AGENCY SPECIFIC CONTENT FOR THE NOTICE OF FUNDING OPPORTUNITY 82-580

2018 Apprenticeship Expansion Program

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APPRENTICESHIP EXPANSION PROGRAM

A. PROGRAM DESCRIPTION
This Notice of Funding Opportunity (NOFO) sets forth the requirements for Illinois' 2018 Apprenticeship Expansion Program. The U.S. Department of Labor (USDOL) *Apprenticeship USA State Expansion Grant number AP-30076-16-60-A-17* was awarded to support the expansion of apprenticeships in Illinois. Investing in quality work-based learning opportunities are a major focus of Illinois' Workforce Innovation and Opportunity Act Unified State Plan and the Apprenticeship Committee of the Illinois Workforce Innovation Board ("Apprenticeship Committee"). The Illinois Department of Commerce and Economic Opportunity ("Department of Commerce", "Commerce" or "the Department") as the state agency responsible for the administration of statewide workforce development activities outlined in the Workforce Innovation and Opportunity Act (WIOA) funded by the U.S. Department of Labor (USDOL), is the entity issuing this NOFO in conjunction with its core WIOA partners: the Illinois Community College Board, the Illinois Department of Employment Security, and the Illinois Department of Human Services' Division of Rehabilitation Services. Below are items that applicants should familiarize themselves with to understand the requirements set forth in this application.

- Workforce Innovation and Opportunity Act of 2014
  https://www.doleta.gov/wioa/
- State of Illinois WIOA Unified State 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
- 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/
- Illinois Apprenticeship Plus
  https://www.illinoisworknet.com/ApprenticeshipPlus

PROGRAM PURPOSE
Illinois recognizes apprenticeships are a proven work-based learning strategy connecting individuals to a career pathway. The DOL Apprenticeship USA grants helped build an infrastructure to support the expansion of apprenticeships in Illinois. The State increased the number of Registered Apprenticeships from 13,754 in Federal Fiscal Year 2016 to 15,186 in Federal Fiscal Year 2017[1]. Although a solid foundation is in place, Illinois recognizes more resources are required to meet the goal of expanding Registered Apprenticeships 25% by 2020. The purpose of this NOFO is to request proposals from eligible organizations capable of implementing the apprenticeship expansion priorities of Illinois' Unified State Plan and the Illinois Apprenticeship Committee.

This NOFO will fund projects that demonstrate how Registered Apprenticeship and Pre-Apprenticeship programs can be developed and administered by further fostering, expanding and integrating regional partnerships across workforce, education and economic development organizations in each region of the State. The Illinois Apprenticeship Committee has determined the establishment and

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[1] According to the US Department of Labor RAPIDS Report on https://doleta.gov/oa/data_statistics.cfm downloaded on 4/21/18.

implementation of demonstration projects by *Apprenticeship Intermediaries* and *Regional Navigators* is a key strategy to the success of expanding apprenticeships in Illinois.

> *Apprenticeship Intermediaries* support demonstration projects including the recruitment, program administration and/or sponsorship of pre-apprenticeship and/or Registered Apprenticeship programs.

> *Regional Apprenticeship Navigators* support business outreach with employers and workforce professionals to expand the use of apprenticeship as a work-based learning strategy.

Apprenticeship Intermediaries

Increasingly, intermediary organizations act as apprenticeship program sponsors and perform 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. Apprenticeship Intermediaries include Industry Associations, Chambers of Commerce, Community Based Organizations, Local Workforce Areas, Community Colleges, Technical Schools, or other entities that will strengthen Illinois' Apprenticeship infrastructure. In this model, the *Apprenticeship Intermediary* sponsors or administers the apprenticeship or pre-apprenticeship programs, coordinates with employers to hire apprentices, facilitates the provision of related technical instructions and other components of the program. This NOFO will fund *Apprenticeship Intermediary* activities including, but are not limited to:

- Supporting the registration of new programs with the USDOL Office of Apprenticeship
- Sharing or utilizing resources from community colleges or other organizations for process acceleration that help stakeholders rapidly embrace programs; this includes sharing curricula and standards
- Aggregating the needs of small employers within an industry
- Identifying "champions" and "coaches" for apprentices, employers, and faculty
- Providing informational sessions on available or soon-to-be available programs
- Targeting underrepresented population(s) and creating a plan for outreach, wraparound supports and accommodations
- Managing Registered Apprenticeship Programs
- Developing the program design and coordinating the program activities including the recruitment, assessment, case management, related technical training, work-based training, supportive service and placement of participants
- Facilitating the participation of employers and other partners
- Supporting the development and expansion of apprenticeship program in "non-traditional" industries, employers and occupations.
- Identifying funding and resources to support demonstration projects

Regional Apprenticeship Navigators

A strong apprenticeship program requires building and maintaining effective partnerships between the business, workforce system, and education/training providers. This NOFO will fund *Regional Apprenticeship Navigators* to implement a targeted approach to business engagement within Illinois' 10 economic development regions focused on the targeted strategies outlined in Appendix A.

Regional Apprenticeship Navigators build capacity by developing and strengthening the knowledge, skills, abilities, processes, and resources that businesses, educational institutions, local workforce areas, and community partners need to create new or expand existing apprenticeship programs.

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Apprenticeship Navigators will develop sector and regional partnerships between interested parties with the common goal of growing the talent pipeline. Navigators should build relationships with regional employers and ease the access to apprenticeship for business and employees as the lead outreach and technical expert in their assigned geographic region.

The objective of the Apprenticeship Navigators is to expand apprentice sponsorship by employers and intermediaries in existing and new occupational areas within the region. The successful navigator will promote apprenticeships as an effective tool for developing regional workforces. The key activities of an Apprenticeship Navigator include:

- Consulting with employers and conducting 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.
    - o Managing the technical assistance process for employers interested in establishing apprenticeship programs and guiding program development from origin to completion.
    - o Identifying informational and financial resources 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.
    - o Identifying new markets and proposing apprenticeships based on labor market information.
- Developing 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.
    - o Building a regional network of partnerships.
    - o Bringing regional players together, such as CBOs, training providers, employers, as well as identify potential partnerships over various sectors.
    - o Acting as a Liaison between employers, area economic development organizations, educational providers, local workforce areas, etc.
    - o Partnering with local school districts, technical colleges to develop, other training providers, employers, and CBOs to help with the process to implement Youth Apprenticeship programs.
- Supporting existing and potential intermediaries within the region.
    - o Providing trainings and convenings that allow regional intermediaries to learn Best Practices.
    - o Providing administrative and technical support to intermediaries.
    - o Participating in the State of Illinois sponsored workgroups and training programs.
- Serving as a key point of contact in the region for the expansion of apprenticeship. Being available for free consultation to businesses, high schools, local workforce areas, chambers of commerce, community colleges, and other apprenticeship partners.
    - o Coordinating partnerships between interested parties and connecting the various apprenticeship components with supportive services.
    - o Encouraging the development of existing training programs to meet the standards of and registering as apprenticeship programs.
    - o Facilitating 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 the appropriate resources.
    - o Facilitation regional coordination and partnership with apprenticeship stakeholders, including businesses, Illinois U.S. Department of Labor's Office of Apprenticeship, the training and service providers, and other education and state agency partners.
    - o Promoting existing programs in the area and develop methods to include special populations.

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Competitive proposals will clearly articulate how the activities funded under this NOFO support the goals of the Apprenticeship Committee and the outcomes that are listed below. Note that grant funds should not supplant or replace the applicant's current operations.
- Number of new Registered Apprentices
- Number of new Registered Apprenticeship programs
- Number of new Pre-Apprenticeship programs
- Number of Pre-Apprenticeship participants who successfully transition into a Registered Apprenticeship program
- 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

Please note that organizations may submit a single proposal under this NOFO:
- As an intermediary creating or expanding Registered Apprenticeship or pre-apprenticeship pilot programs
- As a Regional Apprenticeship Navigator promoting and building capacity with various organizations to expand apprenticeship programs or
- Serving in both the Intermediary and Regional Navigator roles in creating or expanding registered apprenticeships or pre-apprenticeships pilot programs and providing regional assistance as a regional navigator

DEFINITIONS
Listed below are definitions of several terms commonly used in administering the federally funded workforce grants, including the 2018 Apprenticeship Expansion Program.

Apprenticeship Intermediary: An organization that can help broker local, regional, and national workforce solutions by, among other things, helping job seekers find jobs and employers find workers; convening employers and community partners to determine workforce trends; and assisting in blending customized services and seed funding to grow the demand for new apprenticeship programs. Examples of apprenticeship intermediaries include industry associations, Institutions of Higher Education, CBOs, chambers of commerce, local workforce areas, and community service organizations. Industry Intermediaries usually specialize in a specific sector, but some may possess expertise that cuts across more than one market. The Intermediary will serve as the Sponsor of the apprenticeship program, if they provide appropriate evidence of partnering with employers.

Career Pathway: Defined in WIOA 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 Act of August 16, 1937 (commonly known as the ''National Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 USC 50 et seq.) (referred to individually in this Act as an ''apprenticeship'', except in section 171);
- 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 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
  (see Appendix B for more information on Illinois' Common Career Pathways Definition & Guidance).

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.

Incumbent Worker Training: 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 help avert potential layoffs of employees or obtain the skills necessary to retain employment, such as increasing the skill levels of employees, so they can be promoted within the company and create backfill opportunities for new or less-skilled employees. 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.

Non-Registered Apprenticeship: An apprenticeship that is not registered with the U.S. Department of Labor, but that meets all Registered Apprenticeship criteria other than application for registration.

Participant: Defined in WIOA as a reportable individual who has received staff-assisted services after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination. The following individuals are not participants: (i) Individuals who have not completed at least 12 contact hours in the Adult Education and Family Literacy Act (AEFLA) program; (ii) Individuals who only use the self-service system; and (iii) Individuals who only receive information services or activities.

Pre-Apprenticeship. 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.

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

Sector Partnership: Partnerships of companies, from the same industry and in a shared labor market region, with education, workforce development, economic development, community organizations and other stakeholders that collectively focus on a set of priorities that matter to the competitiveness of their industry. These partnerships are:
- Industry-led, driven by a committed group of employer champions;
- Community-supported by a diverse range of public program partners;
- Convened or facilitated by a credible third-party (or intermediary);
- An organizing vehicle for multiple program partners to respond to industry priorities together;
- Local or regional (not top-down or statewide); and
- Action-oriented, focused on improving industry sector competitiveness, and not limited to just workforce issues.

Sponsor: Every Registered Apprenticeship program has a "sponsor." The sponsor is responsible for the overall operation and administration of the program, working in collaboration with the partners. Sponsors can be a single business or a consortium of businesses. Alternatively, the sponsor can be a range of workforce intermediaries including an industry association, community-based organizations, chambers of commerce, local workforce areas, a joint labor management organization, community colleges, etc.

Training Services: Defined in section 134(b)(3) of WIOA, as a service provided through an Individual Training Account (ITA) or through a training contract, that may be provided to eligible individuals if it is determined, after an interview, evaluation or assessment, and career planning, that the individual:
- is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone;
- is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone; and
- has the skills and qualifications to successfully participate in the selected program of training services.

Workforce Innovation & Opportunity Act: An act to replace the Workforce Investment Act of 1998 to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.

Youth Apprenticeship: A program for youth (ages 16 to 24) currently enrolled in secondary education or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

- 450 hours of paid on-the-job training under the supervision of a mentor;
- At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
- Ongoing and a final assessment measuring success in mastering skill standards;
- Career exploration where participants learn about several positions within the employer and the field; and
- Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills).
- Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

WIOA UNIFIED STATE PLAN

Under WIOA, the State of Illinois is required to submit a plan that outlines the vision, principles and goals for the integration of workforce, education and economic development programs. The plan describes the partnership of core partners, including Title I and III, through the U.S. Department of Labor, and Title II and IV through the Department of Education. The 2018 Apprenticeship Expansion Program seeks projects that will address the priorities within the unified state plan including the expansion of work-based learning, support of sector partnership projects, and statewide technical assistance projects. The following are the key elements of Illinois' WIOA Unified State Plan.

Vision Statement: Promote business-driven talent solutions that integrate education, workforce and economic development resources across systems to provide businesses, individuals, and communities with the opportunity to prosper and contribute to growing the state's economy.

Guiding Principles: Illinois will work toward achieving the vision using these principles as guideposts for policy development and program service delivery. Each partner will use its resources to support the following principles:

- Business demand driven orientation through a sector strategy framework;
- Strong partnerships with business at all levels;
- Career pathways to jobs of today and tomorrow;
- Integrated service delivery;
- Access and opportunity for all populations;
- Cross-agency collaboration and alignment for developing and/or promoting career pathways and industry-recognized stackable credentials;
- Clear metrics for progress and success; and
- Focus on continuous improvement and innovation.

State Goals: The partners will collectively use the following goals to support Illinois' vision to align and integrate education, workforce and economic development strategies at the state, regional and local levels to improve the economic growth and competitiveness of the state's employers and their workforce.

- Foster improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions.
- Expand career pathway opportunities through more accelerated and work-based training and align and integrate programs of study leading to industry-recognized credentials and improved employment and earnings.
- Expand career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and expansion of bridge programs.
- Expand information for employers and job seekers to access services by improving the Illinois public-private data infrastructure to support the alignment and integration of economic development, workforce development and education initiatives for supporting sector partnerships and career pathways.

State Strategies and Highlighted Activities: Illinois will explore a variety of strategies for the implementation of principles and goals with a focus on improving community prosperity through more competitive businesses and workers.   These strategies and highlighted activities include:
- Coordinate Demand-Driven Strategic Planning at the State and Regional Levels
  o Providing data and tools to support regional planning to align education, workforce and economic development strategies.
  o Developing a state and regional cross-agency benchmark report for stakeholders
- Support Employer-Driven Regional Sector Initiatives.
  o Conducting outreach to regional and local economic development organizations to improve regional collaboration in economic development planning.
  o Aligning and integrating business and job seeker services among the programs, along with state and regional economic development partners.
- Provide Career Pathways for Economic Advancement
  o Exploring ways to fully mainstream targeted populations into sector-based career pathway initiatives to achieve outcomes similar to other populations (see "Targeted Populations" in Chapter 1 of the WIOA Unified State Plan).
  o Creating new pathways for success by preparing low-skill adults to take advantage of sector-based bridge programs.
- Coordinate and Enhance Career Services and Case Management
  o Establishing case management teams to coordinate and support the delivery of enhanced case management services to participants across programs.
- Promoting continuous improvement in career services and case management through the identification of best practice models and incentivizing demonstration projects. Expand Access to Labor Market Information.
  o Improving access to labor market information for employers and job seekers that will allow them to promote and access job openings, review changing labor market trends, and identify education and training programs.
  o Supporting awareness and adoption of innovative private sector models, such as the U.S. Chamber of Commerce Talent Pipeline Management Initiative.
- Improve Public-Private Data Infrastructure
  o Working with core partners and the State Chief Information Officer to develop a framework of how to integrate state intake, case management and reporting systems.

o   Expanding and improving the state education and workforce longitudinal data system to support these six strategies.

IWIB APPRENTICESHIP PLAN

The IWIB is committed to using registered apprenticeships and pre-apprenticeships as a key strategy to build a pipeline of skilled workers to help businesses throughout the State to remain competitive. The IWIB Apprenticeship Committee is the key resource for the IWIB to identify policies, resources, opportunities and challenges as Illinois seeks to establish a comprehensive "scaffold" of pathways around and towards Registered Apprenticeships (see Appendix C).

To further the role of apprenticeship as an effective work-based learning model into a career pathway, the IWIB Apprenticeship Committee created three work groups: Business Engagement, Marketing, and Systems & Supports. These work groups have identified objectives, priorities, activities, and strategies from feedback given by businesses, local workforce boards, educational institutions and others. The work groups and the full IWIB Apprenticeship Committee has recently completed a strategic planning document, which outlines actions to expand apprenticeships in Illinois. For more information please visit www.illinoisworknet.com/apprenticeshipplus

PROGRAM REQUIREMENTS

Allowable Activities: Projects that are funded under this NOFO must be allowable under the Workforce Innovation and Opportunity Act as outlined in Part A of this NOFO. Projects that provide direct services to individuals must meet the eligibility guidelines outlined in the WIOA regulations and summarized in Appendix D.   Note that the Department of Commerce 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.
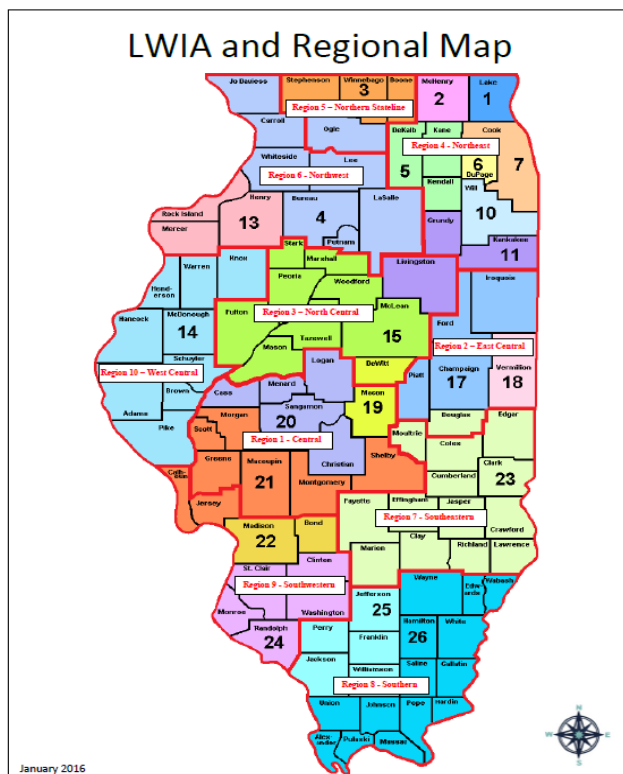
Support of Industry Sector Partnerships: One of the goals of Illinois' WIOA Unified State Plan is to foster the improvement and expansion of employer-driven regional partnerships to increase the focus on critical in-demand occupations in key sectors. This grant will focus on demonstration projects, support regional partnerships, build capacity, and provide technical assistance. The Apprenticeship Expansion Program is a part of the State of Illinois' strategies to support industry sector partnerships. Grantees may be required to participate and integrate the program activities with the State's Talent Pipeline Management (TPM) initiatives as appropriate.

Launched in 2014, the U.S. Chamber of Commerce developed the *Talent Pipeline Management* approach to address chronic national skill gaps. Skill gaps exist where there is a disconnect between what businesses want new employees to know when hired and what the

applicant pool actually knows. TPM uses supply chain principles to call on business 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 skills evolve. There are several regions in Illinois that have implemented TPM strategies and it is anticipated that the Apprenticeship Intermediaries and Navigators will be invited to participate in Illinois' sector strategies and TPM initiatives as appropriate. For more information regarding the TPM please see Appendix E.

Support of Regional and Local Plans: The Department of Commerce will consider projects in Local Workforce Innovation Areas and Economic Development Regions throughout the state. Applicants must identify the workforce/economic development region and administer the programs within the context of the State, Regional and Local Workforce Development Plans. Applicants must work with the state, regional and local partners to implement the project in coordination with WIOA. A map of the workforce and economic development regions in Illinois is provided on this page. Additional information regarding the regional and local workforce plans is posted on the Illinois workNet portal at: https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx

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 create a viable approach for complying with WIOA client eligibility, reporting, and performance requirements. Such applicants must enter into a 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* for WIOA customers and the *Illinois Workforce Training System* for incumbent worker trainees.

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 applicable to all participants served under this NOFO. The negotiated performance measures are listed in Appendix F. In instances where the Grantee is not an LWIA, WIOA performance measures and targets for the grant will be determined at the State level. The following are the WIOA performance measures:

Adults and Dislocated Workers
- *Employment Rate 2nd Quarter after Exit* - The percentage of WIOA registered participants in unsubsidized employment during the 2nd quarter after exit from the program.
- *Employment Rate 4th Quarter after Exit* - The percentage of WIOA registered participants who are in unsubsidized employment during the 4th quarter after exit from the program.
- *Median Earnings* - The median earnings of WIOA registered participants who are in unsubsidized employment in the 2nd quarter after exit from the program.
- *Credential Attainment – Includes all Adult and Dislocated Workers who received training or education (excluding OJT or Customized Training)* - The percentage of WIOA registered participants who obtain a postsecondary credential, a high school diploma, or a GED during participation in a program or within one (1) year after exit from the program. If a participant obtains a secondary school diploma or equivalent, they must also be employed or in an education/training program

leading to a postsecondary credential within one (1) year after exit to count as having met the performance indicator.

- *Measurable Skill Gains* – includes those in education or training in a given program year (not exit-based) that achieve any of the following: educational functioning level increase, secondary school diploma attainment, transcript/report card showing 12 credits attained, satisfactory progress report toward established milestone, or successful passage of a required exam. (Only one (1) gain per program year (i.e., in numerator and denominator one (1) time) unless a participant has multiple periods of participation in a given program year.

Youth

- *Employment/Education Rate 2nd Quarter after Exit -* The percentage of WIOA registered participants in unsubsidized employment, secondary education, postsecondary education, and occupational skills training in the 2nd quarter after exit from the program.
- *Employment/Education Rate 4th Quarter after Exit -* The percentage of WIOA registered participants in unsubsidized employment, secondary education, postsecondary education, and occupational skills training in the 4th quarter after exit from the program.
- *Credential Attainment – Only includes those who received training or education (excluding OJT or Customized Training) -* The percentage of WIOA registered participants who obtain a postsecondary credential, a high school diploma, or a GED during participation in a program or within 1 year after exit from the program. If participant obtains secondary school diploma or equivalent, they must also be employed or in an education/training program leading to a postsecondary credential within one (1) year after exit to count as having met the performance indicator.
- *Measurable Skill Gains* – Includes those in education or training in a given program year (not exit-based) that achieve any of the following: educational functioning level increase, secondary school diploma attainment, transcript/report card showing 12 credits attained, satisfactory progress report toward established milestone, or successful passage of a required exam. Only one (1) gain per program year (i.e., in numerator and denominator one (1) time) unless a participant has multiple periods of participation in a given program year.

Target Populations: Commerce will accept proposals that support the priorities outlined in the *regional workforce development plans*. This may include projects that serve youth, adults, dislocated workers, and/or incumbent workers that are eligible under the Workforce Innovation and Opportunity Act. Additional consideration will be provided to projects that serve the targeted populations included in the Illinois WIOA Unified State Plan including:

- Low-income individuals;
- Individuals with disabilities;
- Returning Citizens (ex-offenders);
- Homeless individuals;
- 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); and
- Long-term unemployed individuals.

Targeted Industries and Occupations: Commerce 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.

Participant Training Programs: All participant training programs must be provided by an Eligible Training Provider that will lead to an employment related placement. All participant training programs must be certified and include a target occupation(s) from the current Demand Occupation Training List. Successful proposals will identify the industry-recognized credential(s) that will result from the training. If the training does not lead to an industry-recognized credential, the applicant must provide a description of how the training will lead to unsubsidized employment or post-secondary education. Applicants are also encouraged to expand career pathway opportunities through accelerated training and work-based learning. The requirements for Eligible Training Providers and industry-recognized credentials do not apply to on-the-job training or incumbent worker training.

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 of Commerce and Illinois workNet. As outlined in Part A of this NOFO, competitive applications will clearly articulate how the activities funded under this NOFO support the goals of the Apprenticeship Committee as measured by the activities and outcomes outlined in Attachment II.

B. FUNDING INFORMATION

Funding Source: Funding for this program may utilize federal funds from the U.S. Department of Labor under the Apprenticeship USA award number AP-30076-16-60-A-17 and/or the Workforce Innovation and Opportunity Act award number #AA-30732-17-55-A-17.

Award Amount: It is expected that 4-7 grants of $50,000 to $500,000 will awarded under this NOFO. The goal is to fund 2-3 projects in northern Illinois, 1-2 projects in central Illinois, and 1-2 projects in southern Illinois. Funding awards will correspond with the project's anticipated outcomes and deliverables.   The Department of Commerce may elect to award larger amounts based on strength of application or performance during the grant period. The Department of Commerce expects to award $1-3 Million in Apprenticeship Expansion grants.

Funding decisions are made as funding is available and the Department of Commerce is not obligated to provide the maximum grant amount requested. Allowable costs must be necessary, reasonable, and allocable based on the activity or 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.

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

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.

Administrative Costs: It is expected that administrative costs, both direct and indirect, will represent a small portion of the program budget. Successful applicants should strive to keep administrative costs to 10 percent (10%), or less, of direct costs 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.

Indirect Costs: In order to charge indirect costs to the grant, the applicant organization must elect one of the following options annually and complete the necessary requirements in the State of Illinois Indirect Cost Rate System:

- *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 approved NICRA.
- *State Negotiated Rate.* The organization may negotiate an indirect cost rate with the State of Illinois if they do not have Federally Negotiated Rate and if they do not receive funds directly from a federal agency. The indirect cost rate proposal must be submitted to the State within 90 days of the grant effective date.
- *De Minimis Rate.* An organization that has never received a Federally Negotiated Rate or a State of Illinois Negotiated Rate may elect a de minimis rate of 10% of the modified total direct costs (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.

Award Term: The grant term/performance period will be determined on a project specific basis, targeted at 12-18 months

Technical Assistance: Technical Assistance (TA) will be provided throughout the application process, in the form of webinars, regional meetings, and direct support. More information will be posted at: www.illinoisworknet.com/apprenticeshipnofo.

C. ELIGIBILITY INFORMATION
Eligible Applicants: This funding opportunity is limited to public and private organizations that are in good standing with the Illinois Secretary of State. Additional consideration will be given to organizations that demonstrate the administrative capacity and a history of successfully implementing innovative pilot projects. Organizations must demonstrate that they have capacity to provide the services outlined in *Part A – Program Purpose* of this NOFO.

Grantees must comply 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.).

Demonstrated Effectiveness: Eligible applicants must demonstrate effectiveness in serving the target population(s), engaging businesses, and the ability to meet performance targets. The applicant's capacity to show they have the ability to deliver in these areas is a strong factor in coordinating education, workforce and economic development services. Proposals must provide data and supporting related outcomes to demonstrate capacity and effectiveness.

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 submitting its application. Registration information is available at governmentcontractregistration.com/sam-registration.asp;
- Provide a valid DUNS number in its application; and
- Maintain an active SAM registration with current information at all times during the entire period of 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 of Commerce may not make a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Pre-Registration Requirement: An entity may apply for a grant, but will not be eligible for a grant award until the entity has pre-qualified through the Grant Accountability and Transparency Act (GATA) Grantee Portal, www.grants.illinois.gov. During pre-qualification, Dun and Bradstreet verifications are performed including a check of Debarred and Suspended status and Good Standing with the Illinois Secretary of State. The pre-qualification process also includes a financial and administrative risk assessment utilizing an Internal Controls Questionnaire. If applicable, the entity will be notified that it is ineligible for an award as a result of the Dun and Bradstreet verification. The entity will be informed of corrective action needed to become eligible for a grant award.   If an applicant has failed to meet an eligibility criterion at the time of an application deadline, the application will still be reviewed but the State will not make a State Award until all eligibility criteria are met. The online registration will trigger a pre-qualification process that will ensure the entity:

- 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.

Once an entity is pre-qualified, they will receive a link to an Internal Controls Questionnaire (ICQ). Applicants must complete the ICQ as part of the pre-award process and program staff will then determine whether any or all risk-based conditions shall be incorporated into the Agreement.

D. APPLICATION REQUIREMENTS AND SUBMISSION INFORMATION
Application Information: Application materials are provided throughout the announcement and at www.illinoisworknet.com/Apprenticeshipplus. 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.

AGENCY SPECIFIC CONTENT FOR THE NOTICE OF FUNDING OPPORTUNITY 82-580
APPRENTICESHIP EXPANSION PROGRAM

Content and Form of Application Submission: Apprenticeship expansion projects must address the elements expressed in *Section A - Program Description* of this NOFO. Each applicant must submit all sections as follows:

1. *Signed Application:* Complete the State of Illinois Standard Grant Application Form and use this as the "cover" of the Apprenticeship Expansion grant application.

2. *Executive Summary (one page)*: Provide a one page summary that identifies/describes the:
   a. Applicant;
   b. Amount of funding requested;
   c. Geographic region and community(ies) to be served;
   d. Members of the regional partnership including education and training agencies, regional employers, business and industry associations, economic development organizations, one-stop partners, organized labor, and others determined appropriate;
   e. Services to be provided; and
   f. Anticipated goals and outcomes of this project.

3. *Technical Proposal (12-18 page maximum):* The narrative technical proposal should highlight the goals of the organization with respect to the targeted population, activities to be undertaken, and the outcomes of these activities. The technical proposal should include the following information:
   a. *Applicant Capacity (2 pages maximum):*
      1) Describe the related experience of the applicant and partners responding to the NOFO. 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).
      2) Provide information about the applicant's size and structure and length of time in business.
      3) Include a list of the applicant'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. Provide resumes for all project staff. Indicate, at a minimum, their positions and total years in the organization, education, and relevant work experience.
      4) For 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 (IWDS).
      5) Include references (with contact information) for projects recently completed or under way that required skills and experience similar to those required for this proposed project.
   b. *Documentation of Need (2 pages maximum):*
      1) Identify the targeted industry and occupations. Include a labor market analysis and relevant and current data illustrating the needs of employers and job seekers. This data should inform a sector-based approach that leverages existing networks and resources.
      2) Provide a detailed explanation of how this project will serve the targeted communities and populations specified in the Program Description of the NOFO (Section A).
      3) Describe your connection and experience serving the population (program participants) targeted in this proposal. How many program participants will be served and how will they be identified/recruited?
      4) Provide any additional contextual details that will strengthen the reviewers' understanding of the identified issues/problems and needs.

AGENCY SPECIFIC CONTENT FOR THE NOTICE OF FUNDING OPPORTUNITY 82-580

APPRENTICESHIP EXPANSION PROGRAM

[FOR INTERMEDIARY PROJECTS RESPOND TO PART I BELOW]

c. *PART I - Project Plan and Considerations for Intermediary Projects: (6 Page Maximum)*
Apprenticeship Intermediaries aggregate the needs of employers and coordinate apprenticeship programs with and for them. Applicants who are not Local Workforce Innovation Areas (LWIAs) who will serve WIOA-eligible registrants must develop a Memorandum of Understanding by the applicant and Local Workforce Area that details at a minimum the LWIA's role and responsibilities related to recruitment, eligibility determination, enrollment, and performance requirements and strategies. Attach Partnership Agreements (as opposed to Letters of Support) with all essential partners detailing entity information and contact information, responsibilities, functions, and coordination.

1) Provide information regarding the anticipated partnerships that will be created between employers, industry groups, other associations, education providers, the regional workforce system, and potential apprentices, while holding everyone accountable and ensuring standards are met.
   - Describe how diverse partners will reach diverse populations
   - Describe how the partners will organize non-traditional sectors and/or implement innovative practices
2) Describe how the proposed activity will aggregate the needs of small employers within an industry sector(s) to ease the entry into apprenticeship programs
3) Describe the project activity that strengthens apprentices' progress by connecting them with wrap-around/supportive services.
4) Describe an innovative plan for sustaining the Intermediary-Regional Navigator model after this program ends
5) Describe the Registered Apprenticeship Program or Pre-Apprenticeship Program that meets federal guidelines, and how it will result in apprentices gaining high level technical and theoretical skills in the designated occupation.
   - Describe program plans to provide practical, hands-on experience as well as classroom instruction
   - Provide a detailed outline of the training program and schedule of work processes
   - Describe how the participant's occupational skills will be tracked and evaluated
   - Describe the total cost of the apprenticeship program and plans for funding the training and education components
6) Provide detailed information about the training providers(s) selected 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?
   - 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.)
   - If your project includes training services, explain how you will insure that the training provider is accredited and will successfully fulfill their duties.
7) 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:
   - Name of the employer/industry partner
   - Name of work-based training provider
   - Projected duration of the work-based training
   - Provide detail on the innovative aspects of this program

8) Provide detail on partnerships with regional workforce, educational and economic development entities, and their roles and responsibilities

[FOR REGIONAL NAVIGATORS SUPPORTING CAPACITY BUILDING RESPOND TO PART II BELOW]

d. ***PART II - Project Plan and Considerations for Regional Navigators: (6 Page Maximum)***
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.

1) Describe the navigator's methods to identify and work with employers and conduct worksite visits to assess the viability of industry-recognized credential programs as an appropriate tool to meet individual or group employer training needs.
   - How will the navigator manage the process and guide program development from origin to completion?
   - How will the navigator identify informational and financial resources to assist employer sponsors with the development and sustainability of apprenticeship programs? Explain plans to involve stakeholders and employers in demonstrating the viability and complexity of program implementation.
   - How will the navigator Identify new markets and propose apprenticeships to serve them?
2) Describe the navigator's methods to develop a network of public- and private sector stakeholders to identify opportunities for program expansion and promotion.
   - How will the navigator build a regional network of partnerships?
   - How will the navigator bring together regional and sectoral partners, such as CBOs, training providers and employers?
   - How will the navigator liaison between employers, area economic development organizations, educational providers, etc.?
   - How will the navigator create partnerships with local educational and training providers, employers, and CBOs to implement Youth Apprenticeship programs?
3) Describe how the partners will conduct regional outreach based on regional needs.
   - How will the data be analyzed and synthesized? Analyze regional labor market factors, sector trends, hiring challenges, and potential solutions for business partners.
   - How will the navigator use information about clients' products, needs, problems, history, and business practices to offer effective assistance and overcome objections?
4) Describe strategies for recruitment and inclusion of diverse and targeted populations.
   - How will the navigator ensure quality of apprenticeships and workforce solutions?
   - How will the navigator train intermediaries to learn best practices?
   - How will the navigator coordinate with intermediaries to retain targeted populations?
   - How will the navigator provide better regional customer service through technical assistance and effective information flow?

e. *Cost Effectiveness/Return on Investment (2 page maximum):*
1) Describe the use and ratios of leveraged and matching funds from the grantee, workforce partners and participating businesses;
2) Explain how the project will result in more registered apprenticeship. or pre-apprenticeships

3) How will this project be sustained beyond the grant funding period; and
4) Discuss how this project could be scaled for statewide use, and what benefits will be derived across diverse geographic and demographic regions.

4. ***Implementation Plan and Schedule***: Grant applications must include an implementation plan using the format provided in Attachment 1. The implementation plan must include the major project activities, timelines for completion of the activities, the staff responsible for performing the activities and the deliverable associated with the project activity.

5. ***Activity and Outcomes Summary:*** Grant application must include a summary of the grant activity and projected outcomes provided in Attachment II.

6. ***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.

7. ***Memorandum of Understanding (MOU)***: For applicants other than LWIAs, 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, 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.

8. ***Budget Proposal***: The State of Illinois has developed a standard budget proposal 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.   The grant application website includes the budget proposal template and technical assistance documents.

Submission Dates and Times: The cut-off date to ensure that proposals will be considered under this round of funding is September 17, 2018. The Department may review proposals periodically throughout the year. The Department will not accept applications submitted by mail, overnight mail, diskette, or by fax machine. Submit the proposal via e-mail to grantapplications@illinoisworknet.com. Applications will be considered based on quality and feasibility and contingent on the availability of funds.

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

Funding Restrictions: The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Final Guidance"), located at 2 CFR Part 200, supersedes and combines the requirements of Office of Management and Budget (OMB) Circulars A-21, A-87, A-102, A-110, A-122, and A-133. The U.S. Department of Labor has published exceptions to the Final Guidance at 2 CFR Part 2900. Any reference to the OMB Circulars is subject to the Final Guidance. The Final Guidance regulations may be viewed at: http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Application Format and Submission 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 technical proposal narrative is a maximum of 12 pages.
- 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.
- Applicants must submit the proposal via email. Submit the proposal to grantapplications@illinoisworknet.com.
- The Department of Commerce is under no obligation to review applications that do not comply with the above requirements.

Required Attachments: All applications must include the following mandatory forms/attachments in the order identified below. Please compile these attachments into one electronic file for items 1-7 and one electronic file for the budget proposal.
1. Signed Application
2. Executive Summary
3. Technical Proposal
4. Implementation Plan
5. Activity and Outcome Summary
6. Resumes of Program Staff
7. Partnership Agreements and/or Memorandums of Understanding (if applicable)
8. Budget Proposal

E. APPLICANT REVIEW INFORMATION
Applicants must demonstrate that they meet all requirements under this NOFO as described throughout. Applications that fail to meet the criteria described in "Eligible Applicants" as identified in *Section C. Eligibility Information* may not be scored and considered for funding. The following criteria will be used to evaluate applications:

Applicant Capacity (20%)
- The applicant's capacity to successfully complete the project tasks within the proposed grant period;
- The related experience of the applicant, contracts and/or partners on similar projects;
- The applicant's experience in working with, and ability to recruit from, the targeted population;
- 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 (25%)
- The project's targeted population(s), and the unique characteristics of the community and region;
- The project's target industry and occupation(s); and
- The projected impact on the targeted population and community.

Project Quality and Integration (30%)
- The types of training and the method of delivery;
- The number of participants, companies served, the participant recruitment plan, and the services provided to priority populations (minority, women, returning citizens, veterans, individuals with disabilities);
- The quality of the training providers and training outcomes (industry-recognized skills, certifications);

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- Coordination with key partners and strength of the partnership agreements / MOUs;
- How the project will result or aid in the permanent employment of participants;
- The overall feasibility and quality of the work plan;
- The quality of the project outcomes evaluation plan; and
- For non-participant serving projects:
  - The quality of proposed deliverables;
  - The quality of proposed innovation elements; and
  - The potential impact on workforce system service delivery.

Cost Effectiveness/Return on Investments (25%)
- The proposed project costs in relationship to planned outcomes;
- The cost efficiency of providing the proposed activities;
- The applicants' commitment to secure leveraged costs, and braid public and private funding for the project; and
- Specific work placements for permanent employment.

Review and Selection Process: A team of Department of Commerce staff and IWIB Apprenticeship Committee members will use the criteria listed in this section of the NOFO to review the applications. 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.

Anticipated Announcement and State Award Dates: Applicants will be notified upon completion and approval of the funding plan, contingent on the availability of funds.

F. AWARD ADMINISTRATION INFORMATION
State Award Notices: Successful applicants will be notified in writing by the Department of Commerce. A Notice of State Award (NOSA) will be distributed by the Department prior to the issuance of a grant agreement. The NOSA will specify terms and conditions added to the award based on the results of the fiscal and administrative internal control questionnaire and the programmatic risk assessment.

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

Administrative and National Policy Requirements: Refer to *Section C. Eligibility Information*, Indirect Costs for details on indirect rate requirements and limitations.

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:
- Quarterly Progress Reports including a trial balance;

- 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 Department of Commerce;
- Consolidated year-end financial reporting;
- 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 Department of Commerce and/or USDOL; and
- Formal evaluation of projects will be required as the State deems necessary.

Monitoring: Applicants funded through this NOFO are subject to fiscal and programmatic monitoring visits by the Department of Commerce. The successful applicant must have an open-door policy allowing periodic visits by Department of Commerce monitors to evaluate the progress of the project, and provide documentation upon request of the monitor. Program staff will also maintain contact with the participating businesses and monitor progress and performance of the contracts. The Department of Commerce may modify grants based on performance. Successful applicants may be subject to monitoring by other core partners, in the instance where the additional agency funding is included in the award. Formal evaluation of projects will be required as the State deems necessary.

Federal 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);
- 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 US Department of Labor Exceptions found at 2 CFR Part 2900;
- Applicable State of Illinois Laws; and
- State Workforce Innovation and Opportunity Act Policies.

G. STATE AWARDING AGENCY CONTACT
Please direct any questions regarding this NOFO to:
  Patrick Campbell
  Patrick.Campbell@illinois.gov
  Illinois Department of Commerce and Economic Opportunity

100 West Randolph, Suite 3-400
Chicago, IL 60601

H. OTHER INFORMATION

If an applicant fails to meet an eligibility criterion at the time of an application deadline, the application may still be reviewed but the State will not make an award until all eligibility criteria are met.

The Department of Commerce reserves the right to request additional information from applicants to evaluate applications. The Department, at its sole discretion, reserves the right to reject all applications; to reject individual applications for failure to meet any requirement; to award in part or total; and to waive minor defects and non-compliance. 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. All decisions of the Department of Commerce are final.

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

I. ACRONYMS USED IN THIS NOFO

CAGE   Commercial and Governmental Entity
DCEO   Department of Commerce and Economic Opportunity
DUNS   Data Universal Numbering System
FEIN   Federal Employer Identification Number
IWIB   Illinois Workforce Innovation Board
LWIA   Local Workforce Innovation Area
MOU   Memorandum of Understanding
MTDC   Modified Total Direct Costs
NICRA   Negotiated Indirect Cost Rate Agreement
NOFO   Notice of Funding Opportunity
NOSA   Notice of State Award
SAM   System for Award Management
USDOL   United States Department of Labor
WIOA   Workforce Innovation and Opportunity Act

A TARGETED APPROACH TO APPRENTICESHIP

BUSINESS ENGAGEMENT

This resource guide targets state and local business outreach, workforce development, education, and apprenticeship professionals who work with employers to expand the use of apprenticeship as a work-based learning strategy. It provides a roadmap for identifying and collaborating with businesses whose workforce needs can be addressed through apprenticeship. If you are currently casting a wide net with your business outreach and are seeking a more focused approach that can yield a higher number of successful business/apprenticeship partnerships, the approach presented here is for you.

KEY APPRENTICESHIP MINDSETS

Successfully collaborating with businesses to create and implement apprenticeship programs is as much about your motivations as it is your technical knowledge. How you think about apprenticeship directly affects your ability to connect with businesses so you can create solutions that work for them. The following mindsets provide a foundation for your efforts to develop successful business relationships.

THE THREE MINDSETS:

✓ APPRENTICESHIP IS A **WORKFORCE DEVELOPMENT TOOL** FOR BUSINESS.

✓ APPRENTICESHIP IS A FORMALIZED **APPROACH THAT ENHANCES EXISTING BUSINESS PRACTICES.**

✓ A PITCH MADE TO **A BUSINESS IS ONLY AS GOOD AS THE APPRENTICESHIP PROGRAM** THAT IS CREATED.

APPRENTICESHIP IS A WORKFORCE DEVELOPMENT TOOL FOR BUSINESS. As a busy workforce development professional, you may find yourself in promotion mode – "selling" the benefits of apprenticeship to businesses through apprenticeship information events, job fairs, promotional materials, and one-on-one conversations. These activities have their place, but to increase your efficiency and to maximize the quality of your engagements with businesses, you need to take a more consultative approach. Think of apprenticeship as one of the many workforce development tools that help meet business needs. Your initial discussions with a business should focus on uncovering their recruitment, hiring, retention, and upskilling challenges (or "pain points") and responding with tools and solutions that address those issues.

APPRENTICESHIP IS A FORMALIZED APPROACH THAT ENHANCES EXISTING BUSINESS PRACTICES. Apprenticeship is not a replacement for existing business culture and staffing practices. Rather, the apprenticeship model builds on a business's existing recruitment, onboarding, mentoring, training, and advancement systems. The result is a more standardized, replicable, and cost-effective approach that feels familiar and gets results.

A PITCH MADE TO A BUSINESS IS ONLY AS GOOD AS THE APPRENTICESHIP PROGRAM THAT IS CREATED. The most compelling apprenticeship pitch in the world will not lead to sustained results if the program itself does not address business needs. A strong apprenticeship program requires building and maintaining effective partnerships between the business, the apprenticeship system, and education and training providers. The workforce system and intermediaries also play important roles in recruitment, program administration, funding, and supportive services. The more you gain a comprehensive understanding of these partners and their strengths and the more quickly you bring the right players to the table, the better positioned you will be to bring lasting value to the businesses you work with.

Approaching business engagement with these three mindsets will help you engage more effectively with your business customers and create apprenticeship solutions that address their workforce challenges.

THREE KEY PHASES OF BUSINESS ENGAGEMENT

Just as apprenticeship uses a formalized approach to create replicable results, there are steps you can take when approaching businesses about apprenticeship that will ensure replicable successes. These steps fall into three key phases:

RESEARCH & PREPARATION. Recognize the top challenges apprenticeship can help address, use research to identify businesses that could benefit from apprenticeship, keep track of what you learn, know the value of apprenticeship, and prepare for your initial business meeting.

BUILDING RELATIONSHIPS. Validate pain points and learn the business's culture, introduce apprenticeship in the context of existing business practices, and build trust.

GETTING TO COMMITMENT. Address concerns, build organizational buy-in for the apprenticeship model, and bring the right partners to the table.

03 GETTING TO COMMITMENT

02

01 RESEARCH & PREPARATION

BUILDING RELATIONSHIPS
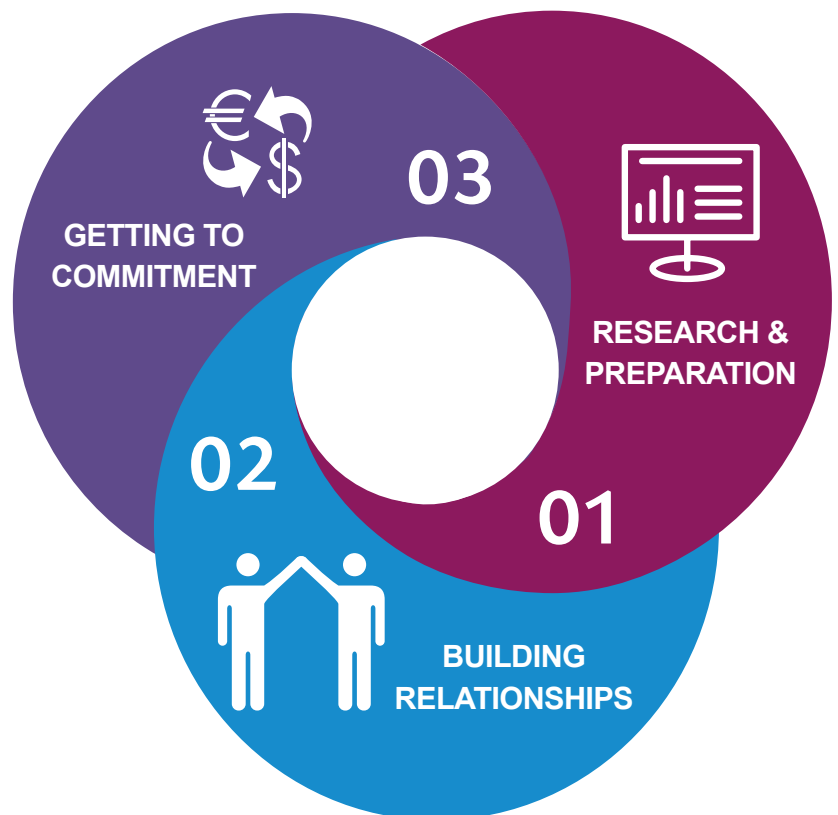
PHASE 1 – RESEARCH & PREPARATION

This phase is all about understanding the workforce challenges that apprenticeship can solve and using labor market information and other resources to help you identify businesses which might be struggling with these challenges. The goal is to hone in on a handful of businesses that you feel confident will find value in the apprenticeship model.

RECOGNIZE THE TOP CHALLENGES

The first step to identifying businesses that can benefit from apprenticeship is to understand which business challenges apprenticeship can help solve. Here are real-time labor market data examples of key challenges that apprenticeship is well-suited to address. Note the descriptions and indicators below and think about how apprenticeship can be tailored to meet each challenge.

CHALLENGE	DESCRIPTION	INDICATOR
SKILLS GAPS IN HIRING	Businesses need to hire and have plenty of applicants, but applicants do not have the skills required to do the job.	Job postings stay open for a long time.
DEVELOPMENT OF EXISTING TALENT	Businesses have opportunities to advance current employees, but those employees lack the required skills for these positions.	Instead of promoting from within, businesses are posting job openings for mid-level positions.
ATTRACTING AND RETAINING TALENT	Businesses are experiencing unusually high turnover and/or having difficulty finding interested applicants.	Jobs are constantly being posted and reposted.
RETIRING WORKFORCE	Businesses are experiencing high levels of retirement in skilled positions.	A business is posting multiple job openings for skilled positions that have not been open in the recent past.
ADVANCING TECHNOLOGY	Businesses have enough workers, but are struggling to keep pace with technological and industry advances.	No jobs are open, but the business has expressed an interest in customized and/or technical training.

USE RESEARCH TO IDENTIFY BUSINESSES

With these challenges in mind, you need a process to identify industry sectors and businesses that are experiencing these challenges. Here are strategies that have worked for many workforce development professionals:

1. **IDENTIFY IMPORTANT AND GROWING INDUSTRY SECTORS AND BUSINESSES IN YOUR REGIONAL ECONOMY.** Start by gathering information about the most significant industry sectors and businesses in your region. State labor market information and regional economic development agencies provide information that will help with this research. Use reports and data from sector strategies, career pathways work, or other labor market analyses to understand which industries are expanding, experiencing turnover, anticipating a major retirement wave, and/or experiencing significant technology shifts. Make a list of the largest/most significant employers in these sectors.

2. **LOOK FOR BUSINESSES WITH OPENINGS THAT INDICATE ONE OF THE CHALLENGES DESCRIBED ABOVE.** Visit the websites of the companies on your list and look at their job postings. Also search job boards looking for the same or similar openings. Assess the likelihood that the selected companies are experiencing hiring, retention, or mid-level skills development challenges based on patterns you see in their job posting activity. If possible, validate your hunches with other available data, such as local and regional reports from active sector strategy work and workforce development plans. Narrow down your list to the five-to-10 businesses that are most likely to be experiencing the types of issues that apprenticeship can effectively address.

3. **REVIEW JOB DESCRIPTIONS.** Looking at your narrower list of businesses, review their job openings to determine if these positions are a good fit for apprenticeship. Research whether apprenticeship programs within the occupations currently exist. Are there gaps in apprenticeship programs – either no programs or limited capacity – in these areas? To identify existing apprenticeship programs registered with the U.S. Department of Labor, visit http://oa.doleta.gov/bat.cfm. If you are working in a state that registers its own apprenticeship programs, check with your state apprenticeship agency.

KEEP TRACK OF WHAT YOU LEARN

To help keep track of your research, create a spreadsheet of the top businesses that might benefit from apprenticeship in your geographic area. These are the businesses you are going to reach out to in the next phase. Your spreadsheet should track job titles, position descriptions, postings that are a good fit for apprenticeship, and skill demands for each identified job. If you use a Customer Relations Management (CRM) system, you may be able to adapt it for this purpose in lieu of a spreadsheet. Be organized. Keep copies of job postings for each business in a binder, filed behind each spreadsheet. This will help you prepare for future conversations.

This preparative work gives you a comprehensive understanding of a company's challenges that apprenticeship might solve. It enables you to demonstrate from the first contact that you understand and want to work with a company to help them recruit, train, and retain a skilled workforce. For companies that decide to try apprenticeship, the spreadsheet also becomes a useful tool to identify skills and competencies and develop related instruction and on-the-job learning outlines which align with job descriptions – steps that sometimes scare companies away.

KNOW THE VALUE OF APPRENTICESHIP

Enter your conversations with businesses understanding the potential value of apprenticeship to the business you are approaching. This knowledge helps you and the business begin to explore the suitability of apprenticeship as a solution and helps you compare potential cost savings of apprenticeship over the business's current workforce development model. The following are a few of the many benefits of apprenticeship:

- ☑ APPRENTICESHIP OFFERS A STEPPED-UP WAGE SYSTEM. BUSINESSES CAN START NEW HIRES AT A LOWER WAGE WHILE THEY EARN THE SKILLS THEY NEED TO FULLY PERFORM THE JOB.

- ☑ APPRENTICESHIP HAS INCREASED RETENTION RATES. BUSINESSES DO NOT HAVE TO INCUR THE COST IN MONEY AND LOST PRODUCTIVITY OF REHIRING AND RETRAINING FOR THE SAME POSITION.

- ☑ APPRENTICESHIP PROVIDES A REPEATABLE, ORGANIZED FRAMEWORK FOR RECRUITMENT, HIRING, ONBOARDING, AND ADVANCING. THIS ALLOWS A BUSINESS TO DEVELOP A SYSTEM FOR HIRING AND ADVANCING THAT ENSURES CONSISTENT RESULTS.

Your state and region may offer additional financial and programmatic support to businesses that run apprenticeship programs. These incentives may include tax credits; candidate recruitment and screening support through the workforce investment system; supportive services for apprentices; funding to cover the cost of on-the-job learning and related technical instruction, either through Individual Training Accounts (ITAs) and On-the-Job Training (OJT) funded through the Workforce Innovation and Opportunity Act (WIOA) or through other federal, state, or private sector funding sources; and other supports. Your state workforce and economic development agencies, as well as your local American Job Centers, can help you understand what is available to businesses in your region. Having a clear understanding of the available incentives will help you customize an apprenticeship solution that best meets your businesses' needs.

PREPARE FOR YOUR INITIAL BUSINESS MEETING

As you prepare for your initial discussion with a business, it is important to understand the context in which the business operates and to be able to use their language. Research and become familiar with the business sector's unfamiliar terms and technologies to understand company lingo and skill demands, and to better identify workforce training pain points. This important preparation establishes you as a credible collaborator and partner and helps demonstrate your commitment to addressing the business's workforce challenges. Sources of information include: the U.S. Department of Labor's O*NET database, which has information on skills required for specific occupations (https://www.onetonline.org/); industry association websites; individual company websites; newspaper articles; and trade magazines.

PHASE 2 – BUILDING RELATIONSHIPS

Once you have identified the companies that look like strong candidates for apprenticeship, you are ready to start building relationships. In this phase, you will focus on validating pain points and learning the business's culture, introducing apprenticeship in the context of existing business practices, and building trust.

VALIDATE PAIN POINTS AND LEARN THE BUSINESS'S CULTURE

Focus on listening and understanding. Approach your initial meeting as a listening and information gathering experience; it is not a sales call. Your goal should be for the business to do 75 percent of the talking and you can get there by asking insightful questions and honing in on the issues that matter most to the business. Briefly share what you learned through your research and consider using a few of the following prompts to move your conversation forward:

☑ WHAT JOBS DO YOU HAVE THE MOST DIFFICULTY FILLING? HOW EASILY ARE YOU ABLE TO FIND WORKERS WITH THE RIGHT SKILL SETS?

☑ WHAT POSITIONS HAVE THE HIGHEST TURNOVER?

☑ DO YOU ANTICIPATE THE RETIREMENT OF HIGHLY SKILLED WORKERS SOON?

☑ WHAT CHALLENGES HAVE YOU ENCOUNTERED HELPING WORKERS KEEP PACE WITH INDUSTRY ADVANCES?

☑ IF YOUR COMPANY HAS DIVERSITY GOALS AND STRATEGIES, DO YOU HAVE DIFFICULTY ATTRACTING NEW AND MORE DIVERSE TALENT POOLS?

☑ HOW ARE YOU CURRENTLY ADDRESSING THESE CHALLENGES? WHICH SOLUTIONS HAVE BEEN MOST SUCCESSFUL? LESS SUCCESSFUL?

INTRODUCE APPRENTICESHIP IN THE CONTEXT OF EXISTING BUSINESS PRACTICES

When you are ready to start talking about apprenticeship as a potential solution to a business's challenges, continue using your business-centered approach to the conversation. Speak in business terms. Rather than introducing apprenticeship as a formal government-regulated program, relate the elements of apprenticeship to what the business already does. Introduce the model as an effective, formalized approach to recruitment, on-boarding, mentoring, and advancement that will get them the results they need.

The worksheet below can help you organize your thoughts as you prepare to have this conversation.

BUSINESS PROCESS	THIS BUSINESS'S APPROACH	CORRESPONDING APPRENTICESHIP ELEMENT	YOUR STRATEGY WITH THIS BUSINESS APPRENTICESHIP ELEMENT
JOB DESCRIPTIONS/ POSITION RESPONSIBILITIES	What skills do your employees need to succeed? What new technologies do they need to understand?	Work Processes/ Competencies	
RECRUITMENT AND INTERVIEWING	How do you currently recruit new staff members? How do you craft job descriptions? How many applicants do you get and how many are qualified?	Outreach and Selection	
INTERNAL/EXTERNAL TRAINING, EDUCATION, OR ON-BOARDING	Once you hire, how do you manage inevitable gaps between the skills outlined in job descriptions and the actual skills of new hires? How do you on-board staff? Do you hold orientations, send staff to conferences or classes, or offer ongoing training?	Related Technical Instruction	
MENTORING/ SUPERVISION OF WORK, PERFORMANCE REVIEWS	How are new hires supported? Do you provide mentoring from managers, supervisors, team leads, or peers?	On-the-Job Learning From Mentors	
MERIT-BASED INCREASES, PERFORMANCE INCREASES	Does your company conduct merit-based performance reviews and reward good performance with merit-based increases?	Stepped-up Wages	
POSITION/TITLE CHANGE/PROMOTIONS	As staff progress, does your business promote them or give them new levels of responsibility?	Apprenticeship Credential/Certificate of Completion	

BUILD TRUST

You build trust with a business by demonstrating that you take their pain points seriously and can offer them cost effective solutions to their workforce challenges. Cultivate your relationships and further build trust by ending each meeting with clear next steps and a plan to meet or talk again. Here are examples of follow-up strategies that have tangible business benefits:

- ☑ PROVIDE EXAMPLES OF HOW OTHER BUSINESSES HAVE USED APPRENTICESHIP FOR THE TARGET OCCUPATION.

- ☑ OFFER OPPORTUNITIES FOR THE BUSINESS TO TALK WITH BUSINESSES IN THE SAME INDUSTRY/ OCCUPATION WHO ARE SUCCESSFULLY USING APPRENTICESHIP.

- ☑ SUBMIT AN APPRENTICESHIP SOLUTION PROPOSAL WHICH INCLUDES A POTENTIAL PROGRAM MANAGEMENT STRUCTURE, AND DESCRIBES KEY PARTNER ROLES AND RESPONSIBILITIES – INCLUDING THOSE OF POTENTIAL EDUCATION PROVIDERS, INTERMEDIARIES, WORKFORCE DEVELOPMENT AGENCIES, AND OTHER PARTNERS.

- ☑ PROVIDE A ROUGH RETURN-ON-INVESTMENT CALCULATION INDICATING THE POSITIVE FINANCIAL AND HUMAN RESOURCE IMPACTS THAT APPRENTICESHIP MIGHT HAVE FOR A PARTICULAR JOB OR CATEGORY OF JOBS.

If apprenticeship is not the right solution for this business, make sure you are still offering them something valuable in exchange for their time. Be prepared to offer high quality referrals to organizations that can help. Do not just give them the name of an organization. Make a direct referral over email and follow up to make sure the connection was made.

PHASE 3 – GETTING TO COMMITMENT

Now that you have built a relationship and the business has indicated an initial interest in apprenticeship, you will want to nurture the relationship and secure a formal commitment. You will focus on addressing concerns about the apprenticeship model, building organizational buy-in, and bringing the right partners to the table.

ADDRESS CONCERNS

There are several common apprenticeship concerns or myths that may come up during your conversations. Below are effective responses to help address these challenges. Current apprenticeship sponsors are some of the best advocates for the model and are particularly effective at addressing these concerns. During this phase, consider connecting your business contacts with businesses actively using apprenticeship.

MYTH	FACT
APPRENTICESHIP COMES WITH A LOT OF PAPERWORK AND STATE COMPLIANCE REQUIREMENTS	Increasingly, 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.
APPRENTICESHIPS ARE RIGID AND PROSCRIBED	Apprenticeships can be customized to meet specific industry needs. Education requirements, education providers, timing of classroom training, and length of apprenticeship are all customizable.
APPRENTICESHIP IS PROHIBITIVELY EXPENSIVE	While it is true that elements of apprenticeship have associated costs, businesses are already spending money on hiring, onboarding, and advancing employees. Apprenticeship often reduces these costs.
SIGNIFICANT AMOUNTS OF MONEY WILL BE INVESTED IN TRAINING AN EMPLOYEE WHO MIGHT LEAVE THE JOB	Every employee carries the risk that he or she might leave. Reiterate that apprenticeship has a high retention rate. Remind the business that the cost of training and skilling a company's workforce can be expensive if completed outside of the program, often higher than the cost of apprenticeship.
APPRENTICESHIP IS ONLY FOR THE CONSTRUCTION AND SKILLED TRADES INDUSTRIES	Apprenticeships are successful across many industries, including healthcare, information technology, finance, transportation, and advanced manufacturing.
APPRENTICESHIPS MUST LEAD TO UNION JOBS	Apprenticeships exist in both unionized and non-unionized workforces and industries.

BUILD ORGANIZATIONAL BUY-IN

Even though a hiring manager or human resources representative seems interested in apprenticeship and understands its value, there may be multiple future meetings with other stakeholders (such as front-line managers and technical experts). Encourage the business to include the department heads and front-line supervisors who know the skills and competencies that are needed and will help design and validate the apprenticeship program, standards, and related technical instruction design.

BRING THE RIGHT PARTNERS TO THE TABLE

The process for moving from initial business engagement to signed apprenticeship standards and fully operational programs varies by state. Some business outreach professionals participate only in the initial meeting and hand-off the process to another partner. Others will see the process through to the signing of the apprenticeship agreement, and still others may act as intermediaries through the entire apprenticeship process. Whatever the process is for you and your organization, you will want to ensure that the business is working with all the partners it needs to succeed. Make sure that the right people from the business, the apprenticeship system, the workforce system, educational institutions, and other community organizations are at the table to identify the necessary resources; design the apprenticeship program; fill the role of sponsor; and recruit and train apprentices.

CONCLUSION AND ADDITIONAL RESOURCES

We all know the realities of today's labor market. Positions are available, but workers are not trained to meet business needs or requirements. Likewise, candidates are not able to secure employment because they lack the skills that businesses seek. Apprenticeship can bridge that gap. This resource guide is intended to help you identify businesses who will benefit from apprenticeship, listen to the problems they face, offer value-added solutions, and build lasting and mutually beneficial business relationships. Build that foundation of success by reinforcing the key mindsets and three phases described here. You will not only use your time more efficiently, but you will be effectively helping businesses meet their workforce needs through the use of apprenticeship, a critical work-based learning tool.

LOOKING FOR MORE RESOURCES AND TOOLS ON APPRENTICESHIP BUSINESS ENGAGEMENT?

VISIT

Business Engagement Tools Resource Page
https://apprenticeshipusa.workforcegps.org/resources/2018/05/11/17/01/Apprenticeship-Business-Engagement-Tools

Apprenticeship Community of Practice
https://apprenticeshipusa.workforcegps.org/

UNITED STATES
DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP

APPENDIX B - Illinois Common Career Pathways Definition and Guidance

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

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. Paragraphs A- G below represent elements of the WIOA Career Pathways definition, with added guidance to clarify and provide additional detail for each element.

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;
Career pathways should:
- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship[2] and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.[3]
Career pathways should:
- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials[4] in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.[5]

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

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

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

[5] Priority populations identified in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals

(C) Includes counseling to support an individual in achieving the individual's education and career goals; Career pathways should:

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

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities[6] and training for a specific occupation or occupational cluster; Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills[7], which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning[8] experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

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

- Offer quality, non-duplicative training, coursework, assignments, and assessments[9] to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum[10], contextualized curriculum and instruction[11], and virtual learning.

(ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

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

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

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

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

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

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

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

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential[12], as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core[13] and required[14] partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

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

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training[15], and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

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

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

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[12] "Recognized post-secondary credential", as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf WIOA sec. 3(52)
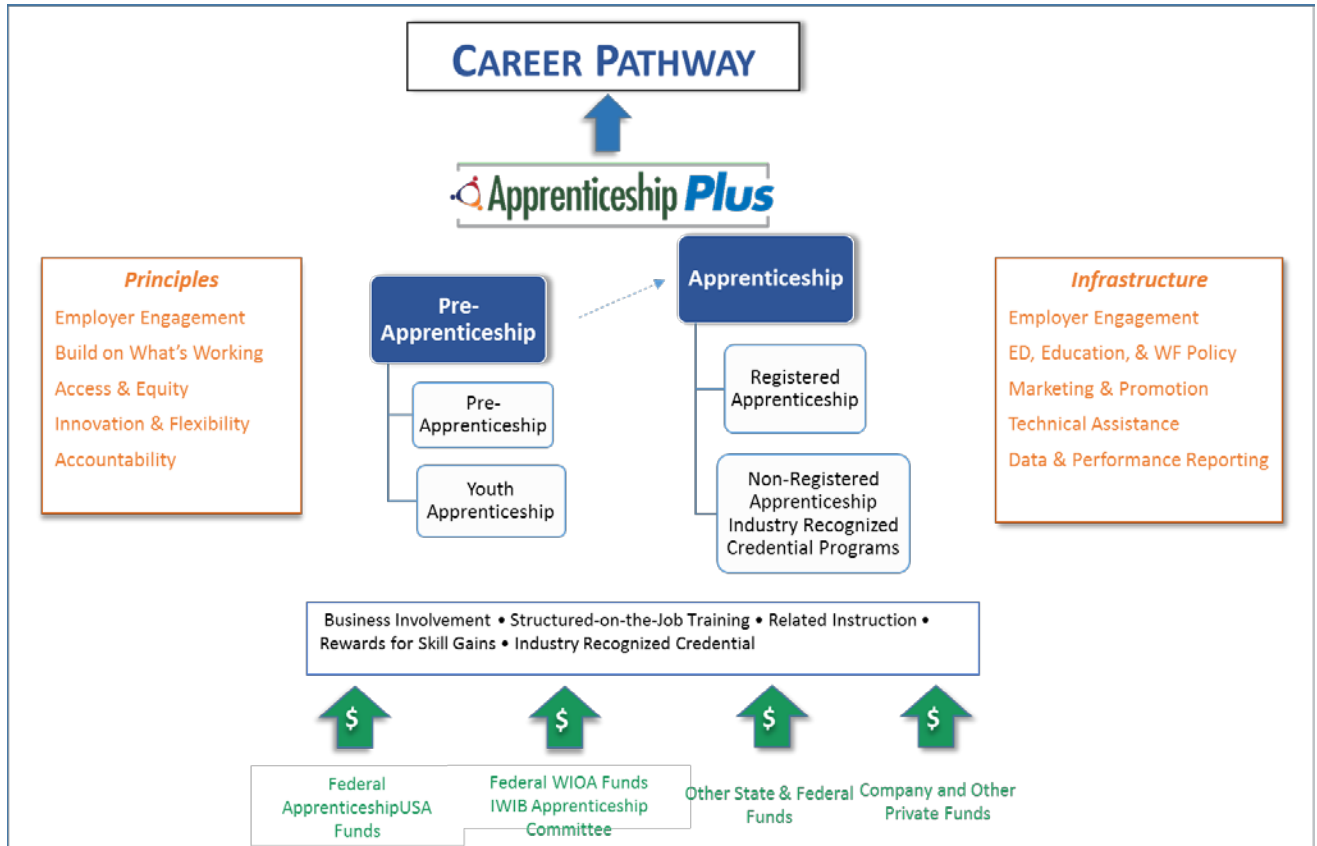
[13] Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

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

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

APPENDIX C – Illinois Apprenticeship Plus Framework

APPENDIX D – WIOA Eligibility Requirements

Fund	Age & Other	Work Status	Selective Service	Low Income
WIOA Adult	18 years or older Customer is requesting individualized services	Authorized to work in U.S.	If male, registered as required	A. Family income at or below 100% of poverty line or 70% lower living standard (Priority) or 200% of poverty line (Beyond Priority) B. Meets one of the following criteria 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following a) TANF, or b) SNAP, or c) SSI, or d) Other public assistance; or 2. Foster Child; or 3. Homeless; or 4. Receives or is eligible to receive free or reduced-price lunch; or C. Deficient in Basic Skills Note: An individual with a disability must be considered a family of one for income determination purposes, if family income exceeds 200% of poverty and 1-4 above do not apply.
WIOA Dislocated Worker	There is no age limit. Customer is requesting individualized services	Authorized to work in U.S., and 1. Terminated or laid off, eligible for or exhausted UI and unlikely to return to industry or occupation; or 2. Lost job from permanent closure or substantial layoff of a plant, facility or enterprise; or 3. Was self-employed and now unemployed because of economic conditions or natural disaster; or 4. Displaced Homemaker; or 5. Spouse of a member of Armed Forces who lost employment due to permanent change in duty station or is unemployed, underemployed and has difficulty finding or upgrading employment	If male, registered as required	**Income test not required for eligibility or service.**

AGENCY SPECIFIC CONTENT FOR THE NOTICE OF FUNDING OPPORTUNITY 82-580
APPRENTICESHIP EXPANSION PROGRAM

Fund	Age & Other	Work Status	Selective Service	Low Income

WIOA In-School Youth	A. 14-21 years old and
	B. Attending compulsory school and
	C. **Low-Income** and
	D. At least one of the following apply
	  1. Deficient in Basic Literacy Skills; or
	  2. Homeless, Runaway; or
	  3. In foster care or aged out of foster care; or
	  4. Pregnant/Parenting; or
	  5. Offender; or
	  6. Has a disability; or
	  7. An English language learner;
		Authorized to work in U.S.	If male, registered as required	A. Family income at or below 100% of poverty line or 70% lower living standard; or
				B. Meets one of the following criteria
				  1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following
				    a) TANF, or
				    b) SNAP, or
				    c) SSI, or
				    d) Other public assistance; or
				  2. Foster Child; or
				  3. Homeless; or
				  4. Receives or is eligible to receive free or reduced-price lunch; or
				  5. Lives in a high poverty census tract.
				Note: An individual with a disability must be considered a family of one for income determination purposes if family income exceeds youth income criteria and 1-5 above do not apply.

WIOA Out-of-School Youth	A. 16-24 years old and
	B. Not attending compulsory school and
	C. At least one of the following apply
	  1. School Dropout; or
	  2. Youth who (a) received HS Diploma/equivalent and (b) **is low-income** and (c) is Deficient in Basic Literacy Skills or is an English language learner; or
	  3. Required to attend school but has not attended for at least the most recent complete school year's calendar quarter; or
	  4. Homeless or Runaway; or
	  5. In foster care or aged out of foster care; or
	  6. Pregnant/Parenting; or
	  7. Subject to the juvenile or adult justice system; or
	  8. Has a disability; or
	  9. Requires additional assistance to complete an educational program, or to secure and hold employment (**must also meet low income requirements**).
		Authorized to work in U.S.	If male, registered as required	Low income required only if using C. 2. or C. 9. from "Age & Other" column
				
				A. Family income at or below 100% of poverty line or 70% lower living standard or
				B. Meets one of the following criteria
				  1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following
				    a) TANF, or
				    b) SNAP, or
				    c) SSI, or
				    d) Other public assistance; or
				  2. Foster Child; or
				  3. Homeless; or
				  4. Receives or is eligible to receive free or reduced-price lunch; or
				  5. Lives in a high poverty census tract.
				Note: An individual with a disability must be considered a family of one for income determination purposes if family income exceeds youth income criteria and 1-5 above do not apply.

TALENT PIPELINE MANAGEMENT (TPM)
300+ EMPLOYERS LEADING THE WAY TO CLOSE THE SKILLS GAP

THE SKILLS GAP: A disconnect between what businesses want new employees to know before they show up for work and what the applicant pool actually knows.

Talent Pipeline Management (TPM) uses supply chain principles to call on business and public policy leaders to transform education and workforce systems to be employer-led and demand-driven. The TPM Academy trains state and local leaders, business associations, employers, and economic development agencies to drive partnerships with their education and training providers based on need.

96% of Chief Academic Officers at higher education institutions believe they are effectively preparing students for work. **11%** of business leaders strongly agree.

HISTORY:

2014
LAUNCHED: TPM Initiative

PUBLISHED: Managing the Talent Pipeline: A New Approach to Closing the Skills Gap

In November, we invited seven business-led organizations to participate in a Pilot Program, putting TPM principles to work.

2015
LAUNCHED: National TPM Pilot Program

PUBLISHED: Building the Talent Pipeline: An Implementation Guide

Applying lessons learned from the Pilot Program, we created the implementation guide, a cornerstone for TPM training.

2016
LAUNCHED: National TPM Academy

PUBLISHED: Changing the Debate on Quality Assurance in Higher Education: The Case for Employer Leadership and a Roadmap for Change

With 45 hand-selected participant organizations, the TPM Academy walked step-by-step through the stages of the TPM strategy.

2017
LAUNCHED: State-Based Academies

PUBLISHED: Clearer Signals: Building an Employer-Led Job Registry for Talent Pipeline Management

GROWTH: Due to high demand, we welcomed 20 additional National TPM Academy participants and scaled to make TPM accessible at the state level.

At America Working Forward, a national conference, we shared employer-led initiative success stories and connected with the growing TPM network of participants and champions.

2018
LAUNCHED: National TPM Learning Network, TPM Peer Advisors, and TPM Fellows

As funding allows, state-based academies will launch across the country and will join the rest of the TPM network to form the TPM National Learning Network for continual evolution of the TPM movement.

RELATED PUBLICATIONS

Managing the Talent Pipeline: A New Approach to Closing the Skills Gap (2014)

A white paper laying out a new vision for how employers can close the skills gap by leveraging lessons learned and best practices from supply chain management.

Building the Talent Pipeline: An Implementation Guide (2015)

A companion guide to the white paper with a focus on six strategies that support employers playing a new role as end-customers of education and workforce partnerships.

Changing the Debate on Quality Assurance in Higher Education (2016)

A report that explores the business case for employers playing a stronger role in managing quality with examples of how the business community can begin recognizing and endorsing preferred talent suppliers.

Clearer Signals: Building an Employer-Led Job Registry for Talent Pipeline Management (2017)

A report that explores how employers can better and more efficiently communicate their hiring requirements by creating structured and dynamic job profile data, shared with trusted partners.

TPM Academy Curriculum (2017)

The end-to-end TPM strategy implementation process intended to help launch and sustain employer-led education and workforce initiatives using a supply chain approach.

VIDEO TUTORIALS

What is Talent Pipeline Management?

An animated video to describe the Talent Pipeline Management (TPM) approach to identifying talent, how employers can lead this process, and how it plays out in practice.

TPM: The Originals

A seven video series profiling the people and companies of the original TPM pilot, the challenges they are up against, and how they have engaged and implemented TPM to improve the talent supply chain in their communities.

TPM: The Strategy

A summary of the six strategies that make up TPM, introducing the concepts and practices that make up each strategy.

APPENDIX F – WIOA Performance Measures/Negotiated Goals for PY 2016/2017

	Adult				Dislocated Worker				Youth		
	Adult Employment Rate **2nd Quarter** after Exit	Adult Employment Rate **4th Quarter** After Exit	Adult Median Earnings	Adult Credential Attainment	DW Employment Rate **2nd Quarter** After Exit	DW Employment Rate **4th Quarter** After Exit	DW Median Earnings	DW Credential Attainment	Youth Employment/Placement in Education Rate **2nd Quarter** After Exit	Youth Employment/Placement in Education Rate **4th Quarter** After Exit	Youth Credential Attainment
DCEO	**72.4%**	**71.0%**	**5,000**	**55.6%**	**78.0%**	**75.4%**	**6,978**	**60.5%**	**73.0%**	**61.1%**	**69.0%**
LWIA 1	67.0%	63.0%	3,900	71.0%	69.0%	69.0%	7,500	74.0%	58.0%	66.0%	80.0%
LWIA 2	73.0%	75.0%	4,500	65.0%	77.0%	75.0%	7,500	65.0%	56.0%	65.0%	60.0%
LWIA 3	65.0%	62.0%	3,000	53.0%	67.0%	67.0%	5,000	42.0%	53.0%	50.0%	60.0%
LWIA 4	74.0%	73.0%	5,100	64.0%	78.0%	74.0%	5,500	58.0%	58.0%	55.0%	70.0%
LWIA 5	68.0%	69.0%	4,300	54.0%	75.0%	75.0%	6,500	60.0%	70.0%	70.0%	69.0%
LWIA 6	76.0%	71.0%	5,000	63.0%	74.0%	73.0%	9,000	61.0%	70.0%	67.0%	74.0%
LWIA 7	66.0%	66.0%	4,000	50.0%	71.0%	71.0%	6,300	45.0%	54.0%	56.0%	56.0%
LWIA 10	62.0%	71.0%	3,200	71.0%	72.0%	73.0%	7,000	76.0%	52.0%	57.0%	47.0%
LWIA 11	72.0%	71.0%	4,200	60.0%	76.0%	75.0%	5,600	61.0%	50.0%	40.0%	75.0%
LWAI 13	71.0%	60.0%	4,500	66.0%	65.0%	57.0%	4,800	55.0%	50.0%	44.0%	80.0%
LWIA 14	74.0%	72.0%	4,200	78.0%	68.0%	71.0%	3,500	75.0%	69.0%	70.0%	75.0%
LWIA 15	78.0%	78.0%	5,600	72.0%	76.0%	71.0%	6,000	66.0%	65.0%	65.0%	72.0%
LWIA 17	73.0%	75.0%	3,600	66.0%	78.0%	78.0%	5,600	63.0%	60.0%	67.0%	80.0%
LWIA 18	70.0%	71.0%	3,600	52.0%	74.0%	73.0%	5,000	58.0%	50.0%	53.0%	69.0%
LWIA 19	73.0%	71.0%	4,000	70.0%	76.0%	74.0%	6,800	52.0%	55.0%	60.0%	60.0%
LWIA 20	78.0%	80.0%	5,000	73.0%	73.0%	73.0%	5,700	70.0%	66.0%	62.0%	75.0%
LWIA 21	75.0%	74.0%	4,200	60.0%	70.0%	73.0%	5,500	58.0%	70.0%	63.0%	65.0%
LWIA 22	72.0%	63.0%	4,800	66.0%	74.0%	60.0%	5,000	60.5%	52.0%	50.0%	63.0%
LWIA 23	82.0%	69.0%	4,200	56.0%	83.0%	75.0%	4,800	60.5%	60.0%	57.0%	60.0%
LWIA 24	74.0%	70.0%	3,400	60.0%	76.0%	60.0%	4,000	50.0%	40.0%	46.0%	72.0%
LWIA 25	73.0%	69.0%	4,000	30.0%	78.0%	76.0%	5,400	40.0%	60.0%	52.0%	67.0%
LWIA 26	72.0%	71.0%	4,300	75.0%	74.0%	71.0%	5,400	68.0%	50.0%	60.0%	73.0%

ATTACHMENT I - PROJECT IMPLEMENTATION PLAN

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 week of the project (e.g., such as month 1, month 2, etc.) or by specific dates. In the third column, indicate the staff by name and title responsible for performing the activities, and indicate the organizational affiliation of each staff person listed. The fourth column must describe the deliverable associated with the project activity. [Expand the table as needed].

ACTIVITY	TIMELINE	RESPONSIBLE STAFF	DELIVERABLE

ATTACHMENT II – PROGRAM ACTIVITIES AND OUTCOMES

SECTION I: DEMONSTRATION PROJECTS SERVING INDIVIDUALS UNDER THIS GRANT		
A. Demographic Information	Gender	
	a. Male	
	b. Female	
	Age	
	a. 16-24	
	b. 25-54	
	c. 55+	
	Veteran Status	
	a. Yes	
	b. No	
B. Target Population	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 individuals.	
	Other (please define)	
C. Services	On the Job Training (as part of RA program only)	
	Related Training and Instruction	
	Supportive Services	
	Other (Describe in Narrative)	
D. Funding	Grant Funds	
	a. Registered Apprentices	
	b. Pre-Apprentices	
	c. Non-Registered Apprentices	
	Matching / Leveraged Funds	
	a. WIOA Tile I	
	b. WIOA Title II	
	c. WIOA Title III	
	d. WIOA Title IV	
	e. Other (Describe in narrative)	
E. Outcomes	Total Number of Registered Apprentices Served Under this Grant	
	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 Non-Registered Apprentices Served Under this Grant	

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	
B. Funding	Grant Funds	
	Matching / Leveraged Funds	
	a. Title I	
	b. Title II	
	c. Title III	
	d. Title IV	
	e. Other	
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	
	Number of new Non-Registered Apprenticeship programs	
	Number of Non-Registered Apprenticeship programs expanded	