



Climate Works Pre-apprenticeship Program

2024-25 Program Manual

Chapter 7: Training and Certifications



Chapter Overview

By the end of Chapter 7, you will be able to:

- Explain training expectations within the scope of the Climate Works Pre-apprenticeship Program.
- Deliver an effective program orientation.
- Comply with the Climate Works Pre-apprenticeship curriculum requirements.
- Consider additional certifications or training modules that might be relevant for your target population.
- Apply the Illinois Essential Employability Skills Framework to your program's soft skills instructional hours.
- Integrate the six core values of diversity, welcoming and inclusion, accessibility, belonging, and equity into your program's training and instruction.

The Climate Works Pre-Apprenticeship Program creates a qualified talent pipeline to fill job opportunities with diverse candidates in the clean energy construction and building trades. Through program instruction, the Climate Works Pre-Apprenticeship Program will train, prepare, and empower participants by fostering resilience and self-sufficiency.

Training Basics

Climate Works **training** aims to increase knowledge, develop skills, impact attitudes, and/or influence behaviors in an individual to accomplish specific job tasks or goals. It is focused on employer needs and aims to impact and improve performance. This is an important distinction from teaching, which often focuses less on skill building and more on information dissemination, knowledge acquisition, and learning.

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Grantees are expected to offer experiential training, or “development by doing.” **Experiential training** is a two-way interaction between the instructor and the participants that requires the participant to perform the job-related task, receive feedback, and reflect on the experience.

Grantees must incorporate opportunities for pre-apprentices to do construction work at job sites while taking instruction or immediately after completing instruction. Job site experiential learning opportunities are generally supervised by the program instructors and are coordinated with community-based organizations, contractors, or government entities that allows participants to put the skills they learned into practice.

Experiential training may include:

- Work-Based Learning (WBL)
- Small-Group Lab Work
- On-the-Job Training (OJT)
- Practicums

Grantees should have an outline of existing or planned partnerships for experiential learning opportunities that will allow participants to engage in a minimum of 10 hours of experiential learning.

The Climate Works Pre-apprenticeship Program must be an immersive experience that aligns with the skills employers need in their respective economic regions. By tailoring programs to employers’ needs, grantees better prepare participants to meet the minimum entry-level requirements of a DOL-registered apprenticeship program and support participants’ long-term professional goals in the clean energy industry.

Training Requirements

The Climate Works Pre-apprenticeship Program aims to help participants successfully transition into a DOL-registered apprenticeship programs (RAPs) in clean energy. The curriculum requirements are focused on this goal.

The pre-apprenticeship curricula must offer at least 150 hours of instruction, not to exceed 300 hours of instruction. Instructional hours may include:

- Illinois Climate Works Program Orientation (required)
- Introduction to Construction and the Trades (required)
- Construction Basics Curriculum Certifications —TradesFutures MC3 (formerly NABTU), NCCER Core curriculum, or other Illinois Climate Works approved curriculum (required)
- Illinois Essential Employability Skills Framework - Soft Skills (32 hours recommended/40 hours maximum required)
- OSHA 10-hours (required)
- First Aid and CPR (required)
- Clean energy basics
- Additional training
 - Supplemental shop math instruction (highly recommended but not required)
 - Test-taking skills (recommended, but not required)

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- Work-based Learning Elements (10 hours required)
- Other nationally recognized certifications related to clean energy (optional)

Grantees may offer GED/HISET training as a part of their curriculum or refer participants to other adult education programs. Most apprenticeships require a high school diploma or equivalent, so it is essential that grantees either provide this resource through their program or refer people to other programs where they can meet this requirement.

The curriculum should be delivered, when at all possible, at:

- A Construction Laboratory: A facility that provides controlled conditions for participants to practice a task or skill.
- A Job Site: A location or area where construction work occurs.

A sample curriculum is available in the Climate Works Partner Guide.

Developing/Implementing Curriculum and Lesson Plans

Grantees will deliver off-the-shelf curricula developed by trusted organizations in the industry (e.g. NCCER or TradesFuture MC3). However, some curriculum sections are more flexible, allowing grantees to utilize training modules they developed internally.

There are several key characteristics of training materials and courses that grantees should evaluate when creating original curricula or implementing off-the-shelf curricula:

- **Training program goals:** Statements that capture the desired outcomes for a training program. Effective training goals are specific, measurable, and focused on participant learning objectives and performance outcomes. Training goals help ensure that training content is focused on the program's intent, that the course design meets the intended expectations, and that the instructor's and participants' expectations are aligned.
- **Learning objectives:** Statements that capture the expected knowledge and information participants attain following instruction.
- **Performance outcomes:** Statements that capture participants' expected skills, behaviors, and attitudes following instruction.
- **Start time and end time:** The specific start and end time of all activities during training, including content delivery, instruction, breaks, etc. This helps ensure the program stays within the allotted timeframes.
- **Content:** What is being taught during training.
- **Modality:** The instruction format or context (e.g., face-to-face instruction, virtual instruction, work-based instruction, etc.).
- **Training Strategy:** The content being taught should achieve the learning objectives or performance outcomes.
- **Resources:** Digital content, print content, and other equipment and supplies required to facilitate instruction during the training program.
- **Assessment:** A method that determines the impact of training on participants based on the objectives or performance outcomes.

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If grantees need assistance evaluating off-the-shelf training modules or developing new modules, they can reach out to their Climate Works Grant Manager for assistance. Refer to the Climate Works Partner Guide for a Sample Instructional Plan. This form is for use by grantees who wish to create or adapt their own curriculum modules beyond the curriculum requirements established in the grantee manual and Notice of Funding Opportunity. This form may be helpful in developing Illinois Essential Employability Skills modules, for example.

Curriculum

Each component of the curriculum is essential for preparing pre-apprentice to enter a DOL registered apprenticeship program.

Orientation

The intention of an orientation is to welcome students and establish purpose, expectations, and important program policies. An orientation agenda may include, but not be limited to:

- Introduction of program instructors and staff
- Organizational culture/purpose, including the six-core equity values
- Program and attendance requirements
- Performance expectations
- Introduction of program instructors' and staff expectations
- Wrap-around and student services available
- Stipend policy
- Employment 101
- Digital Literacy
- Financial Literacy
- Career Guidance, Intro to Clean Energy Jobs
- Educational schedule
- Criteria for successful program completion
- Reminder to sign and return the commitment letter (see Chapter 5)

We recommend that the orientation take between 3 to 4 hours.

TradesFuture MC3 (preferred construction curriculum)

TradesFuture MC3 has a strong history of creating work opportunities with sustainable wages, protecting labor, and providing training and benefit standards for construction workers. Their Apprenticeship Readiness Programs train and prepare participants to transition into a registered apprenticeship program (RAP), which is a gateway into the construction industry.

Their Multi-Craft Core Curriculum (MC3) is an Apprenticeship Readiness Program curriculum that was developed and approved by the Building Trades National Apprenticeship and Training Committee in 2008. The curriculum includes:

- Construction Industry and Trades Orientation
- Tools and Materials

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- Construction Health and Safety (includes OSHA 10 and CPR)
- Basic Math for Construction
- Heritage of the American Worker
- Diversity in the Construction Industry
- Blueprint Reading
- Green Construction
- Financial Literacy

Note: MC3 Pre-Apprenticeship Training Program is the preferred curriculum for the Climate Works Pre-apprenticeship Program. The curriculum **must** include a minimum of 120 hours but can add in additional training modules or work-based learning experiences at their discretion.

If electing to use this TradesFuture MC3 curriculum, grantees must administer it as designed and must use the most recent version.

Note: Effective February 2023, TradesFutures (formerly NABTU) administers the Multi-Craft Core Curriculum, formerly administered by North America's Building Trades Unions (NABTU). All previously created profiles and course material remain the same. If you have questions regarding this transition, please email contact@tradesfutures.org

Instructor Requirements

To implement the TradesFutures MC3 curriculum and issue a TradesFutures MC3 Certificate of Satisfactory Completion to participants, program instructors must be certified in the relevant TradesFuture MC3 Building Trades Apprenticeship Instructor Training Program. The timeline for earning certification can be up to 5 years, so grantees launching a Climate Works Pre-Apprenticeship Program will likely need to work with an established TradesFutures Instructor at the outset.

Note: Training Providers must be listed on the TradesFutures MC3 Site.

The hours for certification depend on the specific construction tradecraft. To learn more about each of the Instructor Certification Trades, visit the <https://tradesfutures.org/>

For additional information, contact: (202) 347-1461 or CONTACT@NABTU.ORG.

NCCER Core (alternative construction curriculum)

The National Center for Construction Education and Research (NCCER) is a not-for-profit 501(c)(3) education foundation. It is the non-union equivalent of TradesFutures MC3. NCCER's Standardized Training and Credentialing programs target aspiring industry professionals. NCCER Core is a prerequisite to all other (i.e., carpentry, electricity) Level 1 craft curricula. Climate Works requires that grantees utilize NCCER CORE, the most recent edition of the curriculum. The full curriculum can be found in the [NCCER Core Craft Catalog](#).

The NCCER Core Curriculum (Sixth Edition) includes:

- Basic Safety (Construction Site Safety Orientation)
- Introduction to Construction Math
- Introduction to Hand Tools

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- Introduction to Power Tools
- Introduction to Construction Drawings
- Introduction to Basic Rigging
- Basic Communication Skills
- Basic Employability Skills
- Introduction to Materials Handling
- Build Your Future in Construction

NCCER also offers several supplemental training modules that can help participants increase their skills in specific areas, including Applied Construction Math, Basic Safety, Tools for Success, and Your Role in the Green Environment. Though not required, we recommend that grantees utilize the **Applied Construction Math** supplement. **Your Role in the Green Environment** may also fulfill the clean energy basics requirement.

Grantees must administer the NCCER Core curriculum as designed and must use the most recent version. NCCER utilizes a Learning Management System (LMS) to deliver the content.

Instructor Requirements

To deliver the NCCER Core curriculum, instructors must have successfully completed the Instructor Certification Training Program (ICTP) conducted by an NCCER Master Trainer or be authorized to teach the NCCER curriculum through previous certification.

Instructors are required to be at a journey person or technician level in their area of expertise OR have a minimum of three years of experience as a certified teacher in a vocational/technical construction or maintenance-related training program.

For detailed information regarding NCCER instructor certification, visit the [NCCER webpage](#).

For additional information, contact (888) 622-3720.

OSHA 10-hour Certification

The Occupational Safety and Health Administration (OSHA) is a large regulatory agency of the United States Department of Labor that ensures safe and healthful working conditions for workers by setting and enforcing standards and by providing training, outreach, education, and assistance.

OSHA 10-hour Certification provides basic safety and health information to entry-level workers in the general construction industry. It includes the following:

- Serious workplace hazards
- Workers' rights
- Employer responsibilities
- How to file an OSHA complaint

Instructor Requirements

Only an OSHA Authorized Trainer can deliver OSHA 10 instructions. Authorization includes the following prerequisites:

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- **Experience:** Possess five years of construction safety experience. A college degree in occupational safety and health, a Certified Safety Professional (CSP), or a Certified Industrial Hygienist (CIH) designation may be substituted for two years of experience. Obtain guidance on whether you meet this requirement from the OSHA Training Institute (OTI) Education Center where you want to take the training.
- **Training:** Complete OSHA course #510, Occupational Safety and Health Standards for the Construction Industry. This course covers OSHA policies, procedures, and standards, as well as construction safety and health principles. A special emphasis is placed on those topics that are required in the 10- and 30-hour programs, as well as those that are the most hazardous. Course participants are briefed on effective instructional approaches and the effective use of visual aids and handouts.

Note: You may not substitute one prerequisite to fulfill the other prerequisite. OSHA does not issue waivers for either the experience or training prerequisites.

Successful completion of all the above will result in an "Authorized Construction Trainer Card" (U.S. Department of Labor, n.d.).

The trainer course is provided at OSHA Training Institute (OTI) Education Centers. Each OSHA Education Center posts its course offerings, schedules, and locations on its individual website. Construction outreach trainers are authorized for four years.

Besides being able to deliver OSHA instruction, Authorized Trainers may receive OSHA course completion cards for their students.

Grantees must reach out to OSHA to gain certification for their instructors if current instructors are not OSHA certified. For more information about becoming OSHA-certified, visit <https://www.osha.gov/training/outreach>

First Aid/CPR Certification

The American Red Cross provides training and skills that help individuals prevent, prepare for, and respond to emergencies, including First Aid and CPR. Many jobs that address health emergencies or have hazardous work environments require training to ensure employees have up-to-date lifesaving skills.

- **First Aid:** First Aid training and certification qualify participants to provide the basic medical care given in good faith to a sick or injured person to maintain life and prevent further injury until professional medical care becomes available and takes over.
- **CPR Certification:** CPR certification confirms that participants can perform adequate CPR skills. The instructor must certify that the participants have completed the formal CPR training, comprehend the minimum requirements for certification, and have passed the written examination.

Instructor Requirements

Red Cross First Aid and CPR instructors must be certified to facilitate CPR and First Aid training and awarded a certificate. The Red Cross can train instructors at community centers, online, or at the grantee's facilities.

For additional information, contact: (888) 411-0942 or support@redcrosstraining.org.

Clean Energy Basics

Instructors are required to deliver at least 10 hours of clean energy basics curriculum. Grantees may develop their own curriculum with subject matter experts and instructional designers. We recommend that the curriculum cover the following three topic areas:

1. **Energy and sustainability fundamentals**
 - a. Clean energy definitions: Explain energy, clean energy, sustainability, energy efficiency, energy conservation, and climate change.
 - b. Climate change: Explain how different clean energy careers will help with state and national climate goals.
 - c. Sample curriculum guide for [energy and sustainability fundamentals](#).
2. **Building science principles.** The topics below align with the Building Performance Institute's Building Science Principles curriculum, though their actual Building Science Principles curriculum is more comprehensive and leads to a certification exam.
 - a. Home performance and introduction to building science: Explain energy use in terms of building science.
 - b. House-as-a-System: Describe "House-as-a-System" and how the different components work together to impact energy use.
 - c. Energy and the building shell: Identify the main envelope components and control layers. Describe how heat is transferred in and out of the building envelope.
 - d. Residential heating, cooling, and ventilation: Describe whole-house mechanical ventilation systems and combustion science. Identify the main components of mechanical heating and cooling systems.
 - e. Evaluation strategies: Explain evaluation strategies of house performance, including building envelopes, mechanical systems, appliances, and lighting.
 - f. Energy efficiency solutions: Describe common energy efficiency strategies to reduce home energy use.
 - g. Sample curriculum guide for [building science principles](#).
3. **Electrical basics training.**
 - a. Intro to electricity: Explain where electrical power comes from and how electricity works.
 - b. Intro to direct current and alternating current: Explain the basic difference between AC and DC voltage.
 - c. Intro to circuits: Describe how circuits work, the components of a basic circuit, and three basic types of circuits.
 - d. Intro to conductors: Explain what a conductor is and provide examples of good conductors and poor conductors.
 - e. Intro to electrical safety procedures: Describe how to protect against over-current and electric shock.
 - f. Sample curriculum guide for [electrical basics](#).

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Alternatively, NCCER’s specialty module, [Your Role in the Green Environment](#), may be used to provide clean energy basics training. This module “introduces learners to the green environment, construction practices, and building rating systems. It also includes green building laboratory exercises in carpentry, electrical, plumbing, and HVAC to help learners apply newly learned skills.” While it is geared towards “entry-level craft workers or to anyone wishing to learn more about green building,” it is perhaps more appropriate for people with more experience. Grantees who wish to use this curriculum are encouraged to adapt the content to the needs of pre-apprenticeship participants.

All clean energy basics training should be hands-on and scenario-based when possible. It should be contextualized to demonstrate how these skills are needed in typical clean energy jobs. It must allow participants to practice skills, set goals, develop plans, and demonstrate mastery.

Essential Employability Skills

Employability skills are non-technical skills that can help participants increase their ability to succeed in an array of industries and workplaces. Climate Works requires that grantees utilize the Illinois Essential Employability Skills Framework as a foundation for their employability skills training. Grantees are encouraged to build upon this foundation to develop their own curriculum modules (with the assistance of instructional designers) or use existing modules. Essential Employability Skills units require a minimum of 32 training hours and must not exceed 40 training hours.

The Illinois Essential Employability Skills Framework defines essential employability skills as general skills that are required to be successful in all sectors of the labor market. The framework was developed through a collaboration of the Illinois Community College Board (ICCB), the Illinois Department of Commerce and Economic Opportunity (DCEO), representatives of Illinois businesses, local chambers of commerce, secondary, postsecondary, and adult educators and professionals, and other important stakeholders.

The framework is comprised of four primary skills: personal ethics, work ethics, teamwork, and communication, each with a subset of behaviors or actions.



The Illinois Essential Employability Skills Framework includes a [self-assessment tool](#) to help programs assess their alignment with the Illinois Essential Employability Skills Framework and to aid long-term planning and development. The second tool, [Self-assessment of Exposure to Employability Skills in](#) is designed to help instructors identify work that integrates essential employability skills into classroom instruction and work-based learning activities.

The table below lists module titles and topics based on the Illinois Essential Employability Skills Framework that grantees may consider incorporating into their program. This table is not an exhaustive list of all available courses, and grantees may consider different modules.

Table 7.1: Essential Employability Skills: Possible Modules

Module title	Module Topics
Developing Personal Ethics	Integrity, Respect, Perseverance, Positive Attitude
Building a Strong Work Ethic	Dependability, Commitment, Professionalism
Critical Thinking	Demonstrate sound decision-making and how to problem solve effectively

Working Effectively with a Team	How to work with differing personalities; strategies in dealing with conflict or differences
Strong and Effective Communication Skills	Active listening, effective and cooperative work, verbal, and written communications
Developing a Customer Service Approach	Adaptability, self-control, accountability, patience, using positive language
Relating to Your Supervisor	Taking responsibility, developing a positive relationship, building trust, managing up
Developing Leadership Skills	Self-awareness, self-development, innovation
Financial Literacy	Developing a budget, pensions, building credit
Digital Literacy	Email communications, timesheets, scheduling/calendar apps, recording data, etc.
Effective Decision Making	Goal setting, personal values, critical thinking, weighing costs and benefits
Time Management	Planning, organization, goal setting, prioritization
Diversity, Inclusion, Belonging, Accessibility, Welcoming, and Equity in the workplace	Strategies to Address Equity (including support for minority-led organizations); Discrimination within Workplaces; Sexism within Workplaces; Bullying and Harassment in the Workplace.

Work-based Learning Requirements

Grantees must include, as part of their program, opportunities for pre-apprentices to do construction work at job sites while taking instruction or immediately after completing instruction.

Work-based learning is an extension of the training room into a working environment with the goal of acquiring real-world knowledge and developing technical job-based skills relevant to future employment in the respective profession or industry. Work-based learning intentionally merges academic theory with real-world practice application. Work-based learning provides participants with career awareness, career exploration, and career planning. Successful participants develop work-based competencies and employability skills.

A **practicum** is a work-based experience in a specialized field of study that is designed to give participants supervised practical application within a field of practice. They typically occur prior to employment. Job site practicums are generally supervised by the program instructors and are coordinated with community-based organizations, contractors, or government entities that give students opportunities to put into practice what they learned in the classroom.

Grantees should outline existing or planned partnerships for work-based learning and practicum worksites. Grantees will provide a minimum of 10 hours of work-based learning. If a program, for technical/regulatory reasons, cannot provide hands-on learning experiences, job site visits and tours of U.S. DOL-registered apprenticeship programs may replace this requirement.

Additional Content

Your programs' target population(s), their professional aspirations within the clean energy industry, and the systemic and social barriers they confront may require you to augment the core content with tailored information that responds to their specific needs. Be especially aware of the six core equity values when designing and adopting curriculum modules.

Additional certifications and training considerations may include, but are not limited to:

Test-Taking Skills (recommended)

Techniques and strategies that provide participants with the cognitive skills necessary to perform successfully in any test-taking situation. Many RAPs require that applicants take tests on various subjects, and it is imperative that participants have effective testing skills to maximize their performance on those tests.

Supplemental Construction and Building Trades Math (recommended):

Equations, fractions, decimals, measurements, perimeter, area, and volume calculations. Although NCCER and NABTU curricula already include a construction math module, it may be necessary to add another 20 to 30 hours of supplemental math to ensure that participants have the necessary skills to gain entrance into the RAP of their choice.

Note: Most RAPs require apprentice applicants to pass a Math Test without using a calculator prior to being accepted into an apprenticeship program. They must be able to do construction math without the use of a calculator.

Other topics

Grantees are encouraged to propose other topics that will help increase participants' success in apprenticeship programs.

Training Modalities

A training modality is a form of learning content delivery, such as face-to-face online training, instructor-led training, or video training, among others. Modalities that are appropriate for pre-apprenticeship training include, but are not limited to:

Face-to-Face Training

Face-to-face training is a real-time instructor-led practice of training (content delivery) between an instructor and participants. Although lecture is the most common form of face-to-face training, it is also one of the least effective. A lecture is a one-way communication strategy from the instructor to the participants. On average, participants remember approximately 5% of what they hear during a lecture. In a one-hour lecture, the participants will only remember about 8.3 minutes of what was said

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(Silberman, 1996). However, lecture can be effective if combined with other strategies including, but not limited to:

- Discussion
- Demonstration or live observation
- Partnered and small group work
- Lab assignments
- Case studies
- Feedback

Virtual Training

Virtual training is a web-based delivery of educational content over the internet using a web-based classroom platform. Virtual training can be:

- Synchronous: learning is interactive, two-way online or distance education that happens in real-time with an instructor
- Asynchronous: learning occurs virtually online and through prepared resources without real-time instructor-led interaction

Virtual training can provide links to reference materials, announcements, bulletin boards, discussion groups, file sharing, and electronic whiteboards, among others. Popular platforms generally used for virtual instruction include Microsoft Teams, Zoom, Google Workspace, WebEx Meeting, GoToMeeting, and Skype.

Blended learning

Blended learning is a curriculum that combines two or more flexible learning modalities throughout the training program. For example, an instructor may leverage aspects of face-to-face training and virtual training solutions depending on the content being delivered.

Small group labs

Small-group labs are instructor-led experiences in controlled conditions where participants can practice performing a skill, activity, or task. These can range from short, informal exercises to formalized problem-solving exercises. The group sizes are approximately five to seven participants, depending on the size of the physical space.

Learning Assessments

Learning assessments are used to determine if learning objectives and performance outcomes are met by participants. You'll need to assess whether participants gained the knowledge and skills required by the program.

If you are using a curriculum that has already been developed, it is likely that there will be built-in learning assessments (quizzes, certification exams, worksheets, etc.). Grantees will need to develop assessments for certain components of the curriculum (such as the Essential Employability Skills or Clean Energy Basics). We recommend using subject matter experts and instructional designers to create assessments and curricula.

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Grantees must utilize assessments before, during, and after the training is complete to measure learning and identify the need for further training. A variety of different assessment strategies are encouraged to account for participants' unique learning styles. As with other kinds of assessments, connections, and follow-ups throughout the Pre-apprenticeship Program, coordinators and other grantee staff must uphold the six equity values and communicate clearly with care, empathy, and sensitivity to the diverse needs and situations of participants. Embrace differences and remember that individual characteristics and challenges do not define a person's whole identity.

Suggested assessments before the training include:

- Pre-assessment tests/quizzes to identify where participants are currently and identify areas where participants may need special attention.

Suggested assessments during the training include:

- Reflective writing prompts
- Dialogue/informal interviews
- Aptitude tests/quizzes

Suggested assessments at the end of the training include:

- Role-playing on-the-job scenarios
- Formal demonstrations with evaluation by the instructor
- Certification exams

To create an assessment, follow this methodology:

- Step 1: Identify the learning objectives and performance objectives for each learning module.
- Step 2: For each objective, a minimum of two assessment questions, which measure knowledge attainment for the objective, must be created.
- Step 3: The questions are evenly distributed, per objective, between the pre-assessment and the post-assessment.

Curriculum Approval

When you applied for funding, you were required to submit a curriculum plan. This plan will likely need to be refined and further developed before you are ready to deliver the curriculum. Grantees are required to submit a **Final Curriculum Form** to the Climate Works Grant Manager, who will review and assess the submitted curriculum. Upon approval, the Climate Works Grant Manager will upload a copy of the form to the grantee's Provider Info page in the CEJA Reporting System. After adding training services to the grantee's Provider Info page, the Climate Works Grant Manager will send an approved copy of the Final Curriculum Form to the grantee.

With curriculum approval, **equity** should be embedded throughout the curriculum while also contextualizing material and presenting it at an appropriate educational level that can be comprehended by pre-apprenticeship participants.

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The Final Curriculum Form must be submitted at least two weeks before the start dates of your programs. Please allow at least one week for feedback and/or approval.

If changes to the curriculum are necessary after initial approval, grantees must email their Climate Works Grant Manager, who will review the request. If approved, the Climate Works Grant Manager will modify the training services in the CEJA Reporting System as needed and address any necessary changes to participant profiles.

Additional resources

See the Climate Works Partner Guide for the following resources:

- Sample Curriculum Plan
- Sample Instructional Plan
- Sample Student Feedback Form
- Final Curriculum Form

See also:

- ISBE Computer Literacy Continuum: <https://www.isbe.net/Documents/CL-Knowledge-Skills-Continuum-Matrix.pdf>
- Illinois workNet Digital Literacy Guide: <https://www.illinoisworknet.com/Qualify/Pages/ComputerSkills.aspx>
- Illinois Treasurer Financial Literacy Resources: https://www.illinoistreasurer.gov/Financial_Education/Financial_Literacy_Resources