Returning Residents Clean Jobs Training Program

2024-25 Program Manual

Chapter 7: Training, Certifications, and Student Support Services

Chapter Overview

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

- Explain the training expectations of the Clean Jobs Curriculum Framework for Returning Residents that will be used by the CEJA Returning Residents Clean Jobs Training Program.
- Comply with the Curriculum Framework requirements.
- Complete the Service Needs Assessment.
- Provide supportive services.
- Support participants with complex needs.
- Integrate the core equity values into the program's training and instruction.
- Develop policies for the make-up of post-assessments and missed sessions.
- Comply with the Americans with Disabilities Act (ADA).

The CEJA Returning Residents Clean Jobs Training Program will create a qualified talent pipeline to fill job opportunities with diverse candidates in clean energy industries. Through program instruction, the CEJA Returning Residents Clean Jobs Training Program will train, prepare, and empower participants by fostering resilience and self-sufficiency.

Clean Jobs Curriculum Framework Overview

The main objective of the CEJA Returning Residents Clean Jobs Training Program is to increase access to and opportunities for education, training, and supportive services to help participants succeed in the labor market generally and the clean energy sector specifically. The CEJA legislation requires that the CEJA Returning Residents Clean Jobs Training Program utilize a standard **Clean Jobs Curriculum Framework** ("curriculum framework"). This framework was developed through a stakeholder engagement process designed to identify the career pathways and training curriculum needed for participants to be skilled, work ready, and able to enter clean energy jobs.

The CEJA Returning Residents Clean Jobs Training Program will implement the curriculum framework to provide training, certification preparation, job readiness, and skill development. This framework includes soft skills, math skills, technical skills, certification test preparation, and other developmental opportunities necessary to transition program participants into workforce ready individuals.

The curriculum framework:

- Identifies the core training curricular competency areas needed to prepare program graduates to enter clean energy and related sector jobs.
- Identifies a set of required core cross-training competencies to provide a foundation for pursuing a career comprised of multiple clean energy job types.
- Integrates broad occupational training, remedial education, and work readiness support necessary for career entry into the general construction and building trade sectors.
- Identifies on-the-job training formats and provides suggested trainer certification standards, where relevant.
- Recommends best practices to cultivate an equitable, safe, dynamic, enjoyable, and successful working environment for all.

The legislation's definition of **"clean energy jobs"** includes jobs in the solar energy, wind energy, energy efficiency, energy storage, solar thermal, green hydrogen, geothermal, electric vehicle industries, other renewable energy industries, and industries achieving emission reductions. It also includes related industries that manufacture, develop, build, maintain, or provide ancillary services to renewable energy resources or energy efficiency products or services. These may include but not be limited to the manufacture and installation of healthier building materials that contain fewer hazardous chemicals. Clean energy jobs also include administrative, sales, and other support functions within these industries and other related sector industries.

The curriculum framework is intended to be used as a set of guidelines, standards, and minimum requirements for curricula offered by grantees. As such, the framework outlines the overall program objectives, content, and certifications. It also provides recommendations and guidelines for how the curriculum should be taught. The curriculum framework is intended to serve as a guideline, not a list of requirements. Table 7.1 describes what the curriculum framework does and does not do.

Table 7.1: Curriculum framework: What it does and does not do.

The curriculum framework *does . . .*	The curriculum framework *does not . . .*
Provide a set of objectives and main topics that must be covered. Examples and resources are provided for reference, but training providers can select the specific training materials and curriculum they want to use.	Provide detailed lesson plans and tell programs exactly what should be taught.
Allow training providers to teach additional content or offer additional certifications, beyond the required topics and certifications.	Limit the content that can be taught.

Provide suggestions for the learning environment and equipment needed, how long the program should take, and how skills and knowledge should be assessed.	Require that programs deliver the curriculum in a certain way.
Provide instructor credential, knowledge and skill requirements and recommendations.	Tell programs *who* should teach the program.
Allow Returning Residents Program grantees to select the job-specific training curricula that best matches the workforce needs in their region.	Require that the Returning Residents Program grantees teach all the job-specific training areas.
Provide a training framework for a few of the most in-demand entry-level clean energy jobs in Illinois. Hubs may offer training for other in-demand clean energy jobs, if desired.	Provide a training framework for all clean jobs in Illinois.
Allow flexibility in training delivery. It allows participants to test out of portions of the curriculum and be placed in a variety of existing or new clean energy training programs depending on their needs and interests.	Require that all participants follow the same training and career path.

Figure 7.1: Overview of Clean Jobs Curriculum Framework

Figure 7.1 describes the primary elements of the curriculum framework. It provides a high-level overview of how the curriculum framework works and how individuals flow through the program, from pre-assessments to job placement. The different components of the curriculum framework will be described in more detail below.

Bridge program training

The **bridge program** is a component of the overall clean energy jobs curriculum framework (see Figure 1 above) that provides training in essential employability skills and clean energy basics to help participants succeed in an array of clean energy industries and workplaces. It prepares participants for the job-specific technical training options that follow the bridge program.

Job-specific training options

Following the completion of the bridge program, participants will proceed to the **job-specific training** in either solar or HVAC with an energy efficiency focus offered by the grantee.

CEJA Returning Residents Clean Jobs Training Program

Note: Not all options are offered by each grantee. In some instances, only one option may be available. Applicants who wish to propose a different job-specific training option must ensure that the curriculum meets the criteria on page 29 of the Clean Jobs Curriculum for Returning Residents.

CEJA Returning Residents Clean Job Training Program grantees will help transition participants into the job specific training and support them throughout their training. CEJA Returning Residents Clean Jobs Training Program grantees must offer at least one job-specific training option, based on the employment needs in their area and connections with employers.

Options include, but are not limited to:

Figure 7.2: Job-specific training options – other program options available with approval of Grant Manager.

The curriculum framework contains requirements and training guidelines for each option, with guidance regarding program delivery and instructional content. Training providers must align their curriculum with these guidelines and requirements.

CEJA Returning Residents Clean Jobs Training Program grantees should select a job-specific training option based on regional job needs and training gaps. Grantees must align their curriculum with the framework.

Proposing a different training option

Grantees may also **propose to develop a new training program** for clean energy jobs *not* included in the list of specialties.

To propose a different job-specific training option, the following criteria must be met:

1. The jobs that the training prepares participants for must be in demand throughout Illinois, not just in specific regions. People are often incarcerated far away from their home communities, and people may be released all over Illinois from your program.
2. The jobs that the training prepares participants for must be clean energy jobs, defined as jobs in the solar energy, wind energy, energy efficiency, energy storage, solar thermal, green hydrogen, geothermal, electrical vehicle industries, other renewable energy industries, industries achieving emission reductions, and other related sectors including related industries that manufacture, develop, build, maintain, or provide ancillary services to renewable energy resources or energy efficiency products or services, including the manufacture and installation of healthier building materials that contain fewer hazardous chemicals.
3. The jobs that the training prepares participants for must have opportunities for returning residents with transportation barriers (such as suspended driver's licenses or lack of vehicle access) or legal barriers (such as offenses that limit their ability to work at residential job sites).

4. The jobs that the training prepares participants for should generally provide living wages, steady income, and benefits.
5. The training program cannot be excessively lengthy. Training should not exceed 200 hours (in addition to the bridge program training).
6. The training curriculum should align with an industry-recognized job-task analysis (if possible) and lead to an industry-recognized credential.
7. The training program should be suitable for delivery in a correctional setting, meeting all space and equipment constraints.
8. The training program should not have additional prerequisites, beyond those that can be acquired through the bridge program.

To propose a new job-specific training option, the CEJA Returning Residents Clean Jobs Training Program grantees will be required to document:

- The need for training in this area (including job demand, existing training programs, and employer partnership)
- Learning objectives
- Instructional hours
- Credentials and certifications
- Suitability for delivery in a correctional setting
- Content taught

Student Support Services

CEJA Returning Residents Clean Jobs Training Program grantees will provide **student support services** to help participants successfully complete the training. Student support services may include tutoring, mentoring/coaching, make-up classes, retesting, and educational enrichment. They will also provide certification testing support.

Table 2: Support Services for Participants

Student Support Services	Within IDOC	Within & Outside IDOC	Outside IDOC
Technology Training/Digital Literacy	X		
Tutoring (especially in math)	X		
Make-up Classes	X		
Retesting	X		
Educational Enrichment	X		
Mentoring/Coaching	X		
Course Packets	X		
Industry Credential Test Preparation	X		
Credit/Credentials Transcription		X	

Equity Focused Training

CEJA Returning Residents Clean Jobs Training Program

CEJA Returning Residents Clean Jobs Training Program grantees must utilize an equity lens when delivering their training program by upholding the **core equity values** of diversity, inclusion, accessibility, welcoming, and belonging. Welcoming others and making room for differences not only helps create a dynamic, creative, and productive workplace, but also encourages a comfortable and enjoyable environment for all. Recognizing, embracing, and celebrating difference can foster a safe, supportive, and successful environment for disadvantaged and underserved groups that have been and continue to be subject to prejudice and systemic discrimination. Grantees that embrace the core equity values create a culture that supports improved outcomes. **Equity** should be embedded throughout the curriculum while also contextualizing material and leveraging instructional techniques to meet the learning styles of all participants.

Commitment to these values means upholding them in all program elements and intentionally pursuing policies and practices to support all program participants and team members. The recommendations below provide specific guidance on centering equity in the delivery of their training program.

- Encourage participants to incorporate their current body of knowledge and utilize their lived experiences and personal expertise to achieve personal success.
- Recognize, welcome, and elevate participant contributions in the training room, worksite, and program environment.
- Develop genuine and quality relationships between and among all levels of staff and program participants. Encourage mutual trust.
- Show participants how their cultural values, current knowledge, and experiences are transferable and reflected in the clean energy industry. Tell relatable stories during training.
- Intentionally communicate positive cultural and social messages regarding their career choice in the clean energy industry and emphasize the value of participants' contributions to the industry.
- Be willing to discuss and address difficult/taboo topics and work to find equitable solutions. Acknowledge the environmental and historical factors that impact underrepresented groups.
- Eliminate exclusionary practices within the learning environment (for example, negatively singling out participants, overlooking or ignoring certain participants, verbally insulting or marginalizing membership in certain groups, or otherwise discounting participants).
- Provide additional instruction, coaching, mentoring, and sponsorship, as needed, for individuals who require supplementary or different supports to be successful.
- Represent diverse cultures in instructional materials and curricula, and in online and print materials.
- Proactively and equitably share insights and wisdom, as well as influence and power, with all participants to develop skills, confidence, and leadership. Be aware of the ways some groups may be inadvertently singled out.
- Provide participants with multiple ways to demonstrate knowledge and capability. Keep in mind, not all instructional strategies and means of assessment have been a significant part of everyone's educational background.
- Through mentorships, connect participants with employers from R3 and/or EJ communities and businesses that are certified through the Business Enterprise Program to help participants feel a sense of belonging within the industry.

Curriculum Approval

Grantees are required to develop a **Curriculum Plan** as part of their Project Plan, based on the requirements set forth in the Clean Jobs Curriculum Framework (described below). Grant Managers and Regional Administrators will review and assess the submitted Curriculum Plan. The Grant Manager will send an approved copy of the Final Project Plan to the grantee.

The Curriculum Plan is reviewed and approved as a part of the grant negotiations and should be available for implementation as a part of the Project Plan.

If changes to the curriculum are necessary after initial approval, grantees must email their Grant Manager, who will review the request. The Grant Manager will modify the request as needed and address any necessary changes.

Bridge Program Requirements

The **bridge program** is a portion of the overall Clean Jobs Curriculum Framework (see Figure 1) that provides training in job readiness skills and clean energy basics to help participants succeed in an array of clean energy industries and workplaces. It prepares participants for the job-specific technical training options that will be taught after the bridge program. The bridge program training should be taught before starting job-specific technical training, though aspects may be taught concurrently with the technical training component.

CEJA Returning Residents Clean Jobs Training Program grantees must provide all elements of the bridge program training, as described below. The bridge program should be tailored to participants' needs, based on the results of the pre-assessments.

The duration of the bridge program training is 150-200 hours, depending on individual needs and the needs of participating employers. Program size is flexible depending on the number of participants and their needs. The recommended cohort size is between 10 and 15 participants.

Note: Cohorts should not exceed 15 participants.

Bridge Program Pre-Assessments

Prior to beginning the bridge program training, CEJA Returning Residents Clean Jobs Training Program grantees will need to either review or help participants complete the following **pre-assessments**:

Note: This assessment should have been completed during the IDOC Predetermination Process.

- **TABE Test**
  Review the **TABE Test** results to ensure program participants will have access to the necessary student support services in **reading** and **math** to help ensure their success.

  Note: All residents are required to take the TABE test by the Office of Adult Education and Vocational Services (OAEVS) upon entry. The TABE scores are available to view in the Offenders

360 (O360) database. Grantees will be granted access to the O360 system. The site Educational Facility Administrator (EFA) can also access the scores and make them available.

- **IDOC Predetermination Process**
  The **IDOC Predetermination Process** is initiated once the returning resident expresses an interest in the Returning Residents Clean Jobs Training Program, before the CEJA Prescreening Assessment (see Figure 3 below).

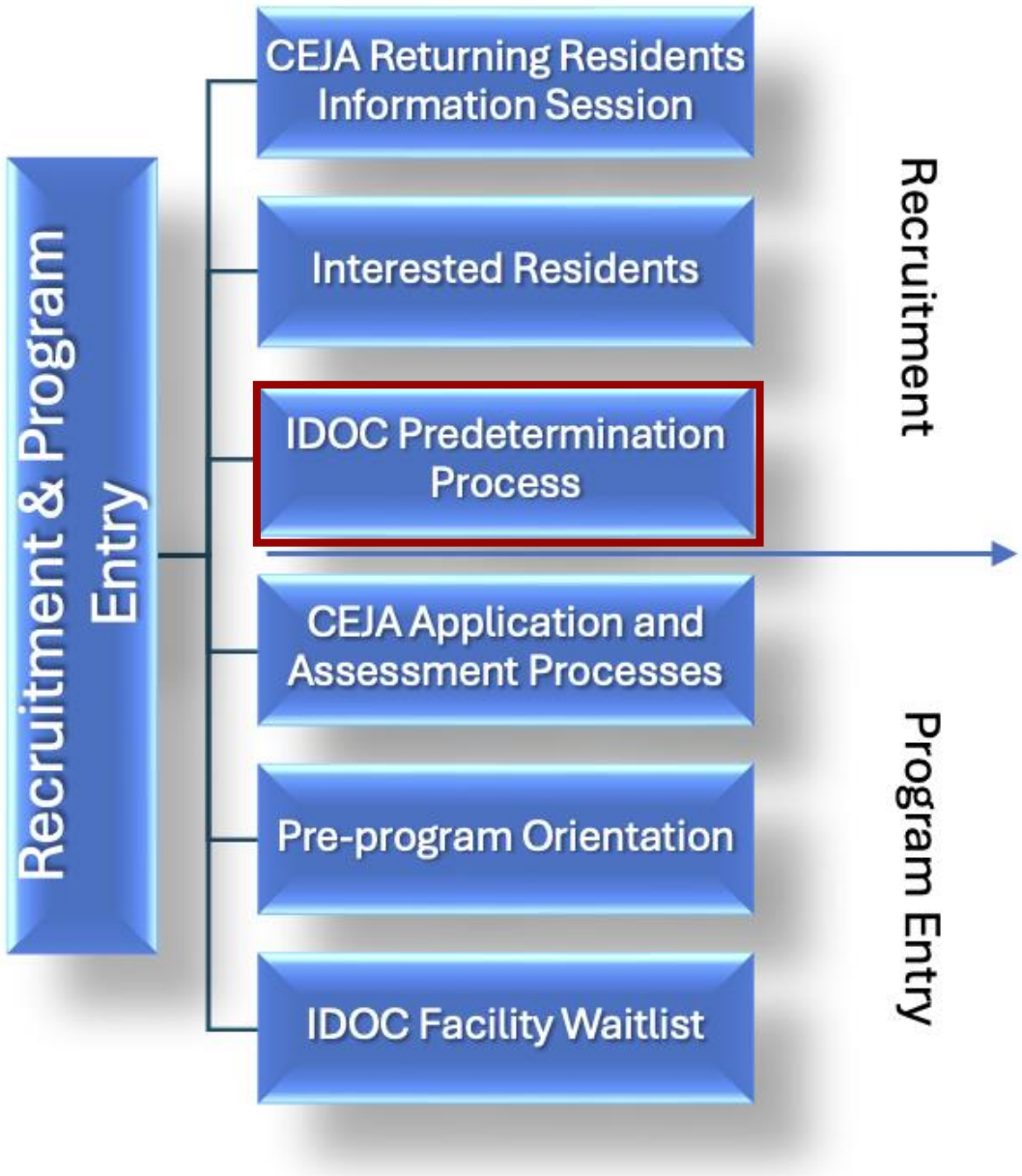


Figure 3: Recruitment and Program Entry Process

As a part of the **IDOC Predetermination Process**, potential participants will receive a reading and math assessment using the TABE Test for Adult Assessment to assess their reading and math level.

- A sixth (6th) grade or higher reading and math level is required for the HVAC Installer & Technician training. An eighth (8th) grade or higher reading and math level is required for the solar PV training.
- If participants do not have the appropriate reading or math levels for the job-specific training option they have selected, Returning Residents Program grantees should provide access to tutoring or adult education programs to receive additional math or reading instruction during the bridge program, before they begin the job-specific training.

Note: See Illinois ABE/ASE Math and Language Arts Modules for basic adult education curriculum.

- **Bridge Skills Assessment**
  Participants will complete a **Bridge Skills Assessment** to measure their knowledge in essential employability and clean energy basics skills. The assessment should provide a baseline of where participants are at the time of entry to the program. It will also help identify areas where extra student support services are needed.

Bridge Program Completion

Upon completion of the bridge program, participants will have the personal effectiveness, workplace, and clean energy basics skills to proceed to job-specific technical training program(s) in a clean energy career field.

Note: Participants will participant in the job-specific technical training program(s) the grantee provides. This will vary at each facility.

CEJA Returning Residents Clean Jobs Training Program grantees must offer bridge program training that covers the following content areas: **essential employability skills** and **clean energy basics**.

Learning Environment and Format

CEJA Returning Residents Clean Jobs Training Program classrooms are provided by IDOC and are specific to the four correctional facilities:

- Kewanee Life Skills Entry center
- Decatur Correctional Center,
- Western Illinois Correctional Center
- Vienna Correctional Center

When preparing for instruction, the learning environment should accommodate individuals with disabilities such as hearing loss or diminished vision, and any instructional materials, where applicable, should reflect the broad potential diversity of those enrolled. All core training must be provided in person.

Note: See the IDOC ADA Accommodations – Administrative Directive for more information.

Skill development and practice should be integrated into coursework. Participants should work individually and in diverse groups. Training should be contextualized to demonstrate how bridge program skills are used in a typical clean energy job. Essential employability skills should be integrated into clean energy basics training to demonstrate how these essential skills can support their ability to perform clean energy tasks.

CEJA Returning Residents Clean Jobs Training Program grantees should create a trusting and supportive environment in which participants feel a sense of belonging. Grantees must reinforce and build from participants' existing knowledge and strengths. The learning environment is a place where participants know their cultural values, current knowledge, and experiences are transferable and reflected in the clean energy industry. Instructors should share relevant examples and tell relatable stories during training.

Undergirding this environment is a willingness to discuss and address difficult topics and work to find equitable solutions. CEJA Returning Residents Clean Jobs Training Program grantees should acknowledge the environmental and historical factors that impact underserved and disadvantaged groups. Exclusionary practices have no place within the learning environment.

Assessments

In addition to the pre-assessments described above, CEJA Returning Residents Clean Jobs Training Program grantees should utilize assessments during and after the bridge program to measure learning and identify any additional training needs. Grantees are encouraged to use standard assessments that are developed through evidence-based industry-recognized providers or certificate granting institutions. Additional instruction, coaching, mentoring, and sponsorship may be needed for individuals who require supplementary or different supports to be successful. For further explanation of student support services, please see the student support services section of this chapter.

Keep in mind that IDOC has requirements for anyone providing services (including instruction, coaching, and mentoring) within the correctional facility, and close coordination will be required.

Note: Grantees must partner with the Office of Adult Education and Vocational Services (OAEVS) and the site Educational Facility Administrator (EFA) regarding services provided.

Furthermore, a variety of assessment strategies are encouraged to account for participants' unique learning styles. It is important to note that not all instructional strategies and means of assessment have been a significant part of everyone's educational background.

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 and feedback by the instructor

Instructor Requirements

Instructors who deliver the clean energy basics curriculum must have an intermediate to advanced knowledge in construction, the building trades, manufacturing technology, or other clean energy related fields. Instructional staff must have a strong connection to target populations and communities, and be capable of cultivating a welcoming, and inclusive environment. All staff, including instructors, must be trained to uphold the core equity values.

Instructors should know how to create learning objectives and learning evaluation criteria, facilitate conversations, involve participants, and communicate clearly. Instructors should be connected to administrative support staff to assist with supportive services, scheduling, etc.

Note: For more information regarding the CEJA Returning Residents Clean Jobs Training Program staff and instructors, IDOC requirements, procedures, and background checks, see Chapter 3: Facilitates and Security.

Essential Employability Skills

Training objectives

At the end of this training, participants should be able to:

- Set personal and professional goals effectively, utilizing goal-setting skills.
- Demonstrate behaviors associated with dependability and reliability.
- Develop a personalized time management plan that demonstrates how to productively complete assigned tasks.
- Evaluate various strategies for learning from challenges, setbacks, and failures, and apply them to achieve personal and professional goals.
- Develop effective resume writing and interviewing skills to facilitate successful job searches.
- Create a sound personal finance plan, encompassing budgeting, savings, and investments, among other elements.
- Implement effective job application practices, including resume writing and interview techniques, to facilitate successful job searches.
- Implement emotion management strategies to cope with challenges and achieve personal and professional goals.
- Exhibit effective communication skills, including active listening, conveying ideas, expressing information effectively, and being understood by colleagues and customers.
- Work cooperatively with others, completing work assignments and achieving mutual goals.
- Interact with customers using role-play to understand their needs, answer questions, resolve issues, and nurture relationships effectively.

- Utilize critical thinking and problem-solving skills in a workplace context, use logical and reasoned analysis to address problems, identify root causes, implement appropriate solutions, and communicate solutions.
- Identify their legal right to work in an environment free of discrimination and harassment and understand how to address discrimination and harassment if it is experienced.
- Communicate and work effectively across a range of abilities, cultures, and backgrounds, emphasizing diversity, equity, and inclusion.

Curriculum content (40 hours)

CEJA Returning Residents Clean Jobs Training Program grantees are encouraged to tailor instruction to participants' individual needs, based on assessment results.

At a minimum, the personal effectiveness training must cover the following topics:

1. **Goal setting:** Employ goal-setting skills to set personal and professional goals.
2. **Dependability and reliability:** Explain how commitment and follow-through can ensure team effectiveness and help to meet collective goals.
3. **Time management:** Develop a time management plan to accomplish assigned tasks.
4. **Adaptability:** Explain different strategies to learn from challenges, setbacks, and failures; apply these strategies to achieve personal and professional goals.
5. **Financial literacy:** Create a personal finance plan and explain how personal finances relate to employability.
6. **Getting a job:** Apply effective job application practices (including resume writing and interviews) to search and apply for jobs.
7. **Emotion management:** Practice recognizing and managing emotions to cope with challenges and achieve personal and professional goals.
8. **Verbal communication skills:** Participants should improve their ability to listen to others, convey ideas, express information, and be understood by colleagues and customers.
9. **Workplace writing skills:** Participants should practice using standard business English to write documents and messages to colleagues and customers that are clear, direct, and courteous.
10. **Teamwork skills:** Participants should practice working cooperatively with others to complete work assignments and achieve mutual goals.
11. **Customer service skills:** Participants should practice working with customers to understand their needs, answer questions, resolve issues, and nurture relationships.
12. **Critical thinking and problem solving:** Participants should practice critical thinking and problem-solving skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
13. **Workplace rights:** Participants should understand their right to work in an environment free of discrimination and harassment and what to do if they experience discrimination or harassment.
14. **Diversity and inclusion:** Participants should practice diversity and inclusion strategies to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.

All essential employability training should be hands-on and scenario-based when possible. It should be contextualized and integrated into clean energy basics, to demonstrate how these skills are used in a typical clean energy job. It should allow participants to practice skills, set goals, develop plans, and demonstrate mastery.

Curriculum examples and resources

Below is a list of curriculum examples and available resources:

- Illinois Essential Employability Skills Framework and Self-Assessment
- Illinois workNet Job Skills Guide
- Revolution Learning and Development: Managing Yourself and Personal Effectiveness Training Course
- Illinois Adult Education: ABE/ASE Curriculum Project
- Northstar (digital literacy assessments and training)

Clean Energy Basics

Training objectives

After completing this training, participants should be able to:

- Identify job opportunities and analyze career pathways for their potential for growth and advancement in the clean energy industry.
- Develop a personalized clean energy pathway based on individual skills, interests, and credentials that leads to promising career advancement opportunities.
- Demonstrate safety practices in construction, electrical and solar fields, and comply with safety regulations and codes.
- Explain the skills and responsibilities of construction workers and apply them to the clean energy industry.
- Interpret basic construction drawings and their components and explain their relevance to clean energy installations.
- Identify the main components of building materials and building envelope systems, and explain installation procedures and materials of building, as they apply to the clean energy industry.
- Explain the importance of energy use, indoor air quality, and durability of building materials in the clean energy industry.
- Demonstrate the use of basic hand and power tools and proper use and maintenance of them during clean energy installations.
- Explain the different types of energy, energy conservation, features of green buildings, and principles of sustainability or energy efficiency in the clean energy industry.
- Explain basic electricity and clean energy fundamentals, including the principles of energy generation, transmission, and storage, as well as their applications in the clean energy industry.

If participants will be learning portions of the clean energy basics curriculum in the job-specific technical training, those portions may be omitted to avoid duplication of efforts (e.g., they do not need to take the Occupational Safety and Health Administration (OSHA) 10 twice).

Curriculum content (80+ hours)

At a minimum, the clean energy basics training should cover the following topics:

1. **Introduction to clean energy careers** (At least 5 hours).
    a. Clean energy careers and pathways: Develop a personalized clean energy career pathway leading to promising credentials and career advancement opportunities.
2. **Energy and sustainability fundamentals** (At least 5 hours).
    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.
3. **Safety basics** (At least 10 hours). Training includes required certifications in OSHA 10 and First Aid/CPR.
    a. Safety compliance: Explain safety principles and regulations to maintain a secure work environment and how to comply with local, federal and jobsite health and safety demands.
    b. Personal protective equipment and safety practices: Demonstrate safety practices and proper use of PPE when navigating a construction environment.
    c. Working at height: Demonstrate safety practices when using ladders, applying scaffolding, safety harnesses, and rigging when navigating a construction environment.
    d. First aid/CPR: Demonstrate ability to administer emergency first aid and CPR and know when to call for help.
    e. Sample curriculum guide for safety basics.
4. **Building science principles** (At least 10 hours). 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 & 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.

5. **Construction basics** (At least 40 hours). The construction topics below align with those in the National Center for Construction Education (NCCER) Core Construction curriculum, though the NCCER Core curriculum is more comprehensive and leads to a certification exam.
    a. Intro to hand and power tools: Identify, correctly set up, and operate hand and power tools.
    b. Intro to schematics and blueprints: Understand how to read basic schematics and blueprints and how to differentiate among schematics needed for different trade areas.
    c. Intro to design and construction processes: Describe the basic design and construction concepts in a residential construction project. With minimal supervision, safely construct or install an authentic project.
    d. Intro to construction math and cost estimation:
        i. Apply measurement systems and scaling concepts to demonstrate proper use of measuring tools (time, temperature, distance, length, width, height, perimeter).
        ii. Demonstrate how to convert from one measurement to another and between decimals and fraction units.
        iii. Apply basic cost estimation principles to estimate labor and material costs.
        iv. Read and understand tables and graphs.
        v. Calculate perimeters, areas, and volumes of basic shapes and solids.
    e. Intro to materials handling: Use knowledge of material types, standard sizes, and safe handling practices to identify and utilize materials needed for basic project types.
    f. Sample curriculum guide for construction basics.
6. **Electrical basics training** (At least 10 hours). The topics below align with those in the Journeyman Electrician exam, though the actual Journeyman Electrician training is much more comprehensive.
    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.

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

Job Specific Training Requirements

Grantees are required to provide at least one job-specific training option for participants to choose from or may propose a different option based on the clean energy employment needs of Illinois. Options include:

A. Solar Photovoltaic Training
B. HVAC Installer & Technician Training

A. Solar Photovoltaic Training Framework

The **CEJA workforce solar photovoltaic (PV)** training specialty is designed to prepare individuals for entry level jobs in the solar industry, including solar installer, solar sales representative, and solar site assessor or designer. This training curriculum framework focuses on the basic skills needed to understand, design, and assist in the safe installation of photovoltaic systems and should use both hands-on and classroom environment experiences. Upon completion of the training, individuals will be prepared to take the Photovoltaic Associate exam offered by the North American Board of Certified Energy Practitioners (NABCEP).

The training for the Solar PV Installer should involve at least 80 hours of in-person instruction. This is in addition to the hours required for the bridge program instruction. Courses with more contact hours, hands-on activities, and an instructor with significant solar PV system installation experience can contribute to a better learning experience.

A-1. Demonstration of need for training

There is a significant need for more solar energy workers in Illinois. In addition, equity requirements for solar employers will incentivize employers to hire trainees from the CEJA programs. In their Curriculum Plan, grantees should demonstrate the need for this training in their region by describing:

- The approximate number of job openings and current jobs in their region in solar installation, sales, and design.
- The potential benefits to equity investment eligible populations within the region.
- Existing solar training programs in the region and any training program gaps.
- The need for solar installation, sales, and design employees, as demonstrated through employer partnerships.

A-2. Training outcomes

Upon completion of the training, participants should have obtained basic knowledge related to the design, sales, installation, and operation of Photovoltaic Systems. The participants should also have

received sufficient instruction to be prepared to take the North American Board of Certified Energy Practitioners (NABCEP) PV Associate Exam. Finally, the participants should have sufficient technical and practical knowledge to be prepared to pursue employment opportunities in Solar Photovoltaic system installation, design, or sales.

A-3. Job(s)/roles trained by this training

- Solar Photovoltaic System Installer
- Solar Photovoltaic System Site Evaluator/Designer
- Solar Photovoltaic System Sales Representative

A-4. Career progression

- Solar PV Sales Representative and Site Assessor
- Solar PV Crew Chief
- Solar PV Project Manager
- PV System Inspector
- Solar Field Technician
- Solar Project Developer

For a more detailed solar career progression map, see the Interstate Renewable Energy Council's Solar Career Map.

A-5. Prerequisites

Before beginning technical training, participants should:

- Be comfortable working in elevated spaces such as rooftops
- Be comfortable using hand and power tools and managing materials
- Be comfortable working in teams and individually
- Possess good communication skills
- Be capable of working 6-8 hours per day in the field (with occasional overtime)
- Have at least an eighth-grade math level and reading level (tutoring/instruction should be provided to help people meet this requirement, if needed)
- Be able to use computers/tablets to communicate with clients and perform basic calculations
- Have OSHA 10 certification

Program participants that have completed the bridge program should have met these prerequisites.

A-6. Learning environment and format

The technical training must be offered as an in-person classroom and lab-based course, with extensive hands-on components. CEJA Returning Residents Clean Jobs Training Program classrooms are provided by IDOC and are specific to each of the respective correctional facilities:

- Kewanee Life Skills Entry center
- Decatur Correctional Center,
- Western Illinois Correctional Center
- Vienna Correctional Center

Participants in the CEJA Returning Residents Clean Jobs Training Program should be able to work individually and in diverse groups. Participants will have limited access to computers in IDOC facilities. When permissible, access to either an offline computer lab or laptop can be helpful to supporting student learning.

Note: All computers and software programs must have prior approval from IDOC and be purchased through the Department of Innovation and Technology (DOIT). For more information about purchasing technology through DoIT, see Chapter 3: Facilities and Security.

Grantees should create a trusting and supportive environment in which participants feel a sense of belonging. Grantees must reinforce and build from participants' existing knowledge and strengths. The learning environment is a place where participants know their cultural values and current knowledge; and experiences are transferable and reflected in the clean energy industry. Instructors should share relevant examples and tell relatable stories during training.

Undergirding this environment is a willingness to discuss and address difficult topics and work to find equitable solutions. Successful programs will acknowledge in the curriculum and among participants the environmental and historical factors that impact underserved and disadvantaged groups. Exclusionary practices have no place within the learning environment.

A-7. Tools and equipment

Any use of tools by CEJA Returning Residents Clean Jobs Training Program grantees and participants must receive prior approval from IDOC. Depending on the security requirements of the facility (see Chapter 3), the following tools ***may*** be appropriate for training:

- Basic construction tools (hammer, screwdriver, pliers, wire cutters, etc.)
- Access to power tools
- Access to diagnostic equipment
    - Multimeters
    - Insulation testing devices (e.g., megohmmeter)
    - Irradiance meter
    - Infrared thermometer (e.g., module, breaker, connection temperature measurement)
    - IV curve tracer
    - Battery capacity testing devices (e.g., load tester)
    - Hydrometer
- Course materials/books
- Access to demonstration PV systems / PV site installations or suitable props for hands-on activities
- Laptops, tablets, and/or computer lab
- Software for rooftop PV system design and estimator of solar energy collection efficiency

Note: Grantees must partner with the Office of Adult Education and Vocational Services (OAEVS) and the site Educational Facility Administrator (EFA) regarding allowable tools and equipment.

A-8. Instructor requirements

The curriculum must be delivered by a NABCEP Associate Registered Training Provider. Instructors must have intermediate to expert-level knowledge of the curriculum modules in the Core Curriculum section below.

It is strongly recommended that the instructor have significant recent experience in Solar PV system design, sales, and installation. It is recommended that the instruction team consist of:

- Lead instructor
- Facilitator, especially during labs
- Training admin/logistics support to assist with support services, stipends, scheduling

Instructional staff must have a strong connection to target populations and communities and be capable of cultivating a welcoming and inclusive environment. All staff, including instructors, must be trained in Diversity, Inclusion, Accessibility, and Equity, and committed to upholding these values.

A-9. Training objectives

By completing this training, participants will be able to:

1. Articulate the fundamental concepts of Solar PV systems, including key terminology and different system design options, and apply this knowledge to analyze different solar PV systems.
2. Analyze the landscape of Solar PV system installation, including consumer expectations, system capabilities, and long-term cost-benefit relations, and make informed recommendations based on this analysis.
3. Comply with governmental regulations and local and state building codes, contract provisions, and construction standards relevant to Solar PV system installation in all aspects of the work.
4. Analyze how Solar PV system design parameters impact overall system performance and make informed decisions to optimize system design based on this analysis.
5. Use technical and industry-specific terminology during Solar PV system installation and testing to communicate with team members, customers, and other stakeholders.
6. Effectively and safely use all necessary tools and equipment to assist in the installation, testing, and maintenance of Solar PV systems, and identify potential safety hazards and appropriate safety measures.
7. Contribute effectively as a member of a diverse team to install and test Solar PV systems at various work sites and consider both individual and team safety requirements in all aspects of the work.
8. Effectively scaffold existing strengths, experiential knowledge, and newly established trusting relationships to pursue a meaningful career in the clean energy industry.

A-10. Curriculum content overview

Table 7.3 summarizes the five domains of content recommended for the Solar Photovoltaic Installer curriculum for Technical Skill. The curriculum and training should align with the *most recent* NABCEP Photovoltaic Associate Training Job Task Analysis and prepare participants to successfully pass the NABCEP Photovoltaic Associate Certification exam. A summary of the tasks found in the Job Task Analysis is shown in the tables below. Up-to-date local or state-wide codes, requirements, design considerations, and economic considerations should be taught. Where applicable, instructional materials should reflect the broad potential diversity of those enrolled.

Table 7.3: Solar Photovoltaic Association Job Task Analysis Domains

Domain I: Application	Domain II: Sales & Economics	Domain III: Design
Application	Sales & Economics	Design
• Describe types of PV system applications • Identify key features and benefits of specific types of PV systems • List the key component of specific types of PV systems • Understand the safety concerns associated with different types of PV systems • List the advantages and disadvantages of PV systems compared to other electricity generation sources	• Determine necessary customer information to collect • Identify the customer's motivations to install solar • Estimate system size to meet the customer's financial objective • Identify information from the client on electricity usage relevant to stand-alone solar • Recognize how federal, state, and local policies and available financial benefits affect different PV markets • Identify financial risks associated with PV systems • Identify common financing options and incentives • Identify predictable maintenance costs over the life of the system	• Ensure equipment is appropriate for intended use • Identify relevant codes and requirements that impact PV design and installation, including local codes and requirements • Recognize electrical concepts & terminology • Identify factors impacting solar resource on design and performance • Identify equipment specification data • Describe the function of typical components in PV systems • Explain PV system sizing considerations • Read an electrical diagram of a PV system • Recognize structural requirements of PV systems

Domain IV	Domain V
Installation	Maintenance and Operation
• Identify the elements of a complete site-specific safety plan • Identify the elements of the plan set • Identify the elements of racking installation • Identify the elements of electrical component installation • Identify the elements of energy storage component installation • Identify the elements of the system commissioning procedure	• Identify commonly used electrical test equipment and its purpose • Demonstrate the ability to analyze simple electrical circuits • Describe the effects of performance parameters that are commonly monitored for PV systems • Describe different types and elements of system performance monitoring equipment • Identify common factors that result in deviations from expected system performance • Describe typical maintenance requirements for PV systems • Identify the safety requirements for operating and maintaining different types of PV systems

A-11. Assessment methods

It is recommended that participants be evaluated via the following:

- In-class exams
- In class/lab evaluation
- Training final proficiency and hands-on demonstration

Additional instruction, coaching, mentoring, and sponsorship may be needed for participants who require supplementary or different supports to be successful. For further explanation of student support services, please see the student support services section of this chapter. A variety of assessment strategies, such as lab evaluation and demonstrated knowledge proficiency, are encouraged to account for participants' unique learning styles. Keep in mind, not all instructional strategies and means of assessment have been a significant part of everyone's educational background.

A-12. Certification

Participants who successfully complete the Solar PV curricula should be prepared to take the NABCEP Photovoltaic Associate Certification exam if they wish to take the exam. Participants are not required to pass the exam to complete the program; participants may need to take the exam multiple times to pass. Grantees should assist with test preparation and provide funds to cover the exams.

A-13. References and example curriculum

Below is a list of curriculum examples:

- NABCEP Associate Registered Trainings
- US Department of Labor's Renewable Energy Competency Model
- NCCER Solar Photovoltaic Systems Curriculum

B. HVAC Installer & Technician Training Framework

The CEJA workforce **HVAC installer** training specialty is designed to prepare people for a career as a Heating, Ventilation, Air Conditioning (HVAC) technician and/or a career in HVAC sales. The course covers the basic skills needed by an HVAC technician to install and service basic HVAC systems in a hands-on and classroom environment. Upon completion of the training, participants will have a firm grasp of the skills and competencies needed to be successful in an entry level position installing, servicing and/or selling HVAC systems, be prepared to take the Environmental Protectional Agency (EPA) Universal exam (Section 608 Technician Certification), as well as other NATE certification or HVAC Excellence exams.

The training for HVAC Installer should involve a minimum of 140 hours which must be in-person classroom instruction.

B-1. Demonstration of need for training

Grantees are required to submit a curriculum plan that demonstrates the need for this training in their region. It is recommended that grantees reach out to employers and workforce development organizations in the region to better understand the employment and training needs.

To demonstrate the need for this training, please describe: The approximate number of HVAC installer/technician job openings and current jobs in your region.

- The potential benefits to equity investment eligible populations within the region.
- Existing energy auditor training programs in the region and any training program gaps.
- The need for energy auditor employees, as demonstrated through employer partnerships.

B-2. Training outcomes

Upon completion of the training, participants will be prepared to take the EPA Universal certification (Section 608 Technician Certification), as well as other NATE certificate or HVAC Excellence exams, and be qualified for an entry level position in the HVAC industry. They will have a firm grasp of the skills and competencies needed to be successful in installing, servicing, or selling HVAC systems.

B-3. Job(s)/roles trained by this training

- HVAC installer (residential)
- HVAC service technician (residential)
- HVAC marketing & sales

B-4. Career progression

- HVAC installation supervisor
- HVAC installation technician (commercial)
- HVAC service technician (residential)
- HVAC service technician (commercial)
- HVAC marketing/sales supervisor
- HVAC instructor

B-5. Prerequisites

Before beginning technical training, participants should:

- Have professional communication skills with other employees and clients
- Have the ability to read a wiring diagram and blueprints
- Have basic knowledge of a furnace, air conditioner, boiler, heat pumps and willingness to learn
- Be comfortable on ladders and in attics, crawlspaces, and rooftops
- Be comfortable using basic tools
- Be comfortable working in teams and individually
- Be capable of working 6-8 hours per day in the field (with occasional overtime)
- Have a sixth grade or higher math and reading level

By completing the bridge program, participants should have these required competencies.

B-6. Learning environment and format

The technical training must be offered as an in-person classroom and lab-based course, with extensive hands-on components.

Participants in the CEJA Returning Residents Clean Jobs Training Program should be able to work individually and in diverse groups. Participants will have limited access to computers in IDOC facilities.

When permissible, access to either an offline computer lab or laptop can be helpful to supporting student learning.

Note: All computers and software programs must have prior approval from IDOC and be purchased through the Department of Innovation and Technology (DOIT). For more information about purchasing technology through DoIT, see Chapter 3: Facilities and Security.

Grantees should create a trusting and supportive environment in which participants feel a sense of belonging. Grantees must reinforce and build from participants' existing knowledge and strengths. The learning environment is a place where participants know their cultural values, current knowledge, and experiences are transferable and reflected in the clean energy industry. Instructors should share relevant examples and tell relatable stories during training.

Undergirding this environment is a willingness to discuss and address difficult topics and work to find equitable solutions. Successful programs will acknowledge in the curriculum and among participants the environmental and historical factors that impact underserved and disadvantaged groups. Exclusionary practices have no place within the learning environment.

B-7. Tools and equipment

Any use of tools by CEJA Returning Residents Clean Program grantees and participants must receive prior approval from IDOC. Depending on the security requirements of the facility (see Chapter 3), the following tools ***may*** be appropriate for training:

- Classroom or mobile HVAC lab
- HVAC hand tools such as crescent wrenches, hammers, screwdrivers, pliers, tape measure
- HVAC safety tools such as multimeter, safety goggles, footwear
- HVAC specialty tools such as thermometer, reciprocating saw, caulking gun, HVAC software
- Laptops, tablets, and/or computer lab
- Course materials/books

Note: Grantees must partner with the Office of Adult Education and Vocational Services (OAEVS) and the site Educational Facility Administrator (EFA) regarding allowable tools and equipment.

B-8. Instructor requirements

Instructors must have intermediate to expert level knowledge of the curriculum modules in the Core Curriculum section below. Instructors must have considerable experience in HVAC system design, installation, and maintenance.

Instructional staff must have a strong connection to target populations and communities and be capable of cultivating a welcoming and inclusive environment. All staff, including instructors, must be trained in Diversity, Inclusion, Accessibility, and Equity, and committed to upholding these values.

It is recommended that the instruction team consist of:

- Lead instructor
- Facilitator, especially during labs
- Training admin/logistics support to assist with support services, stipends, scheduling

B-9. Training objectives

By the end of the training, participants should be able to:

- Identify and evaluate basic and advanced HVAC systems (including heat pumps), and their components, operation, and efficiency.
- Know the fundamental principles of how HVAC systems (including heat pumps) operate, including basic HVAC troubleshooting, basic electrical concepts, identification of energy fuel types (e.g., propane, natural gas, all electric systems), and apply it to HVAC systems.
- Comply with governmental regulations and local and state building codes, contract provisions, and construction standards relevant to HVAC systems in all aspects of the work.
- Assess building/unit components regarding energy consumption and health and safety-related issues.
- Generate proposed scope of work based on cost-effectiveness, client priorities, and/or other energy efficiency program requirements, and effectively communicate this to stakeholders.
- Practice basic accounting and cost estimating related to construction/retrofit and building operations to make informed decisions related to HVAC upgrades.
- Generate a recommended scope of work, including the cost-effectiveness of the proposed work, to make informed decisions regarding HVAC system.
- Identify and calculate potential savings from green energy retrofits, including HVAC systems and upgrades to high-efficiency retrofits, to make informed decisions regarding energy efficiency upgrades.

B-10. Curriculum content overview

Table 7.4 presents four domains of content recommended for HVAC Mechanics and Installers' Sector-Specific Technical Skills, which are recommended for use in the training. Training should align with the NFPA 54 (National Fuel Gas Code) and ACCA QI-5 (HVAC Quality Installations) standard. The content should also align with NREL's Standard Work Specifications (SWS).

Table 7.4: HVAC content domains

Domain 1	Domain 2
Basic technical knowledge	Basic installation skills
• Demonstrate how to operate a basic residential HVAC system. • Identify and describe the function of system components of residential HVAC systems (e.g., furnace, air conditioner, coil, heat pump boiler, geothermal heat pump). • Demonstrate technical knowledge of sizing piping, wiring, fuses and breakers in residential heating and cooling systems. • Demonstrate knowledge of tools required in the HVAC trade and how to operate them.	• Demonstrate and describe installation techniques of residential natural gas heating, heat pump, and cooling equipment according to manufacturer's instructions. • Demonstrate and describe the procedures of measuring, cutting, and joining of copper tubing, black iron pipe, PVC pipe, and CVPC pipe. • Demonstrate and describe the procedures of measuring, cutting, and joining sheet metal. • Demonstrate the ability to troubleshoot HVAC systems • Demonstrate how to read blueprints and wiring diagrams. • Understand how to input and translate a load calculation program.

	• Follow the specs and P.M.I. of the equipment you are installing.
Domain 3	Domain 4
Work safety standards and practices	Customer service and sales
• Demonstrate and describe proper refrigerant techniques according to EPA 608. • Demonstrate and describe ladder and fall prevention safety in accordance with OSHA 29 CFR 1910. • Read and execute safety plan for HVAC system installation.	• Construct and deliver a sales presentation. • Prepare an HVAC construction/remodel plan for a client. • Explain the work order. • Perform work order system. • Assign work orders to other HVAC technicians • Follow through with technicians to verify work has been complete and work orders closed out properly. • Work with outside vendors, engineers and consultants on projects affecting HVAC systems on buildings and incorporate their designs.

B-11. Assessment methods

Participants should be evaluated via the following:

- In-class exams
- In-class/lab evaluation
- EPA Section 608 Certification exam
- NATE certification exams or HVAC Excellence exams
- Final exam including hands on demonstration

Additional instruction, coaching, mentoring, and sponsorship may be needed for individuals who require supplementary or different supports to be successful. For further explanation of student support services, please see the student support services section of this chapter. A variety of assessment strategies, such as lab evaluation and demonstrated knowledge proficiency, are encouraged to account for participants' unique learning styles. Keep in mind, not all instructional strategies and means of assessment have been a significant part of everyone's educational background.

B-12. Certification

Training must prepare people to take the EPA Section 608 Certification exam.

It is recommended that training prepares participants for one or more of the following certification exams. Programs have the flexibility to select the exams that best meet their needs:

NATE certifications:

- NATE Ready-to-Work certificate (fundamentals and safety)
- NATE Core Exam
- Specialty exam: Air to Air Heat Pump (installation or service)
- NATE Certified HVAC Professional exams (5 exams: HVAC Fundamentals, Electrical and Controls, Comfort and Airflow, Installation, and Service).

HVAC Excellence Employment Ready certifications:

- Air conditioning
- Basic refrigeration and charging procedures
- Electrical
- Electric Heat
- Heat Pumps/Geothermal Heat Pumps
- Building Automation Systems

B-13. References & example curriculum

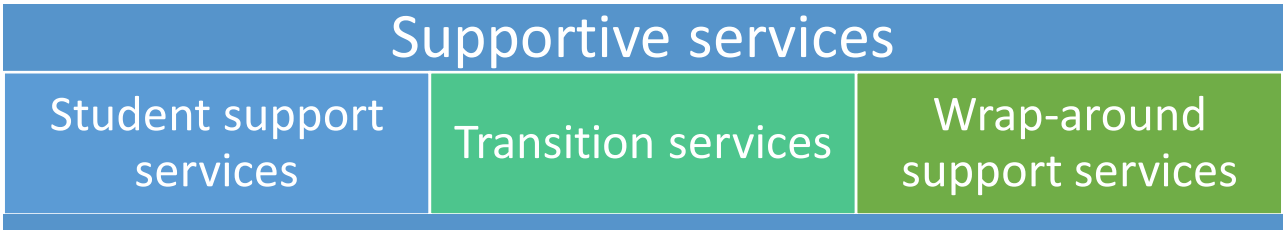
- ACCA QI-5 (HVAC Quality Installations) standard.
- EPA refrigerant certification
- Green Building Career Map
- NFPA 54 (National Fuel Gas Code)
- Understanding by Design
- US Department of Labor's Renewable Energy Competency Model

Supportive Services

Supportive services include student support services, transition services, and wrap-around services. Supportive services help participants overcome barriers to participation and empower participants for resilience and self-sufficiency. Together, they create a services package that helps minimize or eliminate academic and non-academic barriers to success.

Student support services are utilized to help ensure participants have access to the academic support they need to successfully earn their required training credentials and complete the program. Student support services help ensure the delivery of a high quality and equitable training experience within the CEJA Returning Residents Clean Jobs Training Program.

Note: For more information about transition services and wrap-around services see Chapter 8: Wrap-around Services and Transition Services.



Student support services are defined as services that address academic needs. Unlike wrap-around services (determined via the service needs assessment), some of these supports are mandatory for participants based on subpar attendance or performance. Participants may opt in to services such as tutoring for math and reading. However, other services, such as making up hours for missed sessions, retaking post-assessments after failing, or attending tutoring for specific modules where academic performance is lacking, are mandatory to complete the program. Through these services, students will

gain lifelong skills to set the foundation for future growth and opportunities. Grantees will need to coordinate closely with IDOC to determine processes and procedures for providing tutoring and make-up sessions for participants under supervision in secure facilities.

In order to receive student support services, participants must **opt in**. This model of services leads to greater self-sufficiency as it challenges participants to think through long-term planning for services. All too often, programs provide a suite of support for participants while in the program, but when the program ends, participants are left without the skills or knowledge of how to address those needs. With the opt-in model, participants will meet with grantee and IDOC staff to establish services before their release dates to begin making long-term plans to address these needs.

Note: For more information about Transition Services and Wrap-around Services, see Chapter 8: Wrap-Around Services and Transition Services.

Providing Services Equitably

Staff who provide supportive services, must do so with keen attention to the **six core equity values** outlined in Chapter 2: Program Culture. Supportive service staff are accountable for creating and encouraging a judgment-free environment:

- Do not make assumptions about what participants may or may not need or may or may not know.
- Ask questions based on the IDOC predetermination process, as well as the CEJA application and assessment processes.
- Explain the various service options provided.
- Inform and guide participants through the process and encourage active questioning.

Note: If something goes unsaid, it could lead to miscommunication and unmet needs.

Promote openness—there are no stupid questions—empower and encourage self-defined individual and group identities. Participants can draw strength and confidence from how they see themselves and the communities they are part of. Importantly, staff and everyone in the program must use **person-first language** that avoids defining individuals or groups by one narrow label or adjective (e.g., use *person/people with disabilities* instead of disabled person, *person/people of color*, *person/people who is/are incarcerated*). Person-first language does not begin with an aspect of how society sees them but instead attempts to include that characteristic as only one part of a greater whole. Participants are unique individuals that are **not** defined by one characteristic of their multifaceted identities. This stigma can be especially strong for people who are currently or formerly incarcerated.

Providing supportive services is important to ensure that returning residents can benefit from being part of the clean energy industry. Providing these services equitably must not be an afterthought or taken for granted. Returning residents face challenges that result from how society treats differences and has historically discriminated against people who were incarcerated. Staff must know these challenges, and cultivate a supportive environment free from prejudice and judgment. Doing so will help promote empathy, successful communication, and understanding, which are all necessary to meet the needs of program participants and ensuring successful outcomes.

Service Needs Assessment

The **Service Needs Assessment** is a CEJA Reporting System tool that aims to identify the student support service needs of participants while they are serving out their sentences and completing CEJA training.

Participants will complete the assessment with a supportive service staff member and should expect to receive student support services while participating in the instruction component of the training program.

Note: Each service on the needs assessment provides a summary, examples, and guiding questions that the supportive service staff can utilize when meeting with participants.

The tool assesses the participants' needs for the following:

- One-on-one Tutoring Services
- Mentorship
- Translation Services
- Other Educational Enrichment

Note: If there is a needed student support service that is not included in the assessment, it can be added manually. The supportive service must be included in the grantee's budget.

Accommodations

Grantees have an ethical and legal responsibility to comply with the **Americans with Disabilities Act (ADA)**. They must make reasonable accommodations to provide access to the program and facilitate the participant's learning. All buildings where training is provided must be ADA-accessible. Additional accommodations may have costs associated with them, while others may not. Staff may be able to provide some services but may need to hire or make referrals to others. The important thing to remember is that reasonable accommodations must be made to provide access to all eligible participants.

- *Allowable costs:* Screen reader assistance, sign language interpreters, assistive listening devices.
- *Guiding Question:* Do you need accommodations such as a screen reader, assistive listening device, or sign language interpreter to participate in training?

The ADA prohibits discrimination against people with disabilities in multiple areas, including employment, transportation, public accommodations, communications, and access to state and local government programs and services.

The Illinois Department of Corrections does not discriminate against individuals in Custody with known disabilities and provides reasonable accommodations to ensure access to programs, activities, and services in accordance with the Americans with Disability Act (ADA) and the provisions established.

Note: For more details regarding IDOC accommodations, please see the 401111 - ADA - Accommodations.pdf

Grantees are ethically and legally responsible for adhering to administrative requirements by the Americans with Disabilities Act. Grantees are responsible for compliance with the ADA.

Each program must:

- Develop a plan to reach ADA compliance and accessibility.
- Have a coordinator who will ensure ADA compliance and accessibility.
- Provide public notice of ADA statutes and compliance.
- Have an established grievance policy that includes processes for upholding ADA compliance.
- Conduct a program evaluation of ADA compliance and accessibility.
- Provide accessible program materials that are easily understandable based on a sixth- to eighth grade reading level.

Note: Grantees must partner with each respective Facility ADA Coordinator to develop a plan to respond to participants' ADA needs.

Available Student Support Services

Participants may have a variety of student support needs that must be addressed to help them successfully complete the program.

Tutoring

It is common for participants to need additional assistance outside of regular classroom hours. Certain topics, especially math can create a barrier for participants to advance in a program. Grantees should be prepared to offer additional tutoring on all subjects. This can be completed by the instructor(s) or by a partner agency.

- *Allowable Costs:* Partner with a tutoring service, additional hours for instructors, additional training materials or information aides.
- *Guiding Question:* Are there any topics that you may need additional support on?

Assistance with Educational Testing

Testing can cause anxiety for many participants. To be successful in a program, they may need accommodation during testing periods. These accommodations may include, but are not limited to, extended time to complete tests, quiet space to complete testing, hard copies of tests instead of web-based testing.

- *Allowable Costs:* staff time for extended testing periods, hard copies/printed tests among others
- *Guide Question:* Some participants benefit from more time to take tests or changes to their space to be able to focus on their test. Would you benefit from either of these or other changes during testing?

Mentorship

A **mentor** is an individual who develops a long-term professional relationship with participants to provide career guidance, advice, and support. The mentor is expected to serve as their role model, sponsor, and advocate for their mentee's professional development. Providing a mentorship program for participants can help increase the rate of long-term career success. These interactions are often structured and provided by the grantee or a partner agency. Within the Returning Residents Program, this relationship must be coordinated with IDOC and will be somewhat more limited within the facilities. However, grantees should still facilitate opportunities for beneficial one-on-one mentorships—especially

with business owners and current clean energy professionals who are returning residents themselves. Think about recruiting mentors who have the capacity to visit, call, or write program participants as part of their regular training schedule. Keep in mind that any program partners who come into the facilities must pass background checks conducted by IDOC.

- *Allowable Costs:* Mentor/mentee individual training and visitation, correspondence, and training materials.
- *Guiding Question:* Would you be interested in being partnered with a mentor?

*Note: Regarding **mentorship**, individuals on parole would likely not be allowed to reenter the facility. However, it may be possible for a graduate to share their experience with the class via a letter or a virtual meeting (i.e. zoom, Webex, etc.).*

Alumni Networking (Support Services)

Building long-term relationships with former program graduates can significantly benefit current participants. This service may include connecting participants and alumni one-on-one. Unlike mentoring, **alumni networking** is often a time-limited interaction instead of long-term professional relationship building. This service is specifically geared toward one-on-one meetings with alumni.

- *Allowable Costs:* None.
- *Guiding Question:* Would you benefit from being connected to our program graduates working in the trade(s) you're interested in?

*Note: Regarding **alumni networking**, individuals on parole would likely not be allowed to reenter the facility. However, it may be possible for a graduate to share their experience with the class via a letter or a virtual meeting (i.e. zoom, Webex, etc.).*

*Note: There is **Alumni Networking (Support Service)** and **Alumni Networking (Transition Service).** Alumni Networking (Transition Service) is addressed in Chapter 8: Wrap-around Services and Transition Services.*

Other Student Support Services

It is possible that organizations will accept a participant that needs additional academic support beyond what is listed above. As a result, grantees may submit requests for other supportive services to best support participants. These services can be fulfilled through referrals, leveraged resources, or, in some cases, CEJA program grant funding.

If the grantee wants to allocate CEJA Returning Residents Clean Jobs Training Program funding for a service not listed above, the service must first be submitted for approval to the grantee's assigned Grant Manager. Only after approval can the grantee proceed to add the service to the CEJA Reporting System and provide the service to the participant.

- *Allowable Cost*: Determined by approval of the request submitted to Grant Manager
- *Guiding Question:* Are there additional supports that would support your attendance and completion of training program?

Student Support Services Examples

Table 7.5 below provides examples of student support services that can be provided to support participants' success in the training program. Use the table to identify potential gaps in student support services and consider how to fill those gaps successfully.

Table 7.5: Student Barriers and Services to Assist in Overcoming Barriers

Examples of Barriers	Participant's Challenge	Student Support Services
Low Levels of Literacy; Lack of Basic Math, Reading, and Computer Skills	Some participants may lack the basic math, reading, and computer skills that are prerequisites for entering apprenticeships in the clean energy trades.	Tutoring by program instructors or partners
Difficulty with Content Covered in Certain Modules	Participants may have trouble understanding certain content covered in some modules and/or difficulty developing the required skills to complete a module successfully.	Tutoring by program instructors or partners

Tracking Student Support Services

Once Part I of the **Service Needs Assessment** has been completed in the **CEJA Reporting System**, each participant will have an itemized list of services and any associated costs. For technical instructions on how to track service needs, visit the CEJA Returning Residents Program Partner Guide.

Referrals and Leveraging Available Resources

For each supportive service selected, grantees may provide the service in-house or refer participants to other organizations. Grantees should refer participants to other service professionals when the other professionals' specialized knowledge or experience is needed to serve participants fully or when geographical distance dictates that the other service provider would be more convenient for the participant to access.

While CEJA provides funding to address a comprehensive set of barriers to participation in workforce training programs, DCEO encourages grantees to leverage existing funding programs to provide services more efficiently to participants. Leveraging existing resources can help CEJA money go further and provide opportunities and assistance to more participants.

The **CEJA Workforce Hubs Partner Guide** provides information about several state, federal, and other programs to assist participants in accessing available resources for housing, food, transportation, and other needs.

Check-ins and Case Notes

Participants' needs may change throughout the program and into the transition period (when applying for and beginning their apprenticeship program or jobs). For example, the instructor may recommend that the participant get math tutoring so that they can complete program requirements, their car may break down and need car repairs, or perhaps their childcare provider falls through.

Supportive services staff **must maintain regular contact with participants** to reassess needs and make sure needs are being met during training and afterward. At a minimum, the supportive services staff must check in with participants every thirty days during training and as needed. Regular check-ins should be tracked using the case notes in the CEJA Reporting System.

At each check-in, **staff must reassess the participants' needs** and ask if there is anything else that they need support with. They must use the student support tabs to address these needs. If no additional support is needed, **staff must still enter a case note** in the reporting system explaining that the check-in was completed, and no additional assistance was needed.

They can add new services and referrals to the participant's CEJA Reporting System profile and provide follow-up support. After each check-in, staff **must** enter a case note in the participant's CEJA Reporting System profile to record what was discussed and coordinate services with other staff.

The case notes may include the following information, as appropriate:

- Date of check-in
- Progress in the training program
    - Need for make-up classes/testing
    - Need for extra tutoring/support
- Barriers to attending/completing training
    - Need for additional supports services
- Any action items to address
- Any new appointments that have been scheduled

Case notes are vital to communicating internally at the grantee organization, but also with Grant Managers. These tell a story of the participant's interactions with grantee staff. Below are some case noting best practices:

- *Keep case notes factual* -
  Case notes should not feature the author's opinion or personal feelings, instead they should only state the facts of the situation.

  Factual case note: "Supportive services staff spoke with participant on 2/6/2024 to follow up about a need for retesting. Participant indicated a need for additional instruction or tutoring.

  Opinionated case note: "Supportive services staff asked why the participant couldn't pass the exam. Participant needs a lot of help and doubt that he will pass the exam.

- *Use descriptive titles or subject headings -*
  It is common for case notes to be entered in a rush, but it is important to add titles or subject lines that will help the next person understand what took place. This also can help to search for keywords or filter case notes for later use.

  Descriptive title: Retesting follow up conversation with participant – 2/6/2024

  Non-descriptive title: Case note – 2/6/2024

- *Provide valuable information with substance* **-**
  Case notes should provide the reader with useful information that can be acted on or informs them of a current status that cannot be viewed in other areas of the reporting system. Think about case notes as writing the story of the participant. Each note should advance that story.
  Informative case note: "Spoke with participant on 2/6/2024. Participant needs translation services. Submitted request for services and will provide participant with translated materials during the session on 2/13/2024."

  Non-informative case note: "Participant who needs translation"

Note: The information above and additional best practices can be located through Workforce GPS – The Role of Data Tracking and Documentation in Effective Case Management and Career Counseling.

Student Alerts and Tracking

To complete the program, participants must have **80% or higher attendance per module**, unless otherwise note by the certifying body. Participant attendance is tracked in the CEJA Reporting System.

*Note: The **Progress Tab** allows grantees to indicate if a person is not meeting attendance requirements. However, individual daily attendance is not entered into the system.*

Students who drop below the attendance thresholds must make up hours or who fail post-assessments must retake the assessments. These requirements must be outlined in the participant's commitment agreement.

*Note: Information about the **commitment agreement** is available in **Chapter 6: Program Entry.***

Attendance

Participants must attend 80% of the training hours for each module to be considered in good standing, unless otherwise noted by the certifying body. **If a student drops below the 80% attendance** threshold in a single training module, they must **make up** missed hours to be considered on track to complete the program successfully.

It is important to note that some credentials or certifications, such as OSHA-10, require 100% attendance. Grantees should ensure participants understand these expectations. If a participant drops below the 80% attendance threshold (or 100% for specific modules), a red flag alert can be added to the participant's profile.

*Note: Grantee can select a radio button on the **Customers' Progress** page, under the section **Other Participation Requirements,** to confirm if a participant is meeting the attendance requirements. If participants are not meeting attendance requirements, a list is available through the **Dashboard Report**.*

Grantees **must** track daily attendance using an **Attendance Roster,** but daily attendance does not need to be entered in the CEJA Reporting System. The roster must be signed and dated by all Instructors/Trainers and staff responsible for reporting and data entry. Corresponding training curriculum/modules and dates must be accurately reported, not including breaks and lunch times.

*Note: See the **CEJA Returning Residents Program Partner Guide** for a **Sample Attendance Roster**. Please note that the CEJA Returning Residents Clean Jobs Training Program requires an Attendance Roster to be kept on file.*

Participant Evaluation (Post-Assessment Scores)

All **modules** (an instructional unit within a curriculum organized by chronology, topic, or theme) must feature a scored post-assessment at the end of the module to ensure that participants have successfully met learning objectives. Each post-assessment must have a score of 0 - 100%. Post-assessments cannot be pass/fail. Participant scores must be immediately recorded in the CEJA Reporting System to track student progress and to alert supportive services staff of subpar performance. If a participant scores less than 70% on a post-assessment, grantees can manually add a red flag to the participant's profile.

Identifying and Removing Red Flags

Supportive services staff are responsible for identifying the need for coordinating and ensuring the successful delivery of student support services. These staff members have access to a robust CEJA Reporting System dashboard and suite of reports that will allow them to quickly identify participants with red flag alerts. These alerts are meant to signal participants who need additional assistance.

*Note: For the complete role description for **supportive services staff**, see Chapter 1 under Staff Roles.*

Supportive services staff and instructors must meet with participants individually to identify what has caused their attendance or performance to fall below expected standards.

If a participant's red flags are related to academic needs, such as excessive absences, missing or failing post-assessments, or struggling with key lessons, the supportive services staff must work with the participant to develop an action plan to regain good standing in the program. The action plan may outline dates for make-up sessions or post-assessment retakes, referrals for tutoring services, or extended timeframes for participants to take post-assessments. These student support services are entered in the CEJA Reporting System. Once delivered, these services must be marked as complete in the CEJA Reporting System. Grantees are encouraged to develop policies regarding make-up post-assessments and sessions.

If a participant's excessive absences or academic performance are related to non-academic barriers, supportive services staff must address any barriers within the allowable scope of their role and in partnership with the respective IDOC facility, to assist the participant with successfully engaging in and completing the program.

If participants are not meeting attendance requirements, grantees should update the reporting system to show that they are not meeting attendance requirements. A red flag will show up on the progress page and dashboard. Red flags for attendance can be removed from a participant's profile when make-up session hours have been completed, bringing the participant to or above the 80% required attendance for the training service. Red flags for post-assessment scores can be removed when the participant scores higher than 70% on an exam retake, and the new score is added to the corresponding training module.

*Note: Grantee can select a radio button on the **Customers' Progress** page, under the section **Other Participation Requirements,** to confirm if a participant is meeting the attendance requirements. If participants are not meeting attendance requirements, a list is available through the **Dashboard Report**.*

Technical directions regarding removing red flags are available in the CEJA Returning Residents Program Partner Guide.

Additional resources

See the CEJA Returning Residents Program Partner Guide for the following resources:

- Sample Curriculum Plan
- Sample Instructional Plan
- Sample Student/Participant Feedback Form
- Final Curriculum Form
- Sample Attendance Roster
- Sample Extenuating Circumstances Policy for Make-Up Post-assessments and Sessions

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

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