

ETPL POLICY GLOSSARY

Accreditation- Being officially recognized, accepted, or approved by the recognized authority or authorities regarding the quality of training educational institutions and/or programs. Institutional accreditation usually applies to an entire institution, indicating that each part contributes to achieving an institution's objectives, although not necessarily all on the same level of quality. The U.S. Department of Education nationally recognizes accrediting agencies and associations. For Illinois, the regional accrediting association is the Higher Learning Commission. Specialized accreditation applies typically to evaluating programs, departments, or schools that are usually part of a total collegiate or other postsecondary institution.

Appeal- A request for a hearing to reconsider a state agency's decision about an individual's unemployment insurance benefits.

Approval to Operate/Oversight in Illinois-

Institutions of Higher Education—The Illinois Public Higher Education Act requires that providers with a program(s) leading to a recognized post-secondary credential have approval from the Illinois Board of Higher Education (IBHE) to operate in the state.

Private Business and Vocational Schools – The Illinois Private Business and Vocational Schools Act (PBVS) requires providers with a program(s) leading to a recognized post-secondary credential must apply for a Permit of Approval or Exemption Letter from the Illinois Board of Higher Education (IBHE) to receive approval to operate in the state.

All Other Providers – A program(s) for occupations requiring a completer to sit for exams and obtain the appropriate license for Illinois must be approved to operate in the state by the appropriate entity(ies). Examples include:

1. Truck Driving – Illinois Secretary of State (ISoS)
2. Cosmetology, Barbering, and Esthetician – Illinois Department of Financial and Professional Regulation (IDFPR)
3. Licensed Practical Nurse (LPN) and Registered Nurse (RN) - Joint approval by the Illinois Department of Financial and Professional Regulation (IDFPR) and the Illinois Board of Higher Education (IBHE) or the Illinois Community College Board (ICCB) as appropriate
4. Flight Training – Illinois Department of Transportation (IDOT)
5. Certified Nursing Assistant (CNA) - Joint approval by the Illinois Department of Public Health (IDPH), which approves the program, and the Illinois Board of Higher Education (IBHE) approves the provider and program.
6. All others – Illinois Board of Higher Education (IBHE)

Career Planner- The State policy uses the term "Career Planner" as a general term. The term refers to anyone at the local service provider level who provides direct WIOA workforce services to a participant.

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Certificate- An award that requires completion of an organized program of study at the post-secondary level. Certificates are classified by the amount of time required to complete the program of study.

Certification- A voluntary process by which an institution and/or a program is identified as meeting pre-determined criteria recognized as an industry/trade standard by a non-governmental agency.

Clock Hour- A period of time consisting of -

1. A fifty (50) to sixty (60) minute class, lecture, or recitation in a sixty (60) minute period;
2. A fifty (50) to sixty (60) minute faculty-supervised laboratory, shop training, or internship in a sixty (60) minute period; or
3. Sixty (60) minutes of preparation in a correspondence course.

Credit Hour- A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than -

1. One (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for approximately fifteen (15) weeks for one (1) semester or trimester hour of credit, or ten (10) to twelve (12) weeks for one-quarter (1/4) hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicals, studio work, and other academic work leading to the award of credit hours. (34 CFR 668.8(k) and (l)).

Credentials- Within the context of education, workforce development, and employment and training for the labor market, the term credential refers to a verification of qualification or competence issued to an individual by a third party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry-recognized association, or an occupational association or professional society).

Customized Training- Training that meets the following criteria:

1. Designed to meet the specific requirements of an employer (including a group of employers).
2. Conducted with a commitment by the employer to employ an individual upon successfully completing the training.
3. The employer pays a significant portion of the cost of training, as determined by the Local Workforce Innovation Board (LWIB) involved, taking into account the size of the employer and such other factors as the Local Board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities.

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Demand Occupation- Occupations for which demand is projected based on annual average job openings, average starting wages, education and training levels, and state or national initiatives. Local workforce innovation areas can petition the state to request that additional occupations be considered as a Demand Occupation. Only those occupations considered "in demand" will be included in the Demand Occupation Training List.

Demand Occupation Training List- The Demand Occupation Training List is the available list of demand occupations for which training programs may be certified or recertified for participant placement. Participants may only be placed in training programs in which the outcome following successful completion of the training program would lead to entry into employment in an occupation considered "in demand". See the policy on Training Provider and Training Program Eligibility for the exceptions to participant placement in training that is not required to be determined an eligible training program.

Distance Education- Education that uses only one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, whether offered concurrently or not. The technologies include the following:

1. The internet.
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

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

Eligible Training Provider List (ETPL)- The Eligible Training Provider List is a statewide collection of providers that are approved to give services through the One-Stop system. These lists contain consumer information, including cost and performance information for each of the providers, so that participants can make informed choices on where to use their Individual Training Accounts.

Enrollment in Training- The enrollment date in a training program is considered the first day that a participant attends the training in person or virtually. Enrollment in training date is the same as training entry date.

Eligible Training Provider Training Program Types- For a training provider to receive WIOA funds through an Individual Training Account (ITA), its training program(s) must be listed on the ETPL. These programs must provide training services, including, but not limited to, the following (unless

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otherwise noted):

1. Occupational skills training, including training for non-traditional employment.
2. Programs that combine workplace training with related instruction may include cooperative education programs.
3. Training programs operated by the private sector.
4. Skill upgrading and retraining.
5. Entrepreneurial training.
6. Adult Education or literacy activities can be combined with the training services listed above.
7. Apprenticeship and Pre-apprenticeship Skills Training ([20 CFR 680.330](#)).

Family-Sustaining Wage- Income that is necessary for a family to cover minimum essential expenses such as food, childcare, healthcare, housing, and transportation in a given area. It's a crucial concept because it encapsulates the needs of working families, ensuring that their income is sufficient to maintain a reasonable standard of living.

Fraud, Misfeasance, Nonfeasance, or Malfeasance- Deliberate actions that are in violation of federal statutes or regulations. These actions include, but are not limited to, bribery, forgery, extortion, embezzlement, theft, kickbacks, and payments to ghost contractors/participants, misuse of grant funds or property, and misrepresentation of information included in official reports. Failure to perform tasks essential to preserving financial integrity may also be included.

Identical Training Program- A training program that is substantively the same in all key aspects, even if it is delivered at different locations or in different workforce areas. A program is considered "identical" across multiple areas when it has the same:

- **Program name**
Same program name in the course catalog.
- **Curriculum and content**
Same courses, modules, competencies, and learning objectives.
- **Instructional methodology**
Same delivery format (e.g., in-person, online, hybrid) and teaching approach.
- **Program length and structure**
Same number of hours, weeks, and sequencing.
- **Credential or outcome**
Leads to the same certification, license, or recognized credential.
- **Admission requirements**
Same prerequisites, eligibility criteria, and screening process.
- **Cost structure (generally)**
Tuition and fees are the same or very similar (minor regional differences may be allowed).

The only things that can differ are physical location/site, local instructors, or minor administrative differences such as scheduling variations.

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Incumbent Worker Training- Incumbent Worker Training is designed to meet the needs of an employer or group of employers to retain a skilled workforce or avert layoffs. Incumbent Worker training can be used to either:

- Help avert potential layoffs of employees; or
- Obtain the skills necessary to retain employment, such as increasing the skill levels of employees so they can be promoted within the company and create backfill opportunities for new or less-skilled employees.

Unlike other trainings, employers, instead of individuals, must meet the local eligibility criteria to receive funds for training their workforce. In most circumstances, incumbent workers being trained must have been employed with the company for at least six months. Employers who receive these funds are required to meet requirements for providing the non-federal share of the cost of the training.

In-Demand Industry Sector or Occupation- The determination of whether an industry sector or occupation is in-demand shall be made by the Illinois Workforce Innovation Board (IWIB) using state and regional business and labor market projections. An industry sector is considered in demand if it has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy and that contributes to the growth or stability of other supporting businesses, or the growth of different industry sectors. An in-demand occupation currently has or is projected to have several positions in an industry sector to significantly impact the state, regional, or local economy, as appropriate.

Individuals with Barrier to Employment- Barriers to employment means a member of one or more of the following populations: (A) Displaced homemakers, (B) Low-income individuals, (C) Indians, Alaska Natives, and Native Hawaiians, (D) Individuals with disabilities, including youth who are individuals with disabilities, (E) Older individuals, (F) Ex-offenders, (G) Homeless individuals or homeless children and youths, (H) Youth who are in or have aged out of the foster care system, (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers, (J) Eligible migrant and seasonal farm workers, (K) Individuals within two (2) years of exhausting lifetime eligibility (for TANF), (L) Single parents (including single pregnant women), (M) Long-term unemployed individuals, and (N) Such other groups as the Governor involved determined to have barriers to employment.

Individual Training Account (ITA)- An Individual Training Account is a financial subsidy that enables customers who qualify for training to access the program of their choice on the statewide list of eligible providers. An ITA is most often in the form of a voucher, a document that can be redeemed for training.

Industry Credential- A work-related credential, certification, or license that:

1. Verifies, through a valid assessment, an individual's qualifications or competence in a specific skill set related to a particular industry or occupation;

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2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

NOTE: This definition was developed during the initial drafting of the Career Pathways Dictionary and ISBE's College and Career Readiness Indicator. It is based on research into statewide and national conceptions of industry credentials.

Institution of Higher Education- The term "institution of higher education" has the meaning given the term in section 101, and subparagraphs (A) and (B) of section 102(a)(1), of the Higher Education Act of 1965 (20 U.S.C. 1001, 1002(a)(1)).

Job-Driven- A philosophy of WIOA that aims to be a job-driven program by offering a high-quality, one-stop center system and continuing to align investments in workforce, education, and economic development with regional in-demand jobs. The new law emphasizes one-stop achieving results for jobseekers, workers, and businesses. WIOA reinforces the partnerships and strategies necessary for one-stops to provide job seekers and workers with the high-quality career services, education, and training, and supportive services they need to get good jobs and stay employed, and to help businesses find skilled workers and access other supports, including education and training for their current workforce.

Living Wage- A living wage is the wage it takes to meet one's basic needs without depending upon government assistance to survive.

Local Workforce Innovation Area (LWIA)- A Local Workforce Innovation Area can be a single county, or multiple counties designated by the Governor. The purpose of a local area is to serve as a jurisdiction for the administration of workforce development activities and execution of adult, dislocated worker, and youth funds allocated by the State, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools. Such areas may be aligned with a planning region or one of many local areas within a planning region. Each LWIA is overseen by that local area's Local Workforce Innovation Board (LWIB).

Local Workforce Innovation Board (LWIB)- A Local Workforce Innovation Board is a group of business, workforce, governmental, and community leaders established and certified by the Governor that oversees the local area's functions, including strategic planning, operational alignment, service delivery design, and partner alignment to design and implement overall service delivery strategies.

Misapplication of Funds- Includes nepotism, political patronage, use of participants for political activity, known ineligible participants, conflict-of-interest, failure to report income earned from

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federal funds, violation of governing administrative standards and procedures, and diverting or misappropriating funds from their authorized purpose.

Misconduct- An activity that may reflect negatively on the program or agency, affecting the public's confidence in the integrity of program operations. This includes but is not limited to, conflict of interest or the appearance of conflict of interest involving outside employment, business, and professional activities; the receipt of gifts, favors, or fees and misuse of official information or property.

Occupational Licensure- A government agency awards a license that conveys legal authority to work in an occupation. Many professionals must hold a license to engage in the practice of their profession. States have the authority to determine regulatory requirements for each profession type, including the level of regulation (license, certification, etc.) and what is required to obtain that credential. Regulatory requirements may include background checks, education, examination, experience, and licensing fees.

Occupational Skills Training- An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

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

O*Net- Occupational Information Network (O*NET) is a [free online database](#) that contains hundreds of job definitions to help students, job seekers, businesses, and workforce development professionals understand today's world of work in the United States.

Physical Presence- Based on Illinois Board of Higher Education administrative rules (23 Ill. Adm. Code 1033.20 and 1030.10), physical presence means an institution regularly occupies a physical location in Illinois either to provide instruction or to maintain an administrative office that supports instruction; this includes offering courses or programs from an Illinois location, operating offices that provide core academic services (such as admissions, registration, financial aid, scheduling, or faculty support), while limited non-instructional activities may count as a limited presence, internships or clinical experiences alone do not establish physical presence, and institutions with no physical presence in Illinois do not need IBHE approval.

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Postsecondary Education- The provision of a formal instructional program whose curriculum is designed primarily for students who have completed high school or a GED. This includes programs whose purpose is academic, vocational, continuing professional education, and excludes vocational and adult basic education programs.

Postsecondary Credential- Postsecondary credentials refer to educational qualifications obtained after high school, including degrees, certificates, and industry-recognized credentials that enhance employability and career advancement.

NOTE: Not all postsecondary credentials count as recognized postsecondary credentials, as defined by the Workforce Innovation and Opportunity Act.

Preaccreditation- The status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing towards accreditation and is likely to attain accreditation before the expiration of that limited period of time.

Pre-apprenticeship Program- A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in an apprenticeship program, which includes all of the following:

1. Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that have been designed to prepare participants to meet the minimum entry-level requirements of the apprenticeship program.
2. Access to educational and career counseling and other supportive services as needed by participants.
3. Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills, including, at a minimum, those outlined in the Essential Employability Skills framework.
4. Upon successful completion of the program, participants are supported to apply for an apprenticeship program and may receive preference for enrollment.
5. Inclusive recruitment of underrepresented individuals.
6. Strive for credential acquisition.

Prerequisite Training- Prerequisite training consists of a separate, distinct training that satisfies requirements for participating in a subsequent, planned training.

Program of Study- See Training Program.

Program of Training Services- See Training Program.

Recognized Postsecondary Credential- A recognized postsecondary credential is based on attaining

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measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills are generally based on standards developed or endorsed by employers or industry associations. The following are types of recognized postsecondary credentials:

- Associate degree.
- Bachelor's degree.
- Occupational licensure (e.g., Certified Nursing Assistant license).
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates.
- Occupational certification (e.g., Automotive Service Excellence certification).
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.

For an additional resource, the DOL designed an interactive [Postsecondary Credential Attainment Decision Tree](#) to assist in deciding whether a credential is considered an industry-recognized credential. This tool is best used with the information outlined in this directive.

Registered Apprenticeship Program (RAP)- All apprenticeship programs registered with the U.S. Department of Labor (DOL), Office of Apprenticeship, which are listed in the Registered Apprenticeship Partners Information Database System (RAPIDs), are automatically eligible for the Eligible Training Provider List (ETPL). Apprenticeship programs are written plans designed to move an apprentice from a low or no-skill entry-level position to full occupational proficiency. A registered apprenticeship program includes the five required components:

1. Business Involvement;
2. Structured On-the-Job Training;
3. Related Instruction;
4. Rewards for Skill Gains; and
5. Industry Credentials

NOTE: The US Department of Labor regulates registered apprenticeships. Detailed information on current federal rules and regulations can be found at apprenticeship.gov and Illinois workNet.

Registered Apprenticeship Program Sponsor(s)- May be:

- Employers with registered apprenticeship programs that provide formal in-house instruction as well as on-the-job training at work site;
- Employers who use an outside educational provider;
- Joint Apprenticeship training programs made up of employers and unions;
- Intermediaries who serve as program sponsors when they take responsibility for the administration of the apprenticeship program, such as educational institutions, industry associations, and community-based organizations.

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Skills Upgrading Training- Skills Upgrading training type should be reported for training that provides additional skills or certifications within the participant's specific occupational field and where no more specific training type is applicable. Skills Upgrading is differentiated from Occupational Skills Training because the occupational goal is within a field for which the participant already has experience or training.

Statewide List of Eligible Providers- The statewide list of eligible providers is a compilation of all programs, listed by provider, that have been approved by a local board. The statewide list of eligible providers, according to WIOA Section 122, must be widely disseminated and available through the state's Illinois workNet® system to be available to participants in employment and training activities.

Substantially Violated- Is defined as when:

1. The State determines that the institution intentionally supplied inaccurate information within the ETPL Provider Portal;
2. The provider, over a period of five years, has had three separate complaints filed against it under 29 CFR part 38 of the WIOA nondiscrimination and equal opportunity provisions that have resulted in final determinations finding one or more violation(s);
3. The provider is found to have not complied with the corrective or remedial actions identified to end and/or redress the violation(s) stemming from a single complaint under 29 CFR part 38; and/or,
4. There is an order against the institution under 29 CFR § 38.113 suspending, terminating, denying, or discontinuing WIOA Title I financial assistance to the institution."

Training Program- One (1) or more courses or classes, or a structured regimen that provides job-driven training services and leads to a recognized post-secondary credential, which may include:

1. An industry-recognized certificate or certification, a certificate of completion of a registered apprenticeship, a license recognized by the State or the Federal government, or an associate or baccalaureate degree.
2. A secondary school diploma or equivalent in conjunction with training is known as the Integrated Career & Academic Preparation System (ICAPS).
3. Employment (see definition for Training Program that leads to Employment).

Measurable skill gains toward a recognized postsecondary or secondary school diploma or its equivalent credential or employment. These training services could be delivered in person, online, or blended.

Additionally, a program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and post-secondary level that:

1. Incorporates challenging State academic standards;
2. Addresses both academic and technical knowledge and skills, including employability skills;
3. Is aligned with the needs of industries in the economy of the State, region, or local area;
4. Progresses in specificity;

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5. Has multiple entry and exit points that incorporate credentialing; and
6. Culminates in the attainment of a recognized postsecondary credential.

Training Program that Leads to Employment- An eligible ETPL program must prepare graduates for a specific occupation related to the provided training. This means that programs must award measurable technical skills rather than general skills broadly required for employment. These measurable technical or industry/occupational skills are generally based on standards developed or endorsed by employers or industry associations.

The training program must be valuable to employers, as evidenced by partnerships with businesses within priority industry sectors identified in the State or Local Plan.

Unsubsidized Employment- Employment in the private or public sector where the employer does not receive a subsidy from public funds to offset all or part of the wages and costs of employing the individual.

WIOA ePolicy Manual- [The Illinois WIOA ePolicy, located on Illinois workNet,](#) contains policies, procedures, related documents, and resources to support the LWIB in implementing and providing service under WIOA. This guidance is set by the Illinois Workforce Innovation Board (IWIB), which provides leadership to ensure the programs offered through the Workforce Innovation and Opportunity Act (WIOA) make evidence-based, data-driven investments and meet the business's need for a skilled workforce.

In addition, as the Governor's designated agency for Title I Workforce Development Activities and the Trade Adjustment Assistance Act (TAA), the Department of Commerce Office of Employment and Training (OET) provides policy and guidance to the Local Workforce Innovation Boards (LWIB) for the delivery of workforce development adult, dislocated worker, and youth services as well as those offered under TAA.

Work-Based Training- Work-based training, or work-based learning, is employer-driven training that provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program and develop employability. It includes an assessment and recognition of acquired knowledge and skills. Examples include internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships. Generally, work-based training involves an employer's commitment to employ successful participants after they have completed the program. Illinois has defined a continuum of work-based learning opportunities in statute and the Career Pathways Dictionary.

NOTE: At the federal level, Perkins V legislation states that work-based learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand

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engagement with the tasks required in each career field and that are aligned to curriculum and instruction.

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

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