

**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	FY24-3 2023 JTED Teachers Apprenticeship Program
Funding Opportunity Title	Job Training Economic Development Program
CSFA Number	420-30-0513
CSFA Popular Name	Job Training Economic Development Program
Anticipated Number of Awards	4
Estimated Total Program Funding	\$2,000,000
Award Range	\$50000 - \$500000
Source of Funding	State
Cost Sharing or Matching Requirements	No
Indirect Costs Allowed	Yes
Restrictions on Indirect Costs	No
Posted Date	03/05/2024
Application Date Range	03/05/2024 - 06/30/2024 : 5:00PM
Grant Application Link	Please select the entire address below and paste it into the browser... <a href="https://dceo.illinois.gov/aboutdceo/grantopportunities/0513-2714.html">https://dceo.illinois.gov/aboutdceo/grantopportunities/0513-2714.html</a>
Technical Assistance Session	Offered : Yes Mandatory : No Date : 03/28/2024 : 1:00PM Registration link : <a href="https://us02web.zoom.us/j/84997431194">https://us02web.zoom.us/j/84997431194</a>

# Agency-specific Content for the Notice of Funding Opportunity

## Job Training and Economic Development Grant Program

### Teacher Apprenticeship Pilot Program

**NOFO ID: 0513-2714**

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 fund proposals that support the teacher pipeline that has been exhausted by the COVID-19 pandemic with a goal of developing a registered apprenticeship program through the U.S. Department of Labor. The objective of this NOFO is to establish a teacher apprenticeship pilot program for current paraprofessional educators facing barriers to employment. This pilot program will provide career pathway opportunities and support services for successful placement into the teacher workforce. It is anticipated that through this NOFO at least 60 individuals from the target populations may be served.

### Program History

The Job Training and Economic Development Grant Program (JTED) was established in 1997 to respond to workforce shortages due to a strong job market and a lack of skilled workers to fill vacant positions. Additionally, JTED focused on long-term unemployed individuals needing assistance to access the workforce to gain work experience and skills required to obtain family-sustaining employment.

In 2021, the legislature updated JTED to address the current economic environment due to the impact of COVID-19. The first JTED NOFO was released (November 2021) and addressed the COVID-19 pandemic's impact on the labor force and businesses. Forty-four grantees were selected through the merit review process. Grantees' programs address the need of impacted sectors for a skilled workforce and individuals' need for training or retraining to access a career pathway to sustainable employment. The Department has subsequently released the second JTED NOFO to address the continued impact the pandemic created on the demand for skilled employees and the capacity for individuals to access family-sustaining employment and the ability to advance in a career pathway. This third JTED NOFO will address the need to train individuals for teaching careers in Illinois.

### Program Description

#### **Teacher Apprenticeship Identification of Need:**

Our nation's teachers prepare and inspire the next generation of leaders that are critical to our future. Yet, for years, our education system has faced challenges in attracting, recruiting, and retaining qualified teachers – challenges that were made worse by the pandemic. As children in Illinois started the 2023-2024 school year, too many schools are still struggling to fill vacancies for teachers.

The Illinois Department of Commerce and Economic Opportunity and the Illinois State Board of Education are pleased to announce a new effort to strengthen the teaching profession and support schools in their efforts to address teacher shortages. A total amount of \$2 million is available to award grants to up to four successful applicants across approximately 2.5 years to plan and implement pilot teacher apprenticeship programs that lead to a professional educator license endorsed for Learning Behavior Specialist I (LBSI). Teacher apprenticeship programs include a key classroom training and instructional component to help

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students develop skills and earn educator licensure. The educational component meets school district needs and prepares the apprentice for a successful career.

Eligible Entities for this NOFO are applicants defined as public or private educational institutions approved by the Illinois State Board of Education to offer educator preparation programs in Illinois leading to professional educator licensure as a Learning Behavior Specialist I that have demonstrated expertise and effectiveness in administering teacher preparation programs directed towards workforce development.

<b>Teacher Apprenticeship Program Components:</b>	
1.	The apprenticeship program will serve paraprofessionals who are seeking professional educator licensure as Learning Behavior Specialist I (LBSI) teachers. This program will exclude paraprofessionals seeking emergency or provisional licensure.
2.	Applicants must partner with a regional office of education (ROE), intermediate service center (ISC), public school district, a consortium of public-school districts, an early learning center, or a special education co-operative that demonstrates shortages in Learning Behavior Specialist I teachers. Applicants must specify which schools within the partnering ROE/ISC, district, or consortium of districts will be targeted and will benefit from the grant. Applicants may consider partnering with multiple entities, if needed, to find the minimum number of program participants specified in the program description.
3.	Applicants may also partner with a community college so program participants can complete courses at both institutions. <b>Applicants that partner with a community college shall be prioritized for the grant.</b>
4.	District partners must complete a needs-assessment questionnaire and provide data showing current and projected shortages (e.g., upcoming retirements and typical turnover rates) and availability of prospective program participants who meet the criteria in the “Participants” section.
5.	The grant shall be awarded to selected applicants for a period of 2 years with opportunities for renewal for another year: the first partial year shall be a planning period and transition to implementation; the next year shall be implementation with the open of renewal for an additional year. Program participants must complete licensure requirements and be entitled to licensure by September 30, 2026. The planning period can be extended through November 30, 2024, at the request of the applicant as long as participants can still complete the program by September 30, 2026. All funds must be expended by this date.
6.	During the planning period, successful applicants must establish a Memorandum of Understanding (MOU) with their partner(s) that details the roles each will play in the program and how the entities will jointly share responsibility for the success and sustainability of the program. The MOU must explain the components of the partnership agreement that will be established between themselves and their partnering regional office of education, intermediate service center, public school district, consortium of public school districts, and early learning center, or a special education co-operative, and between themselves and a community college, if applicable, to plan and implement a teacher apprenticeship program.
7.	During the planning period, successful applicants must establish a plan that provides details of the mode of delivery and/or additional supportive services the applicant will implement to make the program available to potential candidates.
8.	Applicants must offer both a licensure-only pathway to serve participants who already possess a bachelor’s degree and a pathway to a bachelor’s degree for participants who have already completed 60 semester hours of regionally accredited college coursework. Proposed completion timelines, as well as the courses and prior learning that will be used in the program, shall be established during the planning period. Both pathways must be able to be completed within the

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	timeframe by which grant funds must be expended. Programs that result in a master’s degree are not allowed under the grant. Program participants enrolled in a licensure-only program may elect to complete additional courses resulting in a master’s degree beyond those funded through this grant.
<b>9.</b>	Applicants must honor prior learning as a paraprofessional (at minimum, two years of experience) in lieu of at least 15 semester hours of coursework.
<b>10.</b>	Applicants must accept relevant coursework earned as part of a participant's associate degree toward bachelor's degree requirements to avoid repetitive coursework and to enable the participant to complete their degree within the timeframe of the grant.
<b>11.</b>	During the planning period, successful applicants must establish the structure and design of their apprenticeship program and are required to use the National Guidelines for Apprenticeship Standards (NGS) which are outlined here under Section I- Registered Apprenticeship Standards-National Guidelines for Apprenticeship Standards ( <a href="https://www.apprenticeship.gov/employers/registered-apprenticeship-program/register/standards-builder">https://www.apprenticeship.gov/employers/registered-apprenticeship-program/register/standards-builder</a> ) and all applicable state and national educator preparation standards required by ISBE for licensure with an LBSI endorsement when developing their program implementation plans.
<b>12.</b>	During the planning period, successful applicants are required to ensure that the seven key components of a registered apprenticeship are embedded within their program implementation plans. The components can be found at: <a href="https://www.apprenticeship.gov/employers/registered-apprenticeship-program/build/create">https://www.apprenticeship.gov/employers/registered-apprenticeship-program/build/create</a> .
<b>13.</b>	During the planning period, successful applicants should utilize resources provided by the U.S. Department of Labor at: <a href="https://www.apprenticeship.gov/educators">https://www.apprenticeship.gov/educators</a> .
<b>14.</b>	During the planning period, successful applicants shall create a proposed budget for the implementation period that shows a breakdown of expenses to be covered by the grant.
<b>15.</b>	During the planning period, the successful applicant must submit a new program proposal to offer a new LBSI apprenticeship program. Approval must be received from ISBE and the State Educator Preparation and Licensure Board (SEPLB) before the program can be offered.
<b>16.</b>	Applicants must agree to allow districts the right to replace anyone who withdraws from the program with a new candidate who meets the admission criteria for entry into the institution and program if preparation program criteria for licensure can still be completed within the timelines of the grant.
<b>17.</b>	During the planning period, successful applicants must specify wage increases to be received by participants for learning new skills and competencies- increases must be agreed upon in a memorandum of understanding with the partner entity(ies) and may be issued in the form of stipends or bonuses in accordance with local collective bargaining agreements or by any mutually agreeable methods determined by the applicant and its partner. The method of distribution shall be specified during the planning period. Funds can only be used for performance-based wage increases/stipends based on meeting program benchmarks and achieving competencies throughout the program. Wage increases/stipends shall not apply to participants’ base salaries. Districts should consult their unions when creating a wage schedule.
<b>18.</b>	During the planning period, successful applicants must describe utilizing NGS standards: the process the applicant and its partner(s) will use to determine successful participant completion of the program and eligibility for hire in the partner entity, the agreement that the applicant and the partner will uphold to hire participants upon successful completion of the apprenticeship, and the years of service that must be completed by the participant upon hire as a teacher in the partnering entity as a condition of receiving a paid apprenticeship.
<b>19.</b>	During the planning period, successful applicants must create a sustainability plan for the program describing how the program will be sustained or grown after grant funds are expended.

	As applicants register for the teacher apprenticeship, they should work with the U.S. Department of Labor for more funding opportunities entities may be eligible for.
<b>20.</b>	At the time of application, applicants must propose a reduced tuition rate for program participants and the process they will pursue at their institution (during the planning period) to obtain approval for the reduced rate.

**Program Definitions**

This NOFO will use the definitions established in the Job Training and Economic Development (JTED) program statute (20 ILCS 605/605-415) and the JTED program rules (56 Ill. Admin. Code Part 2660). Many of the JTED program definitions are contained within this NOFO supplement. Any terms not defined within this NOFO supplement may be found in Appendix A of this NOFO. As used in this NOFO, “apprenticeship” or “apprenticeship program” refers to the pilot program funded through this grant. Participating in the pilot apprenticeship program will not result in a U.S. Department of Labor Registered Apprenticeship program. Information gleaned during the pilot program from grantees will aid the Illinois State Board of Education in developing criteria to be used statewide for any educator preparation apprenticeship programs seeking approval from ISBE and SEPLB. Grantees may apply to create a U.S. Department of Labor Registered Apprenticeship program following completion of the pilot.

1. Eligible Entities

Eligible Entities for this NOFO are applicants defined as public or private educational institutions approved by the Illinois State Board of Education to offer educator preparation programs in Illinois leading to professional educator licensure as a Learning Behavior Specialist I that have demonstrated expertise and effectiveness in administering teacher preparation programs directed towards workforce development [20 ILCS 605/605-415(b)]. Applicants must partner with a regional office of education, intermediate service center, public school district, a consortium of public-school districts, an early learning center, or a special education co-operative that demonstrates shortages in Learning Behavior Specialist I teachers and must include a letter of intent to partner from their partner superintendent, or equivalent, at the time of application. Eligible Entities must include a letter of support for this program from their education dean or provost including an intent to evaluate tuition rates for a reduced cost for participants. If partnering with a community college, a letter of intent to partner from the community college’s Chief Academic Officer or Vice President must be included at the time of application. All letters must specifically mention support to partner with the Eligible Entity for the purposes of this grant.

2. Eligible Training Providers

Training providers must be partners in the JTED program design. Eligible Training Providers consist of a public or private college or university approved by the Illinois State Board of Education and the State Educator and Preparation Licensure Board to offer educator preparation programs in Illinois, leading to professional educator licensure as a Learning Behavior Specialist I.

3. Targeted Industries, Occupations, and Growth Sectors

For this NOFO, the Department is seeking projects that support individuals to be trained and employed in the education sector. Target areas include school districts with current and projected shortages of LBSI professional educators (e.g., upcoming retirements and typical turnover rates) and the availability of prospective program participants who meet the criteria in the “Target Population” section.

4. Target Population (Eligible individuals or Eligible paraprofessionals)

The JTED program regulations require that services be provided to the “target population,” defined in this NOFO as individuals that meet the definitions for both “under-employed individual” and “under-represented individual.” See definitions for these terms in the table, below.

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In addition to meeting the definition of an "under-employed individual" and "under-represented individual," all program participants must also be eligible paraprofessionals with the following prerequisite qualifications:

- Hold a valid Educator License with Stipulations endorsed for Paraprofessional (ELS-PARA) or a valid paraprofessional approval (can be verified in the Educator Licensure Information System [ELIS]).
- Be currently employed as a paraprofessional providing service to one or more students within the LBSI scope.
- Have worked at least two years as a paraprofessional.
- Have completed at least 60 semester hours of coursework from a regionally accredited institution of higher education.

The following definitions apply to the "target population":

<b>Target Population</b>	<b>Definition</b>
Under-employed Individual	<p>Defined as an individual who is working in employment not commensurate with the individual's demonstrated level of educational and/or skill achievement.</p> <p>Examples include, an individual who: Holds a bachelor's degree and is currently working as a paraprofessional educator; or Has extensive knowledge in special education who lacks the required degree and preparation to obtain a professional educator license.</p>
Under-represented Individual	<p>Defined as a "low-income individual" or "moderate-income individual."</p>
Low-income individual	<p>"Low-income individual" means an individual who receives, or in the past 12 months has received, or is a member of a family household that is receiving or in the past 12 months has received, assistance through:</p> <ul style="list-style-type: none"> <li>• Children's Health Insurance Program (CHIP);</li> <li>• Childcare Subsidies through the Child Care and Development Fund (CCDF) Program;</li> <li>• Medicaid;</li> <li>• National Housing Trust Fund (HTF), for affordable housing programs only;</li> <li>• Home Investment Partnerships Program (HOME), for affordable housing programs only;</li> <li>• Temporary Assistance for Needy Families (TANF);</li> <li>• Supplemental Nutrition Assistance Program (SNAP);</li> <li>• Free and Reduced-Price Lunch (NSLP) and/or School Breakfast (SBP) programs;</li> <li>• Medicare Part D Low-income Subsidies;</li> <li>• Supplemental Security Income (SSI);</li> <li>• Head Start and/or Early Head Start;</li> <li>• Special Supplemental Nutrition Program for Women, Infants, and Children (WIC);</li> <li>• Section 8 Vouchers;</li> <li>• Low-Income Home Energy Assistance Program (LIHEAP); or</li> <li>• Pell Grants; or</li> <li>• has income that is at or below 185 percent of the Federal Poverty Guidelines (FPG) for the size of their household based on the most recently published poverty guidelines by the U.S. Department of Health and Human Services (HHS); OR (ii) has income at or below 40 percent of the Area Median Income for its county and size of household based on data published most recently by the Department of House and Urban Development (HUD).</li> </ul>

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Moderate-income individual	“Moderate-income individual” means an individual whose income is: (i) at or below 300 percent of the FPG for the size of their household based on the most recently published poverty guidelines by HHS; or (ii) at or below 40 percent of the Area Median Income for its county and size of household based on data published most recently by HUD.
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**5. Targeted Communities (Qualified Census Tract and Disproportionately Impacted Areas)**

The JTED grant recognizes the disproportional impact of the pandemic-related recession on economically disadvantaged communities as defined by HUD’s Qualified Census Tract. Competitive applications will prioritize services within or to individuals that reside in identified “qualified census tracts” or “disproportionately impacted areas.”

<b>Targeted Communities</b>	
Qualified Census Tract	This means a census tract, as defined by the U.S. Census Bureau, having 50 percent of households with incomes below 60 percent of the Area Median Gross Income (AMGI) or having a poverty rate of 25 percent or more.
Disproportionately impacted area	<p>This means those ZIP Codes most severely affected by the COVID-19 pandemic, to be determined based on positive COVID-19 case per capita rates, and that meet at least one of the following poverty-related criteria relative to other ZIP Codes within that region:</p> <ul style="list-style-type: none"> <li>● share of the population consisting of children aged 6 to 17 in households with income less than 125% of the federal poverty level (FPL);</li> <li>● share of population consisting of adults over age 64 in households with income less than 200% FPL;</li> <li>● share of the population in households with income less than 150% FPL; or</li> <li>● share of the population consisting of children ages 5 and under in households with income less than 185% FPL.</li> </ul> <p>This link provides a map of the Qualified Census Tracts and Disproportionately Impacted Areas: <a href="http://illinoisworknet.com/qctdiamap">WIOA QCT-DIA Map (illinoisworknet.com/qctdiamap)</a></p>

**Program Models**

JTED funds will support training programs serving eligible paraprofessionals. Additionally, applicants must use data to support why the community was selected and how it serves the school district’s needs. Eligible Entities must demonstrate the capabilities described in the table, below.

<b>Program Models Must Include:</b>	
<b>1. Outreach</b>	Conduct outreach, recruit, and provide case management of individuals from the target population. As part of the application, applicants must provide data showing the pool of eligible individuals currently employed within their partner entities and the methods they plan to use to recruit program participants. During the planning period, successful applicants must describe the actual recruitment and selection process they utilized to select program participants for the program.
<b>2. Services</b>	Provide services to individuals defined in the target populations (required) and in the targeted communities (optional, but prioritized) listed in the NOFO. The program must include on-the-job training co-designed by higher education institutions, employers, and mentors.
<b>3. Relationships</b>	<p>Establish relationships with employers (e.g., school districts), and if applicable, community colleges that will partner at all levels of service, including but not limited to:</p> <ul style="list-style-type: none"> <li>a. participation in competency development and administration of training,</li> <li>b. provision of work-based learning,</li> <li>c. employment opportunities, and</li> </ul>

	d. retention strategies.
<b>4. Coordination</b>	Coordinate with eligible training providers, such as regional offices of education, intermediate service centers, public school districts, special education co-operatives, early learning centers, and community colleges to prepare paraprofessionals for professional educator licensure through a structured preparation program that honors prior learning experience and emphasizes on-the-job learning.
<b>5. Administration</b>	Demonstrate expertise and effectiveness in administering workforce development programs to serve as the sponsor of the pilot apprenticeship program. The sponsor will inform the Illinois State Board of Education in developing best practices and criteria to be used for any educator preparation program seeking approval of a new apprenticeship program.
<b>If Needed: Barrier Reduction</b>	Implement Barrier Reduction services, if needed, to assist program participants to succeed.

**Program Requirements**

The projects selected for funding through this NOFO will aim to alleviate the economic impacts faced by both employers and individuals who are under-employed and under-represented. These projects will provide employment and training services to strengthen career pathways for educators. Services described in the application and during the planning period must infuse equity into the entire spectrum of employment, from outreach to retention, as outlined below. Strategies must be flexible enough to allow participants to succeed in establishing a family-sustaining career.

**1. Outreach and Recruitment**

Applicants must outline proactive recruitment and outreach strategies to enroll paraprofessionals into their programs and explain how they will be equitable and inclusive of potentially eligible participants. Outreach strategies should acknowledge disparities in occupations and help applicants make informed decisions about their participation. Efforts should include:

- A plan for marketing, outreach, providing wrap-around support, other supportive services, and accommodations for potential eligible paraprofessionals.
- Coordinated outreach and recruitment for potential eligible paraprofessionals that demonstrate how potential participants have been involved in shaping the design of their proposed program.
- Educating potential eligible paraprofessionals about career pathways as a special education teacher.

**2. Employer Engagement**

Business service teams, including an educator preparation program, a community college (if applicable), and at least one of the following: regional office of education, intermediate service center, public school district, a consortium of public school districts, early learning center, or a special education co-operative are best suited to ensure that content for programs meets their needs for a skilled workforce. Therefore, business service teams should consist of members from all partnering entities and have a leadership role in developing and supporting career pathway programs that integrate work-based learning opportunities. Competitive projects will provide evidence of this business commitment and will include strategies that demonstrate how employers are engaged in this process. Examples of these strategies include:

- Survey the school districts in the community to understand and establish a plan to address employer workforce needs;
- Work with school districts to expand business service activity;
- Leverage connections with Local Workforce Innovation Boards, industry associations, chambers of commerce, Regional Offices of Education, co-operatives, or other networks to identify employers in need of licensed educators.

**3. Career Planning**

Career planning is a customer-centered approach in the delivery of services to prepare and coordinate comprehensive career plans for participants that ensure access to supportive services

during program participation and continuing for one (1) year after job placement. Key components include building rapport, effectively communicating, identifying appropriate services, convening key service providers, connecting participants with services, creating a strong employment plan, motivating and encouraging, following up after an appointment(s), monitoring services, and follow-up after job placement to ensure success. Additionally, keeping accurate, timely, and descriptive records of career planning efforts through appropriate case management is essential.

#### **4. Training**

Training services are critical to the employment success of many individuals. Programs must lead to a professional educator license endorsed for Learning Behavior Specialist I. Providing career pathways through education and work-based learning assists in accelerating an individual's career advancement. In addition to the work-based learning options below, there are additional training types applicants can consider including in their program design.

##### *Work-Based Learning /Apprenticeship Pilot*

**Apprenticeship Pilot** is an employer-driven, “competency-based learning” model that combines current work experience with job-related instruction in curricula tied to the attainment of industry-recognized skills standards. Workers benefit from apprenticeships by receiving a skills-based education that prepares them for good-paying jobs. Apprenticeship programs help employers recruit, build, and retain a highly skilled workforce. JTED funds may be used to pay for the technical training of workers. JTED funds may also be used to provide supportive services and barrier reduction funds to participants that help them succeed in apprenticeship programs. For additional information on apprenticeships, see the U.S. DOL site: Apprenticeship | U.S. Department of Labor (<https://www.dol.gov/general/topic/training/apprenticeship>).

#### **5. Supportive Services/ Barrier Reduction Funds**

Supportive services (SS) (defined in Appendix A) provide participants with key assistance beyond career and training services necessary to achieve success. Applicants must have an established supportive services policy to provide these services through this grant.

Barrier reduction (BR) funding is devoted to increasing family stability and job retention by covering accumulated costs for basic needs that supports the ability for individuals to participate in career and training services necessary to succeed in a career pathway. Eligible entities that incorporate BR services into their program must indicate in the application how they intend to utilize funding for these services. During the planning phase entities will have the opportunity to develop a comprehensive plan to offer BR services.

Examples of SS and BR services include, but are not limited to, the following:

- Linkages to community services;
- Assistance with transportation;
- Assistance with childcare and dependent care;
- Assistance with housing;
- Digital technology needs;
- Assistance with educational testing;
- Reasonable accommodations for individuals with disabilities;
- Legal services;
- Referrals to health care and services such as immunizations, vision, and dental care;
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses, protective eye gear and other essential safety equipment;
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- Payments and fees for employment and training-related applications, tests, and certifications.

Eligible entities that incorporate SS or BR services into their program must provide a detailed narrative in the program budget.

**6. Placement**

Local efforts will be utilized for placement services. This includes:

- Working with the school district(s) to place the participants in a full-time teaching position.
- Working with the Regional Office of Education to place the participants in needed special education positions.

**7. Follow-Up**

Follow-up services after training completion are encouraged, as appropriate, for participants in workforce activities who are placed in unsubsidized employment. Follow-up services must meet the needs of the participant and may include, but are not limited to, the following:

- Supportive services and/or BR services;
- Mentoring;
- Financial literacy education;
- Providing individuals with information about additional educational or employment opportunities;
- Assisting individuals and employers in resolving work-related problems; or
- Connecting individuals to peer support groups.

**Performance Goals and Measures**

Specific program goals and outcomes must be included in the program proposal (see program application.) Other outcomes, listed below, will be due at the conclusion of the planning period and at the conclusion of the implementation period (which will coincide with the end of the grant). Agreed-upon goals and outcomes will be tracked utilizing project management tools.

Through the reporting system, assessments of participants' barriers will be conducted and reported, and alignment and delivery of services will be reviewed and compared to outcomes. The intent of the evaluation is to set standards and baseline results for future programs utilizing barrier reduction funds.

Planning Goals and Measures	Implementation Goals and Measures
<b>Performance Goals</b>	
<p>Grant reviewers will be looking for the following goals at the conclusion of the planning period:</p> <ul style="list-style-type: none"> <li>• Projected number of participants enrolled in the program</li> <li>• Projected number of participants completing the program</li> <li>• Projected timeline for participant program completion</li> <li>• Projected number of participants obtaining LBSI licensure</li> <li>• Projected number of participants to be placed in a full-time special education teaching position upon program completion</li> <li>• Projected total cost per candidate (total funding put toward each participant)</li> </ul>	<p>Grant reviewers will be looking for the following goals at the conclusion of the grant:</p> <ul style="list-style-type: none"> <li>• Actual number of participants enrolled in the program</li> <li>• Actual number of participants completing the program</li> <li>• Actual timeline for participant program completion</li> <li>• Actual number of participants withdrawing from the program</li> <li>• Actual number of participants obtaining LBSI licensure</li> <li>• Number of participants placed in a full-time teaching position</li> <li>• Actual total cost per candidate for participating in the program</li> </ul>
<b>Performance Standards</b>	
<ul style="list-style-type: none"> <li>• Each applicant must complete a needs assessment that includes the potential pool of program participants who are eligible to participate in the program.</li> <li>• At least 30 eligible applicants must be identified. Applicants may partner with multiple districts, if needed, to acquire the</li> </ul>	<ul style="list-style-type: none"> <li>• The program must enroll at least 15 program participants during the implementation period.</li> <li>• At least 90% of program participants will complete the program, become licensed, and be offered positions as special</li> </ul>

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<p>minimum number of prospective participants.</p>	<p>education teachers in a district or cooperative included in the partnership.</p>
<p><b>Outcome Metrics</b></p>	
<p><i>At the conclusion of the planning period, the successful grantees shall provide the following items to DCEO and ISBE that meet the criteria set forth in this Notice of Funding Opportunity:</i></p> <ul style="list-style-type: none"> <li>● A program proposal for the new apprenticeship program submitted to ISBE for review and approval by ISBE and the State Educator Preparation and Licensure Board which meets bi-monthly. Applicants at a minimum should submit program proposals 30 days prior to the meeting that they would like to be approved. The program must be approved before candidates can be admitted into the program.</li> <li>● A copy of the Memorandum of Understanding developed between the applicant and its partners</li> <li>● A proposed budget for the implementation years</li> <li>● Meeting minutes from all planning meetings that list meeting objectives and a summary of topics discussed and decided (part of quarterly progress reports)</li> <li>● A copy of any program participant agreement forms templates that participants must complete.</li> </ul> <p>An apprenticeship program implementation plan that includes:</p> <ul style="list-style-type: none"> <li>● A description of the recruitment and selection process used to select and enroll participants in the program</li> <li>● A list of all applicants for the program, including their education level and years of experience as a paraprofessional</li> <li>● Program accessibility and services to be offered</li> <li>● A description of the coursework, prior learning, and on-the-job learning to be utilized for participants in both the bachelor's degree program and the licensure-only program</li> <li>● Location, credit hours, and start times of each course that is included in the programs</li> <li>● Cost per service to be provided, including total cost per participant</li> <li>● Cost of tuition for program participants compared to regular cost of tuition:</li> </ul>	<p><i>Additionally, the JTED program will keep track of outcomes utilizing the Illinois workNet system or other reporting system. These metrics will inform the Department of the efficiency and effectiveness of employment and training services provided under this NOFO. Outcome metrics include (but are not limited to the following):</i></p> <ul style="list-style-type: none"> <li>● Competencies gained and wage increases/stipends earned</li> <li>● Special education vacancy rates reductions in district where program completers are hired</li> <li>● Adherence to criteria specified in the implementation plan</li> <li>● Alignment with criteria pertaining to the structure and content of the program as set forth by ISBE and DCEO on the program implementation plan template</li> <li>● Realistic sustainability plan</li> <li>● Program meets the requirements to be approved as a registered apprenticeship with the U.S. Department of Labor upon the completion of the pilot.</li> <li>● Program registers its apprenticeship program with the U.S. Department of Labor.</li> </ul>

<p>Applicants must also describe the process they undertook to receive approval for a reduced tuition rate for program participants</p> <ul style="list-style-type: none"> <li>● A description of any out-of-pocket expenses participants shall be responsible for during the program</li> <li>● Length of program/projected timelines for completion (must be provided for both the bachelor's degree and licensure-only pathways)</li> <li>● A description of how the applicant will assess participant prior learning and award credit for such learning. Any caps on credits to be earned must be described.</li> <li>● A description of the competencies to be mastered in the program, including the sequence for mastery and any associated timelines</li> <li>● A description of how the applicant will assess participant mastery in identified competencies</li> <li>● A description of wage increases or stipends that shall be provided upon mastery of competencies and how the increases will be awarded (e.g., stipends, wage bonuses, etc.)</li> <li>● A sustainability plan describing how the program will continue to function or grow once grant funds are exhausted</li> <li>● Any contingencies attached to program participation for program participants, such as committing to teach full-time a specific number of years in the partner district upon program completion, any terms by which grant funds must be repaid (e.g., if a participant drops out of the program or does not fulfill their full-time teaching obligation.)</li> <li>● The methods the applicant and its partners will use to determine successful program completion and readiness for the professional educator license</li> <li>● Other criteria pertaining to the structure and content of the program as set forth by ISBE and DCEO on the program implementation plan template</li> </ul> <p>Applicants are encouraged to be innovative in the development and design of their programs.</p>	
<b>Program Goal</b>	
<ul style="list-style-type: none"> <li>● An apprenticeship program for licensure that has been submitted as a new program and approved by ISBE and the SEPLB</li> <li>● Program meets the requirements to be approved as a registered apprenticeship with the U.S. Department of Labor upon completion of the pilot.</li> </ul>	

- A statewide apprenticeship best practices model approved by ISBE for the creation and implementation of apprenticeship programs resulting in professional educator licensure
- A decrease in statewide vacancy rates for licensure areas targeted by the pilot program

**Performance Reports**

*The Department will require the grantees to report on elements including targeted communities, target population demographics, service, and outcomes. Most of the elements will be available through the Illinois workNet system or other systems required by the Department.*

**Reporting and Support**

In addition to reports required through the Department of Commerce and Economic Opportunity, the following reports shall be completed and submitted to the Illinois State Board of Education using a template provided by ISBE:

- Quarterly progress reports
- End-of-year reports at the conclusion of each fiscal year
- The implementation plan is due October 1, 2024. Continued funding will be contingent on the implementation plan meeting grant criteria. The implementation plan shall be submitted on a format provided by DCEO and ISBE and shall include the criteria listed in the Planning Goal Outcomes above, plus additional criteria set forth by DCEO and ISBE. If the implementation period is extended through November 2024, the implementation plan shall be due January 1, 2025. Funds allocated for the implementation period of the grant will be released upon approval of the implementation plan and based on reimbursement.
- One final report at the conclusion of the grant

As a condition of the grant, successful applicants must:

- Participate in a community of practice (along with other grantees) throughout the term of the grant
- Agree to present and speak about their program at up to two ISBE-sanctioned events per fiscal year (such as board meetings and events to promote teacher apprenticeships)
- Agree to participate in the development of a teacher apprenticeship best practices training for other aspiring Educator Preparation Program/Local Education Agency partners
- Agree to participate in focus groups throughout the duration of the grant to help determine criteria ISBE shall use to develop its state teacher apprenticeship model
- Agree to attend other meetings and convenings as set forth by DCEO or ISBE for the purposes of the grant

Other Information

**Documenting Program Partners with Memorandums of Understanding (MOU)**

By the conclusion of the planning period, all grantees must have a current written agreement or Memorandum of Understanding (MOU) with all the program partners that clearly outlines the roles and responsibilities of each partner and lists their funding contribution. Applicants that enter an MOU with Eligible Training Providers should include details regarding the training program, including the length, location, class size, cost, and other important information.

**Allowable Costs**

Grant expenditures must comply with the Uniform Guidance (2 CFR 200), the JTED statute (20 ILCS 605/605-415) and related rules (56 Ill. Admin. Code Part 2660) and must be reasonable and necessary and support the allowable grant activities set forth in this NOFO and in 56 Ill. Admin. Code 2660.40. Specific allowable grant costs are listed below, and specific budget line items are identified in the uniform budget template. (Reference Appendix D)

The project workplan for this grant will outline the activities authorized by the planning and implementation phases of the grant. During the planning period funds will be authorized to support the development of the apprenticeship program. Once the plan has been approved by ISBE and DCEO, implementation activities and expenditures will be authorized, including, but not limited to:

- Expenses to design training curricula and related materials;

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- Expenses for the design and implementation of a needs assessment to determine the education and training needs of the target population relative to the skill needs of local industries;
- Expenses for career planning activities that provide one-on-one staff assistance and career counseling as defined under “Program Services;”
- Expenses to provide industry-linked skill training and work-based learning to individuals in the target population (e.g., instructor costs and curriculum materials);
  - 100% of tuition and fees, books, license application fee (\$100) and registration fees for the content test must be covered by the grant.
  - Funds may be used to provide a stipend for mentor teachers who oversee each apprentice and to pay for substitute teachers to serve in place of the mentor teacher while the mentor teacher is completing duties specific to this grant.
- Expenses to provide supportive services and barrier reduction services to individuals to alleviate circumstances that make it challenging for the individual to participate in the program, for example, for childcare stipends, housing stipends, and other candidate wellness supports.
- Expenses for the ongoing evaluation and refinement of the curricula and related materials;
- Reasonable and necessary administrative costs associated with the grant.
- Expenses incurred to meet grant administration requirements; and
- Any other costs determined to be reasonable and necessary to carry out the grant program activities as permitted and approved by the Department.

### **Restriction on Funds**

Funds may not be used to pay for participant salaries, except for performance-based wage increases/stipends based on academic accomplishments and achievement of competencies throughout the program.

## **B. Funding Information**

This grant program is utilizing funding appropriated for the JTED program. Total amount of funding expected to be awarded through this NOFO is \$2,000,000. Awards will range from \$50,000 to \$500,000. The Department expects to make 4 awards through this NOFO.

Anticipated start date for awards is August 1, 2024. The period of performance is expected to be August 1, 2024 through June 30, 2025 for the planning phase and July 1, 2025 through June 30, 2027 for the implementation phase.

**Administrative Costs:** Competitive applications will keep administrative costs for direct administration at a reasonable percentage of the total costs. Indirect cost rates for State universities are limited to 20% for awards administered on-campus and a 10% indirect cost rate for awards administered off-campus. The indirect cost base is determined by each State university’s federally Negotiated Indirect Cost Rate Agreement (NICRA). Program budgets and narratives will detail how all proposed expenditures are directly necessary for program planning and implementation and will distinguish between direct/indirect administrative and direct/indirect program costs.

**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.cyberdriveillinois.com/departments/business\\_services/corp.html](https://www.cyberdriveillinois.com/departments/business_services/corp.html));
- Is not on the Illinois Stop Payment list (verified once entity is registered in GATA Grantee Portal); and
- Is not on the Department of Healthcare and Family Services Provider Sanctions list (<https://www.illinois.gov/hfs/oig/Pages/SanctionsList.aspx>).

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:**

Public or private educational institutions approved by the Illinois State Board of Education to offer educator preparation programs in Illinois leading to professional educator licensure as a Learning Behavior Specialist I. Applicants must meet the definition of an Eligible Entity, defined above.

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

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

Matching funds are not required; however, projects that include matching or leveraged funds from multiple funding sources will be given priority consideration. Consideration will also be given to projects that include plans that address ongoing sustainability beyond the grant period.

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

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

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

b) State Negotiated Rate. The organization may negotiate an indirect cost rate with the State of Illinois if they do not have a Federally Negotiated Rate. If an organization has not previously established in indirect cost rate, an indirect cost rate proposal must be submitted through State of

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Illinois' centralized indirect cost rate system no later than three months after receipt of a Notice of State Award (NOSA). If an organization previously established an indirect cost rate, the organization must annually submit a new indirect cost proposal through CARS within six to nine months after the close of the grantee's fiscal year, depending on the grantee's audit type requirements.

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

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

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

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

#### 4. Other, if applicable.

**Program Eligibility Criteria:** All applicants must follow the program design and approaches outlined in this NOFO. Eligible participants for this program must meet criteria established in the NOFO. Programs that result in a master's degree are not allowed under the grant. Program participants enrolled in a licensure-only program may elect to complete additional courses resulting in a master's degree beyond those that are funded through this grant.

**Additional Program Requirements:** All applicants must be complying, or agree to comply, with all applicable federal and state laws and related regulations to be considered for an award, including, but not limited to:

- Job Training and Economic Development Grant Program, 20 ILCS 605/605-415 and related rules at 56 Ill. Admin. Code 2660.
- Uniform Administrative Requirements found at 2 CFR Parts 25, 170, 183 and 200.

**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 be proprietary, privileged, or confidential commercial or financial information should be identified as such in the application. The Department will maintain the confidentiality of that information only to the extent permitted by law.

**Applicant Rights:** The Submission of an application confers no right to an award or to a subsequent grant agreement. The Department is not obligated to award any grants under this program, to pay any costs incurred by the applicant in the preparation and submission of an application or pay any grant-related costs incurred prior to the grant beginning date. Applicants may utilize the appeal process as stated in the Merit-Based Review Policy available in the Resource Library at [www.grants.illinois.gov](http://www.grants.illinois.gov).

Applicants may submit one application for this opportunity.

## D. Application and Submission Information

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### 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:

Shannon Hampton  
Illinois Department of Commerce & Economic Opportunity  
Email: Shannon.B.Hampton@illinois.gov  
1 W Old State Capitol PLZ, Springfield, IL

### 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:**

- JTED Teacher Apprenticeship Pilot Program Application 2023

Included in Application:

- Description of Capacity
  - JTED Teacher Apprenticeship Staffing Plan Worksheet
  - Letter of intent to partner from partnering entities
  - Letter of support from applicant education dean or provost
- Description of Need
  - JTED Teacher Apprenticeship Self-Assessment Questionnaire Worksheet
- Description of the Program Plan
  - JTED Teacher Apprenticeship Curriculum/Competency Tool
  - JTED Teacher Apprenticeship Prior Learning Plan Worksheet
  - JTED Teacher Apprenticeship Sustainability Plan Worksheet
- Budget Narrative/Cost Effectiveness

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:

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- (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](http://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.
- (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 must be received by 5:00 pm on May 1, 2024 to be considered in the first round of applications that are reviewed by the Department’s merit review team. If funding remains available, the Department will accept other applications under this NOFO on a rolling basis through June 30, 2024.

Application materials must be submitted to the Department via electronic form at <https://app.smartsheet.com/b/form/d31c3412f7ce49d99ab074f1728044dd>

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.

This funding opportunity is not subject to Executive Order 12372, “Intergovernmental Review of Federal or State Programs” (<https://www.archives.gov/federal-register/codification/executive-order/12372.html>)

#### 6. Funding Restrictions.

This opportunity does 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 proposals will be reviewed on a competitive basis. Each proposal will be scored on a 150-point scale. Department shall consider the following criteria when evaluating the application submittal: Capacity, Quality and Need. This section will then be broken down into the evaluating criteria and a description of what will be evaluated will be included for each criteria section.

Teacher Apprenticeship Rubric

Evaluation of Applications	
Criteria	Maximum Points
Section 1: Capacity	35
Section 2: Need	50
Section 3: Program Plan	55
Section 4: Budget Narrative/Cost Effectiveness	10
<b>TOTAL</b>	<b>150</b>

Application Evaluation Rubric and Point Value

Not Provided	Very Limited	Somewhat Limited	Moderate	Strong	Very Strong
0	1	2	3	4	5
Application requirements are absent	Application provides very few details to meet the project outcomes	Application is unclear and lacks enough evidence to meet project outcomes	Application provides moderate detail and conveys potential to meet project outcomes	Application provides good detail and solid evidence to meet project outcomes	Application exceeds expectations and provides substantial evidence to meet project outcomes

<b>Section 1: Capacity</b> <i>The applicant must be an Eligible Entity as defined in this NOFO. An objective of this Teacher Apprenticeship opportunity is to strengthen the teaching profession and support schools in their efforts to address teacher shortages. The program will provide career pathway opportunities and support services needed for successful placement into the teacher workforce. Applicants must partner with a regional office of education, intermediate service center, public school district, a consortium of public school districts, an early learning center, or a special education cooperative.</i>	<b>Possible Points</b> <b>35</b>
The applicant's capacity to provide services outlined in the NOFO and successfully complete the project tasks within the proposed grant period	5
Program accessibility that includes a mode of delivery and/or additional initiatives the applicant will implement to make the program accessible to potential candidates	5
The applicant's experience in working with school districts, Regional Offices of Education, early learning centers, co-operatives, and community colleges	5
The applicant's previous performance in administering similar grants and projects	5
The applicant provided details of the partnering entities and included letter(s) of intent to partner.	5
The applicant provided details of the support from the applicant's education dean or provost and included letter(s) of support from the education dean or provost	5
Applicants' realistic high-level plan for tasks and timelines to be accomplished during the planning period, including frequency of meetings with partners and how key personnel will be held accountable for meeting deliverables by specific timelines	5
<b>Section 2: Need</b>	

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<i>Applications must identify the area and populations served. This should include the qualified census tract(s) and/or disproportionately impacted area(s) where the project will operate or serve individuals, if applicable. The education system has faced challenges in attracting, recruiting, and retaining qualified teachers – challenges made worse by the COVID-19 pandemic. Applications must identify current and projected needs to fill special education vacancies.</i>	<b>Possible Points 50</b>
Applicant’s identification of qualified census tract and/or disproportionately impacted areas to be served under this project, if applicable (services provided within these areas or proposed program participants reside within these areas)	5
Applicant’s description of the need for a teacher apprenticeship program, including data showing current and projected shortages	5
Applicant’s identification of the needs of the target population, including barriers to employment, and how participation in the project will result in family sustaining careers.	5
Applicant’ plan for providing appropriate supportive services and barrier reduction services.	5
Completion of the needs-assessment questionnaire.	5
District staffing needs to be filled by the program	5
Number of eligible participants (including the education level and years of experience working as a paraprofessional for each eligible participant)	5
Resources needed to successfully complete the program, including staffing needs to administer the program and supports for apprenticeships.	5
Draft of the timeline for planning period and goals for the program	5
The executive summary of the program plan	5
<b>Section 3: Program Plan</b>	<b>Possible Points 55</b>
<i>The program plan section of the application template includes overall operational components. In the application template, applicants will provide a high-level program summary. The summary needs to be comprehensive but concise and should be written so the public can understand the program’s intent. Applicants must include strategies for outreach, partnerships, and prior learning assessment plans.</i>	<b>Possible Points 55</b>
Applicant’s outreach plan and approach to upskill currently employed paraprofessionals	5
Applicant’s plan to partner with school districts, early learning centers, cooperatives, Regional Offices of Education, and Community Colleges, including key personnel (names and positions), the high-level roles they will play in planning and implementing the apprenticeship program, and the qualifications of the key personnel. If applicants established a partnership with a community college for the purposes of this program and a description of any existing partnership or articulation agreement is included, the application will be given priority points.	5
Applicant’s ability to develop a pilot apprenticeship program that is available to eligible participants	5
The process to provide support services and barrier reduction funding to participants if needed	5
Completion of the Curriculum/Competency Tool provided by JTED.	5
Completion of the applicant’s prior learning assessment plan, including total number of credit hours that may be earned by program participants in this program	5
Letter of intent from the applicant’s provost to explore a reduced tuition rate for participants	5
Plan for achieving tasks and timelines for planning period including timelines by which prospective participants will be recruited, apply to, and be admitted to the program and approval by ISBE and SEPLB.	5
Proposed methods of recruiting program participants	5
An estimate of the number of participants to be served for the total amount of funding allocated for the implementation years	5
Completion of the Sustainability Plan provided by JTED.	5
<b>Section 5: Budget Narrative/Cost Effectiveness /Sustainability</b>	<b>Possible</b>

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<i>Applicants must provide a high-level budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes; Provide a detailed narrative of each line-item costs. This will correlate with the narrative in the budget template; Describe any leveraged and matching funds from partners and participating businesses. (Programs that include matching funds will receive additional consideration.) Describe how this project will be sustained beyond the grant funding period. Discuss how this project will benefit the target industries and target population and community.</i>	<b>Points 10</b>
The quality of the applicant’s projected budget narrative, including an analysis of the cost efficiency in relationship to planned outcomes.	5
Applicant’s plan to limit administrative costs and provide matching or leveraged funds. The applicant’s plans to sustain this program in the future.	5

**2. Review and Selection Process.**

Applications will be graded using the Merit Review Process and scored on the criteria specified in Section E.1. The Department will designate an Evaluation Committee to grade each application received for this funding opportunity. The final score of each Committee member will be calculated and an average of all scores will be the final applicant score. Applications that are received by 5:00 pm on May 1, 2024 will be considered in the “first round” of the Merit Review Process. Grants will be awarded based on the evaluation committee’s *merit review* of the applications and development of a funding recommendation. Decisions to award grants and the funding levels will be determined based on the applicant’s response and compliance with the requirements of this NOFO. Selected applications will enter into negotiations with the Department for a grant. The purpose of negotiations will be to arrive at acceptable grant terms, including budget and scope of work revisions, at which time the final decision to make a grant award will be made. After the first round of the Merit Review Process is complete and funding remains available, the Department will accept additional applications on a rolling basis through June 30, 2024.

The Department 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, and award in part or total.

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 shall apply (See 30 ILCS 708/65(c)).

**Project Reporting.**

Grantees will be required to document the participant enrollments and the services that are provided to every participant served under this grant within 10 days of providing the service in the IllinoisworkNet.com portal. Grantees are also required to report the program outcomes within 10 days of the outcome.

- a. **Project Reporting:** Grantees will be required to submit regular reports to document the progress of the project as part of the grant requirements. These reports include, but are not limited to, the following:
- o Participant-level information, including services, outcomes, and demographic available through the Illinois workNet™, or other reporting processes as directed by the Illinois Department of Commerce.
  - o Periodic Performance Report.
  - o Periodic Financial Report.
  - o A final narrative assessment of project outcomes that identifies promising practices and lessons learned to inform future workforce program implementation efforts.
  - o Other reporting deemed necessary by the Illinois Department of Commerce.
  - o Evaluation of all projects is required.
  - o Additional reports needed from the Illinois State Board of Education (listed in the NOFO under the Performance Reports section).
- b. **Success Story Submission in Illinois workNet:** Grantees are required to submit written testimonials for program participant successes published on Illinois workNet to show how programs are making a difference in people’s lives. It is beyond a list of events or activities and describes a positive, significant, and noteworthy change to the participant. It should show how participating in the program is making Illinois a better place to live – for individuals, families, organizations, businesses, and communities.  
<https://www.illinoisworknet.com/UpdatesHelp/Pages/SuccessStories.aspx>

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

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

**H. Other Information, if applicable**

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

**Resources:** Below are items that applicants can use to help create their program.

- Illinois State Board of Education Licensure Educator Licensure (<https://www.isbe.net/Pages/Educator-Licensure.aspx>)
- Tennessee Teacher Apprenticeship Resources TNDOE Grow Your Own (<https://growyourown.tnedu.gov/resource-library/playbooks>)
- Unfilled Positions Data Unfilled Positions Data (<https://www.isbe.net/unfilledpositions>)

**Additional Assessments:** Applicants will be requested to complete a programmatic risk assessment to consider grant-specific risks. This assessment will be administered towards the end of the application process by the Illinois Department of Commerce and Economic Opportunity. Program staff will then

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determine whether any risk-based conditions from the programmatic risk assessment and the internal controls questionnaire (completed as part of the State of Illinois GATA registration) shall be incorporated into a grant agreement.

**Technical Assistance:** Before applying for funding, several Technical Assistance (T.A.) sessions will be available on various topics, including Grant Writing, Business Engagement, Career Pathways, Equity, and other topics. All applicants are encouraged to attend the sessions. The information for T.A. sessions will be posted at [illinoisworknet.com/TeacherApprenticeship](http://illinoisworknet.com/TeacherApprenticeship).

Once a grant is established, participation in T.A. is required and will be provided throughout the grant period (in the form of webinars, regional meetings, and direct support). The T.A. schedule will be available and regularly updated on the JTED site at [illinoisworknet.com/TeacherApprenticeship](http://illinoisworknet.com/TeacherApprenticeship). Successful applicants must agree to receive consultation technical assistance from authorized representatives of the Department. The applicant and collaborating partners will have required site visits, training, and in-person interviews. Successful applicants must attend webinars and training as scheduled and provided by the Department or a subcontractor of the Department and must budget accordingly.

**JTED Program Development and Capacity Building:** This NOFO is to support the Teacher Apprenticeship Pilot Program and is released under the Job Training and Economic Development Program. The Department welcomes written feedback regarding the effectiveness of the program design and the requirements outlined in this NOFO. Please address all feedback to:

**JTED Program Grant Manager**  
**Illinois Department of Commerce & Economic Opportunity**  
**Email: [ceo.wd.policyandgrants@illinois.gov](mailto:ceo.wd.policyandgrants@illinois.gov)**