



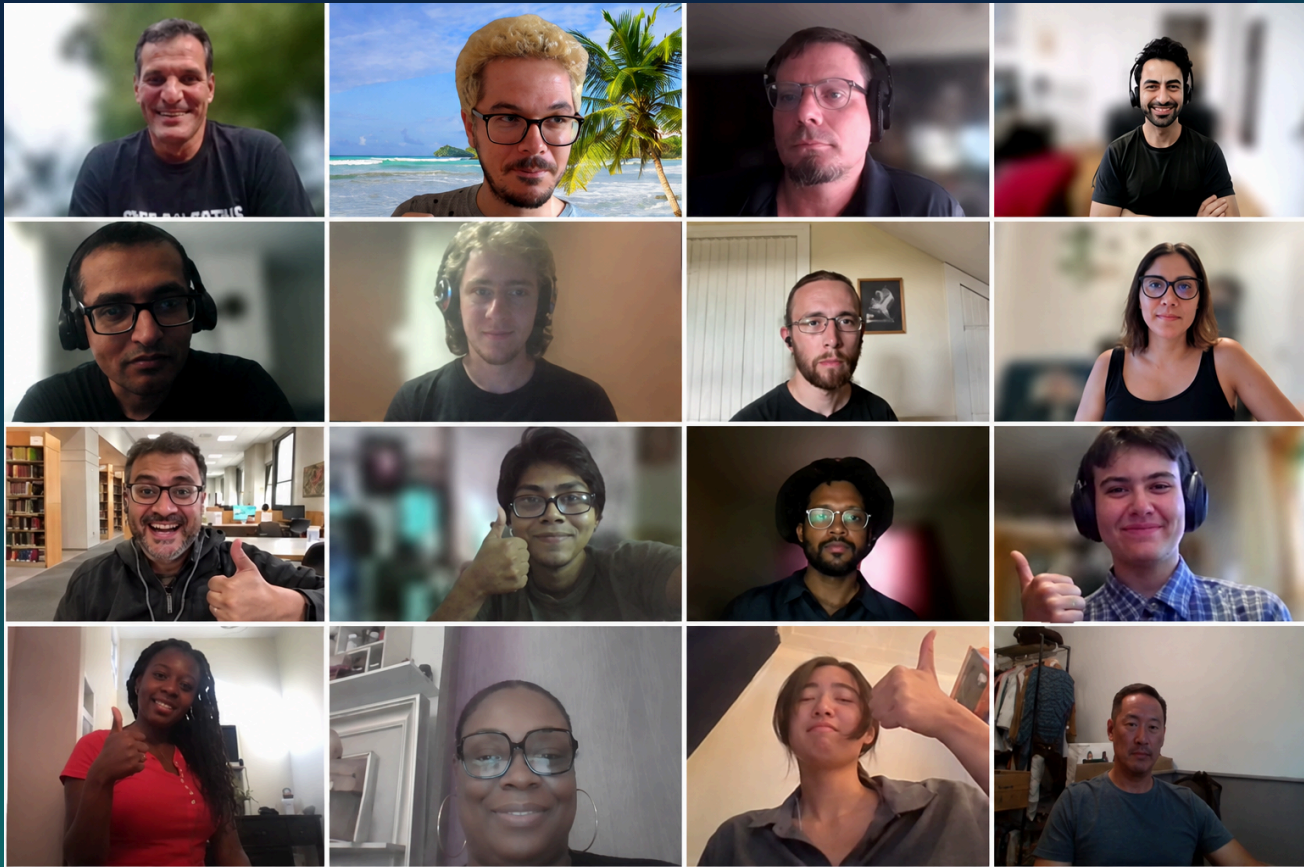
LIFE3 • CLIMATE TECH ACADEMY

PROGRAM REVIEW • COHORT 1 → COHORT 2

Climate Tech Academy

From Cohort 1 to Cohort 2

Learning, growing, and building a stronger training experience around real clean-energy careers for NYC.



THE STORY IN ONE SENTENCE

Thank you members of Cohort 1. We reflected, acknowledged your input, and improved for cohort 2.

Let's dive into how the LIFE3 team turned Cohort 1's lessons into a more focused, more practical, and more career-ready program. As a team, we committed ourselves into redesigning the curriculum, and Strengthening community around our future leaders.

TECHNICAL PATHWAYS

3

Building Data Analysis • Build Automation Systems • Building Energy Modeling

TEAM-BASED CAPSTONE PROJECT

1

Work-Based Learning • Defined Roles • Solving real issues

UNITING MULTIPLE TEAMS

7

Together, various organizations accomplish a shared goal with LIFE3.

INSIDE THIS DECK

- 02 The foundation Cohort 1 built
- 04 Real-world, career-relevant projects
- 06 Engagement & team support
- 03 Better pacing, clearer content
- 05 BMS simulator: prototype → platform
- 07 Continuous improvement is the model

The team behind Cohort 2.

A cross-functional Cohort 2 team spanning curriculum, simulation, BDA & compliance, LMS and operations.

CROSS-FUNCTIONAL COHORT 2 TEAM



Omar Duran

PROGRAM leader
• DIRECTOR



Martin Curtet

LMS Manager •
OPERATIONAL
leader



Iman Qureshi

Technical
support Manager



Richard Maldonado

Program
coordination



Ben Alman

Building Data
Analysis
Specialist



Ayman Helo

Climate Tech
Instructor



Lev Chesnov

Building
automation
specialist



Kat Fernandez

Product Design
Lead

FUNDED BY
&
PARTNERED WITH



Willdan



Soulful Synergy



NYIT



TEC Systems



JPI



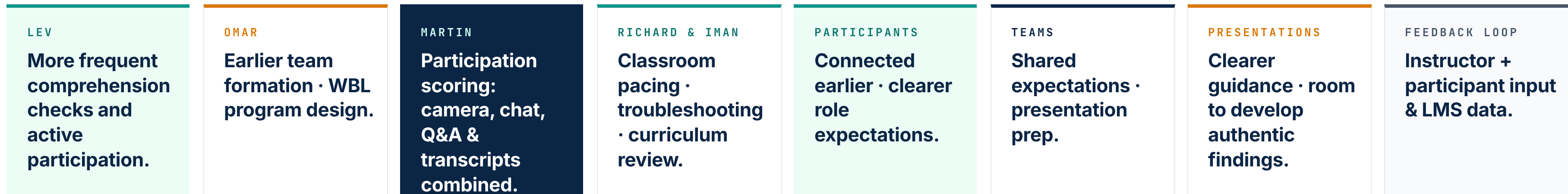
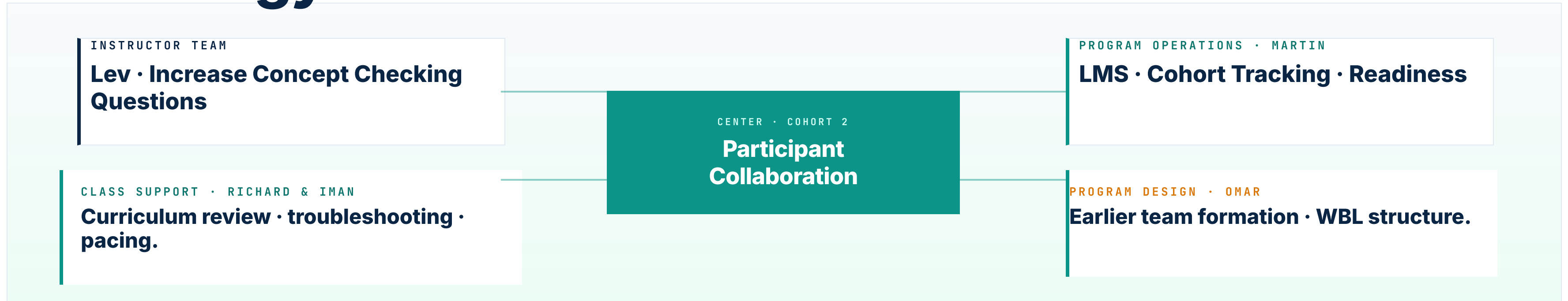
GreenTech LEADers



NYERDA

06 · COMMUNITY · BUILDING THE LEARNING ECOSYSTEM AROUND THE TECHNOLOGY

Building the learning community around the technology.



Instructor + program operations + technology + participant collaboration — one connected support system.

ECOSYSTEM · 06

Better pacing. Clearer content. More time to apply it.

COHORT 1 FLOW

LEARN

SEQUENCE 1

LEARN

SEQUENCE 2

RUSH TO PROJECT

CAPSTONE →

Less practice time, more felt pressure at the end.

COHORT 2 FLOW

LEARN

CORE CONCEPTS

PRACTICE

GUIDED EXERCISES

COLLABORATE

WORK-BASED LEARNING

PRESENT

PREPARED CAPSTONE

New prep gap before final presentations.

WHO ADVOCATED FOR EACH CHANGE



Ayman Helo

CURRICULUM · REPLACE WIDTH WITH DEPTH

"Simplify around the workplace knowledge that actually matters."



Omar Duran

PROGRAM OPS · WBL TIME, PREP GAP

Earlier team formation. New prep day before finals.



Richard Maldonado

PEDAGOGY · SMALLER CHUNKS, STRONGER REVIEWS

Break hard material into smaller pieces.

More review, more guided exercises, more room for questions — before independent project work begins.

OUTCOME · COHORT 2

02 · FOUNDATION · WHAT COHORT 1 GAVE US

From pilot to a stronger program.

Keep what worked. Improve what participants told us could be better.

Cohort 1 participants consistently rated instructor knowledge, enthusiasm and support highly. Cohort 2 improvements therefore focus not on replacing the instructional foundation, but on pacing, workload, hands-on practice, collaboration, and career application.

THREE TECHNICAL PATHWAYS DELIVERED IN COHORT 1

Building Data Analysis

PATHWAY 01

Reading building performance data, turning meter and trend outputs into actionable findings.

Building Automation Systems

PATHWAY 02

BMS point navigation, sequences of operation, alarms, and operator workflows.

Building Energy Modeling

PATHWAY 03

Model setup, calibration, and translating results into energy and carbon decisions.

RESULT · COHORT 1

Work-Based Learning and team-based capstones successfully launched. Feedback from participants and instructors became the redesign brief for Cohort 2.

FOUR EVIDENCE-BASED SIGNALS FROM COHORT 1

SURVEY · RETRO · INSTRUCTOR

- | | | |
|---|---|--|
| + | Instructor knowledge & support | Participants rated this to be our strength, and this is thanks to our instructors and team behind the scene to help support students with each step. |
| - | Workload & pace | Acknowledging where we can grow is strength. Cohort 1, we gave too much to absorb before the final project. We heard you, and redesigned it to make the information easier to absorb without reducing the quality. |
| - | Practical career application | This is likely something we'll constantly look to improve because hands-on practice and real building context makes the difference. This drove the projects redesign so we can best serve NYC. |
| - | Engagement & collaboration | This cohort we're introducing team formation earlier with clearer expectations for roles, deliverables and presentations. |
| i | BMS prototype (early MVP) | Cohort 1 use exposed limitations that informed subsequent redesign and technical QA by our educators. |

KEY MESSAGE · We did not simply repeat Cohort 1. We studied it, listened, and improved it.

Moving from exercises toward real building problems.



Benjamin · Building Data Analysis

BDA · WBL REFINEMENT

Cohort 2 improvement direction.

IN PROGRESS · IMPROVEMENT DIRECTION

COHORT 1 · SIGNAL

Two BDA team projects too similar.

Datasets could feel repetitive rather than real.

Findings rarely connected to actual building decisions.

COHORT 2 · DIRECTION

Differentiate the two BDA team projects.

Explore additional real-building datasets (e.g. a possible Lower East Side building).

Reduce repetition; strengthen the link between findings and real building decisions.

DIRECTION

Differentiated, real-building BDA projects.

STATUS

Being designed so outcomes will be validated in Cohort 2.



Sasha · Benchmarking & Compliance

INSTRUCTIONAL FOCUS · RETAINED FOR C2

Sasha describes her topic as local compliance and its continuation toward the business side. For Cohort 2, that focus is being retained and strengthened.

IMPLEMENTED · COHORT 2

LL84

Benchmarking & disclosure reporting.

LL97

Carbon caps & compliance pathways.

BUSINESS

Operating-cost & business implications.

CAPSTONE · COHORT 2

Findings connect to what the building industry actually cares about.

SAVINGS

OPERATIONS

COMPLIANCE

DECISIONS

DIRECTION Connected to real building decisions · participants retain freedom to develop their own findings.

From prototype to an interactive training environment.

COHORT 1

Created the first version which was useful, but not production ready.

- Early simulator prototype in classroom use.
- Limited dynamic behavior; static or confusing equipment values.
- Editable vs. read-only controls unclear.
- Students helped expose bugs & usability issues that shaped the C2 spec.



COHORT 2 · IMPROVEMENTS UNDER DEVELOPMENT

Acting more like a real BAS — awaiting Lev's QA/QC.

Katherine's SVG/HTML graphics are in place; dynamic values still need to follow Lev's operational rules to get the simulator to behave like a BMS.

- | | | |
|----|----------------|---|
| 01 | IN
PROGRESS | Responsive AHU graphics — approach established by Katherine; awaiting dynamic response. |
| 02 | IN
PROGRESS | Dynamic sensor & equipment values — still being implemented before Lev can QA/QC behavior. |
| 03 | DIRECTION | Alarm-driven troubleshooting for realistic operator workflows. |
| 04 | DIRECTION | Better trend / history functionality for retrospective analysis. |
| 05 | DIRECTION | Clearer editable vs. read-only controls. |
| 06 | DIRECTION | More realistic BAS point behavior — Lev's validation is the gating step. |

TEAM OWNERSHIP



Lev Chesnov

TECHNICAL VALIDATION · BMS

Real BMS workflows, sequences of operation, alarms, trends, QA/QC.



Katherine

UI · UX · SVG GRAPHICS

Redesigned UI · HTML/SVG graphics · clearer controls and user experience.



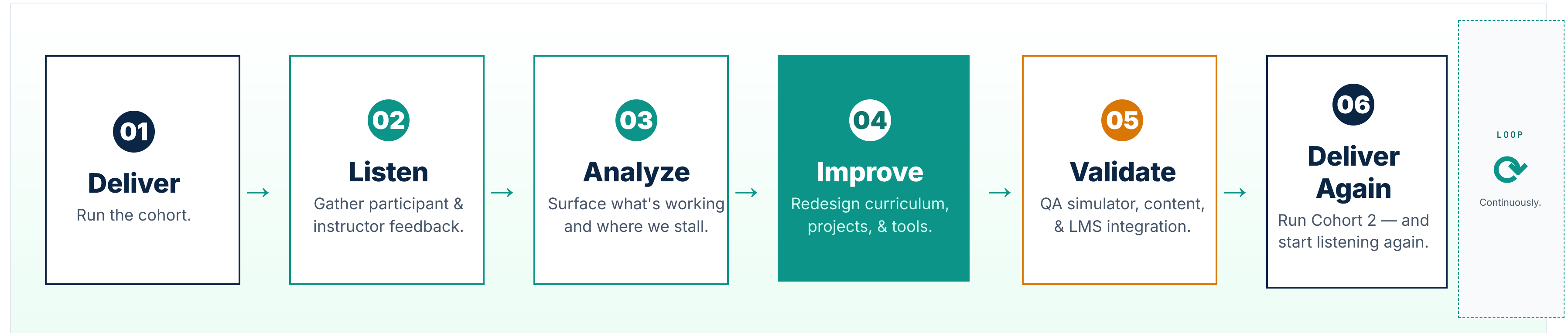
Omar Duran

PRODUCT DIRECTION · AI-ASSISTED DEV

Simulator product direction · integration · requirements · AI-assisted development · instructional alignment.

07 · CYCLE · EVERY COHORT MAKES THE ACADEMY STRONGER

Every cohort makes the Academy stronger.



WHAT COHORT 2 LOOKS LIKE · A SUMMARY

■ IMPLEMENTED ■ IN PROGRESS □ DIRECTION

CURRICULUM Smaller chunks · stronger reviews. IMPLEMENTED · ONGOING REVIEW	PROJECTS Differentiated, real-building BDA projects. DIRECTION · IN PROGRESS	TIME Earlier team formation · new prep day. IMPLEMENTED	TOOLS A more realistic BMS simulator. UNDER DEVELOPMENT	SUPPORT Structured participation tracking. IMPLEMENTED	CAREER Benchmarking, compliance & business focus. IMPLEMENTED	FEEDBACK Continuous instructor & participant feedback. SYSTEM · ALWAYS ON
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A continuously improving, hands-on workforce development experience — built around real building challenges, industry expertise, and participant success.

FINAL · 07