U.S. Department of Labor.

Service Needs Assessment: A tool utilized by the Barrier Reduction Service staff to inform customers of available barrier reduction services they are eligible for or need to support their success.

Subgrantee/Subrecipient: A non-state entity that receives a sub-award to carry out part or a portion of a state award. The sub-award creates an assistance relationship between the Grantee/Recipient and the Subgrantee/Subrecipient.

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

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

Target Population: Persons who are unemployed, under-employed, or under-represented that have one or more barriers to employment as defined for "individual with a barrier to employment" in WIOA (29 USC 3102(24)) or as set forth in the applicable NOFO.

Technical Assistance: The process of providing targeted assistance to grantees, with the goal of program performance improvement through program development.

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

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

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

Uniform Guidance: The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200).

United States Department of Labor (DOL): The federal department, created in 1913, is responsible for promoting the working conditions of wage earners in the United States. DOL is also responsible for implementing the regulations regarding *registered apprenticeships* throughout the United States.

WIOA: The Workforce Innovation and Opportunity Act (29 USC 3101 et seq.).

Withdrawal: A program customer who was accepted into the program and accepted the offer but does not attend instruction or drops out later (and is not planning on joining again). Also applies to people who are dismissed from the program.

Work-Based Learning: Opportunities for participants to work at job sites while receiving feedback from program instructors. This gives customers opportunities to put into practice what they have learned in the classroom. Also includes activities such as job shadowing and work site visits.

Wrap-around Support Services: A suite of support services designed to assist customers in successfully participating in and completing the training program. Includes all non-academic supports, including transportation, childcare, healthcare costs, and more.

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