

WIOA Youth Career Pathways Grant Opportunity

75-1718

A. Program Description

Background: The Illinois Department of Commerce and Economic Opportunity (DCEO) is the agency responsible for administering statewide workforce development activities outlined in the Workforce Innovation and Opportunity Act (WIOA). Funding for WIOA comes through the U.S. Department of Labor to [eligible applicants](#). Additionally, DCEO supports the Illinois Workforce Innovation Board (IWIB), the governing body for WIOA. The responsibility of the IWIB is to assist the Governor in the development and continuous improvement of the workforce system, which includes the creation of strategies that support the use of career pathways. These pathways connect young people with barriers to meaningful education, training, and employment.

As the state administrator for WIOA, DCEO, and its partners, are issuing this Notice of Funding Opportunity (NOFO,) which sets forth the 2021 WIOA Statewide Youth Career Pathways Initiative requirements. Partners for this effort include the Illinois Community College Board (ICCB), Illinois State Board of Education (ISBE), IWIB Career Pathways for Targeted Populations (CPTP), the Department of Human Services (DHS), and the Department of Children and Family Services (DCFS). These partners seek to incorporate practices that meet the state adopted definition for a career pathway framework detailed in the [Career Pathways Dictionary](#) into initiatives throughout Illinois.

Program Purpose: Before the COVID-19 Pandemic, unemployment rates were at or near record lows, and many adults had successfully gained or increased employment. However, the COVID-19 outbreak and the subsequent economic downturn caused unemployment highs among all groups of workers. Among the 19.3 million workers ages 16 to 24 in the economy, 9.2 million, or nearly half, are employed in service-sector establishments. Youth workers make up 24% of employment in higher-risk industries, and many establishments have significantly reduced staff and services or closed. In Illinois, youth unemployment rates rose from 4.3% in March 2020 to 12.8% in May 2020, which remains consistent through August 2020 data. Under these circumstances, youth face significant challenges in finding gainful employment as these businesses struggle to recover, particularly in those areas that have been impacted the most.

This NOFO not only seeks to address the staggeringly high unemployment rate for youth but seeks to advance the vision, principles, goals, and strategies articulated within the [State of Illinois WIOA Unified State Plan](#) and the priorities outlined in the [Regional and Local Workforce Plans](#). Additionally, Governor Pritzker has outlined his priorities for revitalizing economic growth and creating economic opportunity in communities across the state through Executive Order 2019-03, and the Five-Year Economic Development Plan ([Appendix A](#)- outlines the guiding principles). Proposals must consider how the program model aligns with the Action Areas outlined in Governor Pritzker's Executive Order 2019-03 - [An Action Agenda for Workforce Development and Job Creation](#) and priorities in the [Plan to Revitalize the Illinois Economy and Build the Workforce of the Future](#).

Action Areas in the Agenda are:

- Unite workforce development partners around regional cluster strategies
- Prepare Illinois workers for a career, not just their next job.
- Connect job seekers with employers

Strategic Goals in the Plan to Revitalize Illinois are:

- Provide world-class customer service
- Build the workforce of the future
- Win in key industries

Proposed Models: This NOFO solicits proposals from eligible organizations capable of developing a framework that strengthens career pathway systems. These systems will improve youth college and career readiness, create employment opportunities, address equity in underserved communities, and expand partnerships between the workforce system, education, and business.

Proposals must integrate workforce services, education, and economic development to address the challenges youth face in obtaining marketable and in-demand skills. All projects must include essential employability skills, financial and digital literacy, assessments, and programming. Additionally, applicants must demonstrate how they will implement the program components listed below and address the applicable program requirements/career pathways found in [Appendix B](#).

Illinois is interested in funding projects that highlight underserved populations and increase equity in underrepresented areas. Projects that address youth issues in either regions or demographic areas documented to be higher than the statewide average will be prioritized. These target areas include high school dropout rate, Free & Reduced Lunch Program, homelessness, or regions and demographics highly represented in justice-involved youth. In addressing these issues, the applicant must demonstrate collaboration with the organizations that serve these youth. In developing projects to address the above challenges youth face, we have added the standard definitions list in [Appendix C](#) for federal funding. This list incorporates the common language used throughout the workforce system and this Notice of Funding Opportunity.

Target Populations: Along with its core partners, the DCEO have highlighted eligible target populations in which organizations must focus their work. Each proposed project must focus on one or more of the highlighted target groups listed on the Target Population Data Table; these highlighted groups are at a rate higher than the state average in the category. In the Target Population Data Tables listed in [Appendix D](#) the state rate for Free and Reduced Lunch, High School Dropout Rate, Student Homelessness, and Juvenile Justice are provided. For those populations in which a state average is not available, eligibility is based on the population's highest representation.

This NOFO will prioritize funding to projects that are focused on the project models that are focused on providing services to the targeted populations. While proposals are not limited to these partnerships / project models, priority consideration and three bonus points will be given to applicants addressing one or more of the objectives outlined below:

Local Workforce Innovation Board (LWIB), Community College, School District Partnership Team

Objective	Establish partnerships between the LWIB, Secondary, and Post-Secondary Career Technical Education (CTE), as well as Adult Education Providers, to create a career pathway approach with strong employer engagement that includes work-based learning opportunities.
Target Population	Youth ages 16 - 24 in rural communities.

Equity

Objective	Using criteria under Disproportionately Impacted Areas below, programs that demonstrate advancement for the recruitment, participation, retention, and success for historically underrepresented populations.
Target Population	Youth ages 16 - 24

Accelerated Credential Programs

Objective	Increase opportunities to gain industry-recognized credentials for in-demand occupations in shorter-term, accelerated, employer-inspired, stackable programs, including but not limited to virtual learning credentials.
Target Population	Youth ages 16 - 24

Career Pathways for Youth with Disabilities

Objective	Develop career pathway opportunities for youth with disabilities to increase participation in postsecondary education and training institutions leading to self-sustaining employment.
Target Population	Youth with disabilities ages 16 - 21 who are transitioning out of high school.

Early School Leaver Transition Program (ESLTP)

Objective	Reorient and motivate at-risk students to complete their education through participation in adult education instruction and career and work training activities.
Target Population	High school dropouts between the ages of 16 and 21 testing at or above the 9.0-grade level equivalency for reading.
Special Requirements	Connect to ICCB for additional information and the ESLTP providers. Early School Leaver Transition Program (ESLTP) – Adult Education & Literacy.

Illinois Department of Children and Family Services (DCFS) Youth Apprenticeship Expansion Program

Objective	Provide pre-apprenticeship and apprenticeship opportunities for youth currently or formerly in the State of Illinois' care. DCFS provides apprenticeship stipends to cover costs associated with entering, sustaining, and completing an apprenticeship program.
Target Population	Youth in care ages 16-21 and youth formerly in care ages 18-24.
Special Requirements	Youth must be participating in an apprenticeship program recognized by the United States Department of Labor or approved by the Illinois Department of Employment Security to be eligible to receive the stipend.

Pre-Apprenticeship/Apprenticeship Youth Programs

Objective	Integrate school-based and work-based learning opportunities to help students gain employability/occupational skills in an apprenticeship program.
Target Population	Youth (ages 16 to 24) currently enrolled in secondary education or pursuing a high school equivalency, including those with disabilities.
Special Requirements	Youth Apprenticeship Program must meet the criteria established in the Career Pathways Dictionary .

Program Components: The following proposal components are requirements for partnerships or program models that drive implementation, coordination, and alignment.

1. *Partnerships.* Specifically, partners (who minimally include secondary and postsecondary educational institutions, public and private employers, and workforce development boards) must demonstrate support and commit to leveraging resources to educate, train, support, and identify youth employment. Partnerships are essential to this grant and ensure that the youth receive appropriate services. All partners (including training providers) must have an MOU that outlines: funding amount toward the partner, role, and responsibility regarding the program.
2. *Business Engagement/Investment.* Employers should have a leadership role in developing and supporting the career pathway programs that integrate work-based learning opportunities through experience. Businesses are best suited to ensure current content for programs and careers that are high demand/higher skill at the local, regional, or state level.

Components 1 & 2 should clearly define roles, responsibilities, and outcomes using the Memorandum of Understanding (MOU) and the Letter of Commitment processes for regional and cross-sector partnerships, including businesses. Also, the proposal must address increasing the number of companies that are committed to employing youth served. All projects must have a minimum of one employer and a Business Engagement plan that demonstrates how the project will expand beyond creating additional Work-Based Learning opportunities and employment. Applications that do not have at least one business, a Letter of Commitment from the LWIB, and

an MOU attached to the project will NOT be reviewed. The role of the business must be outlined in the MOU that is attached to the application.

3. *Demand Industries that result in High Skill Occupations.* Career pathway programs for youth need to align with high-demand industries and occupations that are the priorities found in WIOA and Perkins plans at the state, regional, and local levels as appropriate.
4. *Receipt of Recognized Postsecondary Credential Attainment.* A credential must be one or more of the following: an industry-recognized certificate or certification, a certificate of completion of an apprenticeship or other similar programs, a license recognized by the State or Federal government, or an associate or baccalaureate degree with multiple entries and exit points and opportunities for acceleration (e.g., early college credit, competency-based education, prior learning assessment). Applicants must offer numerous testing opportunities for participants to obtain their credential or license. It is highly encouraged that participants have an industry-recognized credential before the end of the grant term.
5. *Work-Based Learning.* Career pathway programs must include opportunities to experience the workplace through related paid or unpaid work experiences, internships, pre-apprenticeships, or apprenticeships. Additionally, models must consist of employability skills that will enhance the work-based learning experience. Resources for developing essential employability skills are included in the [Illinois Essential Skills Framework and Self-Assessment](#), and the [Essential Employability Competencies](#) developed under the Postsecondary and Workforce Readiness Act.
6. *Contextualized Instruction and Workplace Skills.* Instruction should relate to real-world, real-life situations and experiences whereby students discover the relationships between abstract ideas and practical applications. Training should also increase digital literacy skills, specifically the ability to find, utilize, evaluate, share, and develop content using information technologies and the Internet. Application of learning with integrated content of related foundational and academic skills should be a primary focus.

Components 3 - 6 must state credentials earned from a recognized postsecondary entity or industry, incorporation of essential employability skills and digital literacy assessments, and the related work-based learning opportunities. Special note: organizations using [Integrated Career & Academic Preparation System \(ICAPS\)](#) / [Integrated Education and Training \(IET\)](#) or [Bridge programs](#) must be ICCB approved.

7. *Individual Career/Employment Plans.* The plans must outline the participant's goals, strategies, and coursework/experiences needed for achievement. These goals and activities must be objective assessments that include a career interest survey, academic levels, employability skills, and service needs.
8. *Individual Support.* There should be a comprehensive set of support services available to meet each program participant's unique needs. Also, both essential employability skills and digital literacy must be in the service design. Some of these support services include transportation, child care, housing, books, supplies, tools, and uniforms.

Components 7 & 8 are requirements of WIOA-eligible youth. As part of service delivery and eligibility, the proposal must clearly describe how and who will determine eligibility. Projects must

address the availability of the required WIOA Youth Program Elements. All projects must include essential employability skills and digital literacy assessments and provide the necessary follow-up services for one year after exit.

9. *Performance Results and Continuous Improvement.* Pathway programs must measure results on indicators and benchmarks to improve performance through evidence-based practices that remain responsive to the participant and the business needs. All applicants must use the [PY20/PY21 Negotiated WIOA Performance Measures](#) to align their projects and performance measures with the Local Workforce Areas.
10. *Sustainability Plan.* A sustainable mechanism for keeping the project running is vital. This plan should address a broader and long-term public and private human resources strategic commitment.

Components 9 & 10 must address sustainability plans and include continuous improvement opportunities learned from the project. A plan must address how the project will continue after WIOA funding ends. The plan must consist of programmatic and financial components (including funding sources) to continue the program model.

Local Workforce Innovation Area (LWIA) & Regional Map: Applicants must identify the Economic Development Region (EDR)/ Local Workforce Innovation Area (LWIA) in which the project will be administered. Applicants must work with state, regional, and local partners to implement the project in coordination with WIOA guidelines. Please use the map in [Appendix F](#) to locate your Economic Development Region/Local Workforce Innovation Area for the project.

Support of Regional Plan: To ensure that all projects are aligned with the State of Illinois approved regional plans, please use the Illinois workNet Portal, which houses all regional plans, local plans, and memoranda of understandings (MOUs) in accordance with Federal and State requirements under WIOA. The portal also includes the "State of Illinois Regional and Local Planning Guide" and the "Governor's Guidelines to State and Local Program Partners Negotiating Costs and Services under the Workforce Innovation and Opportunity Act of 2014 (WIOA) – Revision 3." More detailed instructions on how to navigate the regional dashboard page can be found in [Appendix G](#). Applicants should also take into consideration the priorities outlined in the [Perkins V Plans](#).

Letter of Commitment from Local Workforce Innovation Board (LWIB) Partner: All proposals must have a Letter of Commitment from the LWIB that confirms the proposed project aligns with the priorities identified in the WIOA regional plan. Additionally, the letter should include a statement that the LWIB will help the grantee identify ways to sustain the project when funding ends. In instances where there will be co-enrollment of youth in the Local Workforce Innovation Area, there will also need to be a Memorandum of Understanding (MOU) outlining the project's roles and responsibilities. The Department has provided an example of a letter of commitment in [Appendix H](#).

Business Engagement/Employment: All projects must provide evidence of businesses committed to addressing youth's employment needs. The proposal must include a letter of commitment with at least one company. The commitment letter, at minimum, must demonstrate the business's relationship with the applicant and input on the required skills to meet their workforce needs. Businesses must note their commitment to either interview youth who complete the training program, provide recommendations for participants, or hire participants who complete it. As WIOA emphasizes deeper investments in a system

that supports employer demand-driven sector-based programs addressing youth's diverse needs, the expectation for a sustainable and successful grant applicant must increase the number of businesses committed to employing youth served.

Targeted Industries and Occupations: Applicant projects must lead to an industry-recognized credential and employment, registered apprenticeships, or postsecondary education in a targeted industry and occupation. The project must align with either state, regional, and local workforce plans that were part of an analysis of the labor market information.

Participants- Out-of-School Youth (OSY) and In-school Youth (ISY): Applicants must submit proposals that align with the youth priorities outlined in the regional workforce development plans. Projects must serve youth eligible under the Workforce Innovation and Opportunity Act and are not younger than 16 or older than 24 years of age. The Department has included in [Appendix I](#) the WIOA definitions of Out-of-School Youth (OSY) and In-school Youth (ISY) for eligible participants.

Disproportionately Impacted Areas: A major tenet within Governor Pritzker's Executive Order 3 is ensuring resources are better aligned to serve underrepresented populations in communities throughout the state. In this NOFO applicants must demonstrate the targeted population and geographic area being proposed meet at least one of the following criteria for Disproportionately Impacted Areas defined below.

- A poverty rate of at least 20% according to the latest federal decennial census; or
- 75% or more of the children in the area participate in the federal free and reduced lunch program according to reported statistics from the State Board of Education; or
- At least 20% of the households in the area receive assistance under the Supplemental Nutrition Assistance Program; or
- An average unemployment rate, as determined by the Illinois Department of Employment Security, that is more than 120% of the national unemployment average, as determined by the United States Department of Labor, for a period of **at least two (2) consecutive calendar years preceding the date of the application.**

DCEO would like to focus on areas that are in need based on the above criteria. By adhering to the noted characteristics, the department will be able to fund projects that will help improve underrepresented areas. When referencing a Disproportionately Impacted Area in the application, applicants must illustrate what current issues the area is experiencing and note how the requested funding will help alleviate that issue for the participants.

WIOA Participant Eligibility & Case Management: Proposals must serve WIOA eligible youth ages 16 - 24 and meet WIOA regulations. The proposals must also meet Illinois' economic development regions' needs and incorporate the fourteen youth elements and Essential Employability Skills. All applicants must meet eligibility based on WIOA guidelines. Each applicant must identify qualified staff to certify and document eligibility in the *Illinois Workforce Development System (IWDS)* and Illinois workNet (IWN) system. The applicant will be responsible for enrolling participants in the IWN/IWDS reporting systems, administering the TABE test, or other approved assessments. Applicants must document supportive services for participants, record credentials, obtain Measurable Skill Gains, exit participants from the IWDS system, and record follow-up activities for one year after programming. Additionally, applicants must be aware that Illinois workNet is the required system for case management, and IWDS is the Illinois system of record for the U.S. Department of Labor.

Objective Assessment: All grantees must conduct an objective assessment of each participant's academic levels, work skill levels, and service needs. These assessments include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs for identifying appropriate services and career pathways for the individual.

As part of basic skills determination, applicants are encouraged to partner with Adult Basic Education (ABE) providers on coordinating assessments such as TABE 11 &12, adult education, and literacy services. Youth served in ABE must be 16 or older. For more information regarding assessments, refer to the Illinois Community College Board provider manual [Adult Education and Literacy Provider Manual – Adult Education & Literacy](#).

Career Plan (Individual Service Strategy): Grantees must help participants create a Career Plan that includes measurable short-term and long-term goals with time frames. These goals must identify services to address the participant's work skills, gaps, and have clear and well-defined steps to train participants to achieve the skills needed to advance in their chosen industry. The Career Plan must also address challenges identified in the assessments and include goals and steps to alleviate situations that could derail their training goals.

WIOA Youth Program Elements: WIOA requires that 14 youth program elements be made available to all youth served. While the program model must include work-based learning, occupational skills training as appropriate, and supportive service, the Career Plan (ISS) must also include elements determined by the assessment. Every youth participant must have access and receive all program elements that require them to meet their goals. The 14 required program elements are:

- Tutoring, study skills training, instruction, evidence-based dropout prevention and recovery strategies that lead to the completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or a recognized postsecondary credential
- Alternative secondary school services, or dropout recovery services, as appropriate
- Paid and unpaid work experiences that have academic and occupational education as a component; which may include summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships, job shadowing, and on-the-job training opportunities; that serve as a continuation in career development, whether the desired outcome is employment or enrollment in postsecondary education or advanced training
- Occupational skills training, which may include priority consideration for training programs that lead to recognized postsecondary credentials aligned with in-demand industry sectors or occupations in the local area
- Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors,
- Supportive services
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
- Follow-up services for not less than 12 months after the completion of participation, as appropriate
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate

- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services
- Activities that help youth prepare for and transition to postsecondary education and training

For programs including youth in public high schools, the above program elements should align with the school district's development of at least one College and Career Pathway Endorsement system under the [Postsecondary and Workforce Readiness Act](#). College and Career Pathway Endorsements demonstrate students' readiness for college, careers, and completion of instruction and professional learning experiences in a selected career interest area. The endorsement system incentivizes career exploration and development, particularly in high-demand career fields. College and career pathway endorsements require an individualized learning plan, career-focused instruction, career exploration activities, and 60 hours of supervised career development experiences (such as internships). Students must also demonstrate readiness for non-remedial math and reading courses at the community college level through locally developed criteria. There are four required components of an endorsement in the [College and Career Pathway Endorsement Framework](#).

Individual Training Accounts (ITAs): In-School Youth (ISY), through the approval of a waiver from DOL and Out of School Youth (OSY), can use youth program-funded Individual Training Accounts (ITAs) for any sector-based training programs. Providers must be on the Eligible Training Provider list when occupational training is paid for by an ITA.

Integrated Career Academic Preparation System (ICAPS)/Integrated Education and Training (IET): Applicants are also encouraged to expand career pathway opportunities through accelerated training in addition to work-based learning. Training includes utilizing the Illinois Community College Board Integrated Career Academic Preparation System (ICAPS)/Integrated Education and Training (IET) model and Bridge models. The model integrates bridge programs with adult education, career, technical learning, and supportive service better to meet the adults' needs. Applicants should consider cooperation with existing ICAPS community college, CTE, and adult education integrated programs. These programs have adopted and scaled the evidence based ICAPS integrated approach model for fully integrating adult basic education, ESL, career and technical training, including contextualized supplemental learning support for underprepared students. For more information on Integrated Career Academic Preparation System (ICAPS)/Integrated Education and Training (IET) models, please refer to this link <https://www.icapsillinois.com/>.

Work-Based Learning: All participant training programs must fully integrate basic skills, technical training, and work-based learning. At Least 20% of the program budget, excluding administration, must be attached to a work-based learning experience. These can be in the form of paid or unpaid work experiences, pre-apprenticeship, registered apprenticeship, on-the-job training (OJT), or career development experiences such as internships. Please see the [Career Development Experience Toolkit](#) for

resources to support implementation. The applicant will be responsible for developing employer relationships to establish appropriate worksites related to the career pathway the youth is pursuing. For more information regarding Work-Based Learning experiences and definitions, refer to the Department of Labor, “WIOA Desk Reference on Work-Based Learning” ([Appendix J](#)).

Employer of Record: When the applicant offers a paid work experience to participants, they must have the administrative and fiscal capacity to administer the program according to the requirements, including the Employer of Record's capability and administering the payroll system. The applicant will determine the wage rate, but it cannot be below the area's minimum wage rate. The applicant can pay the prevailing wage rate for the related position. The applicant is to determine the hours per week and number of weeks on an individual basis.

Apprenticeships: If an applicant is providing an apprenticeship program, it must contain the [Career Pathways](#) Dictionary's elements. Pre-apprenticeship programs funded through WIOA must have at least one Registered Apprenticeship partner. Programs must possess or develop a strong record of enrolling their pre-apprenticeship graduates into a Registered Apprenticeship program.

Worksite Evaluation/Payroll/Employment Skills: All projects must upload payroll documentation and worksite evaluations for Work-Based Learning experiences to Illinois workNet. Illinois workNet has a Job Skill Guide aligned with the Illinois Essential Employability Skills model, which will enrich participants' soft skills, teamwork, work ethic, and communication skills. Employment 101 is also housed on the Illinois workNet site. It is an interactive job readiness platform that will allow participants to work on real-life scenarios while gaining additional knowledge about careers.

COVID-19 Considerations: Applicants need to include a contingency plan in the proposal if the positivity rates for COVID-19 begin to climb and communities reinstitute stricter measures to curtail the virus. These measures include discussing training through online platforms and alternative work experience opportunities if necessary.

WIOA Performance: Programs are subject to the WIOA performance measures of the LWIA in which they reside. Negotiated performance measures are unique to each local area and should guide any proposed program's performance indicators. We have provided the negotiated rates for the most recent program years in [Appendix K](#). Below is the link to the performance page and all of the Negotiation materials/guidance that was posted in Illinois workNet at:

<https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/StateWorkforcePerformance.aspx>

WIOA established performance accountability indicators and performance reporting requirements to assess states and local areas' effectiveness in achieving positive outcomes for individuals served by the workforce development system (WIOA) Title I programs. States and Local Workforce Innovation Boards (LWIB) negotiate and agree upon performance levels for each of the primary indicators of performance for Adult, Dislocated Worker, and Youth. The primary indicators of performance for *WIOA Youth* are:

WIOA Youth Performance Measures
Employment or Education Rate 2nd Quarter after Exit (YER2)
Employment or Education Rate 4th Quarter after Exit (YER4)
Median Earnings 2nd Quarter after Exit (YMER)
Credential Attainment within 4 Quarters after Exit (YCAR)
Measurable Skill Gains (YMSG)

Employment/Education Rate 2nd Quarter after Exit - The percentage of WIOA registered participants in unsubsidized employment or postsecondary education/training in the 2nd quarter after exit from the program.

- Who is in the measure? All WIOA registered participants (who exit the program).
- Who is a positive (in the numerator)? WIOA registered participants who exit the program and are in unsubsidized employment or postsecondary education/training during the 2nd quarter after exit from the program.

Employment/Education Rate 4th Quarter after Exit - The percentage of WIOA registered participants in unsubsidized employment or postsecondary education/training in the 4th quarter after exit from the program.

- Who is in the measure? All WIOA registered participants (who exit the program).
- Who is a positive (in the numerator)? WIOA participants who exit the program and are in unsubsidized employment or postsecondary education/training during the 4th quarter after exit from the program.

Median Earnings - The median earnings of WIOA registered participants who are in unsubsidized employment in the 2nd quarter after exit from the program.

- Who is in the measure? WIOA registered participants who exit the program and are in unsubsidized employment in the 2nd quarter after exit from the program.
- How is the Median Wage Calculated for this measure?

Total quarterly earnings for all participants employed in the second quarter after exit are collected by either direct wage record match or supplemental wage information. The collected quarterly wage information values are listed in order, from the lowest to the highest value. The value in the middle of this list is the median earnings value, where there is the same quantity of numbers above the median number as there is below the median number.

Credential Attainment – Includes all In-School Youth (ISY) and Out-of-School Youth (OSY) who received training or education (excluding OJT or Customized Training) - The percentage of WIOA registered participants who obtain a postsecondary credential or a high school diploma or GED during participation in a program or within one year after exit from the program. If participant obtains secondary school diploma or equivalent, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit to count as having met the performance indicator.

- Who is in this measure? All in School Youth are in the measure. Out-of-School Youth (OSY) who received training or education (excluding OJT or Customized Training).
- How is this measure calculated, who is a positive (in the numerator)?

The percentage of WIOA registered participants who obtain a postsecondary credential or a high school diploma or GED during participation in a program or within one year after exit from the program. If participant obtains secondary school diploma or equivalent, they must also be employed or in an

education/training program leading to a postsecondary credential within one year after exit to count as having met the performance indicator.

Measurable Skill Gains (MSG): What is the Measurable Skill Gains indicator of WIOA performance?

Measurable Skills Gains (MSG) is a new indicator required by the Workforce Innovation Opportunity Act (WIOA) designed to track and measure important progress and achievements made by WIOA participants who are in training or education (leading to a post-secondary credential/certificate) during a program year (PY). See TEGL 10-16 Change 1.

- Who is in this measure? All In-School Youth are in the measure. Out-of-School Youth (OSY) who received training or education (excluding OJT or Customized Training). Note, this is the same pool as Youth Credential Attainment indicator.
- Calculation: The percentage of participants who, during a program year, *are in an education or training program that leads to a recognized postsecondary credential or employment* and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress towards such a credential or employment.
- Five Types of Measurable Skill Gains are as follows: Secondary and Postsecondary Transcript or Report Card; Training Milestone; Skills Progression and Education Functioning Level (EFL) Gain.

Sustainability Plan: Applicants must provide a sustainability plan demonstrating how the proposed program model will integrate into the LWIA Youth Service Delivery System. At a minimum, the plan must include programmatic and financial components, including leveraged resources and funding sources to continue the program model. For an example of a sustainability plan, see [Appendix L](#).

Memorandum of Understanding (MOU): All applicants must have an MOU with their partners. The MOU should clearly outline the roles and responsibilities of each partner and list their funding contribution. If an applicant enters into an MOU with a training provider, list the training length, location, class size, cost, and other important information. Applicants must obtain an MOU/Letter of Commitment from their Local LWIA Area describing the project and stating if it is consistent with the overall goal and vision for the area.

B. Funding Information

This grant program is utilizing: federal funds from the U.S. Department of Labor under the Workforce Innovation and Opportunity Act under Award AA-34766-20-55-A-17

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

Allowable Costs: Successful application will negotiate a grant agreement with the state of Illinois. Program costs must be necessary, reasonable, and allocable based on the activity or activities contained in the scope of work. Examples of allowable costs include personnel costs, occupancy cost, direct training, work-based learning, or supportive services. Funding for the activities outlined in this is subject to State and Federal legislative appropriation.

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

Administrative costs, both direct and indirect, will represent a small portion of the program budget and shall not exceed 10% as required by the Workforce Innovation and Opportunity Act.

Award Amount: It is anticipated that the Department of Commerce will award \$3-4 million in Youth Career Pathways grants, with the potential for additional funding contributed by other WIOA Core Partners. The maximum funding request is \$500,000; however, the Department of Commerce may elect to award amounts over this amount based on demonstrated need, the strength of application, or strength of performance during the grant period.

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

Renewals / Previous Youth Career Pathway Recipients: Organizations that have received previous Youth Career Pathway Grants must demonstrate that the current application is for a new project and target audience. The DCEO will not continue any funding for previously awarded grants.

Project Narrative: Applicants must submit a project narrative that describes in detail the activities to be carried out under the award (how the awarded funds will be used). The project narrative must include enough information for DCEO to understand the scope of the project, clarification of activities to be covered by the budget – including a detailed breakdown of said activities associated with each utilized line-item category of the budget – and any additional necessary detail to enable DCEO to manage the grant agreement activity against planned project performance. A detailed breakdown of the project tasks and the project timeline is also required. The Project Narrative must additionally include descriptions of how the applicant's project would meet the criteria as defined in Section E1.

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

C. Eligibility Information

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

The GATA Grantee Portal will verify that the entity:

- Has a valid FEIN number;
- Has a valid DUNS number;
- Has a current SAM.gov account;
- Is not on the Federal Excluded Parties List;

- Is in Good Standing with the Illinois Secretary of State, as applicable;
- Is not on the Illinois Stop Payment list; and
- Is not on the Department of Healthcare and Family Services Provider Sanctions list.

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

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

1. Eligible Applicants include:

This funding opportunity is limited to public and private organizations in good standing with the Illinois Secretary of State. Organizations that demonstrate the administrative capacity and a history of successfully implementing innovative projects will receive additional consideration. Further consideration will also be given to organizations and projects in local workforce areas and regions throughout the State of Illinois that document how the project will impact the workforce, education, and economic development and are replicable throughout the State (if applicable). Please note that business trusts are not eligible to apply for this opportunity.

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

2. Cost Sharing or Matching.

Matching funds are not required; however, the braiding of funds is encouraged. **Successful applicants will be required to report leveraged resources from partners over the project's life, including WIOA formula funds, One Summer Chicago funds, and other federal, state, local, and private resources.** There is no minimum requirement, but the review of applications will look at the ability to leverage additional funding sources, which should be clearly described in the application.

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 that has never negotiated an indirect cost rate with the Federal Government of the State of Illinois is eligible to 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.

Administration Costs: Administrative costs, both direct and indirect, will represent a small portion of the program budget and shall not exceed 10% as required by the Workforce Innovation and Opportunity Act. Program budgets and narratives will detail how all proposed expenditures are directly necessary for program implementation and will distinguish between direct/indirect administrative and direct/indirect program costs.

4. Other, if applicable.

Allowable Activities: Application that are funded must include activities that meet the requirements outlined this NOFO. Those providing direct services to individuals must also meet the federal and state eligibility guidelines under the Workforce Innovation and Opportunity Act summarized in [Appendix E](#). Note that the Department of Commerce is committed to giving preference to all United States veterans, their spouses, and family members eligible for services needed for education and employment acquisition.

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:

Terah Scott
Illinois Department of Commerce & Economic Opportunity
100 West Randolph, Suite 3-400
Chicago, IL 60601
Email: Terah.scott@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. (print, sign and scan signature page with submission)
- 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. (print, sign and scan signature page with submission)
- Conflict of Interest Disclosure
- Mandatory Disclosures

This Notice of Funding Opportunity also requires the submission the programmatic specific items listed below:

1. Executive Summary
2. Program Proposal (12-page maximum)
 - a. Analysis of Need
 - b. Project Work Plan
 - c. Partner Relationships
 - d. Cost of Programs
 - e. Applicant Capacity
 - f. Staffing Plan
3. Scope of Work
4. Performance Measures
5. Additional Attachments
 - a. IRS Taxpayer Identification Number W-9 Form (If the applicant has not had a grant with the State of Illinois)
 - b. Negotiated Indirect Cost Rate Agreement (NICRA)- For applicants that have a State or Federal negotiated rates – (Note that information is also submitted to the CARS system on an annual basis)

- c. Letter of Commitment/MOU (including funding amounts) from Partners (including training providers) and Employers
- d. Letter of Commitment from Local LWIB partners
- e. Alternative Program Plan-Coronavirus (COVID-19)
- f. Any additional attachments that will strengthen the application

Application Format and Submission Requirements: All applicants must meet the following submission requirements:

- Applications must be formatted to an 8 1/2 x 11-inch page size, using 11-point type and at 100% magnification. Tables may be used to present information with a 10-point type.
- The program narrative must be typed single-spaced, with 1-inch margins on all sides. The proposal narrative is a maximum of 12 pages.
- The entire application, including appendices, must be sequentially page numbered (handwritten page numbers are acceptable). The attachments are NOT included in the page limitations.
- All applications must be sent electronically to the Department of Commerce by 5:00 pm on April 1, 2021 to be considered for funding. Proposals must be submitted to the following email address: CEO.YouthGrants@illinois.gov.
- The Department of Commerce is under no obligation to review applications that do not comply with the above requirements.

Application Materials: All application materials and technical assistance webinars will be posted on illinoisworknet.com/2021youthnofo. This website contains information regarding the NOFO, frequently asked questions, technical assistance, and materials necessary for submission. The applicants are responsible for monitoring the website and complying with any instructions or requirements relating to the NOFO.

All required sections of the application and GATA Budget forms will be posted on the Youth Career Pathway website illinoisworknet.com/2021youthnofo. All applications must include the following components in the order identified below. Please compile these attachments into one electronic file for items 1-5 (preferably a PDF) and one electronic Excel file for the budget proposal (Page 6).

3. Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM).

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

- Be registered in SAM before 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.
- Provide a valid DUNS number in its application, which matches the DUNS number used in both the applicant entity's SAM registration and its GATA registration; and

- Continue to maintain an active SAM registration with current information at all times during which it has an active Federal, Federal pass-through or State award or an application or plan under consideration by a Federal or State awarding agency. The Department will not make a Federal pass-through or State award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements and, if an applicant has not fully complied with the requirements by the time the Department is ready to make a Federal pass-through or State award, the Department may determine that the applicant is not qualified to receive a Federal pass-through or State award and use that determination as a basis for making a Federal pass-through or State award to another applicant.

4. Submission Dates and Times.

All applications must be sent electronically to the Department of Commerce by 5:00 pm on April 1, 2021, to be considered for funding. Please note that the conditions for submitting applications, including the deadline, may not be waived or extended regardless of any circumstances resulting in delayed delivery of the proposal. Any application received after the deadline may be considered for review at the Department of Commerce's discretion. In such cases, the Department of Commerce will determine if funds are available to make additional grant awards.

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.

Not Applicable

6. Funding Restrictions.

Administrative costs, both direct and indirect, will represent a small portion of the program budget and shall not exceed 10% as required by the Workforce Innovation and Opportunity Act.

7. Other Submission Requirements.

Application materials must be submitted to the Department via to the following email address: CEO.YouthGrants@illinois.gov.

All applications must be submitted in the format prescribed by the Department. A template (Applicant Name – YCP Program Application.doc) is provided to complete the application. Instructions for completing each section are included in the file. When finished, rename the document by replacing "Applicant" with the name of the applying organization. The application must be submitted as a Word document. **The applicant certification signature page must be signed and submitted as a separate attachment; this can be submitted as a PDF file and needs to be named "Applicant Name-Certification Signed," replacing "Applicant" with your organization's name.** Any additional information required by the

NOFO that cannot be included in the application format must be submitted in a separate document and a PDF file format. Proposals not prepared in this format may not be considered for funding.

Files containing Application packets and supporting documents that are too large to send via standard email may be shared using the CMS data sharing link: <https://filet.illinois.gov/filet/pimupload.asp>. This link provides a secure platform to transfer large files to Illinois employees. Applicants must confirm receipt of the application and documents by contacting the program contact listed in this NOFO.

Electronic submissions including links to documents stored in Google Docs or other cloud-based servers are not allowed.

E. Application Review Information

1. Criteria.

Applicants must demonstrate that they meet all requirements described throughout this NOFO. Applications that fail to meet the criteria listed in this NOFO will not be scored or considered for funding. The Department will evaluate proposal using the following criteria:

Project Quality and Integration (60% of the Qualitative Evaluation)

Review teams will examine the overall quality of the project proposed by the applicant. In making this judgment, the review team will consider whether the proposal includes and aligns with the factors listed below:

- State vision and principles, Perkins V Plan, and the expected outcomes of the NOFO.
- Regional workforce development plans including targeted industries and occupations.
- A Letter of Commitment to support the alignment provided by the LWIB.
- Level of participation of local employers, identified through employer letters of commitment that demonstrate a quality relationship with a commitment to the training process, involvement as a worksite placement or permanent job placement, and advancement of trained participants.
- A detailed summary of the education/training program with outcomes, including industry-recognized skills and certifications. The summary must include a plan from entry through the exit and a follow-up plan (1 year of follow up).
- A structured support system to engage and maintain participants in the training program through wrap-around services alleviates challenges and provides support through mentoring peer exchange groups and other similar activities.
- Offer Essential Employability Skills and financial/digital literacy skills.
- Provide performance measurements that meet Local Area's Performance Measures.

Applications will receive three additional points if the proposed program has a partnership with one of the models under the [Proposed Models](#) section. Some of the models include ICCB recognized Bridge Programs or partnerships with ICCB approved ICAPS/IET providers and ABE providers.

Budget and Outcomes (25% of the Qualitative Evaluation)

Review teams will examine the reasonableness of costs matching the type of expenses with proposed outcomes.

- Justifiable and reasonable costs to the proposed activities and number of participants.
- A Reasonably planned number of youth participants served over the program's length (12-18 months).
- Reasonable cost per participant to the intensity of the training components.
- Demonstrates collaboration with other social service programs, federal and state-funded programs, and employers that can assist financially or in-kind with training and barrier alleviation.
- Funding expenditures for Work-Based Learning functions are at least 20% of the program funds.

Applicant Capacity (15% of the Qualitative Evaluation)

Review teams will examine the capacity, staff experience, and past performance of the applicant. In evaluating the applicant capacity, the review team will consider the factors listed below:

- Related experience of the applicant, sub-contractors, and partners.
- Applicants' previous performance in administering similar grants and projects.
- Sufficient staffing for the project and identification of key staff for program elements such as eligibility determination.
- The applicant provides performance data for the target population intended to be served.

2. Review and Selection Process.

Review and Selection Process: A team of Department of Commerce staff and other partners/stakeholders will use the criteria listed in the above section of the NOFO to review the applications. Based on the review of the application and the highest scores, applicants may be selected to enter negotiations with the Department for a grant. The purpose of negotiations will be to arrive at acceptable grant terms, including budgetary and scope-of-work provisions, at which time DCEO will make the final decision to award funding.

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

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

<https://www2.illinois.gov/dceo/AboutDCEO/GrantOpportunities/Pages/MeritAppReview.aspx>.

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

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

F. Award Administration Information

1. State Award Notices.

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

The tentative date for grant negotiations is May 2021, with the anticipated program start date July 2021.

2. Administrative and National Policy Requirements.

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Final Guidance"), located at 2 CFR 200 et seq., supersedes and combines the requirements of Office of Management and Budget (OMB) Circulars A-21, A-87, A-102, A110, A-122, and A-133. The U.S. Department of Labor has published exceptions to the Final Guidance at [Title 2 Subtitle A, Chapter 2 CFR 200](#) Part 2900. Any reference to the OMB Circulars is subject to this Final Guidance.

Grant Uniform Requirements: The Grant Accountability and Transparency Act (30 ILCS 708/5(b)), codified in 44 IL Administrative Code 7000, was passed 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: Awardee will be required to adhere to methods of procurement per Procurement Standards (2 CFR 200.317 – 2 CFR 200.326).

Refer to Part C.3 Grant Requirements and E6. Indirect Costs for details on indirect rate requirements and limitations. The awarding agency will distribute a Notice of State Award (NOSA) before issuing a grant agreement. The NOSA will specify terms and conditions added to the award based on the fiscal and administrative internal control questionnaire results and the programmatic risk assessment.

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

- Workforce Innovation and Opportunity Act (Public Law 113-128)

- Equal Employment Opportunity/Nondiscrimination Provision and will comply with the physical, programmatic, and accessibility requirements
- Protection of Personally Identifiable Information
- Jobs for Veterans Act (Public Law 107-288)
- Flood Disaster Protection Act of 1973 as amended (42 U.S. C 4001)
- Architectural Barriers Act of 1968 as amended (42 USC 4151)
- Drug-Free Workplace Act of 1988, (41 USC 702 et seq., and 2 CFR § 182)
- Hotel Motel Fire Safety Act (15 USC 2225a)
- Buy American Act (41 U.S. C 10a)
- Copeland "Anti-Kickback" Act (18 USC 874 and 40 USC 276c)
- Davis-Bacon Act, as amended (40 USC 276a to a-7)
- Contract Work Hours and Safety Standards Act (40 USC 327-333)
- Rights to Inventions Made Under a Contract or Agreement
- Clean Air Act (42 USC 7401 et seq.) and the Federal Water Pollution Control Act (33 USC 1251 et seq.), as amended
- Byrd Anti-Lobbying Amendment (31 USC 1352)
- Uniform Administrative Requirements found at 2 CFR Part 200 and the U.S. Department of Labor Exceptions found at 2 CFR 2900
- Applicable State of Illinois Laws
- State Workforce Innovation and Opportunity Act Policies

3. Reporting.

Successful applicants will be required to submit regular reports to document the project's progress as part of the grant requirements. These reports include, but are not necessarily limited to, the following:

- Periodic Performance and Financial Reports including a trial balance;
- WIOA registrant information and reports for projects serving WIOA registrants using the Illinois Workforce Development System, Illinois Worknet, or other reporting processes as directed by the Department of Commerce;
- Other reporting deemed necessary by the Department of Commerce and USDOL;
- Formal evaluation of projects will be required as the State deems necessary.

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 200.327, Periodic Financial Reports shall be submitted no later than 30 calendar days following the period covered by the report. Pursuant to 2 CFR 200.328, Periodic Performance Reports shall be submitted no later than 30 calendar days following the period covered by the report. Any additional reporting requirements will be disclosed in the NOSA. Grantees are required within 60 calendar days following the end of the period of performance to submit a final closeout report in the format required by the Grantor (See 2 CFR 200.343).

Monitoring

Grantees funded through this NOFO are subject to fiscal and programmatic monitoring visits by the Department in accordance with 2 CFR 200.336. They must have an open-door policy allowing periodic visits by Department monitors to evaluate the progress of the project and provide documentation upon request of the monitor. Program staff will also maintain contact with participants and monitor progress and performance of the contracts. The Department may modify grants based on performance.

Audit

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

G. State Awarding Agency Contact(s)

Please direct any questions regarding this NOFO to:

Terah Scott
Illinois Department of Commerce and Economic Opportunity
100 W. Randolph Suite 3-400
Chicago, IL 60601
Terah.Scott@Illinois.gov

H. Other Information, if applicable

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

All decisions of the Department of Commerce are final.

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

- [Workforce Innovation and Opportunity Act of 2014](https://www.doleta.gov/wioa/) <https://www.doleta.gov/wioa/>
- [State of Illinois Unified Workforce Plan](https://www.illinoisworknet.com/wioastateplan) <https://www.illinoisworknet.com/wioastateplan>
- [WIOA Regional/Local Plans by Economic Development Region](https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx) https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx
- [State of Illinois WIOA ePolicy Portal](https://apps.il-work-net.com/WIOAPolicy/Policy/Home) <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>
- [Grant Accountability and Transparency Act](https://www.illinois.gov/sites/gata/Pages/default.aspx) <https://www.illinois.gov/sites/gata/Pages/default.aspx>

Technical Assistance: Before applying for funding, several Technical Assistance (T.A.) sessions will be available on various topics, including Business Engagement, Career Pathways, and other issues. All applicants are encouraged to attend the sessions. The information for T.A. sessions will be posted on [illinoisworknet.com/2021youthnofo](https://www.illinoisworknet.com/2021youthnofo).

Once a grant is established, participation in Technical Assistance (T.A.) is required and will be provided throughout the grant period (in the form of webinars, regional meetings, and direct support). The TA

schedule will be available and regularly updated on the Youth Career Pathway webpage. For information regarding the T.A. and the NOFO, please visit Illinois Worknet at illinoisworknet.com/2021youthnofo or contact Terah Scott at Terah.Scott@illinois.gov. Successful applicants must agree to receive consultation technical assistance from authorized representatives of the Department. The applicant and collaborating partners will have required site visits, training, and in-person interviews. Successful applicants must attend weekly webinars and training provided by the Department or a subcontractor of the Department and budget accordingly.

Youth Career Pathway Appendix Table

A: WIOA Vision and Guiding Principles

B: WIOA Career Pathways Definition

C: Federal Funding Workforce Grants Definitions

D: Target Population Data

E: Youth Eligibility Criteria for WIOA Funded Programs

F: LWIA & Economic Development Regional Map

G: Regional Plans & MOU Approval Status Dashboard

H: Example of a Letter of Commitment from the Local Workforce Innovation Board

I: Definition of In-School Youth (ISY) and Out-of-School Youth (OSY)

J: Desk Reference on Work-Based Learning for Youth

K: LWIA Negotiated Performance Measures

L: Sustainability Plan Template

APPENDIX A - WIOA Vision and Guiding Principles

In January 2019, two days after his inauguration, Governor Pritzker issued Executive Order #3 (EO 3). He directed the State to prioritize revitalizing economic growth and creating economic opportunity in communities across the state using a data-informed, demand-driven framework for improving the quality of the State's workforce. Building upon that direction, the Illinois Workforce Innovation Board (IWIB) guided the development of the WIOA State Unified Plan that follows. This plan outlines the vision, principles, and goals for integrating workforce, education, and economic development programs for the State of Illinois. It guides Illinois' workforce development partners as they seek to implement the Governor's vision to improve our State's economy and its workers' lives.

In the spring of 2019, IWIB members and State agency leaders representing core and required partners came together to review and update the vision, principles, and goals for the State of Illinois. The National Governors Association facilitated this process by leading exercises, such as identifying strengths and weaknesses before drafting updated language. This leadership process resulted in an updated strategic vision and principles ultimately approved by the Illinois Workforce Innovation Board. The vision and principles provide a foundation for the Unified State Plan, Regional Plans, and Local Plans.

Illinois' Vision Statement: Foster a statewide workforce development system that supports the needs of individuals and businesses to ensure Illinois has a skilled workforce to compete in the global economy effectively.

Our Guiding Principles:

- Demand-Driven Orientation - Through a sector strategy framework, the state will support the system assessment of business needs for talent across local, regional, and state levels.
- Strong Partnerships with Business at All Levels - Strong partnerships with business will assist employers to define in-demand skills and articulate those needs to education and training providers.
- Pathways to Careers of Today and Tomorrow - The development of career pathways that meet employers' skill needs today while offering individuals clear opportunities to build and upgrade their skills, earn industry-recognized credentials, and advance their career over time.
- Cross-agency Collaboration and Connections - There will be a focus on improving the strategic connections across all components and levels of the education and workforce systems.
- Integrated Service Delivery - Illinois will more effectively serve business and individual customers by implementing service integration strategies.
- Equitable Access and Opportunity for All Populations - Connecting individuals with relevant support, such as transportation, child care, and transition services will help targeted populations prepare for and advance along a career pathway.
- Clear Metrics for Progress and Success - Illinois will develop or adopt metrics that will monitor for progress and success, informing continuous improvement and innovation efforts.
- Focus on Continuous Improvement and Innovation - Illinois will advance systemic and sustainable change that drives us to be prompt, agile, and responsive to changing economic conditions.

State Goals: As was detailed in the report responding to the Governor’s EO 3, charting a new course for Illinois’ economic future requires that we learn from the past. We must scale up practices that have proven effective, re-engineer those that have not delivered on promised success, and abandon those with little to no return. Six lessons learned will help guide our path forward and form the basis for the statewide goals that follow:

- Workforce development efforts must support the industries and occupations targeted at the state and regional levels while responding to the needs of local employers.
- The skills gap is arguably Illinois’ most serious barrier to economic prosperity. Building a pool of job seekers and workers with the right skills at the right time is essential.
- Our job creation efforts must be statewide and extend to employers of all sizes. Effective economic development strategies are needed in urban and rural areas alike. Also, two-thirds of the nation’s private-sector workforce is employed by small business. Strategies to stabilize, retain, and grow this bedrock of our economy are urgently needed throughout Illinois.
- All investments must generate an acceptable return on investment. These returns must be measured in terms of outcomes most meaningful to Illinois residents – such as jobs, earnings, and long-term career prospects.
- Programs to prepare individuals for the workplace too often ignore the harsh economic realities of low-income populations. Education and training models that offer an “earn as you learn” component enable economically at-risk populations to acquire new skills while supporting themselves and their families. For others, support for child care and transportation can mean the difference between advancing on a career pathway or remaining in poverty.
- The system-level change we envision will require that all State agencies with a stake in education, job creation, or workforce development support each other.

Goals for Achieving the State’s Strategic Vision

1. *Unite workforce development partners around regional cluster strategies:* Regional cluster strategies will focus resources on the industries with the highest potential to add jobs and increase prosperity in regions across Illinois. These strategies bring together the public and private sectors in each region to build on their unique strengths.
2. *Prepare Illinois’ workers for a career, not just their next job:* Regardless of background, life circumstances, or education level, Illinois workers can be prepared for high-demand careers by developing core academic, technical, and essential employability skills throughout their lifetimes.
3. *Connect job seekers with employers:* Assist Illinois businesses to find the productive workers they need, through more efficient training and better services for job seekers and employers.

State Strategies to Achieve These Goals: Six essential state strategies underpin Illinois’ commitment to engage and support all parts of our education, workforce, and economic development systems.

Strategy 1: Coordinate Demand-Driven Strategic Planning at the State and Regional Levels

The IWIB has a demand-driven strategic planning process grounded in strong partnerships across education (secondary and postsecondary), workforce, and economic development at the State, regional and local levels.

Strategy 2: Support Employer-Driven Regional Sector Initiatives

The IWIB continues to guide this important work to ensure investment in resources and promotion of skills and careers in targeted industry and high demand occupations.

Strategy 3: Provide Economic Advancement for All Populations through Career Pathways

State and regional sector initiatives will provide the foundation for sector-based career pathway initiatives that expand career and educational opportunities for students and workers, including those facing multiple barriers to employment to achieve economic advancement.

Strategy 4: Expand Service Integration

Defined as “a combination of strategies to align and simplify access to one-stop center services and supports for employers, job seekers, and workforce professionals within the system,” the goal of service integration in Illinois is to provide the best experience possible for all WIOA customers.

Strategy 5: Promote Improved Data-Driven Decision Making

Partner agencies will design, develop and use the statewide public-private data infrastructure (see Strategy 6, below) to provide both employers and job seekers with information and tools to promote and access job openings, review changing labor market **trends and opportunities, identify funding opportunities, and fund education, training, and support services.**

Strategy 6: Advance Public-Private Data Infrastructure

Focusing on the IWIB Vision, the board will ensure measures are implemented that will guide Illinois through sustainable and systemic change. It will expand and improve the Illinois public-private data infrastructure to support the five strategies described above. This requires the integration of labor market information with State education and workforce longitudinal data systems, as well as program and case management systems.

APPENDIX B - Introduction to WIOA Career Pathways Definition

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

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

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

Career pathways should:

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

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

Career pathways should:

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials³ in each occupational cluster.

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

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

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

- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries. Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.⁴

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

Career pathways should:

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

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

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills⁶, which are skills needed for success in education, training, career, and life.
- Offer opportunities for work-based learning⁷ experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

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

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

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

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

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

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

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

- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that make learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum⁹, contextualized curriculum and instruction¹⁰, and virtual learning.
- (F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential;

Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can, in time, earn a recognized postsecondary credential¹¹, as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core¹² and required¹³ partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

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

Career pathways should:

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

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

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

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

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

¹³ Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach

Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild

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

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

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

APPENDIX C - Federal Funding Workforce Grants Definitions

The following are standard definitions used in administering the federal funding workforce grants, including the Youth Career Pathways Initiative.

Bridge/ICAPS Models: Bridge programs are instructional basic skill programs designed to upgrade skill levels of students using three elements: contextualization, career awareness/development, and transition services. The ICAPS model is a blend of Career and Technical Education (CTE) and adult education in an integrated delivery model designed to accelerate the completion of both education and technical training.

Career Pathway: As defined in the (Workforce Innovation and Opportunity Act) means a combination of rigorous and high-quality education, training, and other services that

- Align with the skill needs of industries in the economy of the State or regional economy involved;
- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- Includes counseling to support an individual in achieving the individual’s education and career goals;
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organizes education, training, and other services to meet the needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster.

Eligible Training Provider: An organization, such as a public or private college and university, or community-based organization whose application has been approved by the local workforce board and approved for the state list of training services using an Individual Training Account.

Individual Training Account: A funding mechanism through which eligible individuals can access quality training to help obtain employment in high demand occupations. In-School Youth (ISY) (through the approval of a waiver from DOL) and Out of school youth (OSY) can use youth program-funded Individual Training Accounts (ITAs) for any sector-based training programs. If the occupational training occurs through an ITA, then the provider must be on the Eligible Training Provider List.

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

Training Services: Means services provided to eligible individuals if it is determined, after an interview, evaluation or assessment, and career planning, that the individual:

- is unlikely or unable to obtain or retain employment, that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone;
- needs training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone; and
- has the skills and qualifications to participate in the selected program of training services successfully.

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

Acronyms Used in This NOFO:

DCEO: Department of Commerce and Economic Opportunity

DUNS: Data Universal Numbering System

IWIB: Illinois Workforce Innovation Board

LWIB: Local Workforce Innovation Board

LWIA: Local Workforce Innovation Area

MOU: Memorandum of Understanding

MTDC: Modified Total Direct Cost

NICRA: Negotiated Indirect Cost Rate Agreement

NOFO: Notice of Funding Opportunity

NOSA: Notice of State Award

SAM: System for Award Management

USDOL: United States Department of Labor

WIOA: Workforce Innovation and Opportunity Act

Appendix D- Target Population Data

Table 1
 Eligible Target Counties by Free and Reduced Lunch Rate (FRL)
Calculated from FY 2017-2018 Public School Data

County	FRL Rate	County	FRL Rate
Alexander	92%	Richland	54%
Brown	84%	Adams	53%
Pulaski	83%	Pike	53%
Warren	67%	Stephenson	52%
Marion	66%	Clay	52%
Cass	65%	Champaign	51%
Gallatin	64%	Coles	51%
Cook	63%	Mason	51%
Jackson	63%	Montgomery	51%
Union	61%	Wabash	51%
Jefferson	60%	Macon	51%
Massac	60%	Kankakee	51%
Vermilion	59%	Morgan	50%
Greene	58%	Iroquois	50%
Saline	57%	Fulton	50%
Lawrence	57%	Whiteside	50%
Pope	57%	Hancock	50%
Henderson	57%	Bureau	50%
Fayette	56%	Hamilton	50%
Rock Island	56%	Williamson	50%
White	55%	Macoupin	50%
Hardin	55%	Peoria	50%
Christian	54%	Saint Clair	49%
Knox	54%	State Totals	49%
Clark	54%		

Source: Illinois State Board of Education. Illinois Public School Enrollment, Number of Graduates, And High School Dropouts by County, 2017-18

Table 2

Eligible Target Racial Demographics by Dropout Rate
Calculated from FY 2017-2018 Public School Data

Race/Ethnicity	High School Dropout Rate
Black	3.66%
Hispanic or Latino	2.61%
Native American	2.39%
Pacific Islander	2.28%
Multiracial	1.68%
White	1.03%
Asian	0.45%
Statewide Average	1.87%

Table 3

Eligible Target Counties by Dropout Rate
Calculated from FY 2017-2018 Dropout Count/Secondary Student Count from Public School Data

County	Dropout Rate	County	Dropout Rate
Morgan	5.4%	Calhoun	2.6%
Logan	5.4%	Wayne	2.5%
Winnebago	4.1%	Montgomery	2.5%
Wabash	4.0%	Mason	2.5%
Stark	3.6%	Stephenson	2.5%
Lawrence	3.5%	La Salle	2.4%
Franklin	3.3%	Putnam	2.4%
Bureau	3.2%	Carroll	2.4%
Massac	3.2%	Hardin	2.3%
Vermilion	2.9%	DeKalb	2.2%
Pope	2.9%	Richland	2.2%
Pike	2.9%	Madison	2.1%
Saline	2.8%	Peoria	2.1%
Knox	2.8%	White	2.1%
Cook	2.7%	Union	2.1%
Marion	2.6%	Cass	2.0%
Clay	2.6%	State Total	2.0%
Fulton	2.6%		

Source: Illinois State Board of Education. Illinois Public School Enrollment, Number of Graduates, And High School Dropouts by County, 2017-18

For the preceding tables, no state rate is applicable; therefore, the demographics or areas with the highest rate have been highlighted as Target Populations

Table 4

Eligible Target Areas for Student Homeless Counts

Calculated from the Average Student Homeless Counts FY 2015-2019

Area	Average
1	14,524
2	4,898
3	3,119
4	3,084
5	4,949
6	4,510
7	19,587
State Total	54,673



- AREA 1
- AREA 2
- AREA 3
- AREA 4
- AREA 5
- AREA 6
- AREA 7

Source: Illinois State Board of Education. End-of-Year Homeless Counts, FY 2012- FY 2018

Table 5

Target Racial Demographics by Average Representation in Juvenile Justice

Calculated from Data IYC2008- IYC2013 from Illinois Department of Juvenile Justice

Racial Group	Average Percentage
White	27.7%
Black	61.2%
Latinx	10.8%

Source: Illinois Criminal Justice Information Authority analysis of IDJJ data. Percentage of Youth Exits by Race/Ethnicity and IDJJ Youth Exit Cohort Between SFY08 and SFY13

Table 6

Target Counties by Average Contribution to Illinois Department of Juvenile Justice
Calculated from the average committing counties IYC2016-2018

Committing Counties	Three Year State Average
Cook Counties	36.4%
Collar Counties	6.2%
Metro-East Counties	3.13%
Central Counties	28.97%
Southern Counties	6.58%
Northern Counties	18.73%

Sources: Illinois Department of Juvenile Justice Annual Reports 2016-2018

Table 7

Target Demographics by Representation in Illinois Department of Juvenile Justice
Calculated by the representing percentages IYC 2016-2018

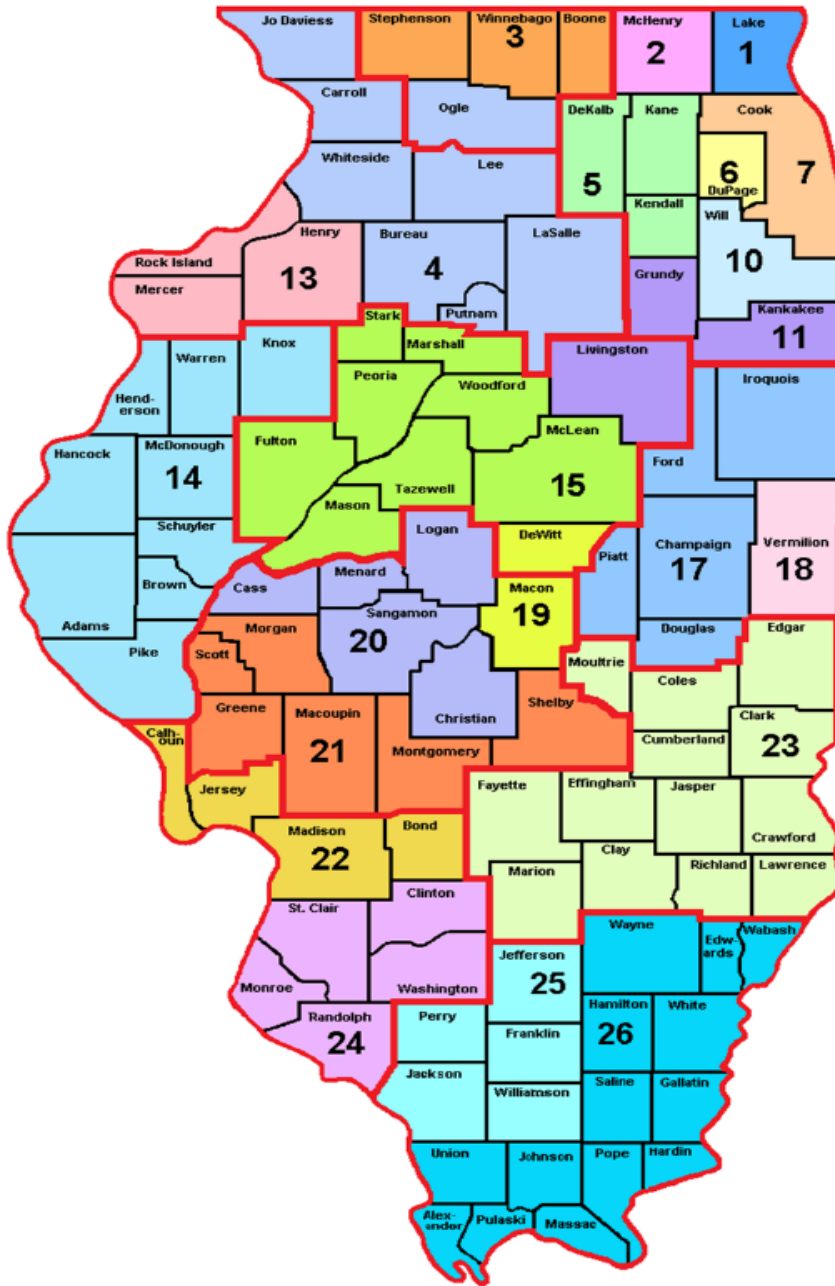
Demographic Category	IYC 2016-2018 State Average
Sex	
Male	94.87%
Female	5.03%
Transgender	0.15%
Race/Ethnicity	
White	20.90%
Black	66.13%
Hispanic	10.53%
American Indian	0.30%
Asian	0.30%
Multiracial	3.20%

Sources: Illinois Department of Juvenile Justice Annual Reports 2016-2018

APPENDIX E-WIOA Youth Eligibility Criteria

Fund	Age & Other	Work Status	Selective Service	Low Income
<p align="center">WIOA In-School Youth</p>	<p>A. 14-21 years old <u>and</u> B. Attending compulsory school <u>and</u> C. Low-Income <u>and</u> D. At least one of the following apply</p> <ol style="list-style-type: none"> 1. Deficient in Basic Literacy Skills; <u>or</u> 2. Homeless, Runaway; <u>or</u> 3. In foster care or aged out of foster care; <u>or</u> 4. Pregnant/Parenting; <u>or</u> 5. Offender; <u>or</u> 6. Has a disability; <u>or</u> 7. An English language learner; 	<p align="center">Authorized to work in the U.S.</p>	<p align="center">If male, registered as required</p>	<p>A. Family income at or below 100% of the poverty line or 70% lower living standard; <u>or</u> B. Meets one of the following criteria</p> <ol style="list-style-type: none"> 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following a) TANF, <u>or</u> <ol style="list-style-type: none"> b) SNAP, <u>or</u> c) SSI, <u>or</u> d) Other public assistance; <u>or</u> 2. Foster Child; <u>or</u> 3. Homeless; <u>or</u> 4. Receives or is eligible to receive free or reduced-price lunch; <u>or</u> 5. Lives in a high poverty census tract. Note: Individual with a disability must be considered a family of one for income determination purposes if family income exceeds youth income criteria and 1-5 above do not apply.
<p align="center">WIOA Out-of-School Youth</p>	<p>A. 16-24 years old <u>and</u> B. Not attending compulsory school <u>and</u> C. At least one of the following apply</p> <ol style="list-style-type: none"> 1. School Dropout; <u>or</u> 2. Youth who (a) received HS Diploma/equivalent and (b) is low-income and (c) is Deficient in Basic Literacy Skills or is an English language learner; <u>or</u> 3. Required to attend school but has not attended for at least the most recent complete school year's calendar quarter'; <u>or</u> 4. Homeless or Runaway; <u>or</u> 5. In foster care or aged out of foster care; <u>or</u> 6. Pregnant/Parenting; <u>or</u> 7. Subject to the juvenile or adult justice system; <u>or</u> 8. Has a disability; <u>or</u> 9. Requires additional assistance to complete an educational program, or to secure and hold employment (must also meet low-income requirements) 	<p align="center">Authorized to work in the U.S.</p>	<p align="center">If male, registered as required</p>	<p align="center">Low income only required if using C. 2. or C. 9. from "Age & Other" column</p> <p>A. Family income at or below 100% of the poverty line or 70% lower living standard <u>or</u> B. Meets one of the following criteria</p> <ol style="list-style-type: none"> 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following a) TANF, <u>or</u> <ol style="list-style-type: none"> b) SNAP, <u>or</u> c) SSI, <u>or</u> d) Other public assistance; <u>or</u> 2. Foster Child; <u>or</u> 3. Homeless; <u>or</u> 4. Receives or is eligible to receive free or reduced-price lunch; <u>or</u> 5. Lives in a high poverty census tract. Note: Individuals with a disability must be considered a family of one for income determination purposes if family income exceeds youth income criteria and 1-5 above do not apply.

APPENDIX F -LWIA & Economic Development Regional Map



[Map Source](#)

APPENDIX G- Regional Plans & MOU Approval Status Dashboard

This dashboard provides the public with access to all Plans and MOUs with the status of Approved/Approved with Technical changes.

The dashboard is a searchable list of every regional plan, local plan and MOU and gives you the ability to:

- Search by Keyword;
- Filter by EDR, LWIA, Document Type, and Approval Status;
- Filter by dates to find documents active during a specific time; and
- Preview and download documents that are Approved/Approved with Technical Changes.

Finding Active Documents:

- Use the Document Effective and Document Expires column to verify you looking at active documents.
- Documents are typically named starting with PY##, this reflects the program year the document was submitted for.

Steps to Access your Regional Plan:

1. Access the **MOU Dashboard** at <http://www.illinoisworknet.com/WIOAPlans>.
2. Navigate to the third drop down box titled **Document Type** and select **Regional Plans**. The list will populate with all approved regional plans for the state.
3. **Download** and review the plan that aligns to **your EDR**.

Title	EDR	LWIA	Document Type	Document Effective	Document Expires	Approval Status
PY20 EDR 4 (Northeast) Regional Plan	4 - Northeast	1	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 5 (Northern Stateline) Regional Plan	5 - Northern Stateline	3	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 6 (Northwest) Regional Plan	6 - Northwest	4	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 10 (West Central) Regional Plan	10 - West Central	14	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 3 (North Central) Regional Plan	3 - North Central	15	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 2 (East Central) Regional Plan	2 - East Central	17	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 1 (Central) Regional Plan	1 - Central	19	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 9 (Southwest) Regional Plan	9 - Southwestern	22	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 7 (Southeastern) Regional Plan	7 - Southeastern	23	Regional Plan	Jul 2020	Jun 2024	Approved
PY20 EDR 8 (Southern) Regional Plan	8 - Southern	25	Regional Plan	Jul 2020	Jun 2024	Approved

Use the map at the beginning of Appendix F to identify which EDR your LWIA falls in.

APPENDIX H - Example of a Letter of Commitment from the Local Workforce Innovation Board

The applicant must include a Letter of Commitment from the Local Workforce Innovation Board (LWIB in the area) to ensure the proposed project is consistent with the WIOA Regional and Local Plan. Only letters signed by the LWIB Chair or authorized designee will be accepted.

At a minimum, the letter must include the language provided in the example below:

Letterhead of Issuing Entity

Date

Dear Illinois Department of Commerce and Economic Opportunity:

On behalf of the Local Workforce Innovation Board, this letter confirms that the application for the WIOA Youth Career Pathway grant prepared by (name of applicant) advances the goals and strategies of the LWIA. Our Local Workforce Innovation Board plans to sustain the project after the DCEO funding has ended, or we will work with (name of agency) to secure funding from other sources.

Furthermore, (Name of Applicant) is in good standing with the LWIB, and we support this submission.

Sincerely,

Name

Title

LWIA #

Appendix I -Definition of In-School Youth (ISY) and Out-of-School Youth (OSY)

WIOA requires the delivery of a comprehensive array of youth services that help out-of-school youth and in-school youth with one or more barriers to employment prepare for post-secondary education and employment opportunities, attain educational and skills training credentials, and secure employment with career/promotional opportunities. For purposes of eligibility, below is the definition:

Out-of-school youth (OSY) - An OSY is an individual who is:

- (a) Not attending any school (as defined under State law);
- (b) Not younger than age 16 or older than age 24 at time of enrollment; and
- (c) One or more of the following:
 - (i) A school dropout;
 - (ii) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter;
 - (iii) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
 - (iv) An offender;
 - (v) A homeless individual, a homeless child or youth, or a runaway;
 - (vi) An individual in foster care or who has aged out of the foster care system or has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
 - (vii) An individual who is pregnant or parenting;
 - (viii) An individual with a disability; or
 - (ix) A low-income individual who requires additional assistance to enter or complete an educational program or secure or hold employment.

In-school youth (ISY) - An ISY is an individual who is:

- (a) Attending school (as defined by State law), including secondary and postsecondary school;
- (b) Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21 at the time of enrollment;
- (c) A low-income individual; and
- (d) One or more of the following:
 - (i) Basic skills deficient;
 - (ii) An English language learner;
 - (iii) An offender;
 - (iv) A homeless individual, a homeless child or youth, or a runaway;
 - (v) An individual in foster care or who has aged out of the foster care system or has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
 - (vi) An individual who is pregnant or parenting;
 - (vii) An individual with a disability; or
 - (viii) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

APPENDIX J - Desk Reference on Work-Based Learning for Youth

Registered Apprenticeship Program

Registered Apprenticeship is an employer-driven, “learn while you earn” model that combines on-the-job training with job-related instruction in curricula tied to the attainment of industry-recognized skills standards. The OJT is provided by the employer who hires the apprentice, although some employers also provide job-related instruction. WIOA funds may support placing participants in both the classroom and OJT portions of the program. WIOA funds can also provide supportive services to participants that help them succeed in a Registered Apprenticeship program.

Pre-Apprenticeship Programs

A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in a registered apprenticeship program, which includes:

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

Work Experience and Internship

Work experience or internship is a planned, structured learning experience in a workplace for a limited time. Work experiences or internships are paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. Work experience or internship may be arranged within the private for-profit, nonprofit, or public sectors. For youth, work experiences may also include:

- Pre-apprenticeship programs;
- Summer employment and other employment activities available throughout the school year;
- Internships and job shadowing; and
- On-the-job training (OJT)

On-The-Job Training (OJT)

OJT provides reimbursements to employers to help compensate for the costs associated with skills upgrade training for newly hired employees and the lost production of current employees providing the training (including management staff). OJT training can assist employers looking to expand their businesses and need additional staff trained with specialized skills. OJT employers may receive up to 50% reimbursement of the wage rate (in certain circumstances up to 75%) of OJT trainees to help defray personnel training costs. Under some programs, such as those funded by H-1B fees, OJT reimbursement may be as high as 90%, depending on employer size.

APPENDIX K -LWIA PY 20/PY 21 Negotiated Performance Measures

Negotiated performance measures are unique to each local area and should guide any proposed program's performance indicators. We have provided the negotiated rates for the most recent program years. Below is the link to the performance page and all of the Negotiation materials/guidance that was posted in Illinois workNet.

<https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/StateWorkforcePerformance.aspx>

WIOA established performance accountability indicators and performance reporting requirements to assess the effectiveness of states and local areas in achieving positive outcomes for individuals service by the workforce development system (WIOA) Title I programs. States and Local Workforce Innovation Boards (LWIBS) negotiate and agree upon levels of performance for each of the primary indicators of performance for Adult, Dislocated Worker and Youth. The primary indicators of performance for *WIOA Youth* are:

WIOA Youth Performance Measures
Employment or Education Rate 2nd Quarter after Exit (YER2)
Employment or Education Rate 4th Quarter after Exit (YER4)
Median Earnings 2nd Quarter after Exit (YMER)
Credential Attainment within 4 Quarters after Exit (YCAR)
Measurable Skill Gains (YMSG)

Employment/Education Rate 2nd Quarter after Exit - The percentage of WIOA registered participants in unsubsidized employment, or postsecondary education/training in the 2nd quarter after exit from the program.

- Who is in the measure? All WIOA registered participants (who exit the program).
- Who is a positive (in the numerator)? WIOA registered participants who exit the program and are in unsubsidized employment, or postsecondary education/training during the 2nd quarter after exit from the program.

Employment/Education Rate 4th Quarter after Exit - The percentage of WIOA registered participants in unsubsidized employment, or postsecondary education/training in the 4th quarter after exit from the program.

- Who is in the measure? All WIOA registered participants (who exit the program).
- Who is a positive (in the numerator)? WIOA participants who exit the program and are in unsubsidized employment or postsecondary education/training during the 4th quarter after exit from the program.

Median Earnings - The median earnings of WIOA registered participants who are in unsubsidized employment in the 2nd quarter after exit from the program.

- Who is in the measure? WIOA registered participants who exit the program and are in unsubsidized employment in the 2nd quarter after exit from the program.
- How is the Median Wage Calculated for this measure?

Total quarterly earnings, for all participants employed in the second quarter after exit, are collected by either direct wage record match or supplemental wage information. The collected quarterly wage information values are listed in order, from the lowest to the highest value. The value in the middle of this list is the median earnings value, where there is the same quantity of numbers above the median number as there is below the median number.

Credential Attainment – Includes all In-School Youth (ISY) and Out-of-School Youth (OSY) who received training or education (excluding OJT or Customized Training) - The percentage of WIOA registered participants who obtain a postsecondary credential or a high school diploma or GED during participation in a program or within 1 year after exit from the program. If participant obtains secondary school diploma or equivalent, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit to count as having met the performance indicator.

- Who is in this measure? All in School Youth are in the measure. Out-of-School Youth (OSY) who received training or education (excluding OJT or Customized Training).
- How is this measure calculated, who is a positive (in the numerator)?

The percentage of WIOA registered participants who obtain a postsecondary credential or a high school diploma or GED during participation in a program or within 1 year after exit from the program. If participant obtains secondary school diploma or equivalent, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit to count as having met the performance indicator.

Measurable Skill Gains (MSG)

What is the Measurable Skill Gains indicator of WIOA performance?

Measurable Skills Gains (MSG) is a new indicator required by the Workforce Innovation Opportunity Act (WIOA) designed to track and measure important progress and achievements made by WIOA participants who are in training or education (leading to a post-secondary credential/certificate) during a program year (PY). See TEGL 10-16 Change 1.

- Who is in this measure? All In-School Youth are in the measure. Out-of-School Youth (OSY) who received training or education (excluding OJT or Customized Training). Note, this is the same pool as Youth Credential Attainment indicator.
- Calculation: The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress towards such a credential or employment.

•5 Types of Measurable Skill Gains are as follows: Secondary and Postsecondary Transcript or Report Card; Training Milestone; Skills Progression and Education Functioning Level (EFL) Gain.

WIOA Youth Performance Measures	Employment Rate 2nd Quarter after Exit (AER2)	Employment Rate 4th Quarter after Exit (AER4)	Median Earnings 2nd Quarter after Exit (AMER)	Credential Attainment within 4 Quarters after Exit (ACAR)	Measurable Skill Gains (AMSG)	Employment Rate 2nd Quarter after Exit (DER2)	Employment Rate 4th Quarter after Exit (DER4)	Median Earnings 2nd Quarter after Exit (DMER)	Credential Attainment within 4 Quarters after Exit (DCAR)	Measurable Skill Gains (DMSG)	Employment or Education Rate 2nd Quarter after Exit (YER2)	Employment or Education Rate 4th Quarter after Exit (YER4)	Median Earnings 2nd Quarter after Exit (YMER)	Credential Attainment within 4 Quarters after Exit (YCAR)	Measurable Skill Gains (YMSG)
DCEO											73.5%	73.0%	\$3,275	65.0%	31.0%
LWIA 1	75.0%	71.0%	\$6,500	84.0%	50.0%	76.0%	75.0%	\$12,500	85.0%	50.0%	73.0%	72.0%	\$3,500	78.0%	45.0%
LWIA 2	75.0%	64.0%	\$6,600	76.0%	45.0%	83.0%	83.0%	\$10,000	84.0%	58.0%	65.0%	65.0%	\$2,500	66.0%	32.0%
LWIA 3	70.0%	68.0%	\$6,000	64.0%	55.0%	72.0%	72.0%	\$8,500	60.0%	59.0%	67.0%	66.0%	\$3,100	65.0%	47.0%
LWIA 4	85.0%	85.0%	\$10,000	82.0%	71.0%	86.0%	83.0%	\$8,500	79.0%	57.0%	73.0%	72.0%	\$3,500	70.0%	54.0%
LWIA 5	75.5%	75.0%	\$7,200	74.0%	45.0%	81.0%	80.0%	\$10,150	78.0%	48.0%	78.0%	77.0%	\$4,000	61.5%	36.0%
LWIA 6	74.0%	73.0%	\$8,000	79.0%	50.0%	78.0%	78.0%	\$12,500	75.0%	55.0%	70.0%	69.5%	\$3,500	70.0%	42.0%
LWIA 7	73.0%	71.0%	\$6,500	73.0%	47.0%	81.0%	80.0%	\$10,000	70.0%	44.0%	72.5%	70.0%	\$3,275	67.5%	33.0%
LWIA 10	74.0%	74.0%	\$7,000	70.0%	50.0%	79.0%	79.0%	\$11,200	84.0%	43.5%	77.0%	74.0%	\$4,200	60.0%	35.0%
LWIA 11	79.0%	80.0%	\$7,500	72.0%	38.5%	79.0%	78.0%	\$7,600	71.0%	33.5%	68.0%	70.0%	\$3,825	63.0%	31.0%
LWIA 13	75.0%	72.0%	\$6,100	73.0%	50.0%	67.0%	67.0%	\$7,800	65.0%	50.0%	61.0%	57.0%	\$3,500	60.0%	50.0%
LWIA 14	82.0%	75.0%	\$6,500	80.0%	52.0%	82.0%	82.0%	\$7,000	80.0%	43.5%	75.0%	74.0%	\$3,275	78.0%	39.0%
LWIA 15	82.0%	80.5%	\$8,200	78.0%	50.0%	85.0%	81.0%	\$9,200	79.0%	50.0%	74.0%	72.5%	\$3,275	72.0%	50.0%
LWIA 17	80.0%	75.0%	\$5,700	73.0%	61.0%	82.0%	79.0%	\$6,900	75.0%	65.0%	80.0%	75.0%	\$3,600	79.0%	66.0%
LWIA 18	76.0%	74.0%	\$5,000	72.0%	50.0%	81.0%	81.0%	\$9,600	73.0%	50.0%	66.0%	63.0%	\$3,600	60.0%	31.0%
LWIA 19	86.0%	83.0%	\$10,000	80.5%	46.0%	89.0%	87.0%	\$10,700	81.0%	46.0%	74.0%	73.0%	\$4,100	72.5%	46.0%
LWIA 20	83.0%	81.0%	\$8,200	83.0%	53.0%	81.0%	81.0%	\$8,800	85.0%	50.0%	75.0%	75.0%	\$4,100	76.0%	58.0%
LWIA 21	80.5%	82.0%	\$7,400	80.0%	36.0%	85.0%	84.0%	\$9,700	77.0%	40.5%	78.0%	78.0%	\$3,800	73.0%	33.0%
LWIA 22	83.0%	80.0%	\$8,200	80.0%	55.0%	82.0%	78.0%	\$9,500	67.0%	50.0%	72.0%	72.0%	\$2,500	70.0%	30.0%
LWIA 23	82.0%	81.0%	\$6,200	65.0%	48.0%	84.0%	81.0%	\$7,800	76.0%	55.0%	66.0%	66.0%	\$3,200	60.0%	52.0%
LWIA 24	79.0%	76.0%	\$7,250	74.0%	50.0%	79.0%	76.0%	\$9,500	69.0%	47.0%	74.0%	73.0%	\$3,300	78.5%	33.0%
LWIA 25	77.0%	77.0%	\$6,500	73.0%	60.0%	81.0%	81.0%	\$7,250	60.0%	43.0%	74.0%	67.0%	\$3,275	65.0%	40.0%
LWIA 26	69.0%	70.0%	\$6,500	66.0%	39.0%	64.0%	62.0%	\$7,700	70.0%	43.5%	60.0%	58.0%	\$4,500	55.0%	31.0%

APPENDIX L- Sustainability Plan Example

A sustainability plan identifies the key components of a program that will continue over time. Statewide activities funds received as part of this grant are intended to seed pilots that rather than fund existing programs. For example, it is expected that the grantee establishes a relationship with the LWIB and staff that ensures successful pilots or components of the pilot integrate into the larger service delivery model. This may include partnerships, program activities, or outcomes.

This planning should occur from the beginning and not once the grant ends. When drafting a sustainability plan, it is important to establish whether the entire innovation will be sustained or selected components. In the plan below, the “Grant Component” column should describe a high-level example of what is proposed in the application. The “Sustained Component” column outlines how the grantee anticipates continuing that component.

Program Element	Grant Component What is the proposed strategy?	Sustained Component How will the element be sustained?
Alignment with workforce plans (State, Regional, Local)		
Local Workforce Innovation Board Commitment		
Business Engagement & Targeted Industries		
Partnerships		
Target Populations/Youth		
Disproportionately Impacted Areas		
WIOA Participant Eligibility, Assessment & Career Plan (Individual Service Strategy)		
Data Collection & Analysis		
Fiscal Strategies and Resources for Sustainability		

