

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

Awarding Agency Name	Commerce And Econ Opp
Agency Contact	John Barr (john.w.barr@illinois.gov)
Announcement Type	Modified
Type of Assistance Instrument	Grant
Funding Opportunity Number	FY23-1
Funding Opportunity Title	Illinois Climate Works Pre-apprenticeship Program (CEJA)
CSFA Number	420-30-3137
CSFA Popular Name	Illinois Climate Works Pre-apprenticeship Program (CEJA)
Anticipated Number of Awards	3
Estimated Total Program Funding	\$16,000,000
Award Range	\$0 - \$6500000
Source of Funding	State
Cost Sharing or Matching Requirements	No
Indirect Costs Allowed	Yes
Restrictions on Indirect Costs	No
Posted Date	04/20/2023
Application Date Range	04/20/2023 - 07/03/2023 : 5:00PM
Grant Application Link	Please select the entire address below and paste it into the browser... https://dceo.illinois.gov/aboutdceo/grantopportunities/3137-25380.html
Technical Assistance Session	Offered : Yes Mandatory : No Date : 04/27/2023 : 3:00PM Registration link : https://www.youtube.com/watch?v=Hcu0PjxGMmA

Agency-specific Content for the Notice of Funding Opportunity

Illinois Climate Works Pre-apprenticeship Program with Energy Transition Barrier Reduction Services

NOFO ID: 3137-2538

For your application to be considered, your entity must be pre-qualified. For more information on pre-qualification, please visit <https://dceo.illinois.gov/aboutdceo/grantopportunities/granteeresources.html>.

***REVISED 6/7/23 – Extended application period close date from June 2, 2023 to July 3, 2023.**

Updated Program Contact info due to staffing changes.*

A. Program Description

Notice of Funding Opportunity Intent

The Illinois Department of Commerce and Economic Opportunity (the “Department” or “DCEO”) is issuing this Notice of Funding Opportunity to launch the Illinois Climate Works Pre-apprenticeship Program. The goal is to create a network of Illinois Climate Works Pre-apprenticeship Centers (“Pre-apprenticeship Centers”) throughout the State of Illinois (the “State”) that will recruit, prescreen, and provide pre-apprenticeship skills training, for which participants can attend free of charge and receive a stipend, to create a qualified, diverse pipeline of workers prepared for careers in the construction and building trades and clean energy jobs opportunities.

This Notice of Funding Opportunity also includes funding for Energy Transition Barrier Reduction Program services to support participants of the Illinois Climate Works Pre-apprenticeship Program with “wrap-around” support services to improve access and successful program outcomes. Please note that the Energy Transition Barrier Reduction Program services for the Illinois Clean Jobs Workforce Network Program will be included in a separate Notice of Funding Opportunity for the Illinois Clean Jobs Workforce Network Program, to be released in 2023.

Program Description

This Notice of Funding Opportunity (NOFO) sets forth the requirements for funding for the Illinois Climate Works Pre-apprenticeship Program (20 ILCS 730/5-40) and the Energy Transition Barrier Reduction Program (20 ILCS 730/5-30), as specified by the Energy Transition Act as part of the Climate and Equitable Jobs Act, PA 102-662 (“Climate and Equitable Jobs Act,” or “CEJA”).

Investments in clean energy technology and infrastructure, funded through CEJA and other state and federal funding sources, will generate significant construction, installation, maintenance, and repair activity in Illinois. Historically, these investments have not benefited all Illinois’ communities and workers. The Illinois Climate Works Pre-apprenticeship Program and the Energy Transition Barrier Reduction Program are two of several programs created by CEJA to rectify these historical inequities.

To create a qualified, diverse pipeline of workers prepared for careers in construction and building trades and clean energy jobs opportunities therein, the Illinois Climate Works Pre-apprenticeship Program creates 3 regional Pre-apprenticeship Centers throughout the State that recruit, prescreen, and provide pre-apprenticeship skills training.

This NOFO will award grants to fund one Climate Works Pre-apprenticeship Center in each of the following three regions:

- Illinois Department of Transportation (IDOT) Region 1 (blue-shaded)

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- IDOT Regions 2 & 3 (yellow shaded)
- IDOT Regions 4 & 5 (white area)

See Figure 1. For more information about the geographic boundaries of IDOT Regions, go to <https://idot.illinois.gov/about-idot/idot-regions/index>. Please note that although the IDOT regions are used to identify the geographic coverage of the Climate Works regions, IDOT is not involved with this program.

The Climate Works Pre-apprenticeship Program includes Energy Transition Barrier Reduction Program funding for each Climate Works Pre-apprenticeship Center to provide wrap-around supportive services for individuals that are eligible to participate in the Climate Works Pre-apprenticeship Program.

Each Pre-apprenticeship Center shall prepare equity investment eligible persons for registered apprenticeship programs by:

- Recruiting, prescreening, and providing pre-apprenticeship skills training;
- Providing training free of charge;
- Providing stipends to pre-apprentices;
- Providing wrap-around supports and services that help eligible individuals to overcome financial and other barriers to participation in the Illinois Climate Works Pre-apprenticeship Program; and
- Providing information on opportunities & certifications relevant to clean energy jobs in construction and building trades.

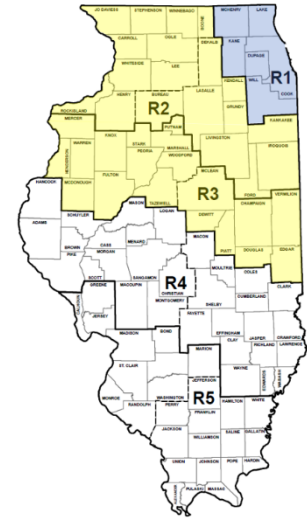


Figure 1. Map indicating the geographic regions of the 3 regional Pre-apprenticeship Centers

Upon completion, participants will be connected to and prepared to complete an apprenticeship program.

The grants to operate and administer the Pre-apprenticeship Centers will be awarded to organizations that demonstrate a plan to implement a pre-apprenticeship program rooted in national best practices (see Appendix 1), with program design elements that meet the requirements described in this NOFO.

Program Coordination

The programs under this NOFO are authorized by the Climate and Equitable Jobs Act (CEJA, Public Act 102-0662 - <https://www.ilga.gov/legislation/publicacts/102/PDF/102-0662.pdf>) that establishes various new programs and expands existing programs aimed at accelerating the adoption of clean energy sources, electric vehicles, and energy efficiency efforts. The Climate and Equitable Jobs Act:

- Creates a Climate Bank to: (i) provide funding for clean energy projects in eligible communities and environmental justice communities or owned by eligible persons, (ii) support investment in clean energy and clean water, drinking water, and wastewater treatment, (iii) support and otherwise promote investment in clean energy projects to foster the growth, development, and commercialization of clean energy projects and related enterprises, and (iv) stimulate demand for clean energy and the development of clean energy projects.
- Provides funding for an Energy Transition Community Grant Program to award grants to promote economic development in eligible communities. Eligible communities include those that contain a fossil fuel or nuclear power plant that was retired from service or has significantly reduced service, contain a coal mine that was closed or had operations significantly reduced, or contain a nuclear power plant that was decommissioned but continued storing nuclear waste.
- Accelerates Decarbonization and Greenhouse Gas reductions by mandating the closure or emission reduction of electric generating plants fueled by coal, oil, and natural gas.
- Provides incentives to replace carbon-based electricity generation with investments to complement and grow the Solar for All program, direct capitalization of community-based clean energy projects, incentives for homeowner and utility-scale solar and wind energy, construct solar

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generation and energy storage facilities at former coal-fired generating plants, among other incentives and regulations to expand clean energy generation.

- Provides incentives to expand electric vehicle adoption and charging infrastructure with the goal of 1 million electric vehicles in Illinois by 2030.

CEJA and other state and federal infrastructure investments and regulations require a significant expansion of prevailing wage-compliant clean energy jobs in the construction and building trades, particularly to meet the demand for clean energy projects at public sector buildings. Recognizing that the manufacturing, construction, and maintenance activities required to meet these regulations, incentives, and goals will require significant expansion of businesses and well-trained workers, the CEJA legislation includes several new workforce and contractor development programs. These programs include:

- Clean Jobs Workforce Network Program (20 ILCS 730/5-20). Creates 13 workforce hubs run by community-based organizations to provide clean jobs training and a career pipeline for equity eligible individuals and displaced energy workers.
- Energy Transition Barrier Reduction Program (20 ILCS 730/5-30). Community-based organizations and other nonprofits selected by the Department will provide underserved clean energy job trainees, and job seekers access to tools, mentoring, travel stipends, work clothes, certifications, childcare, and other support services specifically designed to increase access and job retention.
- Energy Transition Navigators (20 ILCS 730/5-35). Community-based organizations that provide education, outreach, and recruitment to eligible populations to access workforce development programs.
- Illinois Climate Works Pre-apprenticeship Program (20 ILCS 730/5-40). Trains equity eligible individuals for careers in clean energy sector construction and building trades.
- Clean Energy Contractor Incubator Program (20 ILCS 730/5-45). Creates 13 regional contractor incubators to provide training, mentorship, low-cost capital, business planning, low-interest loans, and recruitment opportunities for small clean energy businesses and contractors.
- Returning Residents Clean Jobs Training Program (20 ILCS 730/5-50). Trains soon-to-be-released (within 36 months) incarcerated people for jobs in the solar and energy efficiency sectors.
- Clean Energy Primes Contractor Accelerator Program (20 ILCS 730/5-55). A program for contractors seeking to expand their capacity and fill the role of the prime contractor on clean energy projects through a structured five-year program with mentorship, operation support grants, business coaching, assistance applying for certifications, procurement programs, and preparing bids.
- Jobs and Environmental Justice Grant Program (20 ILCS 730/5-60). A program that provides upfront capital to support the development of projects, businesses, community organizations, and jobs creating opportunities for historically disadvantaged populations, and to provide seed capital to support community ownership of renewable energy projects (including community solar).

The Climate Works Pre-Apprenticeship Centers are part of a highly interconnected set of Illinois statewide clean energy workforce and contractor development programming. The Climate Works Pre-Apprenticeship Centers will be required to collaborate and coordinate with the programs listed above, as they become available. Successful applicants will demonstrate awareness of these clean energy programs and recognition of the need for collaboration and coordination.

Program Definitions

This NOFO will use the definitions established in the Energy Transition Act of the Climate and Equitable Jobs Act, including the definitions for "Equity investment eligible person," "Equity investment eligible community," and "Community-based organization." It will also use the State of Illinois definition for pre-apprenticeship, which the Apprenticeship Illinois Committee of the Illinois Workforce Innovation Board approved. Additional information and resources are included in the Appendix of this NOFO.

"Community-based organization" means an organization that:

1. provides employment, skill development, or related services to members of the community;

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2. includes community colleges, nonprofits, and local governments;
3. has at least one main operating office in the community or region it serves; and
4. demonstrates relationships with local residents and other organizations serving the community.

“Equity investment eligible person” or “eligible person” is a person who would most benefit from equitable investments by the State designed to combat discrimination and foster sustainable economic growth. Participants of the Climate Works Pre-apprenticeship Program must be equity investment eligible persons.

Specifically, eligible persons mean:

1. persons whose primary residence is in an equity investment-eligible community; or
2. persons who are graduates of or currently enrolled in the foster care system; or
3. persons who were formerly incarcerated.

“Equity investment eligible communities” are the geographic areas throughout Illinois which would most benefit from equitable investments by the State which are designed to combat discrimination and foster sustainable economic growth. Specifically, equity investment eligible communities include the following areas:

- R3 Areas as established pursuant to Section 10-40 of the Cannabis Regulation and Tax Act (410 ILCS 705), where residents have historically been excluded from economic opportunities, including opportunities in the energy sector. Eligible R3 Areas are defined in the R3 service map (<https://r3.illinois.gov/eligibility>). Criteria for defining R3 Areas include rates of gun injury, unemployment, child poverty, incarceration with Illinois Department of Corrections, and historic disinvestment; and
- Environmental justice communities, as defined by the Illinois Power Agency pursuant to the Illinois Power Agency Act (20 ILCS 3855), but excluding racial and ethnic indicators, where residents have historically been subject to disproportionate pollution burdens, including pollution from the energy sector. For more information on the criteria and for a map that defines these areas in Illinois, refer to the Illinois Solar For All webpage on Environmental Justice Communities (<https://www.illinoissfa.com/environmental-justice-communities/>).
- The Equity Investment Eligible Community Map (<https://energyequity.illinois.gov/resources/equity-investment-eligible-community-map.html>) defines the areas that satisfy the criteria above for both R3 Areas and Environmental justice communities.

Equity focused populations means

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

Pre-apprenticeship: As defined by the Apprenticeship Illinois Committee of the Illinois Workforce Innovation Board, pre-apprenticeship programs are designed to prepare individuals to enter and succeed in apprenticeship programs or in another career pathway approach. The Climate Works Pre-apprenticeship Program is a designated pre-apprenticeship program. Pre-apprenticeship programs have six core elements:

- **Inclusive Recruitment of Equity Focused Populations**: Pre-apprenticeship programs offer a career pathway and focus, in part, on including the recruitment of individuals (both in employment

programs and in the industry sectors) to ensure diversity, access, and inclusion in both pre-apprenticeship programs and in various industries.

- **Industry-Focused Curriculum & Training:** Pre-Apprenticeship curriculum and training are designed to provide pre-apprentices with the knowledge and skills to prepare them for success in an industry-focused apprenticeship program or in other career pathway approaches. Curricula are strategically designed with employers and industry representatives to prepare participants to meet the entry-level requirements of an apprenticeship program. The curriculum should incorporate the Illinois Essential Employability Skills Framework and contextualized instruction for any basic knowledge and skills (e.g., mathematics, literacy, etc.) necessary to succeed in further apprenticeship training.
- **Hands-On Learning/Work-Based Learning:** Programming includes practical and meaningful hands-on learning activities connected to the occupation, curriculum, and training activities, such as Career Exploration and Career Development Experiences. Learning activities also reinforce foundational professional skills outlined in the Essential Employability Skills framework (personal and work ethic, teamwork, communication, etc.).
- **Retention Services for Successful Participation and Completion:** Retention Support Services can increase retention, reduce barriers, and assist participants in persisting through the program. Providers work directly with participants to identify any barriers to program participation, completion, and employment they may experience and provide participants with supportive services and community resources such as educational & career counseling, financial literacy, and wrap-around services to address and minimize those barriers. Providers monitor retention and may provide ongoing support to pre-apprenticeship completers, such as mentorship or alumni support, as they progress along their career pathway.
- **Partnerships with Contractors and Connections to Apprenticeship Programs:** Pre-apprenticeship programs have documented partnerships with employers and apprenticeships. Pre-apprenticeship programs support participants as they apply for a Registered Apprenticeship positions. Pre-apprenticeship participants may receive preference for enrollment or priority placement in some apprenticeship programs. For participants that do not seek an apprenticeship or secure employment upon completion, providers should assist the participant in gaining related entry-level employment or additional education and training opportunities along their career pathway.
- **Strive for Credential Acquisition:** Pre-Apprenticeship programs' training and hands-on experience are designed to develop participants' essential and technical skills in preparation for apprenticeship programs or sector-specific job opportunities with sustainable wages. Emerging best practices for pre-apprenticeship programs include participants acquiring a credential during the pre-apprenticeship program. Emerging definitions for industry-recognized, non-degree, or alternative credentials may include but not be limited to certifications, certificates, credentials, or degrees.

Registered Apprenticeship: As defined by the Office of Apprenticeship of the U.S. Department of Labor (“U.S. DOL”), it is an industry-driven, high-quality career pathway where employees can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency. The Climate Works Pre-apprenticeship Program must prepare people for Registered Apprenticeships.

Illinois Workforce Development Priorities

The Illinois Climate Works Pre-apprenticeship Program is aligned with Illinois' workforce, education, and economic development priorities. Billions of dollars of funding in clean energy technology and infrastructure through CEJA and other state and federal funding sources over the next decade have the potential to be a catalyst for the full inclusion of women, people of color, justice-involved people, and other underrepresented individuals in the construction and clean energy workforce. By providing training, employment, and career development, the Illinois Climate Works Pre-apprenticeship Program will help to

increase and sustain prosperity in all communities. Below are some workforce, education, and economic development priorities aligned with the Illinois Climate Works Pre-apprenticeship Program.

Governor's Action Agenda for Workforce Development and Job Creation

Governor Pritzker issued Executive Order 2019-03 (found at <https://www.illinois.gov/government/executive-orders/executive-order.executive-order-number-3.2019.html>) leading to the creation of the "Action Agenda for Workforce Development and Job Creation" which provides the five Action Areas listed below. This NOFO will fund projects that focus on these Action Areas.

1. Unite workforce development partners around regional cluster strategies
 - a. Identify high-impact regional clusters and associated in-demand occupations
 - b. Implement a coordinated workforce development strategy around regional clusters
2. Prepare Illinois workers for a career, not just their next job
 - a. Increase apprenticeship opportunities
 - b. Address barriers to successful training and employment
3. Establish and support equity goals and align with Perkins equity goals¹
4. Connect job seekers with employers
 - a. Shorten the time from credential to employment
5. Integrate workforce services across program providers for one-stop customers

Illinois Workforce Innovation Board Apprenticeship Committee and Apprenticeship Illinois² Framework

The Illinois Workforce Innovation Board (IWIB) endorses using registered apprenticeships and pre-apprenticeships as a key strategy to build a pipeline of skilled workers to help businesses throughout the State remain competitive. IWIB Apprenticeship Committee's³ statewide expansion goals include:

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

Illinois Essential Employability Skills Framework

This framework defines and clarifies essential employability skills and provides a standard for the State. This framework will be used in the Climate Works Pre-apprenticeship curriculum. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math and reading. The Framework includes but is not limited to personal ethics, work ethics, communication skills, and teamwork. The framework was developed through the collaboration of the Illinois Community College Board; the Illinois Department of Commerce and Economic Opportunity; representatives of Illinois businesses; local chambers of commerce; secondary, postsecondary, and adult educators and professionals; and other important stakeholders. The Framework can be viewed at: <https://icsps.illinoisstate.edu/illinois-essential-employability-skills-framework>.

Support Services

¹ Illinois State Plan for the Strengthening of Career and Technical Education for the 21st Century Act (Perkins V) provides goals and strategies to meet the needs of special populations students. Applicants are encouraged to align strategies to reach and support equity eligible participants with the strategies listed in the plan. See pages 46-57. <https://www.isbe.net/Documents/Perkins-Plan.pdf>

² Apprenticeship Illinois. <https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx>.

³ IWIB Apprenticeship Committee. <https://www.illinoisworknet.com/ApprenticeshipIL/Pages/IWIBApprenticeshipCommittee.aspx>.

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The table below summarizes support and transition services considered integral to the design of successful pre-apprenticeship programs. Successful applicants will include delivery of these services in their program design proposal. Pre-apprenticeship Centers are required to provide all the services listed in the table below for participants. Applicants may also propose to provide additional supportive services that are not listed to meet unique participant needs.

Table 1: Support Services for Participants

Types of Wrap-around Support Services (including but not limited to)	Types of Student Support Services (including but not limited to)	Types of Transition Support Services (including but not limited to)
Stipends	Tutoring (especially in math)	Mock interviews
Transportation costs, including car repairs, gas cards, or bus passes	Make-up classes	Registered apprenticeship application prep
Childcare	Retesting	Resume writing
Technology assistance for virtual learning (broadband and hardware)	Educational enrichment	Referral to a career counselor or alternate education
Driver's education fees		Job search assistance
Personal health, including emergency dental and vision		
Emergency bill payments		
Financial literacy		
Referrals for other services (mental health, housing, eviction assistance, substance abuse)		
Mentoring		
Alumni networks		
Apprenticeship application fees		

Program Requirements

The focus of the Climate Works Pre-apprenticeship Program and the Energy Transition Barrier Reduction Program is to help equity investment eligible persons (defined above) successfully transition into registered apprenticeship programs in construction and building trades with a need for clean energy workforce expansion (primary outcome) or other advanced training program or employment (secondary outcome).

Illinois residents who are aged 16 or above and who are willing and able to make a career in construction and the trades can enroll in the Climate Works Pre-apprenticeship Program. Eligible individuals for the training program are:

- persons whose primary residence is in an *equity investment-eligible community*;
- persons who are graduates of or currently enrolled in the foster care system; or
- persons who were formerly incarcerated.

Participants must have a high school diploma or GED/HiSET or be in a program preparing them for a high school diploma or equivalent.

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DCEO will consider applications for programs that are youth or adult-focused, including programs that utilize an integrated career and academic preparation system (ICAPS) framework that combines the pre-apprenticeship curriculum with completion of high school equivalency or English language training.

Projects funded under this program must include the following program elements and are encouraged to incorporate national best practices (see Appendix 1).

1. **OVERALL PROGRAM DESIGN:** Applicants must provide information on how they will design, develop, and implement a Climate Works Pre-apprenticeship Center to recruit, prescreen, and provide pre-apprenticeship skills training to prepare a diverse pipeline of workers for careers in the construction and building trades and clean energy job opportunities therein. Applicants must also provide information on how they will implement the Energy Transition Barrier Reduction Program as part of the Pre-apprenticeship Center. Applicants must describe which program elements will be delivered by the main applicant. Applicants must also describe how they will partner with or coordinate with other organizations to provide any program elements not delivered by the main applicant such as participant recruitment and assessments, case management, technical training, work-based training, supportive services, and transition/placement services to participants.
2. **GEOGRAPHIC COVERAGE:** Each Pre-apprenticeship Center will be required to serve participants in a large region. These large regions make it unrealistic to serve job seekers from a single location equitably. Applicants should explain how they intend to reach the target populations across the region and provide equitable access to training, academic support, and supportive services. Partnerships with other organizations should be detailed in memorandums of understanding and in the project budget.
3. **STAFFING:** To fully implement the program, successful applicants must outline how the key program areas will be staffed to ensure the quality delivery of programs and services. These key program areas include program administration, outreach and recruitment, intake, wrap-around services (non-academic needs) that reduce barriers to participation for eligible individuals, student support services (academic needs), instruction, contractor/apprenticeship program engagement, transition and follow-up, and data entry. Applicants will provide this information by completing Attachment 4: Staffing Plan and providing staff resumes, instructor credentials, partnership agreements, or MOUs.
4. **EQUITY-FOCUSED PROGRAM CULTURE:** Applicants must provide information about how their pre-apprenticeship model (including recruitment, partnerships, training, and barrier reducing supportive services) considers the background and experience of equity investment eligible persons in the industry (hiring, advancement, retention, and earnings). Applicants must consider how their program will increase access, enrollment, and completion for equity investment eligible person. Applicants must outline strategies for how to foster a shared identity in the program and a welcoming, inclusive environment. The focus on equity should focus on all aspects of program design and partnerships, including successful transition and retention in a registered apprenticeship program.
5. **COORDINATION:** Pre-apprenticeship Centers shall coordinate with other CEJA-funded programs as they become available, including the Energy Transition Navigators Program, Clean Jobs Workforce Network Program, and the Returning Residents Clean Jobs Training Program. In addition, applicants should provide information about their plans to coordinate with Illinois Works Pre-apprenticeship programs and Local Workforce Innovation Areas, local and regional Apprenticeship Navigators, and Intermediaries focused on construction and building trades. Applicants are also expected to coordinate with building trades, registered apprenticeship programs, industry contractors, contractor associations, community colleges, community-based organizations, and secondary schools, among others. All applicants are expected to develop

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structured pathways (in partnership with key stakeholders in the industry) for program graduates to transition successfully into registered apprenticeship programs.

6. **PARTNERSHIPS:** Where appropriate, Pre-apprenticeship Centers may enter into agreements with other organizations that can provide outreach and recruitment, case management, pre-apprenticeship training, wrap-around supportive services, or other services for participants throughout their region. Partner community-based organizations may be better able to reach the target participants in certain regions/neighborhoods or participants with specific backgrounds. Evidence of partnerships should be demonstrated in memorandums of understanding (MOUs) and through line items in applicants' proposed budgets.
7. **OUTREACH & RECRUITMENT:** Applicants must outline proactive recruitment and outreach strategies to enroll equity investment eligible persons in their programs and explain how they will be equitable and inclusive of all populations, including equity focused populations (see definitions above). Outreach strategies should acknowledge disparities in regional construction and building trades occupations and help applicants make informed decisions about their participation. Applicants do not need to serve all populations targeted by this NOFO; they can focus on one or more of the equity investment eligible persons defined in previous sections.
 - a. After the Energy Transition Navigator program has been implemented and is in operation, Pre-apprenticeship Centers shall coordinate outreach and recruitment efforts with Energy Transition Navigators, as specified in CEJA (20 ILCS 730/5-35). Navigators will partner with Pre-apprenticeship Centers to do community education, outreach, and recruitment for the Pre-apprentice Program and the other CEJA workforce programs. Energy Transition Navigators will work with Pre-apprenticeship Centers to provide information and consultation to equity investment eligible persons. Navigators should partner with Pre-apprenticeship Centers to educate program participant candidates about careers in clean energy industry sectors and apprenticeship programs to ensure the pre-apprenticeship opportunity aligns with their career interests.
 - b. Successful Pre-apprenticeship Center applicants will demonstrate their knowledge and experience working with and providing services to the target populations (equity investment eligible persons). They should demonstrate how members of these target populations have been involved in shaping the design of their proposed program. In addition, Pre-apprenticeship grant applicants must demonstrate a clear understanding of the entrance requirements into union and non-union registered apprenticeship programs and, if selected, communicate those requirements to program candidates before enrolling them in the pre-apprenticeship program. Apprenticeship requirements must be integrated into prerequisites for participation in the program. Applicants must create a plan for marketing, outreach, providing wraparound supports, other supportive services, and accommodations. Applicants are encouraged to identify and train mentors to support pre-apprentices throughout the program.
8. **APPLICATION & INTAKE:** Successful applicants will outline a process to review potential participants' eligibility for the Pre-apprenticeship program through a pre-screen assessment, application, and interview. Program participants must meet the program requirements outlined on page 7 of this NOFO. Organizations that are offered and accept an award through the Climate Works Pre-apprenticeship Program will be required to use the provided pre-screen assessments, applications, interview questionnaires, wrap-around service assessments, and commitment agreements.
9. **DELIVERY OF OTHER INSTRUCTION:** Applicants must provide plans to refer students who do not have the minimum program requirements to educational services in their communities, such as free literacy, GED, and ESL classes. Plans must include how the program will assess barriers to entrance and success and how these barriers will be addressed.

10. **WRAP-AROUND SUPPORTS:** Applicants must have plans to provide Energy Transition Barrier Reduction Program services to assist pre-apprentice enrollees in overcoming non-academic barriers to successful program participation. Pre-apprenticeship Centers shall coordinate the funding and delivery of these supportive services by administering the Energy Transition Barrier Reduction Program for Pre-apprenticeship Center participants and enrollees. The lead organization may elect to deliver the Energy Transition Barrier Reduction services themselves, if eligible to do so according to the guidelines in Section C of this NOFO, or subcontract with a community-based organization or other nonprofit to deliver these services.

At a minimum, applicants must provide the support services shown in Table 1 above. Allowable program costs may include but are not limited to staff costs for program elements such as mentorship, financial literacy training, alumni networking, and referrals for housing or mental health services. Allowable financial support to pre-apprentices may include but is not limited to test preparation/fees, textbooks, tools & equipment, childcare, transportation, driver's education fees, car repairs, emergency bill payment, and other costs that create an obstacle to successful participation or program completion. Additional wrap-around services can be found in the National Best Practices section of Appendix 1.

Applicants must have the ability to provide flexible, timely services and funds to address the unique and often time-sensitive barriers that may arise during participants' training. They should have strong connections to other agencies and community-based organizations to facilitate warm hand-offs.

11. **STIPENDS:** Per the Climate and Equitable Jobs Act, applicants must provide stipends to pre-apprentices, provided through the Climate Works Pre-apprenticeship Program funds. The Department acknowledges that pre-apprenticeship programs vary in length/duration and in the number of hours each day and each week. Given this variation, the Department encourages setting stipends at a rate that encourages participation and retention through the program. It may be difficult for some participants to stay financially solvent during the pre-apprenticeship period. The Department will accept proposals that offer performance-based stipends that do not exceed \$13 per training hour. Performance-based stipends are paid based on a participant's attendance and performance in the training program (i.e., passing training assessments, earning credentials, successfully completing training modules, etc.).

What is a stipend?

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

To receive a stipend, the focus must be on training rather than employment. The training must be predominantly for the benefit of the pre-apprentice and cannot be connected to a job at the end of training; the pre-apprentices also cannot displace regular employees. A stipend is not considered wages, so Social Security or Medicare taxes are not withheld. However, it still counts as taxable income for income tax purposes.

12. **STUDENT SUPPORT SERVICES:** Applicants must provide plans for assisting participants in maximizing academic success and obtaining the program's offered certifications/credentials. Allowable program costs may include tutoring services, retesting and make-up sessions, or other educational enrichment.
13. **LEARNING:** Applicants must explain how they will coordinate education and learning, necessary support and retention services, and coaching from other partner institutions. The Department is

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also interested in applicants who will use innovative teaching and learning tools, including online/virtual learning, such as Alternative Reality (AR) or Virtual Reality (VR) immersive training and learning techniques, among others (if applicable).

14. **CURRICULA AND INSTRUCTION:** The Climate Works Pre-apprenticeship Program must include either the North American Building Trades Unions (NABTU) Apprenticeship Readiness Program (ARPS) Multi-craft Core Curriculum (MC3) or the National Center for Construction Education and Research (NCCER) Core Curriculum. As required by the Climate Works Pre-apprenticeship Program statute (20 ILCS 730/5-40(d-5)), preference will be given to programs that have an agreement with NABTU to utilize the Multi-Craft Core Curriculum or successor curricula. Applicants should explain how clean energy topics or examples will be integrated into the NABTU or NCCER basic construction curriculum. Examples of clean energy construction topics include electrical and safety basics, solar PV basics, or building energy efficiency basics.

This construction core curriculum should be supplemented, where appropriate, with a basic understanding of technologies related to clean energy and clean energy job opportunities in the construction and building trades. Any supplemental curricula should be based on industry best practices and utilize nationally-recognized curricula developed by organizations such as NCCER or the Building Performance Institute (BPI).

In total, curricula must provide at least 150 hours but no more than 300 hours of instruction. The curriculum must have a strong emphasis on hands-on practice in a construction laboratory and at job sites (see Attachment 3 Sample Curriculum and Proposed Curriculum).

The program should lead students to obtain, at a minimum, a NABTU or NCCER certification, an OSHA-10 certification, and a First Aid/CPR certification. Applicants may propose to *not* offer training in OSHA-10 or First Aid/CPR; to do so, they must document that this safety training will be offered by the Registered Apprenticeship Program, advanced training, or workplace where students will apply.

Applicants may offer other applicable and relevant certifications related to clean energy job opportunities, but they are not required to do so. Examples of organizations issuing potentially relevant certifications or exams include:

- North American Board of Certified Energy Practitioners (NABCEP) PV Associate exam
- The Building Performance Institute (BPI) Building Science Principles exam
- National Fire Protection Association (NFPA) 70E Arc Flash Training

In addition to these construction and clean energy components, the curriculum must include workplace readiness skills, utilizing the Illinois Essential Employability Skills Framework or other similar framework. The curriculum should also include training to prevent discrimination, sexism, bullying, and harassment within workplaces, and should prepare participants with conflict management skills and strategies for encountering these issues in the workplace. It should provide guidance on transition into registered apprenticeship programs and provide mock interview and aptitude test training. It should also introduce different clean energy career pathways and provide a resume, job application, interview, and job search guidance.

Applicants must submit a proposed curriculum outline including hours, instruction modules offered, length of the training, and the logistical plan for delivery (see Attachment 3- Sample Curriculum and Proposed Curriculum). Evidence of support for the curricula from apprenticeship programs and contractor partners should be included in the application and detailed in the memorandum of agreement.

15. **INSTRUCTIONAL DELIVERY:** Applicants are encouraged to provide flexible program delivery to improve accessibility and help participants overcome barriers that stand in the way of their

participation or success. Instructional delivery strategies to improve student outcomes may include:

- Content that can be completed on-demand when convenient for participants
- Virtual or face-to-face instruction options
- Full-time and part-time training options
- Open entry and exit options
- Modular programming that avoids redundant training for participants who may already possess given qualifications
- Ongoing guidance and instruction after completion to help with job placements
- Alternative testing approaches to demonstrate material mastery

16. **WORK-BASED LEARNING AND PRACTICUMS:** Applicants must include, as part of their program, opportunities for pre-apprentices to do construction work at job sites while taking instruction or immediately after completing instruction. Job site practicums are generally supervised by the program instructors and are coordinated with community-based organizations, contractors, or government entities that give students opportunities to put into practice what they learned in the classroom (see Attachment 3 Sample Curriculum and Proposed Curriculum). Applicants should outline existing or planned partnerships for work-based learning and practicum worksites. Successful applicants will provide a minimum of 10 hours of work-based learning. If a program, for technical / regulatory reasons, cannot provide hands-on learning experiences, job site visits and tours of U.S. DOL-registered apprenticeship programs may replace this requirement.

17. **TRANSITION SERVICES & FOLLOW-UP:** Applicants must provide plans on how they will assist students in transitioning to registered apprenticeship programs in construction and building trades with a need for clean energy workforce expansion. They must also include plans for referring students not enrolling in apprenticeship programs to advanced construction education and training programs or employment.

Recent state and federal infrastructure investments require a significant expansion of prevailing wage-compliant clean energy jobs in the construction and building trades, particularly to meet the demand for clean energy projects at public sector buildings. Recommended construction and building trades with a need for clean energy workforce expansion include but are not limited to:

- Electrician
- Heat and frost insulator
- Ironworker
- Carpenter
- Laborer
- Roofer and waterproofer
- Plumber/pipefitter
- Industrial maintenance mechanic
- Sheet metal worker
- HVAC installer/service technician

Applicants must provide evidence of formal partnerships with registered apprenticeship programs, labor unions, industry trade groups, and contractors, including matriculation agreements with registered apprenticeship programs for pre-apprenticeship program completers and letters from signatory contractors agreeing to hire apprentices. They should provide evidence that the pre-apprenticeship training will prepare students for registered apprenticeship programs in construction and building trades with a need for clean energy workforce expansion.

Applicants should outline how they will provide continued case management and guidance to program participants as they transition into a registered apprentice program. This may require applicants to identify how they will sustain the case management and tracking activities after the

grant period is over, U.S. Dept. of Labor data show that one-quarter of construction apprentices cancel (drop out or are released) before completion. The rate for Black apprentices is significantly higher at 37%. Over 60% of these cancelations occur in the first year of apprenticeships, and over 85% occur within the first two years. Mentoring resources are available from the following organizations:

- ACE Mentoring Program of American Construction Management Association of America - <https://www.acementor.org/>
- Construction Career Development Initiative - <https://ccdi.org/>
- National Association of Women in Construction - <https://www.nawic.org/>

18. DATA TRACKING AND PROGRAM OUTCOMES ASSESSMENT: Applicants must show that a system will be implemented to track demographic information for program participants, including applicant number, broken down by race, gender, age, and veteran status; the number of individuals accepted and placed into apprenticeship programs in the construction and building trades; and the number of individuals who remain in apprenticeship programs in the construction and building trades or have become journeymen after their placement. Note that this may require applicants to identify how they will track the grant activities and outcomes after the grant period is over, Grantees will perform data tracking and use reporting systems as directed by DCEO.

Applicants must also describe an approach that will be used to assess the effectiveness of the program and how this information will be used to improve program delivery. This assessment may include surveys of program graduates regarding overall satisfaction with the training activities delivered and appropriateness to the targeted job opportunities, surveys of employers concerning the comprehensiveness of coverage of required job skills, etc. In addition, the assessment plan should indicate how the results of the assessment activities will be used to improve the training program in a continuous manner.

Grant recipients will also be required to cooperate with external evaluation efforts, as directed by DCEO.

B. Funding Information

This grant program is utilizing state funds appropriated by the General Assembly for this purpose described in this NOFO. The Department will make initial awards up to \$10,000,000 for the Climate Works Pre-apprenticeship Program and up to \$6,000,000 for the Energy Transition Barrier Reduction Program Services for a statewide total of \$16,000,000 for the first 12 months of the awards.

- The initial grant awards will range from \$2,000,000 to \$4,000,000 for the delivery of the Climate Works Pre-apprenticeship Program in each region identified in Figure 1 of this NOFO.
- The initial grant awards will range from \$1,000,000 to \$2,500,000 for the delivery of the Energy Transition Barrier Reduction Services to support the Climate Works Pre-apprenticeship Program in each of the three regions identified in Figure 1 of this NOFO
- The initial grant awards for the two programs combined, will range from \$3,000,000 to \$6,500,000 for each region identified in Figure 1 of this NOFO
- The Department anticipates to offer awards that provide an average funding of approximately \$10,000 per participant (including program and administrative costs) based on the quality and quantity of services that are provided.

The Department expects to make up to three awards for though this NOFO. An applicant may submit multiple applications if they intent to administer the program in more than one of the regions outlined in Figure 1 of this NOFO (IDOT Region 1, IDOT Region 2 with Region 3, or IDOT Region 4 with IDOT Region 5).

The anticipated start date for awards is September 1, 2023. The initial period of performance is expected to be 12 months. The Department intends offer up to two (2) twelve (12) month renewals for each award

based on the performance of the grantee. Additional funds of up to \$16,000,000 may be available for each of the twelve (12) month renewal periods.

The Climate Works Pre-apprenticeship Program will utilize a performance-based payment model. Performance-based payments will be based on four factors: enrollments, completions, transitions, and close-out reports. For more information, see section H.

Applicants must submit a project narrative that describes in detail how the award will be executed. The project narrative should include enough information for DCEO to understand the scope of the project, the budget, including a detailed breakdown of the costs associated with each budget line and any additional necessary detail to enable DCEO to manage the grant agreement activity against planned project performance. The Project Narrative must include evidence of capacity, quality and need as defined in Section E.1.

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

C. Eligibility Information

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

- Has a valid FEIN number (<https://www.irs.gov/individuals/international-taxpayers/taxpayer-identification-numbers-tin#:~:text=You%20can%20use%20the%20IRS%27s,for%20Individual%20Taxpayer%20Identification%20Number>);
- Has a valid UEI number (<https://sam.gov>);
- Has a current SAM.gov registration (<https://sam.gov>);
- Is not on the Federal Excluded Parties List (verified at <https://sam.gov>);
- Is in Good Standing with the Illinois Secretary of State, as applicable (https://www.cyberdriveillinois.com/departments/business_services/corp.html);
- Is not on the Illinois Stop Payment list (verified once entity is registered in GATA Grantee Portal); and
- Is not on the Department of Healthcare and Family Services Provider Sanctions list (<https://www.illinois.gov/hfs/oig/Pages/SanctionsList.aspx>).

Marking SAM.gov registrations as “public” will allow the GATA Grantee Portal to expedite the review of the federal information. Making the SAM.gov registration “private” will not prevent the review; however, it will slow down the review process.

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

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

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

1. Eligible Applicants include:

Eligible applicants include:

Organizations that:

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1. Provide employment, skill development, or related services to members of communities in the proposed regions;
2. Demonstrate relationships with local residents and other organizations serving the communities in the proposed regions;
3. Have a history of serving low-wage or low-skilled workers from economically disadvantaged communities within the proposed service regions; and
4. Demonstrate relationships with construction and building trade registered apprenticeship programs, industry contractors, and contractor associations.

Eligible applicants must demonstrate their effectiveness in serving equity investment eligible persons, engaging construction and building trade apprenticeship programs, and have the ability to meet performance targets. Competitive applications will include a team of multiple partner organizations that collectively demonstrate the following:

- The ability to effectively serve all individuals, including diverse and equity focused populations by providing employment services;
- Agreements with registered apprenticeship programs for direct matriculation of Pre-apprenticeship graduates.
- An agreement with North American Building Trades Unions (NABTU) to utilize the Multi-Craft Core Curriculum or successor curriculums;
- The ability to recruit, prescreen, and provide pre-apprenticeship training to prepare workers for employment in the construction and building trades;
- Capacity to provide supportive services, ongoing engagement during and beyond training, and job retention services to participating trainees; and
- Capacity to operate satellite training locations to increase accessibility to equity investment eligible persons throughout the service region(s).

The Climate Works Pre-apprenticeship Program applicant team must also deliver the Energy Transition Barrier Reduction Program services for pre-apprenticeship participants and enrollees. The main grantee may propose to deliver the barrier reduction services themselves or may partner with a different community-based organization or other nonprofit to deliver these services. Energy Transition Barrier Reduction services must be delivered by a community-based organization or other nonprofit that has:

- The ability to effectively serve diverse and underrepresented populations in the proposed region;
- Capacity to provide individualized supportive services and distribute barrier reduction funds in an efficient and timely manner;
- Strong connections to other community-based organizations and local agencies for referrals and warm hand-offs; and
- Strong connections to and experience serving equity investment eligible communities within the service region(s).

NOTE: The Applicant for this grant is not required to be a nonprofit organization. However, the Energy Transition Barrier Reduction Funds must be administered by a nonprofit organization. Applicants that are not a nonprofit organization are required to partner with a nonprofit organization that will administer the Energy Transition Barrier Reduction Funds.

The applicant team must have the capacity to deliver the services outlined above, including a demonstrated ability to hire and retain project staff and instructors when the grant commences. Applicants may apply to deliver the Pre-apprenticeship training in one or more of the three regions. Proposals must provide performance data and outcomes from relevant prior work to demonstrate capacity and effectiveness.

Experienced and New Providers: This NOFO will consider organizations that have experience delivering construction pre-apprenticeship and other construction training programs, and who successfully demonstrate connections to existing registered apprenticeship programs. Applicants

that have not operated a pre-apprenticeship program but have experience serving equity investment eligible people are encouraged to apply in partnership with other relevant organizations that have experience in effective design and delivery of the required services.

Organizations that wish to apply to deliver the Pre-apprenticeship Program in multiple regions or to deliver multiple CEJA workforce programs (including the Climate Works Pre-apprenticeship Program, the Clean Jobs Workforce Network Program, the Energy Transition Navigator Program, and the Clean Jobs Contractor Incubator Program) must consider their capacity to deliver all proposed services if their proposals are selected.

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

2. Cost Sharing or Matching.

Cost sharing or matching is not required for this opportunity.

3. Indirect Cost Rate.

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

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

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

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

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

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

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

4. Other, if applicable.

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

Applicants will also be assessed for programmatic risk to determine grant-specific risk. This assessment will be conducted during the application process by the Department. Program staff will then determine whether any or all risk-based conditions shall be incorporated into the grant agreement.

Applicants may submit multiple applications for this opportunity.

D. Application and Submission Information

1. Address to Request Application Package.

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

Aaron DeWeese
Illinois Department of Commerce & Economic Opportunity
555 W. Monroe, Suite 1200
Chicago, IL 60661
Email: Aaron.DeWeese@illinois.gov

2. Content and Form of Application Submission.

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

- Uniform Grant Application in fillable PDF format. Signature page must be printed, signed, scanned and submitted with application.
- Uniform Budget utilizing the template provided by DCEO for this project. The entire budget with all worksheets included even if the worksheets are not relevant to the grant opportunity must be submitted with the application materials. Signature page must be printed, signed, scanned and submitted with application.
- Conflict of Interest Disclosure
- Mandatory Disclosures

This Notice of Funding Opportunity also requires the **submission of the following other programmatic specific items as part of the program application that can be found on the website where you accessed the application document:**

- Executive Summary (one page): Provide a one-page summary that identifies/describes the:
 - Applicant team;
 - Pre-apprenticeship Center Region(s) and community(ies) to be served.

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- If partnerships exist, identify members including, but not limited to, registered apprenticeship programs, community service organizations, education and training agencies, regional contractors, business and industry associations, economic development organizations, one-stop partners, and others determined appropriate;
- Brief description of services to be provided and the equity investment eligible population(s) to be served;
- Anticipated goals and outcomes of this project based on Attachment 2: Participant Outcomes Summary
- Grant amount requested.

Technical Proposal (not to exceed 20 pages):

Provide a narrative proposal to describe the program activities and outcomes that this grant will support. Note that each section of the technical proposal corresponds with the application review criteria in Part E of this NOFO.

Applicant Team Organization Capacity and Qualifications (approx. 4 pages)

- Provide high-level information about the lead applicant organization's size, structure, and history. Specify whether the organization is a start-up or is more established. Describe any other organizations who will be partners or subcontractors or subrecipients for the project.
- Include a list of the key staff and instructors, including subcontractor personnel, to be assigned to the project. This must align with Attachment 4: Staffing Plan.
 - Describe the role each staff person or instructor will fulfill and indicate the percentage of time they will allot to the project. Roles may include, but are not limited to:
 - outreach and recruitment
 - application and intake
 - Energy Transition Barrier Reduction Program delivery (providing wrap-around services and funds)
 - student support services (training supports)
 - pre-apprenticeship training and education
 - transition services and follow-up
 - program administration
 - data entry
 - Provide brief bios of key staff that indicate, at a minimum, positions and total years in the organization, education, relevant work experience, and any NABTU or NCCER instructor certifications or plans to acquire certifications.
- Provide information demonstrating the experience and knowledge of the applicant team in:
 - Administering similar grants and projects and providing workforce training programs, including pre-apprenticeship training.
 - Working with and connecting people to construction and building trades registered apprenticeship programs, clean energy contractors, and apprenticeship navigators or intermediaries. Describe any experience transitioning clients to registered apprenticeship programs and employment in the construction and building trades.
 - Working in equity investment eligible communities and providing services to equity focused populations near the training locations.
 - Providing barrier reduction wrap-around services and barrier reduction funds to program participants in a timely and efficient manner. Describe the team's ability to refer participants to other community-based organizations for support services.

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- Describe the applicant team's capacity to meet the proposed training program outcomes (number of students trained, apprenticeship placements, etc.).
- Describe available facilities, space, and equipment to be used for Program training, operations, and administration. Include information about availability of parking and nearest public transit access.

Documentation of Need (approx. 2 pages)

- Identify the Pre-apprenticeship Center Region(s) (R1, R2 and R3, or R4 and R5) where this project will operate and the specific locations where the training will be offered (see Figure 1). Applicants may propose to serve more than one region. Note that competitive applicants will offer training in multiple locations throughout each region to improve the accessibility to program services.
- Identify specific equity eligible investment population(s) and communities in the region(s) your program will target. Describe how the social and economic conditions of these populations or communities affect their access to apprenticeship programs and well-paying clean energy jobs. Describe the barriers that target communities or populations face.
- Describe the clean energy employment needs in the construction and building trades in the proposed region(s) and how your program will address these needs. Include a brief analysis of how your proposed program focus is informed by labor market information, current local and regional workforce data, and employment trends.
- Describe the existing construction and building trades apprenticeship program availability and the need for expansion in the proposed region(s). If applicable, describe how the work of this project will result in creating or expanding construction and building trade apprenticeships in areas where apprenticeships are not robust or do not exist.
- Describe the expected impact of the project on the identified target populations, communities, and job growth in construction and building trades and clean energy jobs therein.
- Provide any additional contextual details that will strengthen the reviewers' understanding of the identified issues/problems, needs and expansion opportunities.

NOTE: Applicants are encouraged to review the [Illinois Clean Energy Jobs and Training Program Inventory](#) and the [Climate and Equitable Jobs Act Stakeholder Outreach Report](#) to help identify current needs.

Climate Works Pre-apprenticeship Project Plan (approx. 12 pages)

Provide a three-year plan that describes the design and implementation of all elements of the Climate Works Pre-apprenticeship Program and Energy Transition Barrier Reduction Program support services. The plan should, at a minimum, include the following:

- The pre-apprenticeship program design, curriculum and methods of delivery, including:
 - A summary of the Program services to be offered and the overall approach to delivering these services;
 - A description of program delivery, including program duration, numbers of cohorts (if applicable), hours per week and any plans to improve accessibility of instruction (such as online synchronous instruction or open entry/exit models). The narrative should align with Attachment 1: Proposed Work Plan.
 - The goals and anticipated outcomes of the program, including number of participants served, number of certifications achieved, number of

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- individuals placed in apprenticeships, and number of individuals placed in other advanced training or clean energy employment. Provide a brief narrative explaining how these outcomes will be achieved. The narrative should align with Attachment 2: Demographics & Outcomes Summary.
- A brief description of the training and curricula to be used, including NABTU or NCCER construction curriculum and any additional clean energy curriculum topics. The narrative should align with Attachment 3: Sample Curriculum and Proposed Curriculum. Scoring preference for this category will be given to programs that have an agreement with North American Building Trades Unions (NABTU) to utilize the Multi-Craft Core Curriculum or successor curriculums.
 - Work-based learning and hands-on activities (10 hours minimum at a worksite) or alternative plan if worksite training is not technically possible due to U.S. DOL safety or other regulations that prohibit or limit the access of program participants.
 - Nationally recognized certifications or credentials program participants will achieve, including NABTU/NCCER, OSHA 10 and First Aid/CPR.
 - Student support services focused on academic success and obtaining certifications and credentials, including tutoring, retesting, and makeup sessions, among others.
 - Plan for providing education around exploration of clean energy career pathways, job search skills, resume development and interview practice.
- A plan for performance-based stipends based on attendance and academic performance, not to exceed \$13 per instructional hour.
 - A plan for outreach and recruitment strategies to target populations, in coordination with Energy Transition Navigators, once they become available.
 - A plan to assist participants in their transition into a registered apprenticeship program in a construction or building trade that has a need for clean-energy workforce expansion. For participants who do not wish to enter an apprenticeship, applicants should describe how they will assist with their transition to employment or higher-level training programs in the construction and building trades. The plan must include partnerships with registered apprenticeship programs and agreements with contractors, including signatory union contractors, as applicable. These agreements should ensure trainees who successfully complete a pre-apprenticeship program will be admitted into a registered apprenticeship program in the construction and building trades with clean energy job opportunities (primary outcome) or other advanced training program or employment with a clean energy focus (secondary outcome).
 - A plan to deliver Energy Transition Barrier Reduction Program Services, including intake, distribution of funds and services, and referrals. Applicants must explain how they will provide services and funds in a timely and efficient manner to address immediate and longer-term needs. Wrap-around support services may include, but are not limited to: childcare, apprenticeship application fees, transportation, case management, and benefit eligibility, among others.
 - Coordination of activities with local and regional workforce, educational, economic development entities, and other CEJA workforce programs.
 - Equity-focused strategies related to recruitment, partnerships, and training to achieve program outcomes and ensure more apprenticeship opportunities for equity focused populations. Equity-focused strategies may include but are not limited to:
 - Interactions with construction and building trade businesses.
 - Marketing and recruitment plans for equity-eligible investment communities or populations.
 - Partnerships with organizations with ties to target communities.

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- Plans to support, coach and retain participants through the training program.
 - Transition services for graduated participants.
 - Pre-preparation or training needed before enrolling pre-apprentices.
- Data tracking, reporting systems, and assessment strategies to track program outcomes and improve program delivery. Describe how you will assess the pre-apprenticeship program and how this information will be used to improve program delivery. Program assessment may include surveys of program graduates regarding overall satisfaction with the training activities delivered and appropriateness to the targeted job opportunities, surveys of employers concerning the comprehensiveness of coverage of required job skills, etc. The assessment plan should indicate how the results of the assessment activities will be used to improve the training program in a continuous manner.

Budget Narrative (approx. 2 pages):

- Provide a high-level budget narrative for the Climate Works Pre-apprenticeship Program, including justification of the main budget expense items and an analysis of the cost efficiency in relationship to planned outcomes and proposed activities. Include the cost per eligible participant. Applicants should identify stipend amounts separate from other wrap-around services.
- Provide a high-level budget narrative for how the Energy Transition Barrier Reduction funds will be used to provide wrap-around services in a timely and efficient manner. Include proposed costs per eligible participant.
- Describe any programs, services and partnerships (such as WIOA funds) that will be leveraged to improve the program's cost effectiveness, return on investment, and long-term sustainability. Describe any leveraged/matching funds from workforce partners, participating businesses, and others.

NOTE: Applicants should submit a budget for the first twelve months of the grant. Additional funds may be provided if the grant is renewed after the first year.

Attachments: Applicants are required to complete and submit the attachments listed below that are available in the Appendix of this NOFO and on the NOFO website

Attachment 1: Proposed Work Plan: Grant applications must include a work plan which will outline the total proposed number of individuals recruited, enrolled, completed, and transitioned from the applicant's program as well as these metrics per cohort. Applicants will also outline the timeline for recruitment, enrollment, instruction, and transition.

Attachment 2: Participant Outcomes Summary: Grant applications must include projected outcomes provided in Attachment 1. Competitive proposals will clearly articulate how the activities funded under this NOFO will significantly increase participation of underserved populations in registered apprenticeship programs in Illinois.

Attachment 3: Sample Curriculum and Proposed Curriculum: Applicants must provide an outline of their chosen curricula. The curricula should include an outline of NABTU or NCCER curricula, including clean energy curricula, OSHA-10, First Aid/CPR, employability skills, test taking, and any additional training considerations or credentials applicants plan to offer.

Attachment 4: Staffing Plan: Applicants will utilize this attachment to outline how program services and instruction will be delivered, who will deliver services and instruction, and organizational capacity. Resumes, credentials, partnership agreements or MOUs should be included in this attachment.

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- Resumes and Credentials of Program Staff: Grant applications must include the resumes of key program staff and instructors that demonstrate capacity to complete the work outlined in the application. Credentials are required for instructors to verify their ability to deliver OSHA-10, First Aid/CPR, and/or NCCER or NABTU or other nationally recognized curricula chosen.
- Memorandum of Understanding (MOU) from any applicant team partners: Grant applications should include MOUs and Partnership Agreements (as opposed to Letters of Support) with all key partners on the Applicant team detailing the entity's information, key staff information, roles and responsibilities associated with this project, and dollar amounts for specific services to be rendered.
- Memorandums of Understanding (MOUs) from registered apprenticeship programs in the construction and building trades, including for direct matriculation of Pre-apprenticeship graduates. Letters from signatory contractors agreeing to hire apprentices should also be included.

Application Format Requirements: All applicants must meet the following submission requirements: Applications must be formatted to an 8 ½ x 11-inch page size, using 11-point type and at 100% magnification. Tables may be used to present information with a 10-point type. The program narrative must be typed single-spaced, with 1-inch margins on all sides. The entire application, including appendices, must be typed single-spaced, with 1-inch margins on all sides. The entire application, including appendices, must be sequentially page numbered (hand-written page numbers are acceptable). Items included in the attachments are NOT included in the page limitations.

Please note there is a maximum upload of 10 documents in the web form where applications are submitted, so combining files may be necessary.

3. Unique Entity Identifier (UEI) and System for Award Management (SAM).

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

- (i) Be registered in SAM before submitting its application. To establish a SAM registration, go to www.SAM.gov and/or utilize this instructional link: [How to Register in SAM from the www.grants.illinois.gov Resource Links tab](#). Please note, making SAM.gov registrations "public" will expedite the GATA Grantee Portal pre-qualification process.
- (ii) Provide a valid UEI number in its application, which matches the UEI number used in both the applicant entity's SAM registration and GATA Grantee Portal registration.
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active Federal, Federal pass-through or State award or an application or plan under consideration by a Federal or State awarding agency. The Department will not make a Federal pass-through or State award to an applicant until the applicant has complied with all applicable UEI and SAM requirements and, if an applicant has not fully complied with the requirements by the time the Department is ready to make a Federal pass-through or State award, the Department may determine that the applicant is not qualified to receive a Federal pass-through or State award and use that determination as a basis for making a Federal pass-through or State award to another applicant.

4. Submission Dates and Times.

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APPLICATION DEADLINE: Applications for this opportunity must be submitted by July 3, 2023 at 5:00PM.

Application materials must be submitted to the Department via electronic form at <https://app.smartsheet.com/b/form/f0e0eee5a20542a3ba60311bc3c83808>.

NOTICE OF INTENT TO APPLY: The Department requests that applicants submit a Notice of Intent to Apply by May 12, 2023. The Notice of Intent to Apply should be a one page document that includes the name of the lead applicant and the regions served. Submitting the Notice of Intent to Apply is optional and will assist the Department in planning the merit review of applications.

The Notice of Intent to apply should be submitted to the Department via electronic form at: <https://app.smartsheet.com/b/form/f0e0eee5a20542a3ba60311bc3c83808>.

The Department is under no obligation to review applications that do not comply with the above requirements. Failure to meet the application deadline may result in the Department returning application without review or may preclude the Department from making the award.

5. Intergovernmental Review, if applicable.

“N/A”

6. Funding Restrictions.

This opportunity does not allow reimbursement of pre-award costs. Other restrictions can be found in Sections B. and C.3.

7. Other Submission Requirements.

Documents stored in Google Docs or other cloud-based servers are not allowed.

Applicants may confirm receipt of the application and documents by contacting the program contact listed in this NOFO.

E. Application Review Information

1. Criteria.

Grant proposals will be reviewed on a competitive basis. Each proposal will be scored on a 100-point scale (or on a percentage scale). Applicants must demonstrate that they meet the requirements under this NOFO as described throughout. The following criteria will be used as part of the merit review of applications:

Applicant Team Qualifications and Capacity (35%)	
Capacity and expertise for successful and timely completion of pre-apprenticeship training and administration tasks.	6%
Expertise and capacity to deliver a wide variety of wrap-around services in a timely and efficient manner.	6%
Related experience and administrative performance on similar grants and projects (workforce training and support service administration).	5%
Related experience working with and capacity to recruit from the identified target populations.	6%

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Related experience and qualifications of the applicant team’s staff to be assigned to deliver training and support services.	6%
Related experience and qualifications of the applicant team’s staff to work with and connect participants to registered apprenticeship programs and contractors.	6%
Documentation of Need (10%)	
The project’s focus on specific equity investment eligible communities or populations; identification of barriers that these target communities or populations may face; and workforce needs in target communities.	4%
The project’s target construction and building trades and need for expansion of clean energy jobs and apprenticeship programs in these trades, as demonstrated through local and regional labor market information.	3%
Expected impact of project on the identified target communities, populations, and job growth in target trades.	3%
Project Quality and Integration (35%)	
Quality of training program design, curriculum and methods of delivery, including clean energy topics. Scoring preference for this category will be given to programs that have an agreement with North American Building Trades Unions (NABTU) to utilize the Multi-Craft Core Curriculum or successor curriculums.	6%
Quality of plan to recruit participants and assist with enrollment.	4%
Quality and feasibility of program goals and outcomes (including number of students served, industry recognized skills, certifications, apprenticeship placements, and employment)	5%
Quality of plan for delivering Energy Transition Barrier Reduction Program Services (wrap-around services) to facilitate access to and completion of training program, including a list of services to be provided.	5%
Quality of plan to help participants transition to U.S. DOL-registered apprenticeship programs and strength of the partnership agreements/MOUs with apprenticeship programs or contractors.	6%
Quality of plan to address equity in program design, recruitment, wrap-around supports and apprenticeship transition services.	5%
Quality of plan to track program outcomes, assess the program and use this information to improve program delivery.	4%
Cost Effectiveness/Return on Investments (20%)	
Reasonableness of project costs in relation to planned outcomes (cost per participant)	5%
Reasonableness of costs in relation to proposed activities to ensure quality service and instruction.	5%
Reasonableness of proposed costs per eligible participant for Energy Transition Barrier Reduction wrap-around services in relation to proposed services.	5%
Ability to leverage existing programs, services and partnerships to improve cost effectiveness, return on investment, and long-term sustainability of program.	5%

2. Review and Selection Process.

Applications will be graded using the Merit Review Process and scored on the criteria specified in Section E.1. The Department will designate an Evaluation Committee to grade each application received for this funding opportunity. The final score of each Committee member will be

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calculated and an average of all scores will be the final applicant score. Grants will be awarded according to the following process:

All applications will be sorted by proposed region. Highest scoring applications per region will be prioritized. The final grants will be negotiated by the Department based on the applications' alignment with the requirements of this NOFO. The purpose of negotiations will be to arrive at acceptable grant terms, including budgetary and scope-of-work provisions, at which time the final decision to make a grant award will be made.

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

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

The Department anticipates sending Notices of State Award (NOSA) 11-15 weeks after the application period is closed.

The Department reserves the right to issue a reduced award, or not to issue any award.

F. Award Administration Information

1. State Award Notices.

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

2. Administrative and National Policy Requirements.

Subrecipients and Subcontractors: Agreement(s) and budget(s) with subrecipients and subcontractors must be pre-approved by and on file with DCEO. Agreements can be submitted to DCEO when available. Subcontractors and subrecipients are subject to all applicable provisions of the Agreement(s) executed between DCEO and the grantee. The successful applicant shall retain sole responsibility for the performance of its subrecipient(s) and/or subcontractor(s).

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

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

3. Reporting.

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

Grantees funded through this NOFO are required to submit in the format required by the Grantor, at least on a quarterly basis, the PPR and PFR electronically to their assigned grant manager. The first of such reports shall cover the first three months after the award begins. Pursuant to 2 CFR 200.328, Periodic Financial Reports shall be submitted no later than 30 calendar days following the period covered by the report. Pursuant to 2 CFR 200.329, Periodic Performance Reports shall be submitted no later than 30 calendar days following the period covered by the report. Any additional reporting requirements will be disclosed in the NOSA. Grantees are required within 45 calendar days following the end of the period of performance to submit a final closeout report in the format required by the Grantor (See 2 CFR 200.344).

Monitoring

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

Audit

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

Climate Works Pre-Apprenticeship Specific Reporting

Grantees shall provide an annual report to the Illinois Works Review Panel by April 1 of each calendar year as required by the program statute, 20 ILCS 730/5-40(b). The annual report shall include the following information:

- A description of the grantee's recruitment, screening, and training efforts, including a description of training related to construction and building trades opportunities in clean energy jobs;
- The number of individuals who apply to, participate in, and complete the Climate Works Pre-Apprenticeship program, broken down by race, gender, age, and veteran status;
- Referring to those who participated in and completed the Climate Works Pre-Apprenticeship Program, the number of individuals who are initially accepted and placed into apprenticeship programs in the construction and building trades, broken down by race, gender, age, and veteran status;
- Referring to those who participated in and completed the Climate Works Pre-Apprenticeship Program, the number of individuals who remain in apprenticeship programs in the construction and building trades or have become journeymen one calendar year after their placement, broken down by race, gender, age, and veteran status.

Grantees will be required to submit regular reports to document the progress of the project as part of the grant requirements. In addition to the PPR and PFR outlined above, grantees will be required to report real-time program activities and outcomes using a data reporting system as required by the Department. Metrics that are reported are the basis for the performance payment model and reimbursement used by the Department and outlined under the Performance-Based Payment Model portion of this NOFO.

DCEO requires the Periodic Financial Report (PFR), outlined above, to be submitted with expenses on a monthly basis.

G. State Awarding Agency Contact(s)

Grant Help Desk
Illinois Department of Commerce & Economic Opportunity
Email: CEO.granthelp@illinois.gov

H. Other Information, if applicable

The Department reserves the right to request additional information from applicants to evaluate applications.

Submission of an application confers no right to an award or to a subsequent grant agreement. The Illinois Department of Commerce and Economic Opportunity 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's beginning date.

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

Questions and Answers: Applicants may submit questions about this NOFO to ceo.ceja@illinois.gov by Friday, May 5, 2023 at 5:00 pm. Answers to questions will be posted by May 13, 2023 on the NOFO webpage [insert link].

NOFO Technical Assistance: DCEO will provide Technical Assistance (TA) throughout the application process, in the form of webinars and FAQ. More information will be posted at: [insert link].

- **Bidder's Conference:** Tuesday, April 27, 2023 from 3:00-4:30pm.
<https://illinois.zoom.us/meeting/register/tZlIdu2srjouGt3VjcCVCZnRZaxE3fm8wdLI>.
- **Writing an Effective Proposal:** Tuesday, May 3 from 1:00 pm to 2:30 pm.
<https://illinois.zoom.us/meeting/register/tZMkc--vqz0uGN19kO67HCqgRRi1IAOT7ao2>.
- **GATA Training:** Friday, May 5 from 10:00am to 11:00am.
<https://illinois.zoom.us/meeting/register/tZAucegrzorE92Ik-EKyb3ulzXMIbHrnPxT>.
Technical Assistance for First-time applicants: Tuesday, May 9 from 3:00pm to 4:30pm.
https://illinois.zoom.us/meeting/register/tZMtc-uvqD8sHdSY1tCMo9Sj7oTdPv1_YmDS.

Performance-Based Payment Model: The performance-based payment model utilized by the Climate Works Pre-apprenticeship Program is rooted in the belief that grant funding should be based on a grantee's tangible impact in the community. The Department is driven to produce real change in Illinois which has led the Department, along with many other state agencies, to institute a performance-based payment model in addition to their existing reimbursement model. The combination of performance-based and reimbursement models means that metrics dictate the funds available for reimbursement, but grantees must still submit allowable expenses to access that funding.

Performance-based payments will be based on four factors:

- Enrollments (25%)
- Completions (30%)
- Transitions (35%)
- Close-out reports (10%)

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More information related to the Climate Works performance-based model will be presented at the bidder's conference. The model is similar to the Illinois Works Pre-apprenticeship Program which includes the following features:

- If grantees exceed their metrics, they can earn funding beyond their initial grant award.
- Due to live, real-time reporting, DCEO will make disbursements monthly.
- Grantees have the right to appeal to the Department if a grantee believes that they missed their outcome metrics and program goals due to variables outside of their control.

Renewals and Grant Modifications: The Department may authorize the renewal, for up to two additional years, of projects awarded under this NOFO and additional funding based on the activities, outcomes and performance of the grantee as well as the availability of funds under the Climate and Equitable Jobs Act. The renewal, if granted, would occur after one year of programmatic performance and an evaluation of services and outcomes by the DCEO.

Technical Assistance and Professional Development: Grantees must plan on attending group or individual technical assistance and/or training sessions throughout the year as directed by the Department. Applicants must also budget for instructors' attendance to training and certification classes. In addition to ongoing technical assistance and professional development trainings, grantees may have the opportunity to garner additional support from a program coach contracted by the Department. Depending on grantee needs and capacity, the Department may require grantees to work with the program coach to support the administration of the grant.

ATTACHMENT 1: PROPOSED WORK PLAN

Table A: Total Outcome Metrics for Year 1

Total Number of Individuals Recruited		Total Individuals Enrolled		Total Individuals Completed	
Total Individuals Transitioned – Primary Outcome		Total Individuals Transitioned – Secondary Outcome			

**Participant numbers in Table A should align with those in Attachment 2: Participant Demographic & Outcome Summary*

- **Recruited Participant:** An individual who is interested in the program and has provided their contact information to be contacted for enrollment.
- **Enrolled Participant:** An individual who completes a pre-screen, application, and standardized interview and is offered to attend the program, accepts the offer, and attends training.
- **Completed Participant:** An individual who begins instruction and successfully completes all required modules and assessments to obtain industry-recognized certifications and credentials.
- **Primary Outcome Transitioned Participant:** A graduate of an Illinois Climate Works Pre-apprenticeship Program who has applied and has been accepted to a U.S. DOL registered apprenticeship program OR who has applied and has been placed on a waiting list for a U.S. DOL registered apprenticeship program.
- **Secondary Outcome Transitioned Participant:** A graduate of an Illinois Climate Works Pre-apprenticeship Program who chooses not to apply for a U.S. DOL registered apprenticeship program and instead is actively participating in an alternate outcome (i.e. registered in a college program or other education/training program, accepted a position with employer, etc.)

Table B: Outcome Metrics for Quarter 1, Year 1

Total Number of Individuals Recruited		Total Individuals Enrolled		Total Individuals Completed	
Total Individuals Transitioned – Primary Outcome		Total Individuals Transitioned – Secondary Outcome			

Table C: Outcome Metrics for Quarter 2, Year 1

Total Number of Individuals Recruited		Total Individuals Enrolled		Total Individuals Completed	
Total Individuals Transitioned – Primary Outcome		Total Individuals Transitioned – Secondary Outcome			

Table D: Outcome Metrics for Quarter 3, Year 1

Total Number of Individuals Recruited		Total Individuals Enrolled		Total Individuals Completed	
Total Individuals Transitioned – Primary Outcome		Total Individuals Transitioned – Secondary Outcome			

Table E: Outcome Metrics for Quarter 4, Year 1

Total Number of Individuals Recruited		Total Individuals Enrolled		Total Individuals Completed	
Total Individuals Transitioned – Primary Outcome		Total Individuals Transitioned – Secondary Outcome			

Table F: Instruction Information

Total Curricula Hours		Average Length of Training Program (weeks)	
Curriculum Offered (NABTU, NCCER, Other nationally recognized curricula)		Certifications offered (minimum of NABTU/ NCCER/Other, OSHA-10, First Aid/CPR)	

**Total curricula hours and information should align with information provided on Attachment 3: Sample Curriculum and Proposed Curriculum*

Per Location Instructions

If you plan to deliver the training at multiple locations, please complete the following table. **Per location outcome numbers should sum to the numbers in Table G.**

Table G: Per Location Outcomes

Location 1			
Individuals Recruited:			
Individuals Enrolled		Individuals Completed	
Individuals Transitioned – Primary Outcome		Individuals Transitioned – Secondary Outcome	
Location 2			
Individuals Recruited:			
Individuals Enrolled		Individuals Completed	
Individuals Transitioned – Primary Outcome		Individuals Transitioned – Secondary Outcome	
Location 3			
Individuals Recruited:			
Individuals Enrolled		Individuals Completed	
Individuals Transitioned – Primary Outcome		Individuals Transitioned – Secondary Outcome	

ATTACHMENT 2 – PARTICIPANT DEMOGRAPHICS & OUTCOME SUMMARY FOR YEAR 1

Ensure recruitment, enrollment, program completion, primary, and secondary transition numbers match Attachment 1: Proposed Work Plan.

		Total Program Goal	Goal Per Location (if applicable)
Participant Recruitment & Enrollment	Total Individuals Recruited		
	Total Individuals Enrolled in the Program		
Demographics of Enrolled Participants	Members of environmental justice communities	Total Program Goal	Goal Per Location (if applicable)
	Yes		
	No		
	Members of R3 communities	Total Program Goal	Goal Per Location (if applicable)
	Yes		
	No		
	Foster care alumni/current members	Total Program Goal	Goal Per Location (if applicable)
	Yes		
	No		
	Returning residents	Total Program Goal	Goal Per Location (if applicable)
	Yes		
	No		
	Displaced energy workers	Total Program Goal	Goal Per Location (if applicable)
	Yes		
No			
Service Delivery for Enrolled Participants	Support Service	Total Program Goal	Goal Per Location (if applicable)
	Wrap-around Services (non-academic support)		
	Student Support Services (academic support)		
	Transition Services		
	Training Service/Instruction	Total Program Goal	Goal Per Location (if applicable)
	Employability Skills		
	Classroom training		
	Work-based learning (worksite)		
Other (Describe)			
	Participant Completion/Credentials	Total Program Goal	Goal Per Location

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Program Completion			(if applicable)
	Participants who complete the pre-apprenticeship program		
	Participants who complete the program and receive required credentials (OSHA-10, First Aid/CPR, NCCER, or NABTU)		
Primary Transition Goal/Outcome	Participants who enroll in a Registered Apprenticeship Program (RAP)	Total Program Goal	Goal Per Location (if applicable)
	Participants who enroll in a RAP through employer sponsorship		
	Participants who enroll in a RAP through open enrollment		
	Participants expected to complete a RAP and graduate to journeyperson status		
Secondary Transition Goal/Outcome	Participants who do not enroll in a Registered Apprenticeship Program (RAP)	Total Program Goal	Goal Per Location (if applicable)
	Participant(s) who complete the pre-apprenticeship program and open a small business		
	Participant(s) who complete the pre-apprenticeship program and are hired by a construction employer		
	Participant(s) who complete the pre-apprenticeship program and seek non-construction employment		
	Participant(s) who complete the pre-apprenticeship program and continue onto an advanced construction training program instead of a RAP		
	Participant(s) who complete the pre-apprenticeship program and continue onto a non-construction training program or education		

ATTACHMENT 3 – SAMPLE CURRICULUM AND PROPOSED CURRICULUM

Sample Curriculum:

The sample curriculum is intended to provide an example of how this template should be utilized.

Objectives			
1. Prepare students to successfully enter a clean-energy focused U.S. DOL-registered apprenticeship program of their choice			
2. Provide students with industry-recognized credentials			
3. Introduce students to clean energy jobs and clean energy job training basics			
Instructional Hours (Between 150-300 hours)	185	Delivery Format	Face-to-face, online (synchronous), hands-on laboratory, work-based learning/worksite
Logistics			
Option 1: attend three days a week, 4 hours per day, 12 hours per week for 14 weeks			
Option 2: attend four days a week, 4 hours per day, 16 hours a week for 10.5 weeks			
Prerequisites			
HS/GED, interest in construction trades up to becoming a journeyman, pass a drug test, plus registered apprenticeship program entrance requirements.			
Industry Recognized Certifications/Credentials			
NCCER Core Curriculum Certification			
OSHA 10-Hour Construction Certification			
First Aid/CPR Certification			
Program Modules			
Module Name			Number of Hours
Introduction to Construction and Its Trades			4
Introduction to Clean Energy Jobs with topics such as building energy basics and electrical basics in clean energy systems			16
Basic Safety/OSHA-10 Hour Certification			13
Introduction to Construction Math			32
First Aid/CPR			6
Introduction to Hand Tools and Demo/Practicum			12
Introduction to Power Tools and Demo/Practicum			12
Introduction to Construction Drawings			12
Introduction to Basic Rigging			10
Basic Communication Skills			8
Basis Employability Skills-Part 1			8
Introduction to Materials Handling			8
Basic Employability Skills-Part 2 (Problem-solving, decision making, customer service, working in teams, relating to supervisor, professionalism, personal finances)			24
Test Taking Skills			4
Work-based Learning/Worksite			16
Total Hours			185

Curriculum Template:

Please complete the curriculum template following the instructions below. A curriculum contains the overall content relevant to a training program. Delivery of an Illinois Climate Works approved curricula provides between 150 – 300 hours (special permission is required to exceed 300 hours) of instruction, with a strong emphasis on hands-on practice in a construction laboratory and at job sites, that leads to obtaining relevant certifications for the construction industry related to clean energy job opportunities.

Instructional hours may include:

- Illinois Climate Works Program orientation (required)
- Introduction to construction and the trades (required)
- Supplemental shop math instruction (not required, but highly recommended)
- Construction certifications (required)
 - NABTU, NCCER or other Illinois Climate Works approved curricula
 - OSHA 10-hour
 - First Aid/CPR
- Other nationally recognized certifications related to clean energy (optional)
- Clean energy basics
- Soft skills based on Illinois Essential Employability Skills Framework (required)
 - 32 hours recommended with a maximum of 40 instructional hours without approval from the Department prior to award offer.
- Test taking skills (required)
- Work-based/job site learning (10 hours required)

Objectives	
Instructional Hours	Delivery Format
Logistics	
Prerequisites	
Industry Recognized Certifications/Credentials	
Program Modules	
Module Name	Number of Hours
Total Hours	

ATTACHMENT 4: STAFFING PLAN

As part of the Illinois Climate Works Pre-apprenticeship Program, the Department requires that successful applicants provide staff in eight key areas, including program administration, outreach and recruitment, intake, wrap-around services (non-academic needs), student support services (academic needs), instruction, transition, and data entry. These areas can be staffed by full-time or part-time employees of the organization, contractors, sub-contractors, or partner organizations. Below are the definitions of the responsibilities categorized into specific roles.

Resumes, partnership agreements, or MOUs should be attached to this plan for all staff members, partners, contractors, and sub-contractors listed in Table A below.

Role definitions:

Please note that successful applicants are not required to have these specific role titles; however, all responsibilities within each role must be assigned.

Program Administrator - Responsible for program compliance and ensuring that performance metrics are met and required reporting is done; oversees program operations, onboards staff, and monitors the performance of other program roles.

Outreach and Recruitment Coordinator - Secures a constant flow of leads for the program, conducts pre-screen assessments, ensures program applications are completed, and conducts, along with other team members, standardized interviews. They will work in coordination with DCEO-funded Energy Transition Navigators, once they become available, to recruit eligible leads identified by the Energy Transition Navigators.

Wrap-around Service Coordinator - Responsible for non-academic support beginning with the Wrap-Around Service Assessment during Intake. This role will complete the assessment, set up necessary services, and work with the Academic Support Specialist, as needed, to offer additional support if participants begin to struggle academically. They will administer the Energy Transition Barrier Reduction Program to provide support services to help eligible individuals overcome financial and other barriers to participation. They will also source from outside providers and partners for other needed support services and refer participants to those services if needed.

Instructor - Each organization is required to have qualified and dedicated instructors for its program. This does not mean the instructors have to be employees, only that programs have a contract with an individual or partner organization that will be carrying out the training portion of their pre-apprenticeship program. Instructors should provide classroom, hands-on, and worksite training, and tutoring.

Student Support Services Coordinator - Responsible for the academic needs of students, specifically the implementation of student support services, participant progress reports, action plans, monitoring attendance and academic performance, hosting make-up sessions or post-assessment retakes, and coordinating tutoring services for participants.

Apprenticeship and Contractor Coordinator – Responsible for developing relationships and coordinating with registered apprenticeship programs, contractor associations, unions, and contractors to facilitate apprenticeship matriculation upon graduation and job placement.

Transition Services Coordinator - Responsible for ensuring the career assessments are completed, and individualized career plans are created in coordination with other program staff, including the creation of resumes, and the delivery of career services such as mock interviews, and assistance with completing apprenticeship applications, among others. They also work with contractors, U.S. DOL-registered apprenticeship programs, DCEO-funded Energy Transition Navigators, and other partners to ensure the timely and successful transition of program graduates. They conduct the required post-program proactive follow-up of graduates.

Data Entry Coordinator - Programs can determine how their program data is entered and reported in the Illinois Works Reporting System (IWRS). They may complete this, or it may be part of the other roles in the program. They are responsible for ensuring timely reporting of program data in IWRS, including entering participant information, programmatic and service data, outcome metrics, and verifying data accuracy, among others.

Table A: Staff Capacity

Staff Role	Name of staff member(s), partner(s), contractor(s), subcontractor(s), subrecipient(s). If the staff assigned to the role has not yet been determined, write “TBD.” If you will need to hire additional staff to fill the role, write “Will hire.”
Program Administrator	
Outreach and Recruitment Coordinator	
Wrap-around Service Coordinator	
Student Support Service Coordinator	
Instructor	
Student Support Services Coordinator	
Apprenticeship and Contractor Coordinator	
Transition Services Coordinator	
Data Entry Coordinator	

**Please note that many of these roles have access to participants’ private information. When determining how to cover the responsibilities outlined above, applicants should consider how to ensure that participant information is protected.*