IREC

IREC Credentialing Program

Application Guide for Training Providers

JANUARY 2025

EMAIL: CREDENTIALING@IRECUSA.ORG

WEBSITE: IRECUSA.ORG/CLEAN-ENERGY-TRAINING/CREDENTIALS

IREC Credentialing Program

The Interstate Renewable Energy Council (IREC) is a nationally recognized leader in clean energy training accreditation. With the demand for clean energy skills growing, IREC accreditation provides critical validation of high-quality training programs that meet industry standards, benefiting both trainees and the broader workforce.

IREC credentials ensure that trainees are prepared for specific, job-aligned roles in the weatherization and clean energy sectors. These credentials, backed by industry-validated job task analyses, guarantee that students leave training programs with the skills necessary to excel in their roles, promoting efficiency, safety, and consumer satisfaction.

About IREC

The Interstate Renewable Energy Council (IREC) builds the foundation for rapid adoption of clean energy and energy efficiency to benefit people, the economy, and our planet. Its vision is a 100% clean energy future that is reliable, resilient, and equitable. IREC develops and advances the regulatory reforms, technical standards, and workforce and community-based solutions needed to enable the streamlined integration of clean, distributed energy resources. IREC has been trusted for its independent clean energy expertise for over 40 years, since its founding in 1982. For more information, visit irecusa.org or follow IREC on X (formerly Twitter), LinkedIn, Facebook, or Instagram.

For more information, contact the credentialing team at credentialing@irecusa.org.

IREC

INTERSTATE RENEWABLE ENERGY COUNCIL

Independent leadership. Trusted clean energy expertise.

Table of Contents

Pre-Application Eligibility Forms and JTAs - Page 2

The Application and the Standard - Page 5

- **Naming Conventions** - Page 5

IREC Direct - Page 6

Filling Out the Application - Page 8

- Sections 4 and 5 - Page 8
- Section 6 - Page 9
- Section 7 - Page 11
- Section 8 - Page 12
- Section 9 - Page 15
- Section 10 - Page 17

Submitting Your Application - Page 18

Note from the credentialing team: The following sections provide information and tips for completing the application. ***This is not the application itself but can be used to help you ensure you have answered all parts of the application questions accurately.*** *Not every application question is detailed in this guide. This guide is best used side by side with the application form itself so that you can reference specific questions on the form. Using this application guide is completely optional.*

Congratulations! You are starting the process of becoming **IREC-Accredited.** This is a big step for your organization. The next couple of months will allow you to take a deep dive into the policies and processes of your training program. You'll also have the opportunity to create new materials that will make your training center more robust, such as updated policies and procedures, assessment frameworks, and safety plans. In this application guide, we aim to offer you support with some of the most important components of your IREC-Accreditation journey. The first step is the eligibility determination process.

Pre-Application

Eligibility Forms and Job Task Analyses (JTAs)

The eligibility determination process includes additional documentation that will allow you to describe more specific details about your training program scope and delivery. These include:

1. Filling out the initial **Eligibility Form** — remember that the course must have been taught at least once to be eligible for accreditation.
2. Completing the **Training Program and Course Information Sheet.**
3. Conducting the **JTA Crosswalk** for each **Job Task Analysis (JTAs)** for which you are applying.
4. Sending the **DOE Subsidy Form** (if you are a Weatherization Assistance Program Training Provider).

The **Eligibility Form** is the first step in this process. On that form, you will provide information on the Training Program and select the JTAs for which you are applying. Additionally, you will need to verify that the Training Center is a **legal entity** through a description and by providing evidence**.** This can be done in several ways:

1. A tax document
2. An organizational document that indicates your business status (nonprofit, for-profit, government agency, educational institution, etc.)
3. Proof of registration with the state or city government

In the Eligibility Form, you will also be asked to list and briefly describe the locations where the courses you are seeking accreditation are taught. Location types are separated into three categories: Parent (Principal) Location, Auxiliary Sites, and Affiliate Locations.

The following definitions can be used to inform these answers:

Primary (Parent) Location - The main location of the training provider.

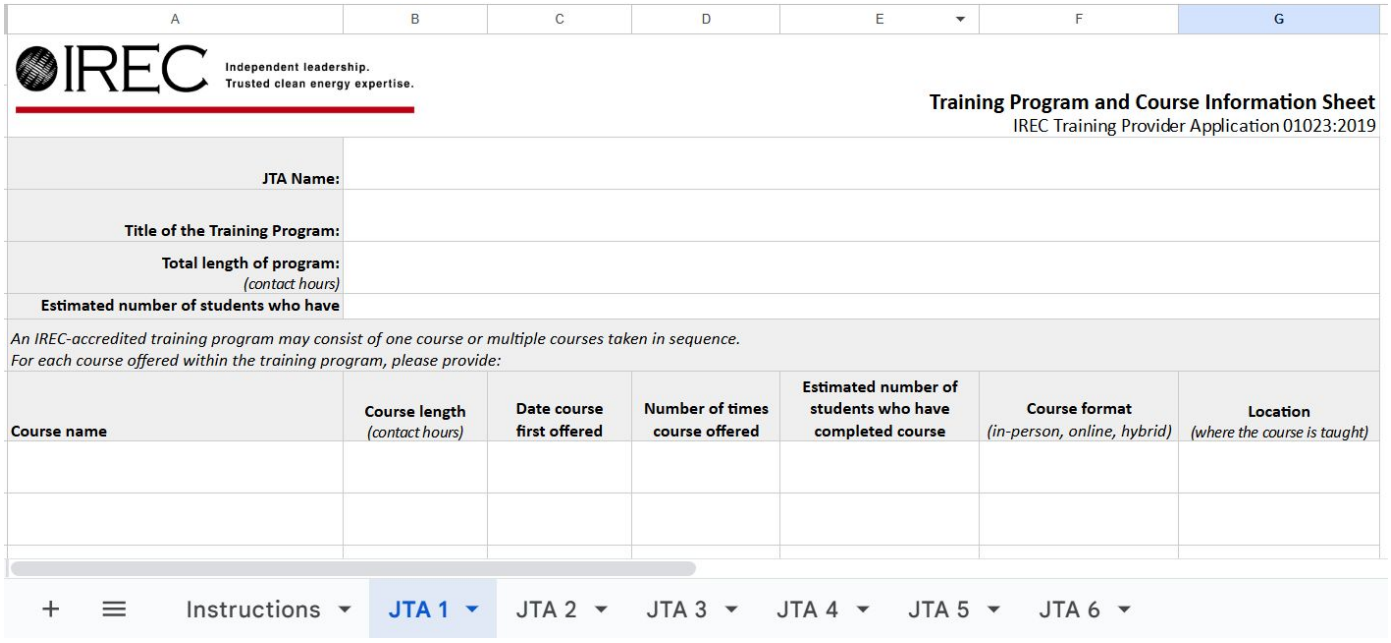
Auxiliary Sites — Sites that are regularly used by the Candidate for hosting accredited training courses and with which the Candidate has an established legal relationship. Auxiliary sites do not have their own course administration, nor do they operate with any degree of autonomy from the Training Provider. Another term for this kind of site might be a "branch."

Affiliate Training Provider(s) — Educational programs that enjoy a legal connection through licensing to a parent (principal) program or organization, or through a national or regional organizational membership. To be considered an affiliate site, the location must share a common curriculum with the principal location.

Please fill out any locations that you would like to be a part of your accreditation. If a location is not listed, you will not be able to use the IREC Accredited mark for any courses taught at this location.

Next, we will go over the **Training Program and Course Information Sheet**. When you begin working on this sheet, you will have already determined the **JTAs** you will be applying under when you complete the Eligibility Form.

Your Training Program and Course Information Sheet will provide instructions on how to fill out the information required. You will use the bottom tabs of the spreadsheet to enter information for each training program you plan to include in your full application for IREC Training Provider Accreditation. Rename each tab with the corresponding JTA, e.g., Energy Auditor, PV Installation Professional, etc. Remember, only list the course or courses that are tied to the JTA. If applicable, indicate the location where the course is being taught in the "Locations" column if this course is taught at multiple locations.



IREC Independent leadership. Trusted clean energy expertise.

Training Program and Course Information Sheet
IREC Training Provider Application 01023:2019

JTA Name:	
Title of the Training Program:	
Total length of program: *(contact hours)*	
Estimated number of students who have	

An IREC-accredited training program may consist of one course or multiple courses taken in sequence.
For each course offered within the training program, please provide:

Course name	**Course length** *(contact hours)*	**Date course first offered**	**Number of times course offered**	**Estimated number of students who have completed course**	**Course format** *(in-person, online, hybrid)*	**Location** *(where the course is taught)*

Instructions | JTA 1 | JTA 2 | JTA 3 | JTA 4 | JTA 5 | JTA 6

After filling out the Course Information Sheet, you will delve into one of the most important projects of your accreditation, the **JTA Crosswalk**. This is an area where your commitment to quality can really shine by taking the time to show how the learning objectives of the courses you listed in the Course Information Sheet are tied to the JTAs for which you are applying. Similarly to the Course Information Sheet, each JTA has its own separate tab with a template that outlines the domains and tasks for that particular JTA.

In each JTA tab, you will be matching curriculum and assessment materials to the different tasks within the JTA. If you are applying for more than one JTA, each JTA should have different courses and assessment materials to which they are tied, reflecting why you are applying for multiple JTAs.

To ensure that you complete the JTA Crosswalk correctly, double-check that all tasks have both curriculum and assessment matches and that the modules, lessons, slides, and handouts are all detailed. **The top of each tab has an example for how to fill out the section.**

Once you have filled out these forms and they have been approved, you are ready to start your application! If your training center is associated with the Weatherization Assistance Program (WAP), you will receive a **DOE Subsidy Form**. Please fill out this form and follow the instructions on the form to submit it. If your training center qualifies, you will receive a 90% subsidy for application fees only.

Photo courtesy of SMOC Green Jobs Academy

The Application and the Standard

Throughout the application process, you will hear a reference to "**the standard**"—this refers to the **IREC Standard for Training Providers - 01023:2019**. This standard provides the accreditation requirements that clean energy technology training providers must meet and document to earn and maintain accreditation. **It is highly recommended that applicants read through the entire standard.** A lot of your questions can be answered within this document.

Additionally, there are multiple terms defined in the standard that are used in the application. Reading the definitions for these terms may prove helpful in understanding certain application questions.

As you will see, the standard is split up into multiple sections, with numbered naming conventions (i.e., section 4.1—Legal Entity). Each part of the application is tied to the standard, and that is why in your application you will see the same naming conventions.

Naming Conventions

As you go through the application, each question requires a written response to the question, uploaded supporting documents, or both. Make sure to read each question thoroughly as sometimes there are multiple questions within each section.

When you upload supporting documents for the application, use the naming convention described. Here is an example question from the application. Afterward, we will demonstrate how to get your naming conventions right.

Example:

8.2 Required Assessment JTA-Specific

For each training program included in this application, upload evidence that student learning outcomes are evaluated using measurable, objective, criterion-referenced, and authentic assessments.

When you upload supporting documents, use the naming convention described:

File Name: 8.2 Assessments 1 [JTA Name]; 8.2 Assessments 2 [JTA Name]; etc.

OK, let's get started on some naming best practices. If the first document you upload is for Crew Leader, the upload should be named "8.2 Assessments 1 Crew Leader." If you are applying for a second JTA, let's say Energy Auditor, the upload should be named "8.2 Assessments 2 Energy Auditor." If you have more than one document for Energy Auditor, it should be named "8.2 Assessments 3 Energy Auditor" and so on.

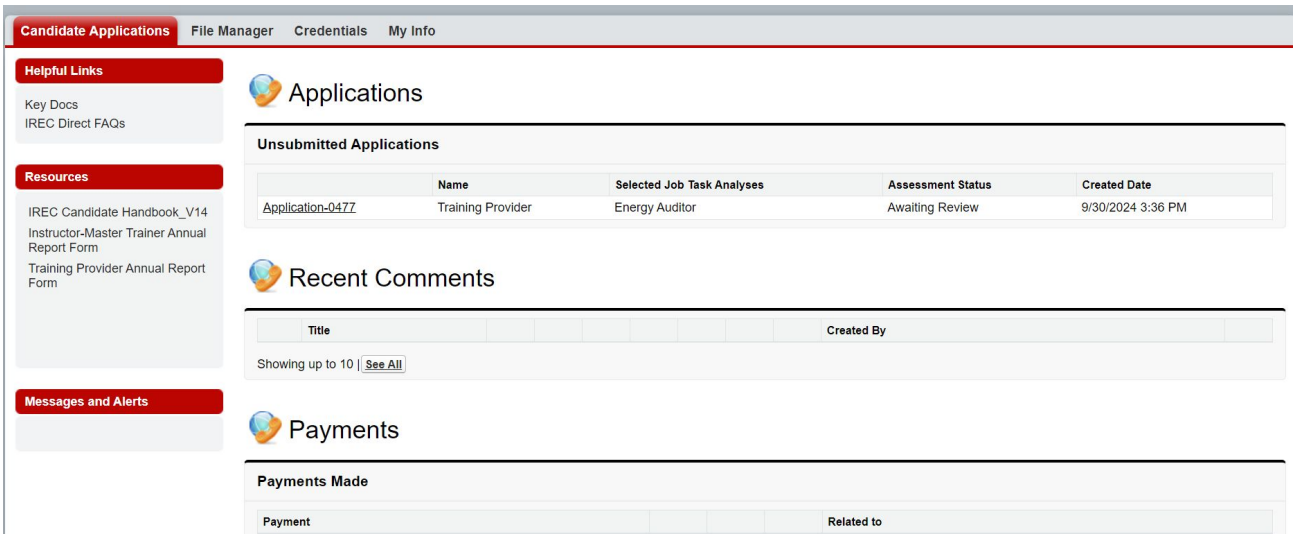
Incorrect naming conventions will have to be changed before you can move to your desk assessment, so double-check that all naming conventions are accurately tied to the question.

In the example shown on the previous page, you can see that the request is **JTA-specific**. Not all questions are JTA-specific, but when they are, you will have to submit answers for each JTA you are applying for. **If there is only one answer given for a JTA-specific question, you will be asked to re-submit answers for each JTA.**

Pro Tip:
There are a lot of documents that need to be compiled for the application, and a lot of naming conventions to keep track of. We suggest either uploading the documents as you go in IREC Direct (which we will go over in the next section) with the correct naming conventions or creating a shared folder with your team to store all the documents while you are waiting to submit your application. In either approach, it can be helpful to use the **File Tracking Sheet** we created to keep track of what has been uploaded. The sheet will be sent with your application materials and is for your use - you do not have to submit it with your application.

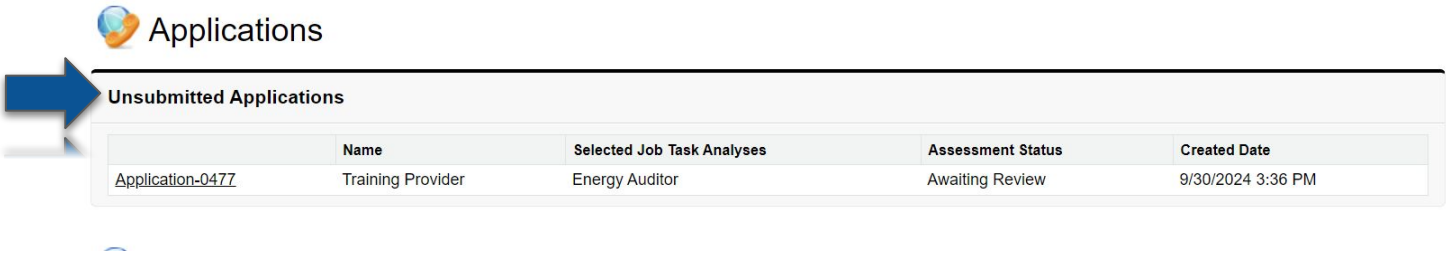
IREC Direct

IREC Direct is the web portal where all your application materials will be uploaded. You will be able to see the status of your application and communicate with your assessor through IREC Direct.

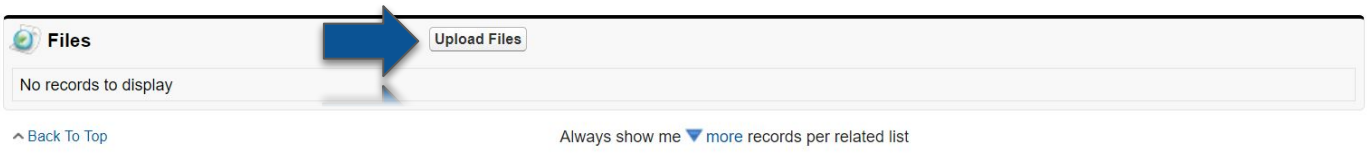


There is only one login per training provider for IREC Direct, tied to one contact. We encourage you to make a password that you feel comfortable sharing with your team so that multiple people can access your IREC Direct account and work on the application.

When you open IREC Direct, you will see a section titled “Unsubmitted Applications”—your application will be in that section.



When you click on your application and scroll to the bottom of the page, you will see a “file upload” section. This is where you will upload all of the supporting documents for your application, along with the filled-out application document itself. Always upload files here, not to “File Manager.” You can easily rename files once uploaded.



IREC staff can view your application and uploaded materials, as can the assessor assigned to you during the Desk Assessment. If you need your password reset in IREC Direct, contact an IREC credentialing team member and they can easily do this for you.

Filling Out the Application

You now have a better understanding of the application and what it entails. You are now ready to start filling it out!

Pro Tip:
One way to start the application is to go through the entire application and mark which documents you have and which documents your organization will need to create. Separating these documents into sections will make it easier to understand how much time you will need to finish the application.

For the documents your organization already has, you can begin by sorting them into sections and double-checking that they meet the requirements of each application question. Once these have been completed, you can move on to the parts of the application you need to create. Again, separating these by application section can make this more manageable.

Consider making a list of all the documents (policies, procedures, etc.) that you will need to create. Remember for JTA-specific questions, you will need to upload documents for each JTA. To start, read through the entire application and find which documents make sense to handle first. What needs to be created to inform other questions later in the application?

Once you have completed the application, you will submit it and an IREC staff member will review it. There may be some comments or questions about the application, and after they are resolved, you will begin the assessment process with an IREC assessor, which you can read about in the **Candidate Handbook, which can be found under "How to Apply" on this web page.**

SECTIONS 4 AND 5

General Requirements and Ethical Practices

Sections 4 and 5 are the first sections of the application. Most of the General Requirements questions will be relatively easy to answer, but double-check that you have uploaded the necessary supporting documents, such as financial records to accurately demonstrate that the organization has the financial resources needed to operate the training program. If you have made any changes to the JTA Crosswalk or the Training Program and Course Information Form, you will need to re-upload them. The Ethical Practices section requires two signed ethics documents provided by the IREC team.

SECTION 6

Administration and Management

In Section 6, you will start detailing the goals of your organization, informational materials, job placement data, and more. You are laying the foundation for the assessor to understand your training organization, what you do, and how you do it.

6.1 Organizational Goals

Write (or review and refine) **goals for the organization** that include how to incorporate quality in your training organization. You will describe how these goals guide the training program.

Start with what you have: Begin by analyzing or creating your organizational goals and consider linkages your training program has with the industry. It can be useful to assemble your management team, and parent organization, if appropriate. Get feedback from curriculum developers, instructors, and administrators on how your organizational goals guide the training program.

Next steps: Whether you are revising your current goals or creating new ones, consider incorporating the following documents into your organizational goals:

- ➔ Policy manual
- ➔ New employee orientation manual
- ➔ Annual report/strategic goals
- ➔ Mission and vision—a common understanding of where the org is going
- ➔ Loose thoughts—What guides everything that training personnel do? What is the purpose of the training? What are you trying to accomplish?

6.2 Linkages With Industry

Your industry linkages ensure that job and performance requirements are addressed and information about new technologies is sought regularly and accurately included in the curriculum.

Start with what you have: Begin by reviewing the distinct linkages you have to the industry (local, regional, and national) with whom you regularly communicate. List the industry experts, organizations, associations, employers, etc. with whom the organization maintains active relationships.

Next steps: After creating a list of industry linkages, describe how you develop and maintain active and substantive communication with these employers and others concerned with the workforce outcomes of the training program(s) included in this application to ensure that:

- ➔ Job and performance requirements are updated.
- ➔ Information about new technologies is accurately reflected in the curriculum.

6.3 Training Feedback

How can you incorporate in your procedure a way to consistently solicit and use feedback from industry collaborators to improve the program? In this question, you will want to upload examples of completed course evaluation instruments as well as describe how you use feedback from program contributors such as instructors, industry, and your management team to improve the program.

6.4 Information for Learners

6.4.1 Informational Materials

This is your first JTA-specific question focused on Information for Learners. Remember to answer the question and upload the material for each training program in this application. There are multiple requirements for this question (A–F), but most course flyers or coursebooks will have all this information included.

6.5 Job Placement Data and 6.6 Complaints, Disputes, and Appeals

For both of these sections, ensure that you have the descriptions, documents, and policies uploaded. Note, in some cases training providers do not or are not required to collect job placement data. This could be because the majority of students are already employed, for example. However, if you do conduct any communication or follow-up with trainees or the companies they work for after they have been trained, perhaps to learn about job performance, retention, or other relevant topics, please describe those activities in the job placement section.

Photo courtesy of SMOC Green Jobs Academy

SECTION 7

Commitment to Safety and Safe Practices

Recognized as one of the most important aspects of a high-quality program, safety must be included in all aspects of training: a safe learning environment for students; personnel who understand all aspects of safety in the teaching environment and who model safe workplace behavior; and specific instruction on safe work practices. This section has one question, 7.1, that has multiple sub-questions that will outline the safety procedures your training center has in place, including safety plans, safety policies, and more.

Start with what you have: Gather your current safety information for review, making sure to include:

- ➔ Your policies and procedures on **classroom and lab safety**.
- ➔ Identify locations of **safety equipment**. Is it sufficient for the technology and the number of students?
- ➔ Assemble safety **certifications of personnel**. Do instructors and other personnel need additional instruction on safety related to the technology?
- ➔ Reference the training center safety plan. What does it contain that is directly relevant at the training program level?

Next steps: Now that you have your materials, begin by considering the following questions related to the application. Keep in mind how your answers relate to all the training locations you are applying to be accredited.

- ➔ Describe in detail how training-related personnel will maintain a **safe workplace and training environment.**
- ➔ Establish the type and level of **safety certifications** instructors and other personnel should have, based on their job responsibilities.
- ➔ If you offer **training in the field**, what are the safety considerations?
- ➔ Consider the type of **tools, equipment, and hardware** used in the training. What are safety considerations specific to the utilization and maintenance of these tools?
- ➔ Define your policies and procedures for **enforcing safety rules**, investigating incidents, and responding to emergencies.
- ➔ Make a plan to **regularly review this safety plan** and revise as necessary to stay current and keep all personnel informed.
- ➔ **Communicate this plan** to all training program personnel.

SECTION 8

Training Content

Section 8, Training Content covers a lot, with multiple sections that are JTA-specific. You will be looking at your instructional materials and your syllabi, i.e., your training content, and deciding how best to convey this information. Whether you have offered the course just one time or you have been teaching this topic for years, it is time for a full-scale review of what you have and where it can be improved. This is particularly important if you are trying to more closely align with a job task analysis that is new to you.

8.1 - Defined Curricula and Syllabi

Your defined curricula and syllabi will clearly communicate to your instructors and students the overall expectations of the training program and courses, the learning objectives, and the assessment criteria.

8.1.1 Defined Curricula and Syllabi

This question has multiple parts and is JTA-specific. Make sure that the course syllabus or course handbook that you upload covers subsections A–C.

Start with what you have: Collect all instructional materials: presentation slides, instructor guides, lab handouts, practice exercises, homework, lists of equipment, learning objectives, and assessment criteria. You will be asked to provide examples of your curriculum, so this is a good time to decide what information you want to share.

Next steps: Now that you have your instructional materials collected, review all the questions in 8.1.1 to make sure you have answered each one.

- ➔ Confirm that your syllabus has clear expectations and learning objectives for the course.
- ➔ Upload assessment materials for each course.

Pro Tip: Learning objectives describe the skills and knowledge that each student should have demonstrated for successful completion of the course.

Photo courtesy of IBTS

First time creating learning objectives or want to review the ones you have? Here's how to start:

1. **Assemble the learning objectives that you have**. These may be found in the syllabus, curriculum document, teacher's guide, etc.
2. Take a fresh look—**Identify specifically what competencies** the student will need to do on the job for which you are training them. These become the terminal learning objectives.
3. **Look at the industry-vetted job task analysis**—Match up the tasks in the JTA to the competencies that you have identified. These are the enabling learning objectives.
4. **Identify additional competencies** that the student should learn, beyond those in the JTA. These could be particular to your region, or stakeholders may have weighed in on them.
5. **Actively seek input from employers** (local, regional, etc.) that describe the skills they need their workers to have for the job.
6. With the identified competencies, **use action words to write learning objectives** that can be measured, i.e., will it be clear when the student has attained the stated learning objective?

8.1.2 - Curriculum Maintenance

Having a curriculum maintenance plan reflects your commitment to continuous improvement and producing high-quality products. At this point, you will need to document the process you will use to **a) develop and b) review and revise the curriculum from this point forward.** It is essential to have a consistent process that can be used throughout the training organization in order to continue to produce your high-quality product.

Whether you are creating or updating the policies and procedures around curriculum maintenance, we encourage you to check out these tips:

- ➔ **Review meeting notes on curriculum changes** you have made in the past. This is not the first time you have revised your curriculum, but it may be the first time you have recorded how you do it. **When** did you review it? **Who** was involved? **How** did you decide on the changes? How did you **implement** the changes?
- ➔ How could the processes of curriculum development and maintenance be **improved**?
- ➔ **Gather training feedback.** How can you incorporate in your procedure a way to consistently solicit and use feedback from stakeholders to improve the program?
- ➔ **Record the process** you used to review and revise the curriculum. Continue to refine this to be used as a consistent procedure.
- ➔ Select the **frequency** at which you will formally review your curriculum according to your process. ***At a minimum, this must be annually.***
- ➔ Knowing what you know now, how will you **develop a curriculum** going forward? Write this in a simple but specific process to describe how you will develop all new curricula.

8.2, 8.2.1, and 8.2.2 - Assessment Frameworks and Data

Assessments are essential for tracking student progress, guiding instruction, and ensuring that educational goals are met by identifying strengths and areas for improvement. They also motivate students and promote accountability and fairness in education. For these questions, upload evidence of student learning assessments, describe how the data informs program improvements, and provide dated policies guiding assessment practices.

Pro Tip: Do you need to write some policies and procedures to guide your assessment development, delivery, administration, and analysis, or perhaps update your current policies? Here are a few things to keep in mind.

- Identify a **list of assessments** to be created (or assessments that you have that need to be reviewed and potentially revised).
- Be sure to select an **appropriate type of assessment**. Identify what method makes the most sense (written tests, hands-on labs, online quizzes, graded practice exercises, etc.)
- **Assessments must be at the individual student level.** Define a process by which you will consistently **develop, review, and update** all student assessments.
- Define a process by which you can use the information you learn through assessments to improve the program.
- **All learning objectives for the course should be assessed**, although it does not have to be in one assessment.

Photo courtesy of SMOC Green Jobs Academy

SECTION 9

Training Delivery

In this section, you will provide information on your training and the facilities in which it takes place. This includes your onsite, offsite, field sites, auxiliary sites, and, if applicable, online training. A description of uploaded evidence is also necessary. We want to know how you use your training facilities and different technologies to continuously improve your training. When answering questions in Section 9, make sure to provide details for each location where your training is offered. Perhaps the most important part of IREC accreditation is not the attainment of the credential but the recognition of the importance of ***continuously improving the program***.

Sections 9.1.3 Hands-on Classroom/Lab Facilities and 9.6 Authentic Learning Activities are both JTA-specific questions. Both sections also require evidence—this can come in the form of photos or videos.

An Authentic Learning Activity is defined by a task that closely mimics real-world work activities, allowing students to apply their knowledge and skills in practical, meaningful contexts. Authentic Learning Activities often involve problem-solving, critical thinking, and hands-on experiences relevant to real-life situations.

An example of an Authentic Learning Activity for the Energy Auditor JTA could be practicing the collection of data for an energy audit on a model home. For the PVIP JTA, it could be installing a ground-mounted PV system at the training center. There are just two examples of activities that model real-world work situations.

Section 9.7 - Online Courses

Training providers **without** online content or online courses are not required to fill out Section 9.7.

For training providers that do have online content or courses, the IREC Standard offers basic guidelines on student support services and the necessity of clear organization and appropriate design.

Photos courtesy of IBTS

Start with what you have: Begin with a description of the information you provide students in your online course and how your electronic content is organized. Examine your courses for alignment with the standard and note areas where improvements could be made. If you have not already, sign up for your course as a student to get a new perspective. Accessing your platform as a student can help you understand the following questions about your online training portal, which will inform sections within 9.7.

- ➔ Is it straightforward to navigate?
- ➔ Is it cluttered or free from distractions, including advertisements or promotions of products and services?
- ➔ Is there a clear point of contact for instruction?
- ➔ Does the learning management system allow for evaluation and improvement of student participation and performance?
- ➔ Are reasonable accommodations made for students who require access to assistive technologies?
- ➔ What electronic media do you use in delivery to reach a diverse group of students?

Note: *During the assessment process, your IREC assessor will need access to any online courses and online resources that supplement an in-person class.*

Photo courtesy of IBTS

SECTION 10

Training Related Personnel

Now is the time to consider your current personnel and the people you want to attract and retain. How can you, and in turn your students, be assured that the personnel have the necessary skills to do their jobs well and opportunities to improve those skills? It's time to dust off those files and get up to date.

Start by gathering what you have:

- ➔ List of personnel and organizational chart
- ➔ Job descriptions for all personnel
- ➔ Policies around reviews, competency requirements, and professional development

Pro Tip: Looking to strengthen your approach to training personnel? Consider these tips when putting together a process. They will also help inform your answers to the questions in Section 10.

- ➔ **Describe the organizational structure** with an org chart or equivalent. Ensure that the organizational chart is clear to all personnel—who reports to whom? How is this communicated?
- ➔ **Develop (or review and revise) written job descriptions**, which include competency requirements for 1) instructors, 2) personnel in charge of developing curriculum design, and 3) all other personnel involved in training.
- ➔ **Review job descriptions** to ensure the responsibilities of each position are clear and that you have a process in place to review them regularly.
- ➔ **Identify that the qualifications and competencies of personnel are clearly specified and there is a process for reviewing** these regularly to ensure you have the most qualified personnel appropriate for each job.
- ➔ **Review your policy on performance evaluation process**—How frequently is this done? Who does this? What is the process? What are the outcomes?
- ➔ **Define the process used to evaluate the performance of personnel**, including contractors.
- ➔ **Describe professional development opportunities** provided to personnel during the last year, and plans for the coming year.
- ➔ If applicable, **develop a policy for the management of volunteers.**

Submitting the Application

Over the weeks, you have assembled documentation, drafted policies, detailed procedures, reviewed and revised curriculum, reinforced your safety plan, updated student material, professionalized your policies around personnel, and strengthened administrative and management operations.

Before you submit your application in IREC Direct, please take a look at this checklist:

- ➔ Upload all documents, images, and videos into the “files” section of your application on IREC Direct.
- ➔ Use a consistent file naming convention for all documentation.
- ➔ All “JTA Specific” questions have answers for each JTA for which you are applying.
- ➔ The most recent version of the application has been uploaded.
- ➔ DOE subsidy letter (if applicable) has been submitted and sent to the credentialing team.
- ➔ Pay the accreditation fee when you submit your application. Refer to the fee in IREC Direct. For applicants using the DOE subsidy: Once you have submitted your DOE subsidy letter, the fee will reflect what you owe after the subsidy.

After submitting your application, an IREC credentialing team member will review it and contact you with any questions. Once the review is complete, the assessment portion of your application will begin. To learn more about the desk assessment, site assessment, and how to communicate with your assessor, read the section on assessments in the **Candidate Handbook**, starting on page 21.

Congratulations! You have completed your application. This is a huge accomplishment for your team and the training center as a whole.

Photos courtesy of Indoor Climate Research and Training