



Clean Jobs Workforce Network Program

2024-25 Program Manual

Chapter 2: Equity and Program Culture

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

- Articulate why equity is at the center of CEJA and the CEJA Workforce Hubs program.
- List and describe the core equity values that serve as the program's foundation.
- Center equity, diversity, inclusion, welcoming, accessibility, and belonging into your program's culture, each of the program's elements, and each phase of the program.
- Articulate how your organization can demonstrate compliance with federal and state laws that support equity.

The Climate and Equitable Jobs Act (CEJA) workforce programs are equity focused. But what does that mean? This chapter will explore how workforce programs can foster an equity-focused program culture that empowers participants to engage fully, develop professionally, and reach their fullest potential.

Building an Equitable Clean Energy Workforce

The CEJA Workforce Hubs Program, as part of the **Climate and Equitable Jobs Act** legislation, was uniquely designed to:

- Provide training and career pathways for targeted groups that have historically been left out of workforce opportunities in clean energy, including:
 - People who live in environmental justice and R3 communities.
 - People with barriers to employment, including formerly incarcerated people.
 - People who are current or former members of the foster care system.
 - Displaced energy workers.
- Help people build careers in clean energy that provide sustainable living wages, contributing to economic independence.
- Remove barriers to training participation and job attainment.
- Provide participants with the skills for lifelong job security.
- Promote clean energy as a viable job industry for women and minority communities.
- Provide the clean energy industry with a consistent, skilled workforce for future generations.
- Create new partnerships between state agencies and community organizations.

By adhering to equity values and progressing toward these goals, the CEJA Workforce Hubs will contribute to a more **equitable clean energy industry** in Illinois.

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Historically, inequities have existed across affiliated clean energy industries (see the tables below). Data shows that there are racial and gender disparities in Illinois clean energy jobs.

According to Clean Jobs Midwest 2023 (based on data from the 2023 US Energy and Employment Report), 70.5% of the clean energy workforce in Illinois is male, and only 29.5% is female. African Americans are also significantly underrepresented in the Illinois clean energy workforce, as the table below shows.

Table 2.1: Demographics of the Illinois Clean Energy Workforce

State Population	Illinois Clean Energy Workforce	Illinois Population
Women	29%	49.0%
African American	7.7%	14.7%
Hispanic/Latino	18.2%	18.0%
American Indian/Native Alaskan	1.2%	0.6%
Asians	8.4%	6.1%

(Data source: [Clean Jobs Midwest](#), 2023)

Factors that impact this disparity include, but are not limited to:

- Race and ethnicity biases
- Gender biases (such as negative perceptions regarding women working in construction and the building trades)
- Lack of knowledge regarding opportunities within the clean energy
- Lack of access to opportunities for training
- Lack of access to social capital and industry-specific networks necessary to get a job
- Hostile or unwelcoming workplace environments or cultures

The CEJA Workforce Hubs Program seeks to build a more equitable workforce in the construction and building trades by creating a pipeline of diverse candidates to help respond to the demand for clean energy services, and by removing barriers to completion and success through robust barrier reduction services.

Equity-focused Program Culture

Culture is a pattern of basic, shared assumptions learned by a group (Schein, 2010). A program's culture, or program environment, is the pattern of beliefs, values, rituals, relationships, and practices shared by DCEO CEJA administrators, grantees, and participants. Program culture is critical to effective service delivery and participant outcomes.

CEJA Workforce Hubs employ an **equity-focused program culture**. The term **equity** is often used in conjunction with other terms like equality, belonging, or inclusion. In fact, the acronym DEI (Diversity, Equity, and Inclusion) has become common when thinking about fair treatment in the workplace. Despite the colloquial use of these terms, equity has a specific definition relevant to CEJA.

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Equity recognizes that each person has different circumstances and allocates the resources and opportunities needed to reach an equal outcome. This is different from **equality**, which means each individual or group of people is given the same resources or opportunities.

While the general principle of equality in workforce programs is both good and well-intended, an equity-focused program culture is very different from an equality focus. Here are a few ways the two terms differ:

Equality	Equity
All participants have access to the same resources	Participants are provided with the resources they need to succeed
Assumes what is required to be successful	Does not make assumptions
Tells!	Asks!

Equity recognizes uneven playing fields and seeks to respond to individual needs, instead of providing blanket services to everyone irrespective of their current position, resources, or needs. Equity challenges us to **reduce barriers** (*i.e., barrier reduction services*) while supporting participants on their journey to self-sufficiency. Centering equity means eliminating barriers and leveling the playing field for underserved groups.

Defining Core Equity Values

An equity-focused program culture works with the core equity values of diversity, inclusion, welcoming, accessibility, and belonging. Welcoming others and making room for differences helps create a dynamic, creative, productive workplace and encourages a comfortable and enjoyable environment for all. Recognizing, embracing, and celebrating difference can foster a safe, supportive, and successful environment for underserved groups¹ who have been and continue experience discrimination. Programs that embrace such a culture will experience better outcomes.²

¹ White House Executive Order 13985 defines "underserved communities" as populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life. Namely, these are Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.

² According to research by McKinsey & Company, gender and ethnic/cultural diversity continues to demonstrate a statistically significant correlation with financial performance. Diverse companies experience improved customer orientation, employee satisfaction, and decision-making. Companies performing at the highest levels of success have all developed inclusion and diversity strategies to which they were strongly committed (Hunt, Prince, Dixon-Fyle, & Yee, 2018).

Closing the gender gap in work could add up to \$28 trillion to the annual GDP by 2025 (Woetzel et al., 2015). Moreover, companies in the top quartile for ethnic and racial diversity at the management levels were 35% more likely to experience financial returns above their industry's average (Hunt et al., 2018).

Program **core values**³ are the core ethics or standards the program is expected to abide by. They serve as a guiding light for program design, actions, and decision-making. They invite grantees to provide a welcoming, inclusive environment that counters previous negative experiences of underserved groups in the clean energy industry. Below we define each of these values.



Diversity means honoring the humanity of all people and valuing the unique contributions that different people bring to the table. Diversity includes all of the characteristics that make individuals and groups different. It recognizes everyone and every group as part of the diversity that must be valued. A broad definition includes not only race, ethnicity, and gender—the groups that most often come to mind when the term "diversity" is used—but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, and physical appearance. It also involves different ideas, perspectives, and values.

Inclusion and Welcoming requires authentically bringing underserved individuals and/or groups into processes, activities, and decision-making in a way that shares power and influence. To be inclusive means more than having individuals or groups in the room; it means listening and allowing their input to impact decisions. Inclusive and welcoming environments ensure that people are respected and can fully participate and contribute. Organizations that are inclusive and welcoming proactively leverage diverse perspectives within the group to impact policies, practices, and norms. Inclusive and welcoming

³ <https://www.racialequitytools.org/glossary>

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environments benefit everyone and pave the way for empathy, successful communication, and understanding.

Accessibility is the degree to which an environment, service, or product is understandable, meaningful, and useable by as many people as possible. The Illinois Department of Human Resources defines accessibility as the degree to which all people, including people with disabilities and people with limited English proficiency, can fully use or participate in services, facilities, workplaces, products, and communications with ease.

Belonging is the sense that you can bring your whole and authentic self to a group without fear of discrimination or estrangement. Feeling a sense of belonging means that your differences are acknowledged, celebrated, and valued. Belonging is about being able to contribute meaningfully to the group. Belonging has been linked to participant retention, completion, and overall reduction in program attrition.

Professional Development around Equity

Grantees are expected to integrate the core equity values into their program to help participants feel safe, participate fully, develop professionally, and reach their fullest potential. **All members of your team must receive training in these six core equity areas.**

While DCEO will provide basic equity training, it is the grantees' responsibility to ensure their staff is appropriately trained. This may mean reaching out to an expert for additional professional development. Additional staff training may be required.

Below are a few resources for staff training:

- Illinois Department of Human Rights: [An Introduction to Diversity, Equity, and Inclusion for All State Employees](#)
- Illinois State Board of Education: [Equity Information and Resources](#)
- Illinois Board of Higher Education: [Illinois Educational Attainment and Equity Dashboards](#)
- Equity in the Center: [Racial Equity Tools](#)

How to Foster an Equitable Workforce Program Culture

Commitment to the core equity values means upholding them in all elements of your program. It means pursuing policies and practices to support all participants and team members. The questions below should be considered as you develop and deliver your program.

- How will an equity focus inform your program goals?
- How will you analyze the impacts of your program on all participants, including underserved groups, such as persons with barriers due to their lack of education, job training, reliable housing and transportation, legal system involvement, or disability?

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- How will you infuse diversity, inclusion and welcoming, accessibility, belonging, and equity into your program’s culture?
- How will you avoid potential legal consequences by implementing a comprehensive anti-discrimination, harassment, and bullying policy and developing a reporting and routing process?
- How will you establish partnerships with culturally competent organizations and employers to deliver the program and promote participants’ success?

Empower for Resilience and Self-sufficiency

Program design and implementation must focus not just on program completion, but on helping participants develop the long-term skills that will allow them to build resilience, become self-sufficient, and secure a long-term career. The CEJA Workforce Hubs program utilizes a human-centered program design with individualized service delivery that leads to upward mobility and quality jobs. Consider the following questions when designing your training program:

- How will the skills taught in each module prepare participants for long-term success in their careers?
- What skills or tools can the program provide to help ensure success in years 1-3+ after job placement?
- What certifications are offered to make participants marketable candidates for jobs in the clean energy industry?
- What life skills will participants develop to build resilience and self-sufficiency?
- How will your program provide individualized services, coaching support, and training to empower participants to succeed?
- How will you prioritize participants’ future financial stability and economic security through skills training?

Embrace Difference by Cultivating Cultural Competence

The core values of equity, diversity, inclusion, welcoming, accessibility, and belonging mean more than meeting specific metrics. Staying true to the core equity values means ensuring that each participant feels that their humanity is honored. It means ensuring that participants feel that they belong in the program and the classroom, their voice is heard, and their differences and unique contributions are valued.

Embracing difference means developing **cultural competence** to effectively deliver program services for different groups of people. Cultural competence is key to embracing difference among different racial and ethnic groups, gender identities, rural and urban communities, and other different cultures. Cultural competence includes the following elements:

- **Cultural knowledge:** Having a basic understanding that there is diversity in cultures across the population.
- **Cultural awareness:** Being open to the idea of changing cultural attitudes.
- **Cultural humility:** Becoming self-aware of personal and cultural biases.

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- **Cultural sensitivity:** Being sensitive to the significant cultural issues faced by others. Knowing that differences exist between cultures, but not assigning values to those differences.

Grantees should provide professional development to help staff members develop not just cultural knowledge and awareness, but also cultural humility and cultural sensitivity when engaging with different groups of people.

Consider the following questions:

- How will the program build cultural competence among staff members? How will you develop a culture of humility and sensitivity, encouraging self-reflection and a willingness to learn from others who are different?
- What steps is your program taking to ensure members of the target populations are present, and that their contributions and voices are heard?
- How is your program developing partnerships with culturally competent organizations?
- How is your program creating a sense of inclusion, welcoming, and belonging for people with differences?
- How is the program helping participants build self-confidence and self-efficacy in their differences, which will be valuable as they transition to full employment?

Overcome Barriers

The foundation of the CEJA workforce programs is ensuring **equitable access and opportunities** to historically underserved populations. CEJA Workforce Hubs focus on building an environment that eliminates or reduces the impact of structural, individual, and situational barriers facing participants. There are many different kinds of barriers that participants may face—some more challenging to address than others. Barriers can be multi-faceted and include **trauma, situational poverty, and multigenerational poverty**.

- **Trauma**, according to the Centers for Disease Control, is “a physical, cognitive, and emotional response caused by a traumatic event, series of events, or set of circumstances that is experienced as harmful or life-threatening. Trauma can have lasting effects, particularly if untreated.” Trauma-informed care acknowledges that organizations need to have a full understanding of a participant’s life situation—past and present—to provide effective services. Trauma-informed service delivery recognizes trauma symptoms and responds with understanding and respect.
- **Situational poverty** is a period of being poor caused by situational factors, in contrast with generational poverty. Approaches to addressing situational poverty may include short-term solutions, such as providing money for transportation and childcare to address the unique situation.
- **Multigenerational poverty** is a form of entrenched poverty that can encompass multiple generations of a family. Black Americans are 41% more likely than whites to be in third-generation poverty. Approaches to multigenerational poverty are often very different than approaches to situational poverty. These approaches may be more long-term and multi-faceted

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and typically focus on promoting access to education, skill development, and economic empowerment.

CEJA Workforce Hub grantees should acknowledge how trauma, situational, and multi-generational poverty may impact participant's experience in the program and consider how their approaches to barrier delivery will address the multi-faceted challenges people may experience. Here are a few questions to consider.

- How is this program reducing barriers for participants in a way that addresses both short and long-term needs of people experiencing situational or multigenerational poverty?
- How does barrier reduction service delivery honor the humanity of each participant and consider their unique needs?
- What staff training is needed to deliver trauma-informed, culturally-sensitive barrier reduction services?

Build a Community of Collaboration

Successful learning is rooted in a safe, welcoming, and collaborative environment. Grantees must develop an environment that promotes respect for all participants and staff, practices open listening and attends to the lived experiences of all participants.

- How are staff and participants taught to listen and collaborate empathetically?
- Are standards for communication defined and taught to students and staff?
- Are staff and participants offered continued education and professional development on critical topics like trauma or gender-informed services?
- What mechanisms are in place that ensure student and staff contributions are valued?

Track and Measure Success

People and programs grow when goals are set, outcomes are measured to see how goals are being met, and programs are adjusted to promote further success or strengthen weak points. An equity focus should inform all aspects of this process. It is important to remember that goals and outcomes are intended to measure a program's impact and the difference it makes in participants' lives. Tracking and measuring outcomes will help grantees evaluate the extent to which the program is meeting its equity goals and values.

What do equitable goals and outcomes look like? CEJA Workforce Hubs are specifically focused on increasing opportunities in the clean energy sector for people and communities that have been left out in the past or who have faced historical barriers to participation. Equitable goals and outcomes will consider past gender and racial disparities and seek to address those disparities. Setting equitable goals and outcomes means considering the unique demographics of your region and the environmental justice and R3 communities in your region.

Tracking and measuring outcomes will help grantees evaluate the extent to which the program is meeting its equity goals and values. Measuring outcomes can be used to evaluate what is and is not working and identify any disparities in outcomes among different groups. Strategies can be adjusted to

address these disparities. The diagram below shows how grantees can set goals and outcomes, track how outcomes are met, and adjust program design and delivery to ensure equitable outcomes.

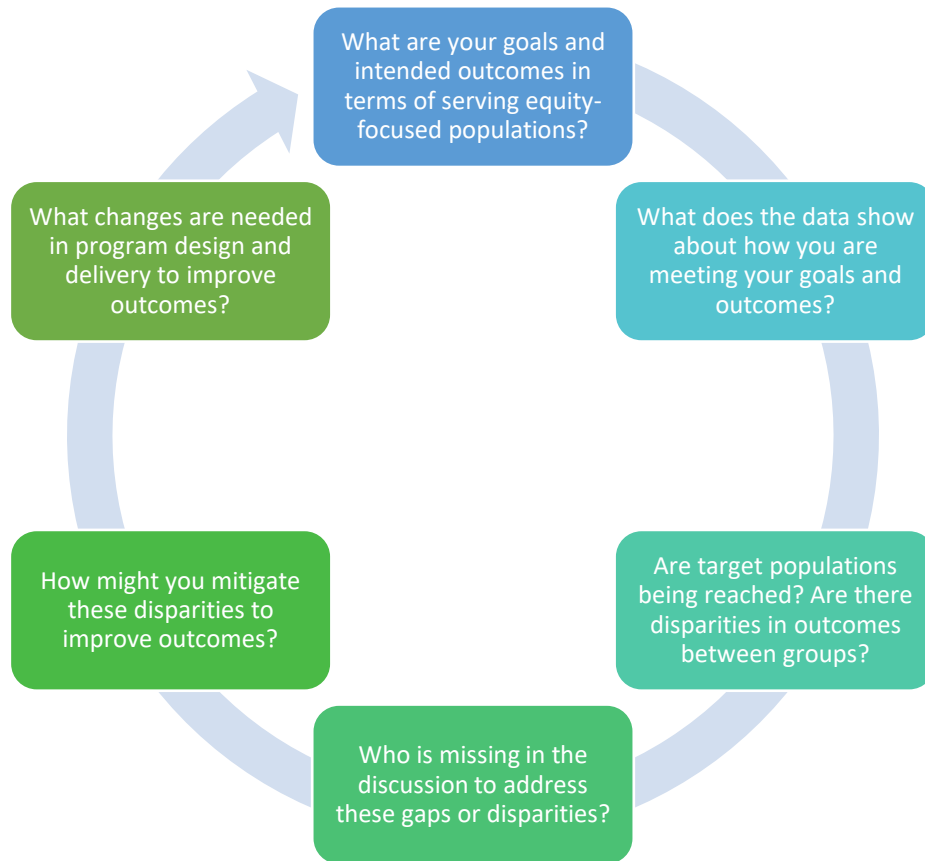


Figure 1: Ensuring Equitable Outcomes through Data Analysis

Your Grant Manager and the CEJA Regional Administrators will review your goals and outcomes, monitor your progress in meeting these goals and outcomes, analyze the data to identify any equity concerns or disparities in outcomes, and help you develop strategies to address disparities and gaps.

How will equitable outcomes be tracked and measured? DCEO requires a number of assessments, plans, and reports to help you track and measure success. Equity is embedded in all of these processes. Here are a few examples of how equitable outcomes will be measured and evaluated in the program.

Table 1: Equity Metrics

Equity question	Tracked and measured by . . .
Is the program reaching target equity investment eligible populations?	Equity investment eligibility requirements will be tracked in the CEJA Reporting System. Grantees will enter participation, completion, and job placement metrics into the CEJA Reporting System.
Is the program inclusive of people of different races, ethnicities, genders, abilities, and cultures?	Grantees will enter demographic information for all participants in the CEJA Reporting System.
Do participants feel included and welcomed in the program?	Participants will be asked to complete participation surveys and exit interviews.
Is the program providing services to remove barriers to completion and success?	The CEJA Reporting System will track service needs and service delivery. Data will be analyzed to see how these barrier reduction services are associated with participant outcomes.
Are participants provided the skills they need to succeed in a clean energy job and build a career?	The CEJA Reporting System will track long-term outcomes. Grantees will collect information about retention in jobs and gather feedback from employers and participants.
Are program materials, curriculum, and services accessible?	Curriculum will be reviewed by the Grant Manager to ensure that curriculum and services are accessible. Custom outreach materials developed by the grantee will be reviewed by the Grant Manager.

Equity Values in Action

The recommendations below apply to the above questions and should provide program administrators with specific guidance about how to center equity in their processes. Many of these recommendations apply across one or more categories. Remember, to be truly equity-focused, the principles must be applied to both staff and clients.

Organizational Policies, Procedures, and Processes

1. Develop a set of written policies, procedures, and processes for your organization that address the six core equity values.
2. Ensure all policies, procedures, and processes are in writing and aligned with the core values. These must be used as a reference to ensure that you follow your intentions and can also be used for accountability.

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3. In each program discussion, ask what equity value considerations need to be addressed. Consider appointing someone to advocate for the six core equity values in discussions until this becomes a habit and equity is embedded in your program.
4. Develop a conflict resolution policy. These topics can sometimes get complicated. Expect that people may get offended, and you may offend, even if unintentional. Have ways to recover from such events in a constructive, team-centered way.
5. Consider forming a DEIA team with representation from staff and participants to assess performance, respond to concerns, and make recommendations for improvement.
6. Listen fully to participant feedback regarding their experiences, even if you have observed the situation differently.
7. Identify concrete metrics for measuring and continuously improving diversity, inclusion and welcoming, accessibility, belonging, and equity.

Note: The development of organizational policies, procedures, and processes requires specific subject matter expertise. If this expertise does not exist within your organization, consider contracting with a qualified consultant to provide support.

Staffing

1. Ensure ALL program staff are trained in diversity, inclusion and welcoming, accessibility, belonging, and equity. Explain why this is important. Work to gain buy-in from all staff.
2. Recruit staff, especially mentors and coaches, from the equity investment eligible communities and other target populations (such as foster care alumni or returning residents) who have shared or similar experiences with potential participants.
3. Ensure ALL program staff model behaviors align with equity values and practices.

Recruitment

1. Make sure that external-facing materials (online and in print) show people who are diverse and representative of the people you are trying to serve.
2. Ensure program rules, guidelines, and policies do not inadvertently marginalize a group (for instance, “you must be able to lift 100 pounds to apply for the program”).
3. Make all program requirements easily accessible.
4. Actively outreach to and recruit diverse groups. Refrain from expecting them to come and show up if they have historically been underrepresented. Leverage trusted partners, including staff from similar backgrounds and community leaders.
5. Nurture the program’s existing diversity. Word of mouth is a very powerful tool.

Intake

1. Ensure access to barrier reduction services are equitable by going through the needs assessment and intake questionnaire thoroughly. Invite them to identify what additional supports they need to be successful.

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2. Take the time to learn who the participants are and how they self-identify.
3. Identify and leverage strengths in diverse participants and build on those strengths. Consciously acknowledge all sexes, genders, and ethnicities. Positively affirm contributions and inquire about relevant personal experience.
4. Use supportive communication that frames participants as future members of a professional community (the clean energy industry), not just a participant in a program. This is especially important for participants who belong to groups that have historically been underrepresented in the clean energy workforce.
5. Validate participants' self-worth, inherent ability, and creativity to help counter "imposter syndrome" and respond positively and affirmatively to their internal questions, "Am I supposed to be here?" "Do I fit in here?" "Can I be successful here?" "Do I belong here?"

Training

1. Encourage participants to incorporate their current knowledge and utilize their lived experiences and expertise to achieve personal success.
2. Recognize, welcome, and elevate participant contributions in the classroom, worksite, and program environment.
3. Develop genuine and quality relationships between and among all levels of staff and program participants. Encourage mutual trust.
4. Show participants how their cultural values, current knowledge, and experiences are transferable and reflected in the clean energy industry.
5. 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.
6. Be willing to discuss and address difficult/taboo topics to find equitable solutions. Acknowledge in the curriculum, among staff, and on worksites the environmental and historical factors that impact underrepresented groups.
7. Minimize/eliminate exclusionary practices within the learning environment and on worksites (for example, inequities, negatively singled out participants, overlooking or ignoring certain participants, verbally insulting or marginalizing membership in certain groups, or otherwise discounting the value of specific characteristics).
8. Provide additional instruction, coaching, and mentoring as needed to help participants be successful.
9. Explicitly express a commitment to equity in training sessions, instructional materials, curricula, physical spaces, online and print materials (for example, posters and website), and most critically, in practice! This commitment must include the representation of diverse cultures through language, heritage, historical contributions, and current thought leaders.
10. Equitably provide opportunities for learning and growth to help participants develop skills, confidence, and leadership. Certain groups must not be inadvertently singled out (for example, choosing a male to serve as a team leader for all group projects).
11. Tell relatable stories during training. People respond when they feel that their instruction relates to their lives and what they are experiencing.

12. Ensure participants receive both positive and constructive (not negative) feedback. Move beyond mere compliments (i.e., “well done”); share what the participant did well or should have done differently to improve their performance.
13. Provide participants with multiple ways to demonstrate knowledge and skills. Not all forms of learning and means of assessment have been a significant part of everyone’s educational background.

Employer Relationships and Transition Services

1. Assist applicants in applying for jobs, helping them frame their unique and sometimes unconventional experiences (for example, volunteer work, creative endeavors, compensated and uncompensated services like lawn care and babysitting) as assets in the job market.
2. Develop relationships with minority and women-owned businesses, equity eligible contractor businesses, or other businesses that reflect the diversity of the participants you are serving.
3. Identify mentors in the clean energy industry who are from equity investment eligible communities and other target populations (such as foster care alumni or returning residents) who have shared or similar experiences with potential participants.
4. Provide participants with multiple ways to demonstrate knowledge and skills. Not all forms of learning and means of assessment have been a significant part of everyone’s educational background.
5. Proactively work with employers to advocate for fair hiring practices and supportive work environments. If there are policies or practices that are standing in the way of returning residents getting hired, for instance, encourage employers to change. Help them see the value in hiring returning residents and other populations with barriers to employment.
6. Maintain clear lines of communication with employers to facilitate follow-up and encourage retention after hire. Be clear about your expectations for a supportive work environment and discuss how you can continue to support the participant after they have been hired.

Compliance with Laws that Support Equity

Because your program will be serving people from many different backgrounds, your organization will need to establish policies and practices that ensure that everyone is treated with dignity, decency, and respect. This will include cultivating an environment that is free of discrimination, harassment, bullying, or other emotional or physical harm.

- Discrimination is bias or prejudice resulting in 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 or program participation.
- Harassment can be a wide range of unwelcome and offensive behaviors. They usually are repetitive but do not have to be.
- Bullying is a persistent pattern of mistreatment from others in the workplace/training environment that causes either physical or emotional harm. It can include such tactics as verbal, nonverbal, psychological, or physical abuse and humiliation.

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There are a number of federal laws that protect people from harassment and discrimination. These include:

- **The Equal Pay Act of 1963.** This Act is a United States labor law amending the Fair Labor Standards Act. This Act abolishes wage disparity based on sex. [Read more.](#) (U.S. Equal Employment Opportunity Commission, n.d.)
- **Title VII of the Civil Rights Act of 1964.** This Act prohibits discrimination in employment based on race, color, sex, religion, or national origin. [Read more.](#) (U.S. Equal Employment Opportunity Commission, n.d.)
- **Title IX of the Education Amendments Act of 1972.** No person in the United States, based on sex, should be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. [Read more.](#)
- **Illinois Human Rights Act.** State law that prohibits discrimination concerning age (40+), ancestry, arrest record, citizenship status, color, conviction record, disability (physical and mental), familial status, gender identity, marital status, military status, national origin, orders of protection, pregnancy, race, religion, retaliation, sex, sexual harassment, sexual orientation, unfavorable military discharge. [Read more.](#)
- **Americans with Disabilities Act (1990).** This Act prohibits discrimination against physically or mentally challenged people who can perform the job's essential functions. It also requires employers to offer reasonable accommodations to enable those workers to do their jobs. [Read more.](#) (Americans with Disabilities Act, 1990).

Your organization is expected to implement policies and practices that demonstrate your commitment these laws. This may include requiring staff to receive training on these laws, implementing fair labor policies, posting guidelines for professional conduct in your building, making sure your facility is ADA accessible, and more.

As a part of compliance with these laws, all grantees must have an anti-discrimination, harassment, and bullying policy in place, utilizing the policy template found in the Energy Transition Navigator Partner Guide.

Despite your efforts to create a welcoming and inclusive environment, there may still be instances of discrimination, harassment, or bullying among your staff and participants. These instances must be proactively addressed, adhering to the Anti-Discrimination, Harassment, and Bullying Policy template. Utilize the following forms to document and address complaints. Copies of these checklists and complaint forms must be shared with your Grant Manager as complaints are addressed.

- Checklist for Addressing Discrimination, Harassment, Bullying Complaints
- Discrimination, Harassment, and Bullying Complaint Form

Remember that compliance with these laws will help to demonstrate your commitment to equity and ensure that staff and participants are treated with dignity, decency, and respect.

Additional resources

Energy Transition Navigator Partner Guide:

- Discrimination, Harassment, and Bullying Policy Template
- Checklist for Addressing Discrimination, Harassment, Bullying Complaints
- Discrimination, Harassment, and Bullying Complaint Form

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