



# Energy Transition Navigator Program

## 2024-25 Program Manual

# Chapter 1: Introduction to the Energy Transition Navigator Program

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## Chapter Overview

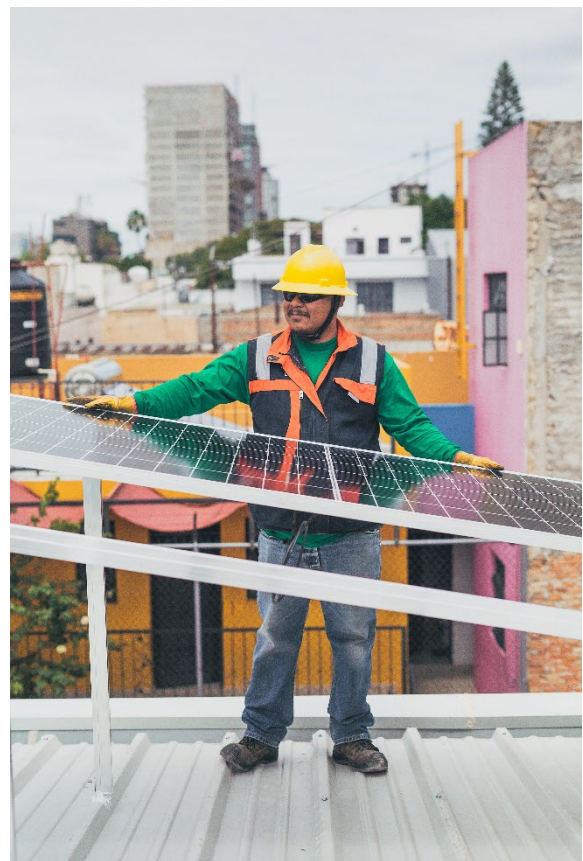
By the end of this chapter, you will be able to:

- Explain how the Climate and Equitable Jobs Act workforce programs, including the Energy Transition Navigator Program, will grow the clean energy workforce in Illinois.
- Describe how the Energy Transition Navigator program aligns with Illinois workforce priorities.
- List the key components of the Energy Transition Navigator Program.
- Reference each of the role descriptions for the implementation of the Energy Transition Navigator Program.
- Describe the purpose of the CEJA Reporting System.
- Reference fundamental program definitions.

## About CEJA

Illinois is the first state in the Midwest to enact comprehensive legislation to combat the climate crisis and build an economy for the future. The Climate and Equitable Jobs Act (“CEJA”) was signed into law by Governor Pritzker on September 15, 2021. CEJA sets aggressive goals to achieve 100% carbon-free power by 2045, achieve 100% renewable energy by 2045, electrify the transportation sector, and reduce energy use through energy efficiency. It provides support to workers and communities that will be hardest hit by the transition away from fossil fuels.

To help the state achieve these clean energy goals in an equitable way, CEJA invests in training a diverse workforce for the clean energy jobs of the future. The Energy Transition Navigator Program (“Energy Transition Navigators”) is one of several CEJA workforce programs to create a skilled, diverse pipeline of workers prepared for careers in clean energy.



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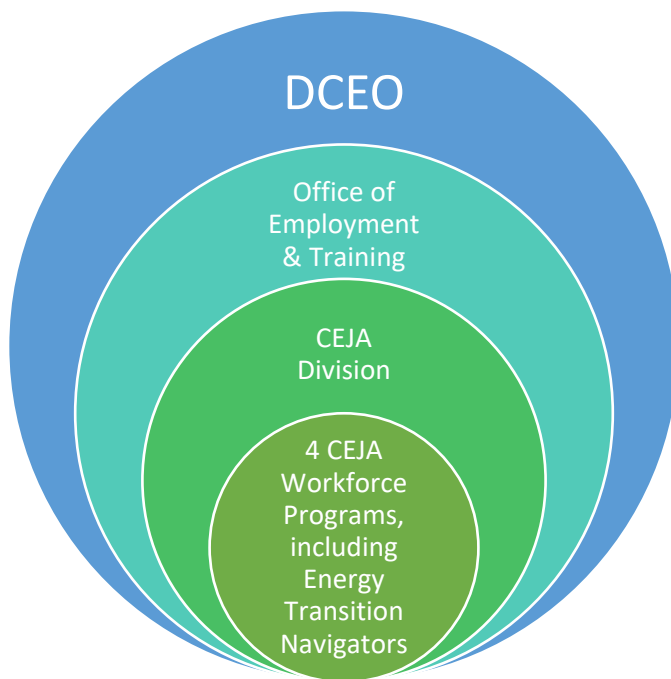
These programs will train Illinoisans for jobs in the clean energy industry and help clean energy businesses grow. The CEJA workforce programs will help accelerate the adoption of clean energy sources, electric vehicles, and energy efficiency efforts. State and federal investments in clean energy will generate significant Illinois construction, installation, maintenance, and repair workforce activity. Historically, these workforce investments have not benefited all Illinois communities and workers. The CEJA workforce programs are intended to address these inequities. CEJA programs prioritize Illinoisans who live in communities that have historically faced economic barriers and environmental damage with the goal of bolstering a diverse workforce in the clean energy industry. The CEJA workforce programs also prioritize Illinoisans with barriers to employment, such as people who have been incarcerated.

The intention of the CEJA workforce programs is to grow the clean energy workforce to meet Illinois' demand for clean energy products and services. **CEJA's workforce programs will invigorate and diversify the clean energy workforce in Illinois.** Billions of dollars of funding in clean energy technology and infrastructure through CEJA and other state and federal funding sources over the next decade have the potential to be a catalyst for the full inclusion of women, people of color, justice-involved people, and other underrepresented individuals in the construction and clean energy workforce. The CEJA Workforce Programs will create opportunities for Illinois businesses, communities, families, and residents. By providing training, employment, and career development, the CEJA Workforce Programs will help to increase and sustain prosperity in all communities.

The CEJA workforce programs allow the state to apply and implement all the research and best practices from the field with fewer of the restrictions and limitations that come with most federally funded workforce programs. Illinois has the opportunity to innovate in a way that the rest of the country can follow to grow the clean energy workforce.

### DCEO and the CEJA Workforce Programs

The CEJA legislation charged the **Illinois Department of Commerce and Economic Opportunity (DCEO)** with administering the CEJA workforce programs. The CEJA workforce programs are being administered by DCEO's Office of Employment and Training. This Office is responsible for administering many other Illinois workforce programs, including the federal Workforce Innovations and Opportunity Act (WIOA) which is allocated to 22 local workforce innovation areas (LWIAs) that fund the American Job Centers throughout Illinois. The figure below shows the organizational structure for the workforce programs administered by DCEO.



**DCEO**

- The Illinois Department of Commerce and Economic Opportunity is a large state agency that creates equitable economic opportunities across Illinois. It delivers programs and services related to broadband development, business development, community assistance, employment and training, entrepreneurship, innovation & technology, regional economic development, and more.

**Office of Employment and Training (OET)**

- OET is one of the main offices at DCEO. It is responsible for administering job training services to individuals and businesses throughout Illinois. It supports innovative workforce programs and career, training, and employment services to connect employers to a highly skilled workforce.

**CEJA Division**

- The CEJA Division is one of several OET divisions. It is responsible for implementing four CEJA workforce programs to grow the clean energy workforce in Illinois.

**Energy Transition Navigator Program**

- Energy Transition Navigators is one of the four workforce programs under the CEJA Division.

The CEJA workforce programs, administered by DCEO through their Office of Employment and Training, CEJA Division, are summarized below:

- [The Clean Jobs Workforce Network Program \(“CEJA Workforce Hubs”\)](#) creates 13 regional hubs to deliver clean jobs training to participants using a standard clean jobs curriculum framework, preparing them for various entry-level clean energy jobs. CEJA Workforce Hubs in partnership

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with the Energy Transition Navigators, will recruit, pre-screen, and offer clean energy training. Energy Transition Barrier Reduction funding is included in this program.

- [The Climate Works Pre-apprenticeship Program \(“Climate Works”\)](#) is a statewide initiative to create a qualified, diverse pipeline of workers prepared for careers in construction and building trades and clean energy job opportunities. Climate Works grantees, in partnership with the Energy Transition Navigators, will recruit, pre-screen, and provide pre-apprenticeship skills training. Energy Transition Barrier Reduction funding is included in this program.
- [The Returning Resident Clean Jobs Training Program \(“CEJA Returning Resident Program”\)](#) will deliver clean jobs training, using a standard clean jobs curriculum framework, to people in the custody of the Department of Corrections. The goal is to prepare people for entry-level clean energy jobs upon release.
- [The Energy Transition Navigators Program \(“Energy Transition Navigators”\)](#) will focus on outreach, education, and recruitment to equity investment-eligible communities and individuals to increase participation in the CEJA workforce programs. Energy Transition Navigators will provide support and career guidance for participants enrolling in the programs.

Energy Transition Navigators will work closely with the grantees of these and other CEJA workforce programs to grow the clean energy workforce in Illinois.

### CEJA Contractor Programs

The CEJA legislation also charges the **Illinois Department of Commerce and Economic Opportunity** (DCEO) with administering the CEJA contractor programs. The CEJA contractor programs are being administered by DCEO’s Office of Entrepreneurship, Innovation, and Technology (OEIT). This Office is responsible for administering other programs to support Illinois businesses, including the Small Business Development Program and the APEX Accelerators Program.

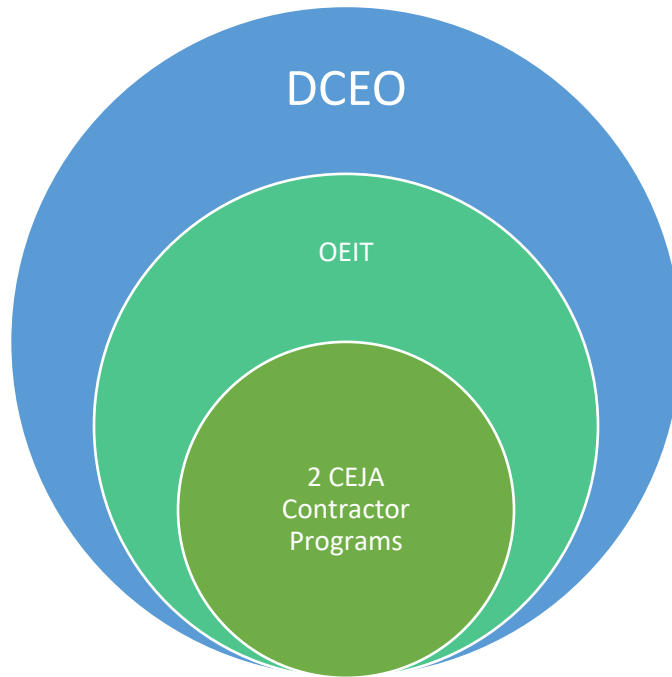
The CEJA contractor programs are summarized below:

- [The Clean Energy Contractor Incubator Program \(“CEJA Contractor Incubators”\)](#) creates 13 regional incubators to provide eligible contractors with access to low-cost capital, support for obtaining insurance, assistance registering to become vendors for state incentive programs, connections with firms hiring contractors and subcontractors, and other vital services. Participating contractors will receive training, mentoring and support to build their businesses, connect to projects, compete for capital, and execute clean energy-related project installations and subcontracts.
- [The Clean Energy Primes Contractor Accelerator Program \(“Primes Accelerators”\)](#) will provide multi-year one-on-one coaching to assist contractor participants in developing business plans and growing their businesses. Participating contractors will also be eligible for operational support grants and will have access to capital for upfront project costs and pre-development funding. Participants will receive mentorship, assistance preparing bids and Request for Proposal applications, assistance connecting to state and federal programs, and more. Program services will be administered in 3 program delivery areas: Northern Illinois, Central Illinois, and Southern Illinois.

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Energy Transition Navigators will work closely with the grantees of the CEJA contractor programs by providing information about the programs to contractor businesses and encouraging contractor businesses to participate.

The figure below shows the organizational structure for the CEJA Contractor Programs administered by DCEO.



## Illinois Workforce Priorities

The Energy Transition Navigators Program is aligned with Illinois' workforce, education, and economic development priorities. It aligns with the [Governor's Action Agenda for Workforce Development and Job Creation](#) by advancing the following action areas:

### Unite workforce development partners around regional cluster strategies

- Identify high-impact regional clusters and associated in-demand occupations
- Implement a coordinated workforce development strategy around regional clusters
- Strengthen workforce development in all parts of the state

### Prepare Illinois workers for a career, not just their next jobs

- Increase apprenticeship opportunities
- Address barriers to successful training and employment
- Establish and support equity goals and align with Perkins equity goals

### Connect job seekers with employers

- Shorten the time from credential to employment
- Use smart online tools to connect job-seekers to valuable information and programs that work
- Integrate workforce services across program providers for one-stop customers
- Give employers easy access to the skilled workforce they need

## Energy Transition Navigator Program Description

### Program Overview and Goals

Grantees of the Energy Transition Navigator Program (“Grantees” or “Energy Transition Navigators”) will offer community education, outreach, and recruitment services to encourage eligible individuals to participate in clean energy workforce and contractor development programs, with a special focus on recruiting people for the Climate Works and the CEJA Workforce Hubs programs.

Energy Transition Navigators are focused on increasing opportunities in the clean energy workforce for equity investment eligible persons, increasing opportunities for Climate Works and Hubs, defined as:

- Persons whose primary residence is in an equity investment eligible community (an Environmental Justice or R3 community—please see the [CEJA Grantee Map](#))
- Persons who are graduates of or currently enrolled in the foster care system
- Persons who were formerly incarcerated

These communities and groups of people have historically been left out of clean energy investments and other workforce and economic development investments. It is the intent of this program to address these historic inequities by targeting equity investment eligible persons for participation in the CEJA workforce and contractor programs.

By recruiting people to participate in the CEJA workforce and contractor programs (with a focus on Climate Works and CEJA Workforce Hubs), Energy Transition Navigators will help to build a pipeline of qualified individuals for in-demand clean energy jobs. There is substantial demand for clean energy jobs, stemming from capital investments from CEJA, Rebuild Illinois, the Inflation Reduction Act, and the

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accelerating retirements of the baby boomer generation. Energy Transition Navigators, along with the other CEJA workforce and contractor programs, are expected to contribute to the following goals:

- Help members of historically underrepresented communities build careers in clean energy and develop skills for lifelong job security.
- Provide participants with the skills for lifelong job security.
- Promote construction and clean energy jobs as viable job industries for women, people of color, and those with barriers to employment.

Ultimately, Energy Transition Navigators and the other CEJA workforce programs will create opportunities for Illinois businesses, communities, families, and residents. By directing people to the CEJA workforce and contractor programs, Energy Transition Navigators will help to increase and sustain prosperity in all communities.

In addition to providing outreach and recruitment for the CEJA workforce and contractor programs, Energy Transition Navigators will also engage with community stakeholders and clean energy businesses to build relationships and foster connections to support the CEJA workforce and contractor programs.

### Program Outcomes

Grantees are required to set goals related to participant outcomes and report on their progress in meeting these outcomes. Outcome metrics will include:

- Number of outreach events held
- Number of outreach contacts (inquiry contacts) recruited, broken down by equity investment eligible criteria, race, age, and veteran status.
- Number of individuals who apply to and enroll in the different CEJA programs, broken down by equity investment eligible criteria, race, gender, age, and veteran status.

Outcomes should be established through coordination with the other CEJA program grantees and should be informed by current and relevant labor market information for the regions where grantees are providing services. When setting goals, grantees should consider the number of equity investment eligible people in their proposed region, **the kinds of clean energy jobs in their region**, and the number of clean energy jobs and employers. See the [CEJA Grantee Map](#) for equity investment eligible communities in your region.

The Department requires grantees to collect and record data to determine whether grantees are meeting their proposed outcomes and goals.

### Equity Values

Equity is at the center of the Energy Transition Navigator Program. Grantees must integrate the key equity values throughout all elements of their program. They must demonstrate an understanding of how differences (e.g., gender, race, geography, educational attainment, and justice system involvement) impact individual access to, experience with, and success within the clean energy industry. Equity recognizes that each person has different needs and different circumstances. Programs with an equity focus consider these needs and circumstances when allocating resources and providing opportunities. Centering equity means working with the other CEJA grantees to eliminate systemic barriers and level the playing field for disadvantaged and underserved groups. True equity requires and works together

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with the other core values of diversity, inclusion and welcoming, accessibility, and belonging. See Chapter 2 of the grantee manual for more information about the core equity values.

### Outreach, Recruitment, and Application Support for Climate Works and CEJA Workforce Hubs

Energy Transition Navigators are intended to support the Climate Works and CEJA Workforce Hubs programs by conducting outreach and recruiting potential participants. They will also support potential participants by helping them apply to the programs. The flow chart shown below describes the participant lifecycle for these two programs. Energy Transition Navigators will only assist with the first two elements of this lifecycle: 1) outreach and recruitment, and 2) application and intake.



Energy Transition Navigators will provide outreach for the Climate Works and the CEJA Workforce Hubs grantees that are in their proposed geographic region.

Chapter 4 discusses how to conduct outreach and recruit participants. Outreach must be equitable and inclusive of all populations, including equity-focused populations. Outreach strategies must acknowledge disparities in regional construction, building trades, and clean energy occupations and help applicants make informed decisions about their participation. Outreach and recruitment work is done in conjunction with the grantees of the other CEJA Workforce Programs.

Chapter 5 focuses on leveraging assessment and application tools in the CEJA Reporting System to help participants apply to the program and facilitate a warm handoff to the grantees.

*Note: Because recruitment for the Returning Resident Clean Jobs Training Program will take place within Illinois Department of Corrections facilities, Energy Transition Navigators are not required to provide outreach, recruitment, and application support for the Returning Resident Clean Jobs Training Program.*

### Outreach Support for CEJA Contractor Programs

Energy Transition Navigators are also required to provide information about and direct people to the CEJA contractor programs, though they are not required to assist with application and intake. In their community outreach, they may encounter contractors who are interested in growing their business. In coordination with the grantees of the CEJA contractor programs, Energy Transition Navigators will educate communities about these programs and refer potential participants to these programs.

### Building Partnerships to Support the CEJA Workforce Programs

The CEJA workforce programs utilize an industry/sector partnership model to build a pipeline of qualified workers in the construction and building trades. Energy Transition Navigators will play a role in building these industry partnerships by reaching out to employers and industry leaders in their region.



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The National Skills Coalition states, “Industry/sector partnerships can bring together local businesses, unions and worker organizations, community colleges, training providers, and community organizations, to develop local and industry-specific workforce strategies. These relationships can inform training and career pathways, broker apprenticeship and work-based learning, validate industry-specific credentials, inform industry practices, and shape hiring and worker advancement strategies.”

See Chapter 3 for a description of how grantees can intentionally build relationships with employers, Registered Apprenticeship Programs, local and regional construction and building trades, Local Workforce Innovation Boards, community colleges, employer associations, community-based organizations, and secondary schools, among others to reach program outcomes and support the other CEJA workforce programs. The success of the CEJA programs depends upon building strong partnerships.

### Administrative Requirements

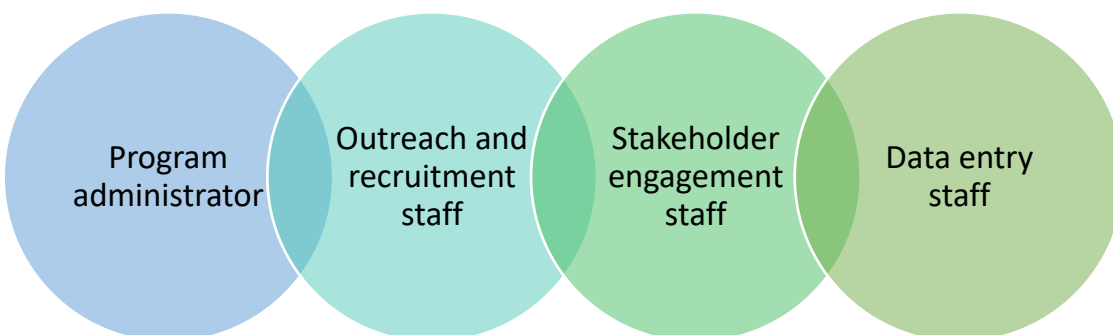
Grantees will be required to meet several requirements to administer the grant. Chapter 6 discusses the professional development and technical assistance offered by the Energy Transition Navigator Program to improve grantee performance and enable the successful implementation of the program, its policies, procedures, and technological applications.

Grantees are required to report certain information about their programs, including the number of people recruited and enrolled and associated demographics. Chapter 7 of the grantee manual highlights the data management process, the types of data grantees must collect, and the role of the CEJA Reporting System in tracking data.

Chapter 8 of the grantee manual describes the expectations for keeping financial records, submitting program and financial reports, and appropriate use of Energy Transition Navigator Program funds. Finally, Chapter 9 discusses the program monitoring required to ensure that programs are making progress toward achieving their goals within the defined timeline.

### Staff Roles

Grantees must have dedicated staff to complete all the program requirements effectively. Below is a list of the staff roles that grantees are expected to have. Staff roles are defined as a list of responsibilities attributed to a staff member(s). The Department fully understands that many grantees will have staff that cover more than one role or utilize partnerships to fulfill these staff roles. Later sections of this manual will discuss these roles in more detail.



### Program Administrator

The Program Administrator is responsible for program compliance and ensuring that performance metrics are met and required reporting is complete. The Program Administrator will also oversee program operations, onboard staff, and monitor the performance of other program roles.

### Outreach and Recruitment Staff

Outreach and recruitment staff secure a constant flow of leads for the program, conduct pre-screen assessments, ensure program applications are completed, and conduct, along with other team members, standardized interviews. They coordinate with the other CEJA workforce and contractor program grantees to direct people to their programs.

### Stakeholder Engagement Staff

Stakeholder engagement staff coordinate all aspects of engagement with workforce, employment agencies, small business development centers, and community-based organizations to provide information about CEJA programs and coordinate efforts. They engage with employers, industry leaders, trade groups, unions, and other entities providing jobs to identify local job and skill needs, facilitate job placement, and work with the workforce and contractor programs to address these needs.

### Data Entry Staff

Data entry staff are responsible for ensuring timely reporting of program data in the CEJA Reporting System, including entering participant information, programmatic and service data, outcome metrics, and verifying data accuracy, among others. Data entry staff will create records, enter information, update records, run reports, and communicate with CEJA grant managers. Data entry staff must have basic computer skills (typing, navigating the file system, opening, and closing files and programs, proficiency with basic office software).

## CEJA Reporting System

Grantees must utilize the CEJA Reporting System to deliver their program.

The Reporting System, developed by DCEO partner Southern Illinois University at Carbondale (SIUC), is on the Illinois workNet platform. The CEJA Reporting System is:

- **A tool for tracking participants in the program.** Grantees must use the CEJA Reporting System to keep track of individual inquiry contacts and applicants. This information can be securely shared with the grantee team and any external partners, such as Climate Works and CEJA Workforce Hubs grantees. Its features include:
  - **Outreach tracking:** Grantees must enter contact information and case notes about all interested potential participants, while sharing this information with Climate Works and CEJA Workforce Hubs grantees.
  - **Application and intake:** The system walks grantees through the pre-screening, application, and service needs assessment questions to determine eligibility and help participants enroll in the program and start receiving services.

Note: Once the application is completed, the remaining intake process will be completed by the Workforce Hub or Climate Works grantees.

- **A tool for program monitoring and reporting.** The CEJA Reporting System makes it easy to determine where you are in meeting your program goals and outcomes. It can run reports showing participants that require attention through the application process. Grantees will be required to run regular reports to document progress in meeting their performance metrics. Grant Managers will also periodically utilize the CEJA Reporting System to run reports to assess progress and identify areas where support or improvement is needed. The CEJA Reporting System is crucial in tracking overall CEJA workforce program outcomes and goals.
- **A tool for tracking external engagement.** Grantees are expected to engage with apprenticeship sponsors, employers, community-based organizations, and other service providers to meet program outcomes successfully. The CEJA Reporting System allows grantees to keep track of engagement efforts with external partners and share information with other team partners and CEJA workforce program grantees.

While grantees may have additional engagement tracking and reporting tools they use, they are still required to enter participant and engagement information into the CEJA Reporting System. Utilizing multiple tools for case management, engagement tracking, and reporting may increase your team's time on case management and data entry. Grantees are **required** to use the CEJA Reporting System from the outset and avoid duplication of efforts.

### Staff Access to CEJA Reporting System

Not all program staff need to utilize the CEJA Reporting System; in fact, allowing too many staff members access can increase the risk of errors. However, the CEJA Reporting System will be more effective if multiple staff utilize it as a contact management, engagement tracking, and reporting tool. We recommend that at least one person in the following staff categories have access to the CEJA Reporting System:

- The Program Administrator should have access to the CEJA Reporting System to run reports and monitor overall progress.
- At least one outreach and recruitment staff member should be able to enter contact information, case notes, and assist participants in applying. Participant information must be kept up to date to coordinate with other CEJA workforce program grantees and effectively serve participants.
- At least one member of the stakeholder engagement staff should be able to enter stakeholder engagement contacts and notes in the system.
- Data and reporting staff will need to access the system to enter and analyze data and run reports.

Technical assistance and training will be provided to all staff members who are utilizing the CEJA Reporting System, and detailed instructions will be provided by DCEO's Illinois workNet partners.

### Glossary

We have defined important terms used throughout the Grantee Manual.

**Accessibility:** Ease of use or full participation in services, facilities, workplaces, products, and communications for all individuals, including those with disabilities and limited English proficiency.

**Acceptance and Commitment Letter:** A document designating that the participant has been accepted into the program. It will be signed by the participant to outline their commitment to the program and program policies, including compliance with attendance and post-assessment requirements, health and safety measures, drug testing, FERPA and waiver, among others. Participants must sign this commitment letter to be part of the program.

**Advance:** Pre-program funding from their approved grant award is provided to the grantee. This funding must be requested and approved by CEJA administrators and typically does not exceed 20% of the full grant award.

**Applicant:** A potential participant who has started or completed the application process but has not been formally accepted into the program yet.

**Barrier Reduction Services:** A suite of services that includes wrap-around support services, student support services, and transition services (defined below). Costs associated with these services are covered through the Energy Transition Barrier Reduction Program.

**Barrier Reduction Service Staff:** A staff role responsible for providing wrap around services, academic support services, and transition services as determined by participants through the Service Needs Assessment and Career Assessments. Barrier reduction services are designed to mitigate or remove barriers that might impede participants' ability to be successful in a pre-apprenticeship program and, more importantly, to effectively transition to a DOL registered apprenticeship program.

**Belonging:** When participants can bring their authentic selves into the training rooms and worksites. Belonging makes participants feel valued, allows them to develop positive connections, enhances their sense of well-being, and encourages them to maximize their fullest potential. Includes creating a welcoming environment.

**Benchmarking:** Identify points within the program, typically at regular intervals, when actual performance is measured against performance goals.

**Budget Modification:** The process started by grantees to adjust their existing budget. All budget modifications must first be approved by DCEO. Contact your Grant Manager to modify your budget.

**Bullying:** A persistent pattern of mistreatment from others in the workplace that causes physical or emotional harm. It can include such tactics as verbal, nonverbal, psychological, or physical abuse and/or humiliation.

**Carryover Credit:** Credit awarded to grantees in their first and/or second award renewal year for participants who are successful completers and/or transition after their initial enrollment year. Carryover credits provide a compliance credit for the grant year the participant was first enrolled and a financial credit for the current grant year.

**Climate and Equitable Jobs Act (CEJA):** Comprehensive energy legislation passed in 2021 that puts Illinois on a path to 100% renewable energy by the year 2050 by establishing various new programs and expanding existing programs aimed at accelerating the adoption of clean energy sources, electric vehicles, and energy efficiency efforts. It includes workforce programs that will help to grow the clean energy workforce to meet the demand for clean energy technologies and services. Recognizing that historically, some communities have benefited more from clean energy investments while others suffer more from the impacts of environmental injustice, CEJA prioritizes Illinoisians who live in communities that have historically faced economic barriers and environmental damage, bolstering a diverse workforce in the clean energy industry. CEJA also prioritizes displaced energy workers and people who face barriers to employment.

**CEJA Reporting System:** A custom database developed by DCEO in partnership with the Center for Workforce Development at Southern Illinois University. The Reporting System is the information hub for all programmatic tracking and most program reporting. It is also a case management tool to track outreach and recruitment efforts, participant service delivery, and participant needs.

**Certifications and Credentials:** The CEJA workforce programs will help participants achieve several industry-recognized certifications and credentials, including at a minimum OSHA 10 and First Aid/CPR. Climate Works also requires NABTU or NCCER Core Construction certification. The CEJA Workforce Hubs will provide a variety of additional certifications, depending on the job-specific training option chosen.

**Climate Works Curriculum:** The overall content of the Climate Works training program, which must include, at a minimum, construction basics training (TradesFutures MC3 (formerly NABTU) or NCCER), OSHA 10, First Aid/CPR, Essential Employability Skills, and Clean Energy Basics.

**Coaching:** Coaching refers to a tailored engagement between a professional CEJA program coach and the grantee. It can also refer to tailored engagement and support provided by the grantee to program staff to facilitate professional development, as well as tailored engagement and support provided to program participants and CEJA program grantees.

**Community-based Organization (CBO):** An organization that provides employment, skill development, or related services to members of the community. This definition can include certain community colleges, nonprofits, and local governments.

**Community-based Provider:** Community-based provider is a not-for-profit organization that is representative of a community or segment of a population that provides services to low income or marginalized individuals.

**Continuous Program Improvement:** An ongoing effort to improve services and program delivery by continuously and effectively using program data to understand a program's strengths and weaknesses at a particular moment in time.

**Contractor/Vendor:** A non-state entity that receives a contract to provide goods and/or services for the awarding non-state entity. The contract creates a procurement relationship between the contractor and the Grantee/Recipient and/or the Subgrantee/Subrecipient.

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**CEJA Workforce Hubs Curriculum:** The overall content of the training program that is based on the Clean Jobs Curriculum Framework and which must include, at a minimum, Essential Employability skills, clean energy basics, and job-specific training.

**Dashboard:** The CEJA Reporting System dashboard provides real-time data showing where customers are in the intake/eligibility process up through program completion. Grantees can use the data in the dashboard to access filtered lists of customers for easy access to customer program information.

**Data:** Individual pieces of information that, when analyzed, can provide the Office of Employment and Training and its grantees with valuable information.

**Data Entry Staff:** A staff role responsible for entering data into the CEJA Reporting System in a timely and accurate manner.

**Data Management Process:** The administrative process of acquiring, entering, validating, and processing participant and grantee data.

**United States Department of Labor (DOL):** The federal department, created in 1913, is responsible for promoting the working conditions of wage earners in the United States. DOL is also responsible for implementing the regulations regarding *registered apprenticeships* throughout the United States.

**Discrimination:** Bias or prejudice resulting in a denial of opportunity or unfair treatment when hiring, creating, or applying policies, training, promoting, firing, or laying off employees or in any other terms and conditions of employment.

**Diversity:** The representation of people from a variety of backgrounds and experiences. How people differ encompasses specific characteristics that may include, but not be limited to, race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

**Energy Transition Navigator Partner Guide:** A web-based resource site that houses Energy Transition Navigator resources, tools, webinars, training schedules, and other essential information. The Partner Guide is also where grantees can access the current Grantee Manual. The Energy Transition Navigator Partner Guide can be accessed through Illinois workNet.

**Enrolled Participant:** An individual who has completed the pre-screening and application process, who is eligible to participate, who has signed the commitment agreement, and who has started receiving services.

**Environmental Justice Communities:** Communities defined by the Illinois Power Agency under the Illinois Power Agency Act (20 ILCS 3855), excluding racial and ethnic indicators, where residents have historically been subject to disproportionate pollution burdens, including pollution from the energy sector. For a map that includes Environmental Justice communities and R3 communities, please see the [CEJA Grantee Map](#).

**Equity:** Recognizes that each person has different needs and circumstances and allocates the resources and opportunities based on those specific needs and circumstances.

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**Equity-Focused Populations:** Low-income persons; persons residing in equity investment eligible communities; persons who identify as black, indigenous, and people of color; formerly convicted persons; persons who are or were in the child welfare system; energy workers; dependents of displaced energy workers; women; LGBTQ+, transgender, or gender nonconforming persons; persons with disabilities; and members of any of these groups who are also youth.

**Equity Investment-Eligible Communities:** The geographic areas throughout Illinois that would most benefit from equitable investments by the State designed to combat discrimination and foster sustainable economic growth. Specifically, equity investment-eligible communities include R3 areas as established according to Section 10-40 of the Cannabis Regulation and Tax Act (410 ILCS 705) and Environmental Justice (EJ) communities as defined by the Illinois Power Agency according to the Illinois Power Agency Act (20 ILCS 3855).

**Equity Investment Eligible Persons:** The persons who would most benefit from equitable investments by the State designed to combat discrimination and foster sustainable economic growth. Specifically, equity investment-eligible persons mean the following people: (1) persons whose primary residence is in an equity investment eligible community; (2) persons who are graduates of or currently enrolled in the foster care system; or (3) persons who were formerly incarcerated.

**Exited Participant:** An individual who is no longer receiving any training services, service needs, transition/career services, or student support services. Exited participants may still receive follow-up to track participant outcomes. Typically, exited participants have completed the program and have received one year of active follow-up/transition support. One year after completion, they no longer receive support services.

**Family Educational Rights and Privacy Act (FERPA):** A federal law that affords participants who are 18 years old or who have entered a postsecondary institution at any age (“eligible student”) the right to have some control over the disclosure of personally identifiable information from their educational records. The FERPA statute is found at 20 U.S.C. § 1232g, and the FERPA regulations are found at 34 CFR Part 99.

**Grant Accountability and Transparency Act (GATA):** The state law that provides oversight of all grants from the State of Illinois, helps to provide transparency to the grant process and standardizes grant management across all State of Illinois agencies.

**Grantee/Recipient:** Non-state entity that receives a monetary award directly from a state awarding agency to carry out the activities as outlined in the award agreement.

**Harassment:** A wide range of unwelcome and offensive behaviors. They can be repetitive but do not have to be.

**Inclusion:** An environment in which individuals are treated fairly and respectfully, have equal access to resources and opportunities, and can fully participate and contribute.

**Inquiry Contact:** Individuals interested in learning more about a CEJA workforce program and potentially participating. Their contact information will be entered into the CEJA Reporting System for further follow-up. The aim is to funnel inquiry contacts through the pre-screening process and enroll them in the program.

**Internal Controls Questionnaire:** Grant applicants annually complete the fiscal and administrative risk assessment, typically at the end of the grant application process. This questionnaire assesses an organization's ability to implement the required program.

**Longitudinal Study:** A correlational study that documents variables over an extended period.

**Marketing Plan:** A plan that outlines the target audience and the tasks to be performed, lists the communication channels to be utilized, outlines a timeline for when marketing and communications will be distributed and makes staff assignments.

**Monthly Compliance Review:** Monthly compliance monitoring by the Grant Manager to ensure grantees adhere to program expectations based on the grant agreement and the approved Work Plan. This review produces the Monthly Compliance Progress Report and Payment Worksheet, which are sent to grantee administrators monthly.

**Monthly Compliance Progress Report:** Documentation of outcome metrics entered in the CEJA Reporting System for the preceding month. It provides outcome metrics and reimbursement levels in addition to data trends.

**Orientation:** A session held after program acceptance and before the start of the program, with the goals of welcoming participants, introducing staff, communicating expectations, and acclimating them to the grantees' program and schedule.

**Outreach and Recruitment Staff:** A staff role responsible for generating leads and helping potential participants navigate the application process leading up to enrollment.

**Outreach:** Activities and strategies that are part of a comprehensive communication strategy that raises general program awareness to widen participation.

**Participant:** An individual actively enrolled in the Climate Works or CEJA Workforce Hub program.

**Participant Skimming:** Participant skimming occurs when programs only select applicants for enrollment who require fewer barrier reduction services (service needs or student support services) to boost outcome metrics or divert funding to other program activities. Applicants who meet eligibility requirements must be offered enrollment regardless of their support service needs.

**Partnerships:** Formally structured long-term relationships. They are typically done by entities that work together to address complex issues to achieve a shared goal. Program partners should contribute unique capabilities to the relationship to maximize outcomes. Partnerships include relationships with Local Workforce Areas, local and regional Apprenticeship Navigators and Intermediaries focused on construction and building trades, union groups, community colleges, employers, employer associations, community-based organizations, and secondary schools.

**Periodic Financial Report:** Standardized financial report through GATA with supporting documentation for expense submission.

**Periodic Performance Report:** Standardized performance report through GATA that is due within 30 days of the end of each quarter as required by the grant agreement.



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**Participant Life Cycle:** The model utilized by Climate Works and the CEJA Workforce Hubs that outlines the progression of individuals through the program from applicant to participant to graduate.

**Program Application:** A standardized tool utilized by the Outreach and Recruitment staff to gather additional information and further determine eligibility for the CEJA workforce programs. This tool is found in the CEJA Reporting System and hard copy through the Energy Transition Navigator Partner Guide.

**Pre-Screen Assessment:** A set of questions asked of leads to determine basic eligibility for the CEJA workforce programs. This assessment is in the CEJA Reporting System and available in hard copy in the Energy Transition Navigator Partner Guide.

**Pre-screen Inquiry Contact:** Someone who has completed the Pre-screen assessment and is eligible to participate in Climate Works or the CEJA Workforce Hubs.

**Professional Development:** The tools, techniques, and strategies that impact the knowledge, skills, behaviors, and attitudes of grantees to improve their performance and enable them to successfully implement the Energy Transition Navigator Program. Professional development may include webinars, regional meetings, an annual conference, and program coaching.

**Program Administrator:** A staff role responsible for program compliance, operations management, and monitoring program performance.

**Program Evaluation:** Employs empirical analysis using the program and other data to describe the operation of a program, measure the program impacts on outcomes of policy and program interest, and/or determine the cost-effectiveness of the program to identify improvements, best practices, and/or what works and does not work. CEJA uses a longitudinal evaluation model that looks at all programs and their combined outcomes and impacts through time (up to ten years).

**Program Improvement Plan:** A plan developed by grantees that outlines their performance and action steps to improve performance even when meeting or exceeding goals, assigns staff to specific improvement tasks, and sets reasonable timelines.

**Program Management:** The process of directing and overseeing two or more related activities that have the same aim with the goal of compliance with program expectations, improving performance, and ensuring outcomes are met.

**Program Monitoring:** The associated activity for ensuring a program is making the expected incremental progress to achieve its goals within a defined timeframe.

**Programmatic Risk Assessment:** An assessment used to determine the barriers to the grantee's ability to execute the specified program successfully. This assessment is completed at the end of the application process, and conditions produced by it are added to the grantee's grant agreement. The PRA is also one of the tools utilized to determine grantee track assignments.

**R3 Areas:** As established according to Section 10-40 of the Cannabis Regulation and Tax Act (410 ILCS 705), R3 areas are geographic areas where residents have historically been excluded from economic opportunities, including opportunities in the energy sector. Eligible R3 Areas are defined in the R3

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service map. Criteria for defining R3 Areas include rates of gun injury, unemployment, child poverty, incarceration with the Illinois Department of Corrections, and historic disinvestment.

**Red Flags:** Warning signals that indicate a potential performance concern or need for additional services or support. Flags are in the CEJA Reporting System and are triggered when a participant's status falls behind and needs immediate attention.

**Recruitment:** Activities and strategies focused on attracting specific students or groups that grantees are seeking to enroll in their program or to partner with.

**Registered Apprenticeship Program (RAP):** Registered apprenticeship programs are regulated by the United States Department of Labor. RAPs include five core components: (1) Employer Involvement – the apprentice must be employed; (2) Structured On-the-Job Learning – with mentor(s); (3) Related Training and Instruction – this can be in a classroom/conference room or online; (4) Rewards for Skill Gains – as the apprentice learns more, they are paid more; and (5) National Occupational Credential.

**Retaliation:** Any employer/grantee action that could discourage a reasonable employee/participant from making or supporting a charge of harassment or discrimination. For example, threatening access to service needs.

**Service Needs Assessment:** A tool utilized by the Barrier Reduction Service staff to inform participants of available barrier reduction services they are eligible for as a Climate Works or CEJA Workforce Hub participant and for participants to decide on the services they need to support their success.

**Stipend:** A payment made to a participant. A stipend is not legally considered wages. The goal of a stipend is to help participants stay financially solvent during the pre-apprenticeship period and to encourage retention.

**Student Support Services:** A category of barrier reduction services that provide tailored academic support to help participants maximize their ability to succeed academically in the program and obtain the offered certifications/credentials. These supports may include tutoring, retesting, and make-up sessions, among others.

**Subgrantee/Subrecipient:** A non-state entity that receives a sub-award to carry out part or a portion of a state award. The sub-award creates an assistance relationship between the Grantee/Recipient and the Subgrantee/Subrecipient.

**Technical Assistance:** The process of providing targeted assistance to grantees, with the goal of program performance improvement through program development.

**Transition Services:** A category of barrier reduction services that are designed to assist participants in successfully transitioning to Department of Labor (DOL) registered apprenticeship programs, connecting them to clean energy employers and unions, and referring them to advanced construction education programs.

**Withdrawal:** A program participant who was accepted into the program and accepted the offer but does not attend instruction or drops out later (and is not planning on joining again). Also applies to people who are dismissed from the program.

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**Wrap-around Support Services:** A category of barrier reduction services that are designed to assist participants in successfully participating in and completing the training program. Includes all non-academic supports such as transportation, childcare, healthcare costs, and more.

**Work-Based Learning and Practicums:** Opportunities for participants to do construction work at job sites while receiving feedback from program instructors. This gives participants opportunities to put into practice what they have learned in the classroom. Also includes activities such as job shadowing and work site visits.

**Work Plan:** A standardized document submitted by grantees at the start of the grant agreement term that outlines outcome metrics and timelines.