

November 30, 2016



Notes from the Environmental Workforce Professional Learning Community (PLC)—Cycle 15, Session 9

This was the ninth session of PLC Cycle 15 that features informal, 20-minute discussions with EPA EWDJT grantees, alumni, and interested stakeholders. The goals for this cycle include:

- Highlighting EWDJT programs, and identifying successes and challenges
- Exploring proven strategies and activities used by established EWDJT programs
- Discovering resources and leveraging opportunities

Topics: 1. News from Washington and HMTRI  
2. Questions since last PLC session  
3. Curriculum: What, when, and how to provide EWDJT instruction  
4. Things you should do now  
5. Webinars and items of interest  
6. Training opportunities for EWDJT instructors

### **1. News from Washington and HMTRI**

The FY2017 Environmental Workforce Development and Job Training (EWDJT) Request for Proposals (RFP) has been delayed. The latest news is that the RFP is currently going through review channels and is expected to be issued at the end of December or early January. The due date will be adjusted accordingly. Until then, it is expected that the FY17 RFP will be very similar to the FY16 guidelines. We will send an announcement out as soon as the RFP becomes available.

Openings are still available for the 2017 Great Environmental Safety Training (GreatEST) Institute to be held June 4–16, 2017. For more information, see #6 below.

### **2. Questions since the last PLC session**

Where can I find last year's RFP?

*The link to last year's RFP and supporting documents is <http://www2.epa.gov/brownfields/fy2016-ewdjt-documents>.*

Could you clarify when a grantee is eligible to reapply for an EWDJT grant?

*Grantees who received EWDJT funding last year may not apply under this competition under any circumstance, even if the applicant proposes to serve a different city or target area. Additionally, applicants cannot submit multiple proposals. While EPA will consider proposals that serve large areas especially in rural areas that may include a number of towns, applicants cannot propose to serve multiple metropolitan areas or target areas. Proposals not funded are encouraged to reapply. Details can be found in last year's RFP on page 18.*

### **3. Curriculum: What, when, and how to provide EWDJT instruction**

Training varies largely depending on the local industrial activity, housing, economy, and regulatory activity. Local training needs may also change from cycle to cycle and among employers. No single curriculum will address all of the employment opportunities open to program graduates. For this reason, students must be flexible and trained for multiple job opportunities. The EWDJT program allows for a

core curriculum with additional awareness and life skills training. Awareness training can provide graduates that flexibility for multiple job opportunities. NOTE: Life skills training must be leveraged with contributions from partners and stakeholders.

Training in 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) is a must, with first aid, general construction, and confined space close seconds. These core courses prepare students for an introduction to many environmental jobs.

Next are the job skills that are locally in demand. The labor market assessment and employer advisors guide the curriculum. “Train to local demand” is the advice from experienced EWDJT grantees. Advice from Memphis Bioworks is to provide a broad enough curriculum to allow for a variety of workforce skill and certification requirements. Again, this is driven by employer guidance and labor market assessments.

#### Example offerings associated with environmental remediation, health, and safety

Some certificates and other credentialed training are regulated such as training in EPA’s Renovation, Repair, & Painting (RR & P), lead, and asbestos. As such, this type of training may require certified instructors and/or approved curriculum. It is important that program administrators understand and verify that training is administered in accordance with federal and state requirements.

Below are a few examples of the topics associated with certificates and certifications.

- OSHA 29 CFR 1910.120—Hazardous Waste Operations and Emergency Response (HAZWOPER)
- Asbestos Worker Certification
- EPA Lead Renovator, Repair, and Paint (RRP)
- Hazard Awareness and Communication
- Incident Command System
- American Red Cross First Aid, CPR, and AED
- OSHA Disaster Site Worker
- OSHA Construction Safety
- OSHA General Industry Safety
- OSHA Maritime Industry
- OSHA Confined Space Entry
- OSHA Bloodborne Pathogens
- DOT Hazardous Materials Transportation
- FEMA: National Incident Management System (NIMS) IS-00700.a Certificate
- FEMA: Introduction to Incident Command System IS100 Certificate
- 24-hour Hazardous Materials Technician
- Collections and Wastewater Training
- Stormwater, Erosion, Sedimentation Control
- Environmental Sampling and Analysis
- Mold Remediation
- Commercial Driver’s License (CDL)
- Forklift

Below are a few examples of the topics associated with awareness training.

- Environmental Justice Overview
- Chemical Safety Awareness

- Solid Waste: Deconstruction and Recycling, Green Remediation Technologies
- Environmental Math and Chemical Safety
- Green Technology Industry: Urban Agriculture
- Leaking Underground Storage Tanks (LUST)
- Meth Lab Cleanup
- Underground Storage Tank Removal
- Geographic Information Systems (GIS)
- Building trades related to constructing beams, caps, synthetic barriers, pumping facilities, and similar structures to remediate contamination

### Scheduling training

Just as there is flexibility in instruction, scheduling classroom time varies depending on student circumstances, work schedules, travel distances, and instructor availability. Community and applicant assessment is important in scheduling classroom instruction. Some programs train evenings, and others part-time during the day. Many EWDJT programs appear to prefer training schedules that simulate a work week. For unemployed participants, a full-time simulated work week makes sense. But some programs have students who hold part-time positions, and others have students with daytime commitments or issues that make full-time training impossible. For these programs, evening training works best with training spread over longer periods. In rural and dispersed target communities such as in Alaska, students attend and dorm at centralized training facilities with breaks between sessions.

Whichever schedule is adopted, the decision must be coordinated and included as part of the recruitment process. To retain students, it must be made perfectly clear that full-time attendance is mandatory.

### Curriculum delivery methods

As with traditional instructional methods, EWDJT programs use a variety of pedagogy depending on methods that work best with students and instructors. Textbooks combined with teambuilding, demonstrations, and hands-on instruction are common in most EWDJT programs.

In the case of Florida State at Jacksonville (FSCJ), tablets have proven to be an excellent choice. FSCJ was the first EWDJT program to replace printed textbooks with tablets. After researching tablet use, cost tradeoffs, and benefits, Barnes and Noble was chosen to provide refurbished Nook tablets to replace printed instructional and reference materials. The tablets issued to each student replaced 16 printed texts resulting in an immediate cost savings and providing the ability to update materials continuously. Since then, other brands of tablets have been utilized.

### Tablet program

1. Each participant is issued a tablet upon signing an agreement of responsibility.
2. Each tablet is preloaded with curriculum and reference materials. This requires a tablet that can be plugged into a USB port and show up as an external hard drive so that curriculum can be dragged and dropped into the memory of the tablet from a master computer. USB splitters allow this process to be done quickly (four or eight at a time).
3. Tablets and programs chosen must not require credit card registration. This is extremely important.
4. Each student sets up an email account.
5. Supplements and revisions can be emailed to students as needed.

6. Upon graduation, students keep their tablets.
7. Emails, Facebook, LinkedIn, and Twitter can be used for announcing and following:
  - a. Job placement and advancement opportunities
  - b. Graduate tracking
  - c. Applicant referrals
  - d. Potential job openings
  - e. Alumni events, graduations, and recertification training
  - f. Certification updates
  - g. New curriculum useful to graduates
  - h. Networking among graduates
  - i. Program announcements and information
8. Tablets are not insured. The program keeps about five extra tables that are used by staff. Loss rates have not demonstrated to be excessive to justify insurance.

#### Issues to keep in mind when tablets are utilized

1. Curriculum must be in pdf format and copyright-cleared.
2. Tablets must have 8 GB of memory with an option to expand with extra flash memory cards.
3. The USB port must have the ability to connect to a host computer for initial curriculum downloads.
4. The tablets need to be WiFi and email enabled with compatible formats for curriculum.
5. Tablets need to be Android compatible to download additional apps.
6. Tablets need protective cases preferably with a charger pocket.
7. Students must be willing to sign a responsibility contract.
8. Limited training is required for proper care and use of the tablets.

#### Finding and recruiting trainers

Larger organizations and partners such as community colleges and large nonprofit organizations are likely to have necessary facilities and trainers that may be able to provide some or all of the instruction needed to deliver a comprehensive environmental curriculum. It is more likely that some, or perhaps all, of the instruction will need to be provided by consultants who are knowledgeable and certified in their field of expertise. When this is the case, it is important to recruit and vet instructors before the grant proposal is written.

Consultant and contractor procurement requires a minimum of three bids and often must also comply with organizational policies and procurement regulations. Contracting for instructional services with the stipulation that acceptance is dependent on grant funding and instructional scheduling before the proposal is written makes excellent sense.

#### Using employers as trainers

Smart grantees will recruit potential employers as guest trainers and speakers. In addition to serving on advisory committees, using employers as trainers provide the following advantages.

1. Experienced local employers will train to current labor market needs.
2. Employer trainers will get to know EWDJT participants on a personal level.
3. Employer trainers become employers to the graduating students.
4. Employer trainers can serve an advisory, support, and even a leveraging role in the EWDJT program.

### Curriculum resources

Below are some sample curriculum resources and EPA reference materials available to EWDJT grantees. It is important not to spend limited resources developing curriculum that has already developed, tested, and is in use. Best of all, most governmental documents are not copyright protected and are available in PDF format.

[Health and safety curriculum](#)—OSHA and NIEHS provide the best sources for PDF curriculum materials.

[NIEHS WETP National Clearinghouse](#)—Users can download curricula materials from the NIEHS WETP National Clearinghouse Online Catalog. Course materials are specified as:

- 1) Provided by the Clearinghouse
- 2) Provided by an awardee
- 3) Provided by other entities

Only materials listed as “Provided by the Clearinghouse” can be downloaded through the online system. Materials provided by awardees or other entities may be obtained by contacting the individual listed for that particular training organization.

For questions about the online curricula catalog, please contact the National Clearinghouse at 202.331.7733 or email [info@wetp.org](mailto:info@wetp.org).

[OSHA training resources](#)—OSHA has the most extensive training system protecting workers in all kinds of potentially hazardous work environments. With OSHA certificates regulated, it is important to become familiar with OSHA training and OSHA-authorized trainers.

### Construction and Demolition (C&D)

[WasteCap Resource Solutions](#)—Provides accreditation and training in recycling of construction and demolition materials. (Formerly WasteCap Wisconsin.)

The [Building Materials Reuse Association](#) has provided some training in the past on deconstruction, and they have developed a community college level curriculum.

### Construction and Demolition Recycling Association

[Solid Waste Association of North America](#) (SWANA)—Landfill, composting, and recycling training and certification programs.

### Funded and unsupported training

As previously noted, much of the support services and life skills training, while not supported by EPA funds, can be provided by local workforce centers to qualified program participants. It is important that EWDJT programs coordinate with local job centers to learn what benefits may be available to EWDJT participants. Services not provided by job centers may be provided by additional partners. Potential support and training partners include the following types of organizations:

- Local banks for in-kind financial literacy training
- Health and human services
- Reduced or free transportation passes from local departments of transportation
- Legal aid and re-entry nonprofit organizations

- Faith-based support services
- Corporate in-kind and foundation support
- Local community development corporations
- Nonprofit organizations and community foundations

This incomplete list demonstrates the importance of partnership development as a means of leveraging student support and retention services.

#### Curriculum and EPA's EWDJT funding priorities

EPA would like to align the level of training with contributions from each of the supporting program offices. (See page 12 of last year's RFP.) NOTE: These contributions may change in the FY17 guidelines. Past contributions are:

- Brownfields hazardous waste assessment and cleanup training including petroleum cleanup training: \$3,363,000
- Solid waste management or cleanup training: \$10,000
- Superfund site cleanup and innovative/alternative treatment technologies training: \$25,000
- Wastewater treatment training: \$47,000
- Emergency planning, preparedness, and response training: \$20,000
- Enhanced environmental health and safety training: \$10,000
- Integrated Pest Management (IPM) training: \$10,000
- Alternative energy technologies (e.g. solar installation training, training in the preparation of formerly contaminated sites for renewable energy purposes, etc.): \$15,000

It is understandable that each program office would like to see training proportional to their support. The challenge for EWDJT applicants is to align their training, labor market assessment, and program priorities with those of EPA. Reviewing last year's RFP, Brownfields hazardous waste assessment and cleanup training, including petroleum cleanup training, with \$3,363,000 of support deserves the highest priority for training and curriculum.

EPA must allocate funds from other program offices for awareness training activities and/or a limited number of intermediate or advanced training activities supported by other program partners. Additionally, if proposals exceed funding available from other program support, the amount of the assistance will be reduced rather than renegotiated with revisions to the training plan.

For this reason, it is important to include the assessments below as part of your planning process.

1. Work with local employers to identify jobs associated with Brownfields hazardous waste assessment and cleanup, including petroleum cleanup.
2. Connect (as described above) with local Brownfields Assessment, Cleanup, and Loan Programs including any petroleum cleanup programs.
3. When considering awareness training, provide the appropriate level of training consistent with labor market needs and available EPA funds.
4. Strongly consider leveraged resources to supplement EWDJT support.
5. If your training plan is highly dependent on advanced training in an under-supported program area, be aware that those funds may not be available if the grant is approved.

#### **4. Things you should do now**

Those participating in previous PLC discussions should be well on their way to developing their FY2017 EWDJT program. Below are some critical steps that need to be addressed in the early stages of program development.

##### Announcement of Intentions

Contact the EPA Regional Job Training Coordinator (page 36 of last year's RFP) indicating intentions regarding submission of a proposal. EPA regional job training coordinators are primary contact points for applicants and can be helpful in answering specific questions regarding the EWDJT solicitation. Some regions may have special conference calls for prospective applicants in their region... so get on the list....

Additional announcements should be made to community stakeholders, local government including city council, and in public forums. NOTE: These announcements are intentions—not commitments. Local announcements will assist in developing relationships with community stakeholders and leveraging partners.

##### Assessments

- Community, labor market, and target participant assessments
- Define the community and individuals to be served
- Locate and assess labor market needs of potential employers
- EPA's [Environmental Justice Screening and Mapping Tool](#) (EJSCREEN) can provide support for assessing communities, demographics, and pollution sources.

##### Valuable partnerships

- Partners who are consistent with the assessment results and program goals
- Leveraging partners and resources
- Administrative partners
- Training partners
- Recruitment and placement partners

##### Associations and contacts

- Associated programs and potential stakeholders
- City and county government—Environmental, health, community services, workforce investment board, mayor's office of economic development, and office of community relations and development
- Local employers
- Manufacturing
- Transportation
- Manpower organizations
- Cleanup firms
- Consulting firms
- [Cleanups in My Community](#) to identify Brownfields sources.

Connect with Assessment, Revolving loan, and Cleanup (ARC) grants. ARC grants are sisters to the EWDJT program. NOTE: These grants are made primarily to city and county governments or to redevelopment organizations. The mayor's offices of economic development or community planning should be able to provide additional contact information.

The reason for accessing associated Brownfields RFPs is to assist in the connection between workforce development and the programs generating jobs for EWDJT graduates. As part of the ARC proposal process, applicants need to hold public meetings to announce their intentions. This provides an excellent opportunity for prospective EWDJT grantees to publically announce their intentions of developing or continuing an EWDJT program for residents of impacted communities.

Linking with ARC grantees may also lead to a network of employer partners and leveraged resources. In summary, it would be wise to become acquainted with city staff working on assessment, revolving loan, or cleanup projects.

#### [Assessment and Cleanup](#) Request for Proposals

These Brownfields grants may be used to address sites contaminated by petroleum and hazardous substances, pollutants, or contaminants (including hazardous substances co-mingled with petroleum). Assessment grants are funded over three years. Applicants may apply for up to \$200,000 in hazardous substances funding or up to \$200,000 in petroleum funding. Community-wide applicants applying for both hazardous substances funding and petroleum funding may request a combined total up to \$300,000. Assessment coalition applicants may apply for up to \$600,000 in hazardous substances funding and/or petroleum funding. Cleanup grants are funded over three years. Applicants can apply for up to \$200,000 per brownfield site and can submit up to three separate, site-specific cleanup proposals. The proposal submission deadline has been extended to December 22, 2016.

### **5. Webinars and items of interest**

#### [EPA Leveraging Resources for Brownfields Revitalization: Meeting the Funders—Infrastructure](#)

December 14, 2016

1:00PM–2:30PM EST

Brownfield grants from the U.S. Environmental Protection Agency (EPA) are one of many sources of funds that can support redevelopment of contaminated sites. This webinar will highlight a number of infrastructure redevelopment resources available from the U.S. Department of Transportation, the U.S. Army Corps of Engineers, and EPA's Office of Water to leverage Brownfields dollars. The webinar will also feature a presentation from a community that has successfully used grants, loans, and other support from these agencies for its revitalization efforts. It is the third in OBLR's webinar series on what communities need to know to successfully leverage resources for Brownfields revitalization.

#### [Money Smart](#) webinar

December 6, 2016

2:00PM EST

Money Smart, developed by the FDIC in 2001, is a comprehensive financial education curriculum designed to help low- and moderate-income individuals outside the financial mainstream enhance their financial skills and create positive banking relationships. The curricula are free and can be used in different venues, including one-on-one sessions or in classroom-style settings. The curriculum aligns with the financial education element of the youth formula programs in the Workforce Innovation and Opportunity Act.

Using the Money Smart for Grades 9-12 and ages 19-20 curriculum, you will learn how each lesson is structured and we will walk through two lessons (Can You Pay Your Bills? and Capacity, Character, Collateral, Capital) to demonstrate how the instructor guide, student handouts, and presentation slides are used. These lessons provide guidance on how to develop budgets and how to manage credit.



Join the webinar on December 6, 2016 at 2:00PM EST for a train-the-trainer session and suggestions to delivering the curriculum to the youth in your programs. To log into the webinar:

URL: <https://www.mymeetings.com/nc/join/>

Conference number: PW1817948

Audience passcode: 6235808

Participants can join the event directly at:

<https://www.mymeetings.com/nc/join.php?i=PW1817948&p=6235808&t=c>

To log into the audio:

[1-517-308-9344](tel:1-517-308-9344)

[1-888-324-3420](tel:1-888-324-3420)

Passcode: 6235808

For an overview of other EPA brownfield related grants and general information about the OBLR grant program, go to <http://www2.epa.gov/brownfields/types-brownfields-grant-funding#tab-6>.

We encourage prospective EWDJT applicants to contact and participate in these related programs. While not directly related to environmental job training, it is important that EWDJT grantees and prospective grantees network with organizations funded by EPA in areas of common interest. Touching base with local EPA award recipients demonstrates community coordination and may develop into leveraged partnerships.

This year's Urban Waters grantees will inform and engage residents in storm water management and pursue community-based plans to address pollution in waterways. To accomplish these goals, many projects will address trash in waterways; test rivers, streams and lakes for pollutants; and prepare the next generation of environmental stewards for careers in the green economy. The Urban Waters Small Grants are competed and awarded every two years. Since its inception in 2012, the program has awarded approximately \$6.6 million in Urban Waters Small Grants to 114 organizations across the country and Puerto Rico, with individual award amounts of up to \$60,000. To learn more about the funded projects, visit <https://www.epa.gov/urbanwaters/urban-waters-small-grants>. Information on EPA's Urban Waters program can be found at <https://www.epa.gov/urbanwaters>.

## **6. Training opportunities for EWDJT instructors**

### 2017 Great Environmental Safety Training (GreatEST) Institute

June 5–16, 2017 | Davenport, Iowa

Participants must arrive by Sunday, June 4, 2017. The Institute starts Monday morning at 8:00 a.m. CT. Participants are responsible for attending all workshop activities as outlined in the agenda (TBA). The training day runs from 8:30 a.m.–5:00 p.m. Participants will be able to depart on the last day of the Institute no earlier than 11:30 a.m. on Friday, June 16, 2017.

**IMPORTANT NOTE TO APPLICANTS:** If accepted to this Institute, applications are considered contractual agreements between applicant and PETE.

## Outcome Expectations

- Participants are prepared through a 10-day train-the-trainer program called the GreatEST Institute (Great Environmental Safety Training Institute) to deliver required certifications for public and private responders and workers including:
  - 40-hour Hazardous Waste Operations and Emergency Response
  - 24-hour Industrial Emergency Response
  - DOT HazMat
  - Hazard Awareness and Communication
- Participants use CCCHST curriculum to train workers and responders in their local area and report to PETE the number of courses they provide. PETE reports these numbers to NIEHS. CCCHST members may charge for the courses offered in their local area.

## Travel

- Travel arrangements to and from Davenport, Iowa are the responsibility of participants. Cost of travel by air or car through mileage reimbursement will be paid by PETE up to a maximum of \$420. Applicants are responsible for their airfare purchase even if they must withdraw from the Institute and cancel or change flights.
- Local travel between the hotel and the training site will be provided. The hotel provides transportation to and from airport.

## Lodging

- During the Institute, everyone, unless other arrangements are pre-approved by PETE, will be staying at the Radisson Quad City Plaza, 111 East 2nd Street Davenport, IA 52801. Each participant will be provided his/her own room. PETE will make hotel reservations for you, and hotel room and tax will be billed to the PETE master account. However, you will need a credit card to secure your room at registration, and to cover all incidentals (for which you are responsible—PETE will not cover any incidentals). Reservation codes will be provided to each participant individually.
- Payment for lodging outside of the workshop timeframe or for non-participating companions will be the responsibility of the participant.

## Meals

- Some meals will be provided during the Institute. A registration fee of \$75 is charged to participants (reimbursed on travel forms) to cover the cost of snacks, beverages, three noon lunches, and the closing banquet. All other meals, including those during travel, will be reimbursed on a per diem basis. Participants will need to submit a reimbursement form no later than 30 days following the end of the Institute.

The Institute is limited to 20 participants. For more information and an application, please contact Patti Thompson at [pattijthompson@gmail.com](mailto:pattijthompson@gmail.com).

## MARK YOUR CALENDAR

Next PLC Session: December 14, 2016 at 2:00 p.m. ET  
Please call in five minutes early.

Feel free to invite a guest! Send your contact information to Mike Senew at [msenew@aol.com](mailto:msenew@aol.com).



Visit our *HMTRI Brownfields Toolbox* Web site at <http://www.brownfields-toolbox.org> for more information on Brownfields Job Training programs. All PLC session notes and recordings are also located on the *Brownfields Toolbox* website at <http://brownfields-toolbox.org/plc-corner/>. For those interested in providing content or suggestions, please contact Glo Hanne at [ghanne@eicc.edu](mailto:ghanne@eicc.edu).

**NOTE:** The PLC brings together ideas and opinions of individuals interested in environmental workforce development and training. Ideas and opinions are not those of EPA, its policy or opinions and should not be taken as official guidance.