

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

Awarding Agency Name	Commerce And Econ Opp
Agency Contact	John Barr (john.w.barr@illinois.gov)
Announcement Type	Initial
Type of Assistance Instrument	Grant
Funding Opportunity Number	FY25-1
Funding Opportunity Title	Apprenticeship Expansion Competitive Grant Program
CSFA Number	420-30-3523
CSFA Popular Name	Apprenticeship Expansion Competitive Grant Program
Anticipated Number of Awards	10
Estimated Total Program Funding	\$10,000,000
Award Range	\$200000 - \$1000000
Source of Funding	Federal
Cost Sharing or Matching Requirements	No
Indirect Costs Allowed	Yes
Restrictions on Indirect Costs	No
Posted Date	01/30/2025
Application Date Range	01/30/2025 - 03/21/2025 : 11:59PM
Grant Application Link	Please select the entire address below and paste it into the browser... <a href="https://dceo.illinois.gov/aboutdceo/grantopportunities/3523-2970.html">https://dceo.illinois.gov/aboutdceo/grantopportunities/3523-2970.html</a>
Technical Assistance Session	Offered : Yes Mandatory : No Date : 02/18/2025 : 2:00PM Registration link : <a href="https://illinoisstate.zoom.us/meeting/register/CgIA0puXQAmuixvqZFLa0Q">https://illinoisstate.zoom.us/meeting/register/CgIA0puXQAmuixvqZFLa0Q</a>

# Agency-specific Content for the Notice of Funding Opportunity

## Illinois Apprenticeship Expansion Program

**NOFO ID: 3523-2970**

For information about grants please visit <https://dceo.illinois.gov/aboutdceo/grantopportunities/granteeresources.html>.

### A. Program Description

#### Notice of Funding Opportunity Intent

The Illinois Department of Commerce and Economic Opportunity (the “Department” or “DCEO”) is issuing this Notice of Funding Opportunity (“NOFO”) to establish high-impact apprenticeship intermediaries focused on expanding Registered Apprenticeship Programs throughout the State of Illinois. It is anticipated that the Department will use funding from the U.S. Department of Labor (USDOL) *State Apprenticeship Expansion Program* and/or the *Workforce Innovation and Opportunity Act (WIOA) Statewide Activities Program* to support high-impact Apprenticeship Intermediaries that will excel in establishing, scaling, and sustaining apprenticeship programs.

#### Program Description

Registered apprenticeship programs (RAPs) are proven models of job preparation, validated by the U.S. Department of Labor (USDOL), which combine paid on-the-job learning (OJL) with related instruction (RI) to progressively increase workers’ skill levels and wages. RAPs are also a business-driven model that provide an effective way for employers to recruit, train, and retain highly skilled workers. RAPs allow workforce partners, educators, and employers to develop and apply industry standards to training programs, thereby increasing the quality and productivity of the workforce. RAPs offer job-seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path as they complete their training. Graduates of RAPs receive nationally recognized, portable credentials, and their training may be applied toward further post-secondary education. Apprenticeship programs are distinguished from other types of workplace training models by several factors:

- Apprentices are employed and paid during the apprenticeship program;
- Apprenticeship programs provide on-the-job learning and job-related classroom training;
- On-the-job learning is conducted in the work setting under the direction of a mentor(s); and
- Training results in an industry-recognized and portable credential.

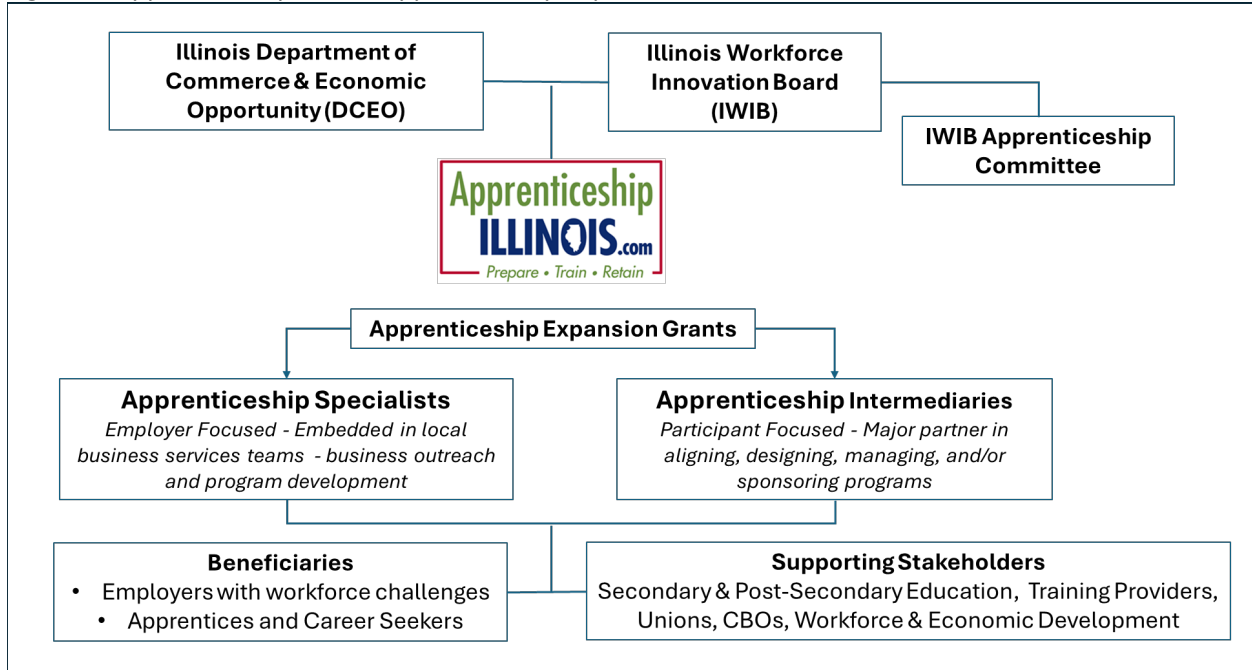
Apprenticeship is a flexible training model that can be customized to meet the needs of every business and industry. Apprenticeship programs help employers:

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

The Department has recognized that apprenticeships are a promising work-based learning strategy connecting individuals to a career pathway as well as being a solution for businesses to find and tap into undiscovered talent. The Department and the Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee have determined support for Apprenticeship Intermediaries and Regional Apprenticeship Specialists are the best investment to build the foundation for apprenticeship expansion in Illinois. Regional Apprenticeship Specialists and Apprenticeship Intermediaries represent two important

sides of a statewide apprenticeship system: Specialists represent the demand side, e.g., businesses who want to host apprenticeships, and Intermediaries represent the supply side, e.g., the institutions and/or partnerships that coordinate and/or implement apprenticeship programs, including recruiting potential apprentices and preparing them to enter apprenticeships. Figure 1 demonstrates the Apprenticeship Expansion Framework. See Appendix A for more details on the Framework, Apprenticeship Specialists, and Intermediaries.

Figure 1: Apprenticeship Illinois Apprenticeship Expansion NOFO Framework



Through this NOFO, the Department will provide grants to support high-impact **Apprenticeship Intermediaries** that will excel in establishing, sponsoring, scaling, and sustaining apprenticeship programs. High-impact intermediaries are participant-focused and responsible for program success. Intermediaries act as connectors, engaging employers, coordinating with training providers (if applicable), and fostering partnerships that drive program development and management. High-impact intermediaries also play a critical role in recruiting and supporting apprentices, focusing on strategies that enhance accessibility, retention, and completion. By providing structured pathways, mentorship, supportive services, and targeted interventions, Intermediaries help apprentices through their pathways, ensuring program completion, career progression, and long-term success. This NOFO will award grants to fund high-impact intermediaries targeting and serving the following groups (see *Program Requirements for more information*):

- Adults Enrolling in Nontraditional and In-Demand Registered Apprenticeships
- Youth and Young Adults
- People with Disabilities Seeking Apprenticeships

It is expected that Intermediaries funded under this NOFO will work in coordination and partnership with the Apprenticeship Specialists.

**Program Definitions**

“Career Pathways”: The best apprenticeships are rooted in a pathway that leads to a career, not just a job. This NOFO aims to target occupations in industries with demand where an apprentice can learn and earn their way into an occupation. WIOA defines career pathways as 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.
- Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act, 29 USC § 50.
- Include counseling to support an individual in achieving their education and career goals.
- Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual.
- Enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential.
- Help an individual enter or advance within a specific occupation or occupational cluster (for more information please visit: Career Pathways Dictionary ([https://www.illinoisworknet.com/DownloadPrint/CP\\_Dictionary\\_11-13-18\\_FINAL.PDF](https://www.illinoisworknet.com/DownloadPrint/CP_Dictionary_11-13-18_FINAL.PDF))).

“Core Equity Values”: Defined in the Illinois Office of Equity “Illinois Toward Equity Action Framework (<https://oeo.illinois.gov/content/dam/soi/en/web/oeo/documents/illinois-towards-equity/ite-action-framework-toolkit-3-13-23.pdf>),” include the following:

- Diversity is the representation of people from a variety of backgrounds and experiences.
- Inclusion is the action or state of including and feeling as an empowered sense of belonging within a group or organization.
- Accessibility according to the Office for Civil Rights at the U.S. Department of Education, is “when a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally integrated and equally effective manner, with substantially equivalent ease of use.” The Office of Equity extends accessibility beyond disability to include the creation of financially, technologically, and linguistically accessible systems, resources, and services so that all can thrive in a society.
- Each of these three foundational elements contributes to equity: The state, quality or ideal of being just, impartial, and fair. Equity must also be both structural and systemic and comprised of a robust infrastructure and dynamic process that produce equitable ideas, power, and resources.

“Employer Incentives”: Refers to a financial benefit or tax break provided by a government or organization to encourage businesses to participate in and actively develop apprenticeship programs, essentially offsetting some of the costs associated with hiring and training apprentices, thereby motivating them to create new apprenticeship opportunities. The primary aim is to attract more employers to start apprenticeship programs by making them more financially viable. Incentives can come in the form of direct grants, tax credits, or reimbursements to help cover costs like training materials, classroom instruction, and on-the-job training for apprentices. For the Illinois Apprenticeship Education Expense Tax Credit, please refer to <https://dceo.illinois.gov/expandrelocate/incentives/ilapprenticeshiptaxcredit.html>. For other financial incentives allowable using this grant, see Funding section.

“Measurable Skill Gains”: Documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or

- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

*“On-the-Job Learning / On-the-Job Training”*: “On-the-job learning” (OJL) or “on-the-job training” (OJT) in an apprenticeship refers to the practical, hands-on learning an apprentice receives by working alongside experienced professionals.

- An apprenticeship is a paid job with mentorship. The OJL combines those two, where the apprentice is learning on the job under the guidance of a mentor(s). The competencies that must be learned during the apprenticeship and on the job are pre-determined in program design.
- The OJL is more than just onboarding, it is structured learning over the course of the entire program and aligns with the Related Instruction / Supplemental Education.
- Through OJL, the apprentices gain real-world skills and knowledge by performing actual job tasks under supervision, essentially, learning by doing within the workplace.
- Key points about OJL in an apprenticeship include: (1) direct application of skills; (2) mentorship and guidance; (3) progression through tasks; (4) observation and practice; and (5) evaluation and feedback.

*“Pre-apprenticeship”*: Defined by the Illinois Workforce Innovation Board as programs that are designed to prepare individuals to enter and succeed in apprenticeship programs or in another career pathway approach. Pre-apprenticeship programs have the following core elements:

- *Inclusive Recruitment of Underrepresented Individuals*: Pre-apprenticeship programs offer a career pathway and focus on recruiting historically underrepresented individuals (both in employment programs and in the industry sectors) to ensure diversity, access, and inclusion in both pre-apprenticeship programs and in various industries. Historically underrepresented populations include but are not limited to: underrepresented racial/ethnic persons and women, out of school youth, veterans, returning citizens, and individuals with disabilities.
- *Industry-Focused Curriculum & Training*: Pre-Apprenticeship curriculum and training are designed to provide pre-apprentices with the knowledge and skills to prepare them for success in an industry-focused apprenticeship program or in other career pathway approaches. Curricula are strategically designed with employers and industry representatives to prepare participants to meet entry-level requirements of an apprenticeship program. The curriculum should incorporate the Illinois Essential Employability Skills Framework as well as contextualized instruction for any basic knowledge and skills (e.g. mathematics, literacy, etc.) necessary to succeed in further apprenticeship training.
- *Hands-On Learning/Work Based Learning*: Programming includes practical and meaningful hands-on learning activities that are connected to the occupation, curriculum, and training activities such as Career Exploration and Career Development Experiences. Learning activities also reinforce foundational professional skills outlined in the Essential Employability Skills framework (personal and work ethic, teamwork, communication, etc.). Quality pre-apprenticeships provide hands on training to individuals in a workplace, simulated lab experience, or work-based learning environment, which does not supplant a paid employee, but effectively simulates the industry and occupational conditions and standards of the partnering RAPs while observing proper supervision and safety protocols.
- *Retention Services For Successful Participation and Completion*: Retention Support Services can increase retention, reduce barriers, and assist participants in persisting through the program. Providers work directly with participants to identify any barriers to program participation, completion, and employment they may experience, and provide participants with supportive services and community resources such as educational & career counseling, financial literacy, and wrap-around services to address and minimize those barriers. Providers monitor retention

and may provide ongoing support to pre-apprenticeship completers, such as mentorship or alumni support, as they progress along their career pathway.

- *Partnerships with Employers and Connections to Apprenticeship Programs:* Pre-apprenticeship programs have documented partnerships with employers as well as apprenticeship programs. Pre-apprenticeship programs support participants as they apply for a Registered or Non-Registered Apprenticeship program. Pre-apprenticeship participants may receive preference for enrollment or priority placement in some apprenticeship programs. If a participant does not seek an apprenticeship or secure employment upon completion, providers should support the participant to related entry-level employment or additional education and training opportunities along their career pathway. Quality pre-apprenticeship programs should be designed and delivered, with input from at least one RAP sponsor. A pre-apprenticeship program's educational and pre-vocational services must prepare individuals to meet the entry requisites of one or more RAPs and occupations.
- *Strive for Credential Acquisition:* Pre-Apprenticeship programs' training and hands-on-experience is designed to develop participants' essential and technical skills in preparation for apprenticeship programs and/or sector-specific job opportunities with sustainable wages. Emerging best practice for pre-apprenticeship programs include participants acquiring a credential during the pre-apprenticeship program. Emerging definitions for industry-recognized, non-degree, or alternative credentials may include but not be limited to certifications, certificates, credentials, or degrees.

**IMPORTANT NOTE: Pre-apprenticeship programs that are funded through this NOFO must meet these five requirements and be consistent with the requirement of Training and Employment Notice No. 23-23 <https://www.dol.gov/agencies/eta/advisories/ten-23-23>. Pre-apprenticeships programs will not be funded by this NOFO if there is not an existing registered apprenticeship program(s) or a registered apprenticeship program(s) that is developed within the grant period. Before pre-apprentices are enrolled in their programs, the RAP must be in development with at least one employer.**

*“Registered Apprenticeship”:* Defined by the Office of Apprenticeship of the U.S. Department of Labor, Registered Apprenticeship programs (RAPs) are an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor. The elements of USDOL Registered Apprenticeships outlined at 29 C.F.R § 29 include the following:

- *Industry Led:* Programs are industry-vetted and approved to ensure alignment with industry standards and that apprentices are trained for highly skilled, high-demand occupations.
- *Paid Job:* Apprenticeships are jobs! Apprentices earn progressive wage as their skills and productivity increase.
- *Structured On-the-Job Learning/Mentorship:* Programs provide structured on-the-job training to prepare for a successful career, which includes instruction from an experienced mentor.
- *Supplemental Education:* Apprentices are provided supplemental classroom education based on the employers unique training needs to ensure quality and success.
- *Equal Employment Opportunity:* Programs are designed to reflect the communities in which they operate through strong non-discrimination, anti-harassment, and inclusive recruitment practices.
- *Quality & Safety:* Apprentices are afforded worker protections while receiving rigorous training to equip them with the skills they need to succeed and the proper training and supervision they need to be safe.
- *Credentials:* Apprentices earn a portable, nationally recognized credential within their industry.

*“Related Instruction / Related Technical Instruction / Supplemental Education”:* As defined by US DOL's Apprenticeship Requirements Reference Guide

(<https://www.apprenticeship.gov/sites/default/files/apprenticeship-requirements-reference-guide.pdf>), related instruction is an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation.

- A minimum of 144 hours for each year of apprenticeship is recommended.
- This instruction may be accomplished through media such as classroom, occupational or industry courses, electronic media, or other instruction.

*“Supportive Services”*: Services necessary to enable an individual to be placed and/or retained in a registered apprenticeship program. Services may include, but are not limited to, tutoring, books, tools, and transportation assistance.

- Grant recipients may use grant funds to provide supportive services only to individuals who are participating in education and training activities provided through this grant, and only when: 1) they are unable to obtain such services through other programs, and 2) such services are necessary to enable individuals to participate in education and training activities under this grant.
- Grant recipients may establish limits on the provision of supportive services, including a maximum amount of funding and maximum length of time for supportive services to be available to apprentices. Grant recipients must ensure that their use of grant funds on supportive services is consistent with their organization's established written policy on the provision of supportive services.

### **Illinois Workforce Development Priorities**

This NOFO is aligned with the workforce, education and economic development priorities listed below that will amplify the State's effort to create equitable access to quality apprenticeship opportunities while addressing skill gaps and workforce challenges statewide. These priorities informed the program requirements and application review criteria for this NOFO.

#### *Illinois Workforce Innovation Board Apprenticeship Committee and Apprenticeship Illinois*

The Illinois Workforce Innovation Board (IWIB) has identified registered apprenticeships and pre-apprenticeships as key strategies to build a pipeline of skilled workers to help businesses throughout the State remain competitive. Applicants are encouraged to review the information and resources posted on the Apprenticeship Illinois website [www.ApprenticeshipIllinois.com](http://www.ApprenticeshipIllinois.com) that supports the IWIB Apprenticeship Committee's statewide expansion goals listed below:

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

#### *Governor's Action Agenda for Workforce Development and Job Creation*

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

- Unite workforce development partners around regional cluster strategies
  - Identify high-impact regional clusters and associated in-demand occupations
  - Implement a coordinated workforce development strategy around regional clusters
- Prepare Illinois workers for a career, not just their next job
  - Increase apprenticeship opportunities
  - Address barriers to successful training and employment
- Establish and support equity goals and align with Perkins equity goals
- Connect job seekers with employers

- Shorten the time from credential to employment
- Integrate workforce services across program providers for one-stop customers

#### *Illinois Essential Employability Skills Framework*

This framework defines and clarifies essential employability skills and provides a standard for the state. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math and reading. The Framework includes personal ethics, work ethics, communication skills, and teamwork. The framework was developed through the collaboration of the Illinois Community College Board; the Illinois Department of Commerce and Economic Opportunity; representatives of Illinois businesses; local chambers of commerce; secondary, postsecondary, and adult educators and professionals; and other important stakeholders. The Framework can be viewed at: <https://icsps.illinoisstate.edu/illinois-essential-employability-skills-framework>.

#### *Illinois' Sector Partnerships and Talent Pipeline Management Framework Supports Employers*

Illinois strives to foster improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions. Illinois businesses are fueled by human capital and talent. Illinois jobseekers and workers should have every opportunity to achieve career success through aligned education, training, and employment programs. These strategies are designed to address statewide, regional, and local skills gaps. Skills gaps exist when there is a disconnect between the skills businesses want new employers to have when hired and the actual skills of the applicant pool. One model that has shown success in Illinois is the U.S. Chamber of Commerce Foundation's Talent Pipeline Management (TPM). TPM is an overarching, systemic approach based on supply-chain principles that is intended to help businesses better understand their short and long-term talent needs and to help public education and workforce programs adapt as demand for skills evolve. This feedback loop informs a talent supply chain that can be continuously improved and can flexibly adapt to changing employer needs. For more information regarding TPM refer to Appendix C and to the following website: <https://www.uschamberfoundation.org/solutions/workforce-development-and-training/talent-pipeline-management>. Successful applicant will detail how they will address the skills gap in their region and are highly encouraged to utilize sector strategies.

#### *Core Equity Values*

Successful applicants will detail their strategies to develop inclusive training opportunities, employment environments and ensure accessibility to all participants. Each region varies in its demographics, as a result when preparing application materials, it is essential that applicants take into consideration the diversity of their region this may include racial, ethnic, gender, age, disability status, socio-economic status, religion, veteran status, among others. Applicants will design programs that prioritize:

- Cultivating diverse participant pools includes intentional and inclusive outreach and recruitment not only in the materials but the locations and methods of these activities.
- Developing equitable and inclusive training and employment environments includes addressing discrimination within programs and at workplaces as well as creating spaces defined by respect and dignity where participants feel physically and mentally safe. These environments also provide or connect participants to necessary support services such as childcare, transportation, career counseling, among others.
- Ensuring accessibility most traditionally means to ensure all buildings, facilities, and spaces are compliant with ADA regulations, but this can also mean to ensure participants have equitable access to support services, technology, information etc.

#### *The Good Jobs Initiative*

The U.S. Department of Labor launched the Good Jobs Initiative in January 2022. This initiative was designed to identify, organize, and direct federal tools, funding, and resources toward



promoting good jobs for all workers. In June 2022 USDOL announced the Good Jobs Principles and framework which through a collaborative effort with the U.S. Department of Commerce defines a “good job”. For more information regarding the Good Jobs Initiative refer to: <https://www.dol.gov/general/good-jobs>. When detailing proposed programs (including pre-apprenticeship training opportunities, if applicable) competitive applicants will explain how their program is leading participants to occupations and careers that fit the Good Job Principles.

### Program Requirements

The Illinois Apprenticeship Expansion Program is dedicated to creating more apprenticeships that empower Illinois workers while supporting employers. Apprenticeship intermediaries are key players in this effort by administering programs that provide direct services to program participants that will be enrolled in Registered Apprenticeship or Pre-apprenticeship programs as defined in this NOFO.

- Intermediaries bridge gaps between participants, employers, educational institutions, and/or other stakeholders by offering participant-centered support and expertise in program design, management, and regulatory compliance.
- By reducing administrative challenges for employers—particularly small and medium-sized businesses—and providing seamless program management and sponsorship, intermediaries make it easier for companies to adopt the apprenticeship model.
- This participant-focused approach ultimately drives more employers to engage with apprenticeships, creating more opportunities for individuals to build meaningful careers.
- Intermediaries are more than just connectors between employers and apprentices; they serve as foundational partners who actively shape the success of apprentices and apprenticeship programs.
- Intermediaries help recruit diverse talent, align training with industry needs, and offer support services like transportation or childcare, ensuring equitable access. Their ability to connect stakeholders, create/manage programs, and support apprentices’ successful outcomes makes them essential in scaling and sustaining impactful apprenticeship programs.
- Intermediaries must work with the region’s Apprenticeship Specialist (<https://www.illinoisworknet.com/ApprenticeshipIL/Pages/Employers.aspx>) to align efforts around employer outreach and engagement and work with other partners including Local Workforce Innovation Areas’ (LWIA), Small Business Development Centers, Integrated Business Services Teams, among others, when possible, to advance apprenticeship opportunities and engagement in their community.

### Responsibilities of High-Impact Intermediaries

This NOFO will support high-impact Apprenticeship Intermediaries projects that are participant-focused. As applicants develop their proposed project(s) they should center their design on the responsibilities and expectations of high-impact intermediaries. High-impact intermediaries provide services and support for both the employers and apprentices, easing the burden on employers and ensuring success of the apprentices. Successful applicants will propose a plan to fulfill all these roles and responsibilities while working in partnership and alignment with the existing Apprenticeship Illinois ecosystem, including Apprenticeship Specialists and Integrated Business Service Teams (where available).

To secure funding and further enhance the impact of apprenticeship programs, intermediaries will play a critical role in aggregating the needs of multiple employers within a region or industry sector. By identifying shared workforce challenges and skills gaps, intermediaries will design programs that address these common needs, enabling employers to collaborate effectively. Intermediaries will facilitate partnerships between employers, helping to pool resources, share costs, and create economies of scale. Additionally, they will coordinate and align the collective needs of participating employers, fostering a cooperative model that benefits all stakeholders involved. Intermediaries are required to work with and align these employer efforts with Apprenticeship Specialists.

These high impact intermediaries are expected to take on a comprehensive role that simplifies and supports the establishment and management of apprenticeship programs for employers. These organizations will act as pivotal partners, ensuring that employers can efficiently navigate the complexities

of program design and implementation while achieving meaningful outcomes for apprentices. The scope of their responsibilities includes the following:

1. **DESIGN AND DEVELOP REGISTERED PROGRAMS:** Intermediaries play a critical role in designing and managing new Registered Apprenticeship Programs (RAPs) or expanding existing ones, with a strong focus on participant preparation and success. While closely collaborating with employers, intermediaries concentrate on aligning program design with industry needs by mapping out program standards to the related instruction/supplemental education and on-the-job learning (or OJT) components ensuring a smooth integration of apprentices into the workplace. Intermediaries also develop structured pathways to ensure participants are prepared to enter and succeed in RAPs, including outreach, preparation, and support strategies tailored to diverse populations. This work complements the efforts of apprenticeship specialists, who focus on employer outreach, engagement, and the operational aspects of program registration. Collaboration between intermediaries and apprenticeship specialists is essential to ensure seamless program development and alignment with both participant and employer needs.
2. **ADMINISTRATIVE OVERSIGHT:** Intermediaries will handle the administrative tasks necessary to establish and maintain registered apprenticeship programs, while overseeing all aspects of apprenticeship programs. This includes developing program standards, completing and submitting required documentation, and ensuring the program is registered in alignment with state and federal guidelines. They will also collect and input necessary data into the RAPIDS system, providing ongoing compliance and reporting as the official program sponsor, although there may be exceptions to this if the employer insists on sponsoring their own program. Additionally, intermediaries must document the case management of apprentices in the Illinois WorkNet Apprenticeship Program Case Management Tool, tracking services provided including supportive services.
3. **EMPLOYER ENGAGEMENT:** Apprenticeships do not exist without employers; therefore competitive applications will demonstrate that they have employer and industry partnerships that are committed to the activities outlined in the grant application. Intermediaries will utilize Apprenticeship Specialists and other networks to recruit employers and match them with apprentices. By positioning apprenticeship as a solution to workforce challenges, they will attract businesses and prospective apprentices, including non-traditional candidates, ensuring that programs are inclusive and diverse. From recruitment and assessment to case management and placement, intermediaries will ensure that programs are comprehensive and meet the needs of both employers and apprentices.
4. **RECRUITMENT AND EQUITABLE ACCESS TO APPRENTICESHIP AND/OR PREAPPRENTICESHIP OPPORTUNITIES:** Intermediaries will assist employers in identifying and preparing a pool of qualified candidates. This includes screening applicants and ensuring they are adequately prepared to succeed as apprentices, both academically and in the workplace. Intermediaries must design and implement strategies that address the unique experiences of underrepresented groups, including women and people of color. These efforts will aim to advance equitable hiring, retention, and career progression, ensuring that apprenticeship opportunities reflect the diverse talent pool of the community.
5. **PROGRAM MANAGEMENT:** Serving as the primary liaison, intermediaries will manage relationships with employers, easing the burden of program administration and fostering strong partnerships. They will provide comprehensive support to apprentices throughout the program, addressing challenges and ensuring progress. This element represents a significant responsibility for intermediaries and is critical to the program's success.
6. **COORDINATION OF CAREER PLANNING:** Career planning is a customer-centered approach to delivering services to prepare and coordinate comprehensive career (employment) plans for program participants, ensuring access to training activities and supportive services during

program participation and continuing for one (1) year of follow-up. Successful career planning is a collaborative, ongoing process rather than a one-time activity. The process is individualized to the worker that include the following activities:

- *Assessment:* A thorough assessment is the foundation for understanding the participant's employment goals, existing skills, and career readiness and determining all possible barriers to employment. It is not a one-time activity. Nor is it a one-size-fits-all approach. Assessments help prepare participants to determine existing skills, identify those that require additional training, develop an employment plan, and connect them to services through appropriate referrals. At a minimum, the assessment process must be appropriate for the participant and address the areas below to inform the employment plan.
- *Individual Employment Plan:* The Individual Employment Plan (IEP) is a living document that identifies employment and education goals as part of a career pathway, objectives, and the appropriate combination of services for the participant to reach the goals. The IEP is the basic instrument for the grantee to document the appropriateness of the decisions made about the combination of services for the participant, including referrals to other programs for specified activities. It is to be developed collaboratively with the participant to establish mutual goals.

7. COORDINATION OF RELATED INSTRUCTION / SUPPLEMENTAL EDUCATION:

Intermediaries will ensure that classroom training aligns with employers' needs by working closely with colleges, faculty, and training providers. They will schedule instruction to complement on-the-job learning (or OJT), monitor progress, and develop strategies for tracking and enhancing OJL outcomes. For programs involving multiple employers, intermediaries will coordinate shared related instruction arrangements and may also secure third-party providers when necessary. Training providers, whether the intermediary or another partner organization, must comply with all laws and requirements to provide the training services under this Program, including, but not limited to, the Private Business and Vocational Schools Act of 2012 (105 ILCS 426), if applicable.

8. APPRENTICESHIP SUPPORT AND RETENTION: Participant support is a critical element of intermediary services. Recognizing that personal and professional challenges can hinder success, intermediaries will provide a range of support services and full case management. They will screen and prepare apprentices for success, offering a range of resources such as tutoring, counseling, coaching, and assistance with certification exams. To address challenges that may hinder success, intermediaries may provide support that includes, but is not limited to, transportation, childcare, uniforms and tools. These services are intended to support the apprentices and retain them through completion of the program.

Targeted Industries and Occupations

The Department will consider applications that support in-demand occupations and will give preference to the targeted industries included in the Illinois' 2024 Economic Growth Plan (<https://dceo.illinois.gov/content/dam/soi/en/web/dceo/documents/illinois-2024-economic-growth-plan.pdf>) and State of Illinois Unified Workforce Development Plan (<https://www.illinoisworknet.com/WIOA/Resources/Documents/IllinoisWIOAStatePlanPY2024-2027.pdf>).

Applicants should review the *Regional Data Packet* information for the economic development region that they will serve posted at:

<https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/RegionalPlanning.aspx> for data including the demographics, employment trends and labor market alignment. This information should be used to inform the program design, targeted occupations and participants. Competitive applications will provide:

- Apprenticeship and/or Pre-apprenticeship opportunities in the targeted industries referenced above. See Appendix D for apprenticeship programs in non-traditional industries and occupations.
- Apprenticeship and/or Pre-apprenticeship opportunities with employer that implement the Good Job Principles referenced in this NOFO.

### Eligible Participants

Eligible program participants include Illinois residents who are aged 16 or above and who are authorized to work in the United States. Please note that multiple funding streams may fund applications that are submitted under this NOFO including the State Apprenticeship Expansion Formula Grant (SAEF) funds and the Workforce Innovation and Opportunity Act (WIOA) Talent Pipeline Management Program funds. The Department will require all grantees to comply with the funding requirements established by the U.S. Department of Labor and the State of Illinois that will be confirmed during the grant negotiation process for application that are recommended for funding. The complete terms and conditions of the federal funding awards including the participant eligibility requirements will be incorporated in the grants issued by the Department. The complete participant eligibility requirements for the SAEF and WIOA funded grants is posted on the NOFO resource page at: [www.illinoisworknet.com/apprenticeshipNOFO2025](http://www.illinoisworknet.com/apprenticeshipNOFO2025)

*Funding Priorities:* The Department has identified three funding priorities in this NOFO. Applicants are encouraged to outline how they plan to serve at least one of the priority populations below. It is possible that applicants will have a focus on populations in multiple categories (i.e. an individual with disabilities who is seeking an apprenticeship in the public sector). *See Appendix D for more information on apprenticeship programs in non-traditional industries and occupations.*

1. **ADULTS ENROLLING IN NON-TRADITIONAL AND IN-DEMAND REGISTERED APPRENTICESHIP AND PREAPPRENTICESHIP PROGRAMS:** Registered Apprenticeships provide on-the-job training in combination with technical instruction that allows adults the opportunity for a structured pathway to a long-term sustainable career. Nontraditional apprenticeships refer to apprenticeship programs in industries or occupations that historically have not used the apprenticeship model as a primary means of workforce training. These fields may require the registration of a new apprenticeship programs. The goal of the program is to create structured pathways for skill development and address labor shortages in priority industries. This track is designed to support apprenticeship programs that are informed by local, regional, WIOA or state economic plans or tailored to employer-based labor needs. Examples of nontraditional apprenticeship industries and occupations include but are not limited to:
  - Healthcare: Registered nurses, medical coders, community health workers, pharmacy technicians, surgical technologists and allied health occupations.
  - Information Technology: Cybersecurity analysts, software developers, network administrators, data analysts and quantum computing.
  - Finance and Business: Bankers, financial analysts, project managers, and human resource professionals.
  - Architecture and Engineering: Architectural designer, urban planner, landscape architect, and technicians.
  - Creative Industries: Digital marketing specialists, graphic designers, video production professionals, and animation artists.
  - Public Sector and Government: Public safety (police, fire, EMS), transportation, infrastructure, public works, analysts, planners, and educators.
  
2. **YOUTH AND YOUNG ADULTS ENROLLING IN NON-TRADITIONAL AND IN-DEMAND REGISTERED APPRENTICESHIP AND PREAPPRENTICESHIP PROGRAMS:** Youth and young adults (aged 16-24) are an ideal fit for providing high-quality career pathways that include registered apprenticeship and pre-apprenticeship opportunities. The Department will use funds to launch robust and structured pathways to registered apprenticeship programs (RAPs) for youth and young adults.
  - The Department will fund demonstration projects where students enter into registered apprenticeship programs either during or after high school. Registered apprenticeships targeting youth often utilize existing Career and Technical Education (CTE) coursework, cooperative education programs, dual credit/enrollment opportunities, and internship modalities to transition students directly into high-paying, high-skill careers straight out of secondary education. Many registered apprenticeships for youth are completed over the course of a student's 12<sup>th</sup> grade year, while others serve as a bridge between High School

- CTE and an accredited certificate or associate's degree program with a local community college provider.
- The Department will fund intermediaries that align secondary school pre-apprenticeship activities and industry partners to design high school pathways that start with summer internships or other work-based learning, integrates CTE courses during the junior and/or senior years, and transitions students to full RAPs either before or after graduation. These funds can be used to create those pathways and the new or existing RAPs into which the students will enter.
3. PEOPLE OF DISABILITIES ENROLLING IN NON-TRADITIONAL AND IN-DEMAND REGISTERED APPRENTICESHIP AND PRE-APPRENTICESHIP PROGRAMS: Due to hands-on learning, compensated training, support services, and smaller cohorts, employer-based apprenticeship programs can serve as an ideal pathway for people living with disabilities. A disability may include physical, mobility, hearing, vision, intellectual, developmental, and non-apparent disabilities as well as mental health conditions and neurodivergence (i.e. autism, ADHD, learning disabilities etc.). With the rapid growth of apprenticeships in a multitude of industries and advances in technology, workplaces are become more accessible for all. These types of inclusive apprenticeships have already seen success in industries including technology and healthcare as well as more traditional apprenticeships such as manufacturing and construction. Those living with disabilities also see significant benefits from pre-apprenticeship program which provide them with the skills and supports needed to adequately prepare them for entry into apprenticeship programs.

It is recognized that having a strong pathway to apprenticeship infrastructure is needed to ensure access for individuals that are not fully prepared for a registered apprenticeship program. This NOFO will support pre-apprenticeship programs that lead directly to Registered Apprenticeship Programs before the end of the grant period. It is important to note that the pre-apprenticeship programs will be subject to Case Management and Performance requirements. Priority will be given to applicants who propose projects that serve one or more of the identified participant groups and/or industries that have been prioritized by Illinois's 2024 Economic Plan, the WIOA State Plan, or the applicable regional or local workforce development plans in the applicant's area.

#### Training Program Requirements

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

#### Incumbent Worker Training Requirements

An Incumbent Worker is defined in WIOA as an individual who has an established employment history with an employer for 6 months or more. Incumbent Worker training can be used to meet the needs of an employer or group of employers to develop apprenticeships that provide workers with the skills necessary to retain employment, such as increasing the skill levels of employees, so they can be promoted within the company and create backfill opportunities for new or less-skilled employees. Unlike other trainings, employers, instead of individuals, must meet the local eligibility criteria to receive funds for training their workforce. Employers who receive these funds must meet the requirements for providing the non-federal share of the cost of the training. For more information regarding the incumbent worker regulations please visit: <https://apps.illinoisworknet.com/WIOAPolicy/Policy/Index/475>

Data Tracking and Program Outcomes Assessment

Grantees must utilize the system within Illinois workNet to track demographic information for program participants, including applicant RAPIDS number, broken down by race, gender, age, and veteran status; the number of individuals accepted and placed into apprenticeship programs; and more (see section on Performance Goals and Measures below). Grantees will perform data tracking and use reporting systems as directed by DCEO. Grant recipients will also be required to cooperate with external evaluation efforts, as directed by DCEO.

Program Partners Requirements

All applicants must have a written agreements or a Memorandum of Understanding (MOU) with project partners that clearly outlines the roles and responsibilities of each partner and lists their contribution to the proposed program. This includes employer/industry partners, training providers, and other community-based organization partners. Competitive applications will include agreements that demonstrate:

- How the proposed project is aligned and will leverage existing workforce and/or education efforts to create more registered apprenticeships throughout Illinois.
- How employer and industry partnerships are committed to place participants in registered apprenticeships.
- How training providers will provide the related instruction including the length, location, class size, cost (as applicable).
- How community-based organizations and other stakeholders will assist in the support of registered apprentices and pre-apprentices enrolled in the program (as applicable).

Performance Goals and Measures

Specific project outcomes, goals, and deliverables must be included in the proposal. Agreed upon deliverables and outcomes will be tracked utilizing tools developed by Illinois workNet. This is a participant facing funding opportunity. Note that all individuals served must be case managed and tracked in the Illinois workNet system. Grant applications must include projected outcomes provided in Attachment 2. Competitive proposals will clearly articulate how the activities funded under this NOFO expand apprenticeships in Illinois. Note that grant funds should not supplant or replace the applicant's current operations. Grant reviewers will be looking for the following metrics:

*Registered Apprenticeship Programs*

- Number of Registered Apprentices enrolled in a Registered Apprenticeship Program
  - Total Apprentices who achieve a measurable skills gain
  - Total Apprentices who complete the Registered Apprenticeship Program
  - Total Apprentices who earn an industry recognized credential(s)
- Number of New Registered Apprenticeship Programs Created and Approved
- Number of Existing Registered Apprenticeship Programs Expanded

*Pre-Apprenticeship Programs*

- Number of Pre-Apprentices Served
  - Total Pre-Apprentices who achieve a measurable skills gain
  - Total Pre-Apprentices who complete an apprenticeship education/training program
  - Total Pre-Apprentices who receive a degree or other credential
- Number of Pre-Apprentices who will successfully transition into a Registered Apprenticeship Program before the grant ends
- Number of New Pre-apprenticeship Programs Established
- Number of Existing Pre-apprenticeship Programs Expanded

In addition, projects that provide services directly to participants are expected to meet the State's WIOA negotiated levels of performance. Grantees may include additional performance measures not listed above in their proposal. More information about negotiated levels of performance is included in Appendix G.

## B. Funding Information

This grant program is utilizing federal funds from the United States Department of Labor awarded to DCEO Department and appropriated by the State of Illinois. Total amount of funding expected to be awarded through this NOFO is anticipated to range between \$5-10 million based on funds available to the Department for this NOFO. It is anticipated that the Department will commit \$5 million in WIOA Statewide Activity Program funds for this NOFO. It is also anticipated that the Department will submit a competitive federal grant application for \$5 million under the Apprenticeship USA program (*forecasted FOA-ETA-25-31*) that would support grants that are selected under this NOFO. Awards will range from approximately \$200,000 to approximately \$1,000,000 based on the quality of the projected outcomes and number of participants served. Note that the Department is not bound by these estimates. The Department expects to make up to 10-35 awards through this NOFO.

Anticipated start date for awards is July 1, 2025. The period of performance is expected to be 24 months with possible renewals of an additional 12 months based on the grant negotiations, the availability of funding, and the program regulations

*Allowed Costs:* Allowable costs must be necessary, reasonable, and allocable based on activities contained in the scope of work. Funding for the activities outlined in this NOFO may include federal and state funds and therefore are subject to State and federal legislative appropriation. Applicants will be required to justify all proposed costs in the application narrative and uniform budget attachment. Note that this program will not support construction and other capital costs.

*Cost Per Participant:* Cost per Participant could range between \$5,000-\$10,000. The Department recognizes that the average cost per participant for establishing and supporting registered apprenticeships and pre-apprenticeship programs will vary based on the industry, occupation, and level of additional support provided to the employer and worker. When preparing your budget proposal, it is crucial to provide your best offer to ensure transparency, accuracy, and alignment with the program's goals and funding requirements. The Department reserve the right to negotiate all proposed grant costs as a part of the grant establishment process.

*Administrative Costs:* It is expected that administrative costs, both direct and indirect, will represent a small portion of the program budget. Successful applicants should keep administrative costs to 10 percent (10%), or less, of direct costs as outlined at 20 C.F.R. 683.205. Program budgets and narratives will detail how all proposed expenditures are directly necessary for program implementation and will distinguish between direct/indirect administrative and direct/indirect program costs.

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

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

## C. Eligibility Information

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

- Has a valid FEIN number (<https://www.irs.gov/individuals/international-taxpayers/taxpayer-identification-numbers-tin#:~:text=You%20can%20use%20the%20IRS%27s,for%20Individual%20Taxpayer%20Identification%20Number>);

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- Has a current SAM.gov registration (<https://sam.gov>), SAM.gov registrations must be marked as “public” to allow the GATA Grantee Portal to expedite the review of the federal information;
- Has a valid UEI number (<https://sam.gov>);
- Is not on the Federal Excluded Parties List (verified at <https://sam.gov>);
- Is in Good Standing with the Illinois Secretary of State, as applicable ([https://www.ilsos.gov/departments/business\\_services/corp.html](https://www.ilsos.gov/departments/business_services/corp.html));
- Is not on the Illinois Stop Payment list (verified once entity is registered in GATA Grantee Portal); and
- Is not on the Department of Healthcare and Family Services Provider Sanctions list (<https://www.illinois.gov/hfs/oig/Pages/SanctionsList.aspx>).

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

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

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

### **1. Eligible Applicants include:**

Eligible applicants for the Illinois Apprenticeship Expansion Program include Community-based organizations, municipalities, education institutions (i.e. school districts, community colleges), industry associations, state-agencies, workforce boards, and non-profits who will perform the duties of a high-impact intermediary as outlined above. Applicants must have the capacity to meet the program requirements outlined in this NOFO.

*Experienced and New Providers:* This NOFO will consider organizations that have experience with creating and delivering pre-apprenticeship and RAPs. Applicants that have not operated an RAP but have experience serving individuals through work-based learning and working with employers for their workforce needs are encouraged to apply and may partner with other relevant organizations that have experience in effective design and delivery of the required services. See Appendix I for more resources on apprenticeship programs.

All potential applicants that meet the descriptions above may be eligible.

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

### **2. Cost Sharing or Matching.**

Cost sharing or matching is not required for this opportunity.

### **3. Indirect Cost Rate.**

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



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

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

c) De Minimis Rate. An organization may elect a de minimis rate of 15% 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.

The following State University Facilities & Administration Rate and Base will apply to all State issued awards that contain either Federal pass-through funding or State funding.

**RATE:**

20% Rate for awards or programs administered On-Campus\*  
10% Rate for awards or programs administered Off-Campus\*

**BASE:**

Base approved in the State Universities' current Federally Negotiated Indirect Cost Rate Agreement (NICRA)

\*Criteria for utilization of the On/Off campus rate is located within the general terms and conditions of Federal NICRA for each State University. If not clearly defined, State awarding agencies and officers will make final determination based upon the purposes of the grant scope.

#### **4. Freedom of Information Act/Confidential Information.**

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

#### **5. Other, if applicable.**

Once an entity is registered, the applicant must complete a programmatic, fiscal, and administrative risk assessment prior to award. Applicants will complete the Internal Controls

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

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

Applicants may submit multiple application(s) for this opportunity.

### D. Application and Submission Information

#### 1. Address to Request Application Package.

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

Chase Martin  
Illinois Department of Commerce & Economic Opportunity  
Email: chase.martin2@illinois.gov

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

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

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

This Notice of Funding Opportunity also requires the **submission of the following other programmatic specific items as part of the program application:**

- TECHNICAL PROPOSAL (*not to exceed 20 pages*): Using the provided Formatted Grant Technical Proposal, provide a narrative in the boxes provided describing the program activities and outcomes that this grant will support as guided. This includes the following:
  - Section 1: Applicant Organization Capacity (*approximately 3 pages*)
  - Section 2: Documentation of Need (*approximately 2 pages*)
  - Section 3: Project Plan and Quality (*approximately 8-12 pages*)
  - Section 4: Cost Efficiency (*approximately 3 pages*)
- PROJECT WORKPLAN: Applicants are required to complete and submit the Excel Project Workplan Template with all attachments listed below that are available on the NOFO website.

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- Attachment 1: PROJECT SUMMARY: The overview is a quick summary of the project along with the Grantee name and information.
- Attachment 2: PARTICIPANT INFO & OUTCOMES: Grant application must include projected participant outcomes. Competitive proposals will clearly articulate how the activities funded under this NOFO will significantly increase participation of underserved populations in US DOL-registered apprenticeship programs in Illinois.
- Attachment 3: EMPLOYER INFO & OUTCOMES: Grant application must include projected outcomes for employer partners. Competitive proposals will clearly articulate how the activities funded under this NOFO will significantly increase participation of employers' participation in RAPs.
- Attachment 4: RAP TRAINING INFO: Grant application must include a high-level overview of the supplemental training and OJT for RAPs.
- Attachment 5: PRE-APPRENTICESHIP TRAINING INFO: Grant application must include a high-level overview of the supplemental training, partnerships, and RAPs for pre-apprenticeship training.
- Attachment 6: STAFFING PLAN: Applicants will utilize this attachment to outline staff from lead applicant and partner organizations names, roles, percent time on project, grant related duties, etc. Resumes, credentials, partnership agreements or MOUs should be included in this attachment.
- Attachment 7: GOAL & ACTIVITY TIMELINE: Grant applications must include a work plan which will outline the total proposed number of individuals recruited, enrolled, completed, and transitioned from the applicant's program as well as these metrics per cohort. Applicants will also outline the timeline for recruitment, enrollment, instruction, and transition.
- Resumes and Credentials of Program Staff: Grant applications must include the resumes of *key program staff* that demonstrate capacity to complete the work outlined in the application.
- Memorandum of Understanding and/or Partnership Agreements: Grant applications should include MOUs and Partnership Agreements with all key partners detailing the entity's information, key staff information, roles and responsibilities associated with this project, and dollar amounts for specific services to be rendered. MOUs from registered apprenticeship programs should be included.

Please note there is a maximum upload of 10 documents in the web form that you submit the application, so combining files may be necessary.

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

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

- (i) Be registered in SAM. To establish a SAM registration, go to [www.SAM.gov](http://www.SAM.gov) and/or utilize this instructional link: [How to Register in SAM from the www.grants.illinois.gov Resource Links tab](#). SAM.gov registrations must be "public."
- (ii) Provide a valid UEI number in the GATA Grantee Portal registration.

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

#### 4. Submission Dates and Times.

Applications for this opportunity must be submitted by on a rolling basis until the funds that the Department makes available for this NOFO are awarded. Applications that are received by 11:59PM on March 21, 2025 will be included in the first merit review of applications.

Application materials must be submitted to the Department via electronic form at <https://app.smartsheet.com/b/form/fa8afb4b5be04e14879adba279de560f>

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

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

N/A

#### 6. Funding Restrictions.

This opportunity may allow for the reimbursement of pre-award costs based on the grant negotiations with applicants that are recommended for funding allow reimbursement of pre-award costs. Other restrictions can be found in Sections A., B., and C.

#### 7. Other Submission Requirements.

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

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

### E. Application Review Information

#### 1. Criteria.

Grant applications will be reviewed on a competitive basis. Each proposal will be scored on a 100-point scale. Applicants must demonstrate that they meet this NOFO's requirements as described. Scores are determined based on the Formatted Grant Technical Proposal, the Project Workplan, and the Uniform Budget. The following criteria will be used as part of the merit review of applications:

##### Applicant Capacity (20%)

- Applicant's mission and operation is connected to the objectives of the NOFO and application.

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- Applicant has capacity to meet the financial, programmatic, and reporting requirements of the grant.
- Applicant has staff and/or contractors' qualifications, experience, and capacity to administer the activities outlined in the application.
- Applicant has applicable experience in working with similar programs and with key stakeholders in their region.
- Applicant has qualifications, experience and capacity to recruit and serve the targeted populations identified in this NOFO.
- Applicant has experience working with businesses, employers, or industry partners to develop and/or expand work-based learning and/or apprenticeship programs.
- Applicant has experience and skills to successfully administer proposed project, even if the experience is not directly related to apprenticeship programs.

### Documentation of Need (20%)

- Application demonstrates that the targeted industries and occupations are in-demand and the applicant will meet the needs of the targeted industries, employers, and workers.
- Application demonstrates understanding of the industry and employer needs.
- Application demonstrates that the project will result in the development or expansion of apprenticeships in communities and/or occupations where apprenticeships do not exist or are not robust.
- Application documents the workforce needs of communities where the program participants will be recruited from and demonstrates how the project will address these needs.
- Application demonstrates that the applicant (or partner) has a connection and/or experience serving the community and population for this proposal.
- Applicant's outreach and recruitment strategies for employers and workers that will be served by this program are in alignment with this NOFO and will be effective in meeting the project objectives.

### Quality of Project Plan (50%)

- Applicant demonstrates a clear understanding of the current status of the programs, provides a feasible plan for program development or expansion, and illustrates organizational capacity and technical expertise to fulfill grant requirements.
- Applicant presents a comprehensive and actionable plan to expand existing RAPs, increase apprentice participation, and engage new employer partners effectively.
- Applicant provides a detailed plan for establishing RAPs, including identified occupations, employer partnerships, and documented commitments from partners.
- Applicant demonstrates a strong approach to employer engagement and effective collaboration with employers and industry associations, supported by evidence of existing relationships where applicable.
- Applicant aligns project goals with USDOL Good Jobs Principles, ensuring high-quality work opportunities for participants.
- Applicant provides a thorough and well-integrated plan for case management and career planning services, emphasizing participant support and follow-up.
- Applicant outlines a robust plan for essential skills training, ensuring participants are prepared for success in apprenticeship and work-based learning roles.
- Applicant provides detailed and credible information on training providers, curriculum, credentials, and program logistics.
- If applicable, Applicant presents a clear and comprehensive pre-apprenticeship program design and demonstrates alignment with RAPs for seamless participant transitions.
- Applicant outlines effective supportive services and retention strategies to ensure participant success and program sustainability.

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- Applicant provides a coordinated approach to project activities, demonstrating collaboration with workforce, education, and business outreach entities.
- Applicant incorporates strong equity principles into program design, recruitment, and retention efforts.
- Applicant provides a detailed approach to employer incentives, ensuring alignment with program goals and employer engagement.
- Applicant provides MOUs and/or Partnership Agreements that are consistent with the requirements of the NOFO.
- Applicant's implementation timeline provides an overview of the major project activities that will result in the projected outcomes within the grant period.

### Cost Efficiency/Return on Investment/Sustainability (10%)

- Applicant provides a high-level cost breakdown.
- Applicant provides a quality high-level budget narrative that provides an analysis of how costs were determined.
- Applicant proposes costs that are reasonable and necessary to their proposed outcomes.
- Applicant provides a plan to leverage resources to strengthen program impact.
- Applicant's administrative costs is 10% or less.

## **2. Review and Selection Process.**

Applications will be graded using the Merit Review Process and scored on the criteria specified in Section E.1. The Department will designate an Evaluation Committee to grade each application received for this funding opportunity. The final score of each Committee member will be calculated and an average of all scores will be the final applicant score. Grants will be awarded according to the following process:

A team of professionals will complete the *merit review* of the applications and develop a funding recommendation. Decisions to award grants and the funding levels will be determined per application based upon compliance with the requirements of this NOFO. Based on the review, applicants may be selected to enter into negotiations with the Department for a grant. The purpose of negotiations will be to arrive at acceptable grant terms, including budgetary and scope of work provisions, at which time the final decision to make a grant award will be made. The Department of Commerce reserves the right to request additional information from applicants for evaluation purposes. At its sole discretion, the Department reserves the right to reject all applications, reject individual applications for failure to meet any requirement, award in part or total, and waive minor defects. .

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

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

After the application period is closed, the Department will conduct a merit based review of eligible applications. Successful applicants will receive a Notice of State Award (NOSA) to initiate the

grant agreement phase. During this phase, you will be contacted by a grant manager to develop a grant agreement, which can be a months long process depending on complexity, cooperation, and conformity with all applicable federal and state laws.

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

## F. Award Administration Information

### 1. State Award Notices.

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

### 2. Administrative and National Policy Requirements.

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

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

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

### 3. Reporting.

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

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

#### **Monitoring**

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

**Audit**

Grantees shall be subject to Illinois' statewide Audit Report Review requirements. Terms of the Single Audit Act Amendments of 1996 (31 USC 7501-7507), Subpart F of 2 CFR Part 200, and the audit rules set forth under the Grant Accountability and Transparency Act Admin Rules shall apply (See 44 IL Admin Code 7000.90).

**Success Story Submission in Illinois workNet**

Grantees are required to submit written testimonials quarterly for program participant successes published on Illinois workNet to show how programs are making a difference in people's lives. It is above and beyond a list of events or activities and describes a positive significant and noteworthy change to the participant. It should show how participating with the program is making Illinois a better place to live – for individuals, families, organizations, businesses, local governments, and communities. <https://www.illinoisworknet.com/UpdatesHelp/Pages/SuccessStories.aspx>

Grantees will be required to submit regular reports to document the progress of the project as part of the grant requirements. In addition to the PPR and PFR outlined above, grantees will be required to report real-time program activities and outcomes using the Illinois workNet reporting system as required by the Department.

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

Grant Help Desk  
Illinois Department of Commerce & Economic Opportunity  
Email: [CEO.GrantHelp@illinois.gov](mailto:CEO.GrantHelp@illinois.gov)

**H. Other Information, if applicable**

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

Submission of an application confers no right to an award or to a subsequent grant agreement. The Illinois Department of Commerce and Economic Opportunity is not obligated to award any grants under this program, to pay any costs incurred by the applicant in the preparation and submission of an application or pay any grant-related costs incurred prior to the grant's beginning date.

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

**NOFO Information Sessions:** DCEO will coordinate information sessions to review the requirements of this NOFO. Please note that additional information sessions will be posted at:  
[www.illinoisworknet.com/apprenticeshipNOFO2025](http://www.illinoisworknet.com/apprenticeshipNOFO2025)

*Apprenticeship Expansion Program Information Session – Webinar*  
Tuesday, February 18th 2:00PM-4:00 Register at:  
<https://illinoisstate.zoom.us/meeting/register/CgIA0puXQAmuixvqZFLaoQ>

**NOFO Technical Assistance:** DCEO will provide Technical Assistance (TA) throughout the application process, in the form of webinars and FAQ. More information will be posted at:  
<https://dceo.illinois.gov/aboutdceo/grantopportunities/3523-2970.html>



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**Renewals and Grant Modifications:** The Department may authorize the renewal, for up to two additional years, of projects awarded under this NOFO and additional funding based on the activities, outcomes and performance of the grantee as well as the availability of funds under the program.

**Technical Assistance and Professional Development:** Grantees must plan on attending group or individual technical assistance and/or training sessions throughout the term of the grant as directed by the Department.

## **APPENDIX A: Apprenticeship Illinois Framework**

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

Some states, such as Illinois, do not have state apprenticeship offices, where apprenticeship development and programming can be centralized and expanded. Currently apprenticeship programs cut across five state entities: Department of Commerce and Economic Opportunity, Department of Employment Security, Department of Human Services Division of Rehabilitation Services, the Illinois Community College Board, and the Illinois State Board of Education. The website, [www.ApprenticeshipIllinois.com](http://www.ApprenticeshipIllinois.com) is used as a hub for the state to direct employers and workforce partners to resources and contacts. The Department of Commerce has a long-term vision for growing apprenticeships that revolves around supporting apprenticeship specialists to promote apprenticeships regionally and apprenticeship intermediaries that support the apprentice experience from start to finish. Since Illinois has a decentralized apprenticeship structure as a state, expanding apprenticeships statewide requires an infrastructure to support apprenticeship development and implementation.

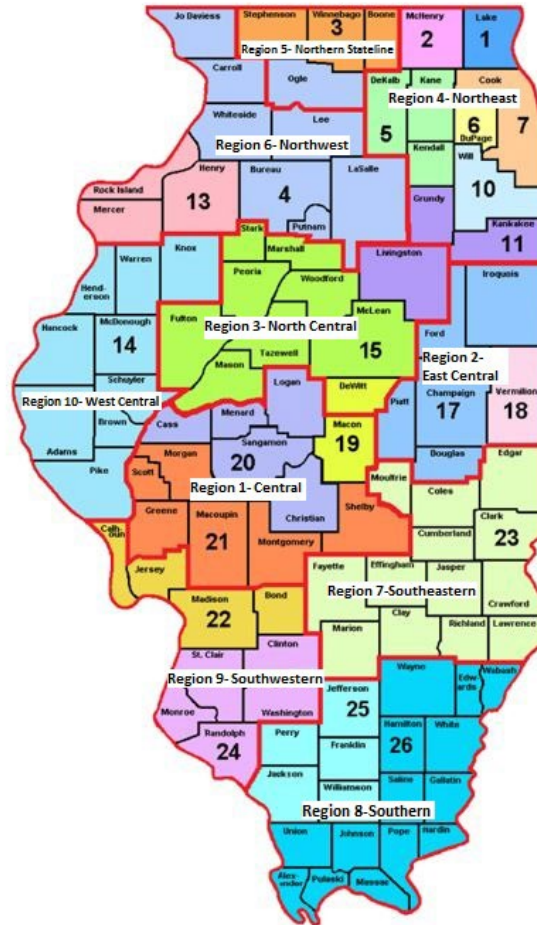
**Apprenticeship Specialists:** Without businesses sponsoring registered apprenticeships, there are no apprenticeships to fill and no apprenticeship opportunities for career seekers. Apprenticeship Specialists are an essential component to the Apprenticeship Illinois framework as they work directly with businesses to cultivate and launch new apprenticeships. Apprenticeship specialists build capacity and support the business ecosystem in key industry sectors.

Apprenticeship Specialists are embedded within local workforce area business services teams and work at the regional level, being the key point of contact in their area for the expansion of apprenticeship programs. Apprenticeship Specialists build relationships with regional employers to expand the use of apprenticeship as a work-based learning strategy. Apprenticeship Specialists build and maintain effective partnerships among businesses, the workforce system, education/training providers, and other stakeholders. The **primary objective** of the Apprenticeship Specialists is to ease the burden on employers to expand apprenticeship sponsorship in existing and new occupations. They do this by engaging businesses and providing one-stop concierge service to build a Registered Apprenticeship program from start to finish at no cost. Apprenticeship Specialists support workforce demand by utilizing apprenticeship as a workforce development tool for businesses. This is a formalized approach that enhances existing business practices to support workforce success.

**Apprenticeship Intermediaries:** Apprenticeship Intermediaries are participant facing and ensure the completion and success of apprentices. They do this by sponsoring and/or aligning the apprenticeship programs, coordinate with employers to hire and mentor apprentices, facilitate the provision of related instruction, and manage other components of the program. They aggregate and align the needs of employers with apprenticeship programs. They ease the burden for businesses, particularly small companies that do not have the personnel to execute such tasks, by performing administrative responsibilities such as registering businesses and apprentices, tracking activities, and reporting results. The major goal of this grant is to increase the number of registered apprentices in Illinois.

**APPENDIX B – Illinois Local Workforce Innovation Areas and Economic Development Regions**

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



**APPENDIX C: U.S. Chamber of Commerce Foundation Talent Pipeline Management Initiative**

<https://www.uschamberfoundation.org/talent-pipeline-management>

# Mapping the Value Stream of Talent Development



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

#### **APPENDIX D: Support for Non-Traditional Apprenticeships**

The State of Illinois is committed to expanding apprenticeship opportunities in non-traditional industries and occupations to meet the evolving demands of the 21st-century workforce. This NOFO represents an opportunity to invest in talent pipelines for non-traditional programs. These non-traditional apprenticeship programs can include Life Sciences, where advancements in biotechnology and pharmaceutical research create the need for skilled talent pipelines; Quantum Computing, Artificial Intelligence, and Microelectronics, cutting-edge fields that demand expertise in programming, data analysis, and hardware innovation; Clean Energy Production and Manufacturing, which includes renewable energy technologies such as wind, solar, and battery storage, as well as sustainable production processes; and Advanced Manufacturing, focusing on automation, robotics, and additive manufacturing to optimize production efficiency. Additionally, Illinois is prioritizing Next Generation Agriculture, Ag Tech, and Food Processing, where precision farming, advanced logistics, and innovative food technologies play a vital role; Transportation, Distribution, and Logistics (TDL), a sector critical to ensuring supply chain resilience and efficiency through technologies like smart warehousing and autonomous vehicles; the Creative Economy, encompassing fields such as design, digital media, film, and the arts, which drive cultural innovation and economic growth; Business Occupations, including fields like human resources, insurance, banking, accounting, and more, to develop a strong talent pipeline that supports the foundational services driving the state's economy; Engineering and Architecture, where apprenticeships can prepare individuals for roles in infrastructure design, urban planning, structural engineering, and the creation of sustainable and innovative building solutions; and the Public Sector, which includes municipalities and state agencies, offering pathways to careers in public administration, infrastructure maintenance, community development, and essential government services.

#### **APPENDIX E: Memorandum of Understanding**

All applicants must have an MOU with their partners. The MOU should clearly outline the roles and responsibilities of each partner and list their funding contribution. If an applicant enters into an MOU with a training provider, list the training length, location, class size, cost, and other important information. Applicants must obtain an MOU/Letter of Commitment from their Local LWIA Area describing the project and stating if it is consistent with the overall goal and vision for the area. A Microsoft word sample template of a Memorandum of Understanding can be downloaded under the *Resources* heading of the NOFO web page at: [www.illinoisworknet.com/apprenticeshipNOFO2025](http://www.illinoisworknet.com/apprenticeshipNOFO2025)

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

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

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

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

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

**Expected Performance Targets**

<b>Adult</b>	<b>PY 2024</b>	<b>PY 2025</b>
Employment Rate 2 <sup>nd</sup> Quarter after Exit	76.5%	76.5%
Employment Rate 4 <sup>th</sup> Quarter after Exit	77.5%	77.5%
Median Earnings 2 <sup>nd</sup> Quarter after Exit	\$9,000	\$9,000
Credential Attainment within 4 Quarters after Exit	74.0%	74.0%
Measurable Skill Gains	62.0%	63.0%
<b>Dislocated</b>	<b>PY 2024</b>	<b>PY 2025</b>
Employment Rate 2 <sup>nd</sup> Quarter after Exit	79.5%	79.5%
Employment Rate 4 <sup>th</sup> Quarter after Exit	80.0%	80.0%
Median Earnings 2 <sup>nd</sup> Quarter after Exit	\$11,800	\$11,800
Credential Attainment within 4 Quarters after Exit	73.0%	74.0%
Measurable Skill Gains	62.0%	63.0%
<b>Youth</b>	<b>PY 2024</b>	<b>PY 2025</b>

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Employment Rate 2 <sup>nd</sup> Quarter after Exit	76.0%	76.0%
Employment Rate 4 <sup>th</sup> Quarter after Exit	76.0%	76.0%
Median Earnings 2 <sup>nd</sup> Quarter after Exit	\$5,000	\$5,000
Credential Attainment within 4 Quarters after Exit	70.0%	70.5%
Measurable Skill Gains	59.0%	60.0%

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

Eligible Training Provider: An Eligible Training Provider is an organization, such as a public or private college or university, or a community-based organization whose training program application has been approved to be placed on the state list of WIOA eligible training providers All registered apprenticeship programs are automatically eligible to be included on the Eligible Training Provider List (ETPL). Pre-apprenticeship training projects that are funded with grant funds must be included in the ETPL. For more information regarding the ETPL and the process for applying to be included in the ETPL, please visit <https://www.illinoisworknet.com/DownloadPrint/Instructions%20on%20Becoming%20an%20Eligible%20Training%20Provider.pdf> and <https://www.illinoisworknet.com/Training/Pages/WIOATrainingProgramSearch.aspx>

**APPENDIX I: Resources for Implementing and Operating Apprenticeship Programs**

- General Apprenticeship Resources:  
<https://apprenticeship.workforcegps.org/resources/2020/01/22/14/09/General-Apprenticeship-Resources>
- Best Practices for Agencies Providing Supportive Services to Apprentices, Chicago Jobs Council:  
<https://www.illinoisworknet.com/DownloadPrint/Best%20Practices%20of%20Supportive%20Services%20as%20of%2011.28.2018.pdf>
- Practitioners Guide for Supportive Services:  
[https://www.dol.gov/sites/dolgov/files/ETA/advisories/TEN/2021/TEN\\_12-21.pdf](https://www.dol.gov/sites/dolgov/files/ETA/advisories/TEN/2021/TEN_12-21.pdf)
- American Job Center. U.S. Department of Labor, Employment and Training Administration. WIOA Desk Reference: Supportive Services. June 2017.  
[https://ion.workforcegps.org/resources/2017/07/14/09/22/Supportive\\_Services\\_Desk\\_Reference](https://ion.workforcegps.org/resources/2017/07/14/09/22/Supportive_Services_Desk_Reference)
- Case Management and Coaching for Pre-Apprentices and Apprentices, Office of Apprenticeship, U.S. Department of Labor Employment and Training Administration:  
<https://www.workforcegps.org/events/2024/02/24/13/06/Case-Management-and-Coaching-for-Pre-Apprentices-and-Apprentices>
- Registered Apprenticeship Mentoring Resources:  
<https://ase.workforcegps.org/resources/2023/02/15/19/01/Registered-Apprenticeship-Mentoring-Resources>
- Business Engagement Resources from Workforce GPS:  
<https://apprenticeship.workforcegps.org/resources/2018/05/11/17/01/Apprenticeship-Business-Engagement-Tools>