

## ***CONNECT News***

**Community SuppOrt, Networking, and AssistaNce  
for Environmental Career Training**

January 2021

The Hazardous Materials Training and Research Institute (HMTRI) with a cooperative agreement from the U.S. Environmental Protection Agency assists communities establish environmental job training programs supported by the Environmental Workforce Development and Job Training Program (EWDJT). To better exchange ideas among EWDJT grantees, HMTRI distributes CONNECT a bimonthly e-publication featuring topics of interest among those interested in participating in the EPA environmental workforce grant program. Ideas presented do not represent EPA policy, guidance or opinions and should not be taken as such. This month's issue discusses public health concerns during the COVID-19 pandemic and strategies for continued operation of EWDJT programs.

### ***Training During the COVID-19 Pandemic***

#### **A brief timeline of the COVID pandemic**

One year ago, few were aware of the events about to take place and the impact those events would have on our daily routines including job training opportunities for future employment. As a reminder, the American Journal of Managed Care (AJMC) has published a few COVID-19 milestones we just experienced.

#### **2020 COVID Timeline**

**January 31** – World Health Organization (WHO) Issues Global Health Emergency- worldwide death toll of more than 200 and an exponential jump to more than 9800 cases, the WHO declares [a public health emergency](#).

**February 25** - CDC Says COVID-19 Is Heading Toward Pandemic Status.

**March 19** - California becomes the first state to issue a stay-at-home order.

**May 28** — US COVID-19 deaths pass the 100,000 Mark.

**July 7** - US Surpasses 3 million infections.

**October 15** - US cases spike again. The United States reports 60,000 new COVID-19 cases.

**December 31** - As the year ended, the United States surpassed 20 million infections from SARS-CoV-2 and more than 346,000 deaths.

**January 28** - As of January 28, 2021, the date this newsletter was written, 430,000 deaths have been attributed to COVID in the US, with 3,868 new cases reported the night before (January 27, 2021).

#### **Public health challenges for EWDJT grantees**

Reviewing these milestones mirrors the challenges EWDJT grantees face as they attempted to implement their work plans. In October 2019, EPA announced approximately \$5.1 million in Environmental Workforce Development and Job Training (EWDJT) grants to 26 communities. Those grantees were to plan their first cohorts in the spring of 2020. Several more would be at the midpoint of their grant cycle also planning spring cohorts in anticipation of the summer hiring cycle. Others would be wrapping up their placement activities as part of the third year of their grant. As the time line progressed, training experienced an abrupt "change in plans" as

health concerns increased over the spread of COVID-19.

#### **HMTRI's March scan to determine how the pandemic disrupted EWDJT training grantees**

By mid-March, public health concerns were dramatically impacting EWDJT training. To learn the extent to which COVID was affecting EWDJT grantees, HMTRI conducted a grantee scan during the week of March 16<sup>th</sup>. The following information were asked:

- How many grantees were in the development stages anticipating an upcoming cohort?
- Are programs currently recruiting, screening, assessing or accepting program participants?
- Which programs are in the middle of a training cohort?
- Strategies grantees are using when training or certification is partially completed?
- Are grantees continuing to place program graduates?

Interpreting the scan, we were mindful that challenges grantees faced were fluid and circumstances evolving. Nevertheless, information gathered provided insight on how EWDJT programs were moving forward during the March timeframe. Feedback from the scan was shared with grantees during Professional Learning Community calls (PLC). Here are some of the general observations from the March scan.

While Coronavirus has spread nationally, each state and county is handling the crisis in their own way based on current public health conditions and guidance.

- As of March 16<sup>th</sup>, most EWDJT programs temporarily put training on hold with some continued operating remotely by phone or internet.
- COVID-19 affected communities and training programs to varying degrees and will continue to do so for the foreseeable future.

- Individual program responses to the pandemic depend on a variety of factors such as program location, participant makeup and available resources.
- Maintaining contact with students is a priority for all programs.
- Communication methods of among grantees vary greatly, as do the effectiveness of those strategies.
- The ability to provide training through distance learning as an alternative to classroom training challenges most EWDJT programs. Students do not have access to the internet or technology. Instructors additionally indicate their curriculum is designed to be delivered in-person and not online.
- Keeping students engaged while not knowing an end date of the pandemic is a major focus and will be an ongoing challenge.
- Some programs report that with so many people being laid off, former program graduates are returning looking for placement assistance.
- Returning graduates coupled with new clients, will place a strain on resources not previously seen or anticipated.

#### **EWDJT strategies employed in March**

As part of the March scan, participants were asked to give anecdotal stories on strategies they were using to mitigate the challenges presented by local public health and safety concerns. Here are a few of the mitigation strategies that were being used in March as public health concerns began to peak.

#### **RecycleForce:**

“RecycleForce is offering to partner with the city of Indianapolis to provide COVID-19 HAZ training and clean-up opportunity by training participants how to effectively wear PPE and supplying their workers with N95 respirators, full body Dupont 120-Tyvek coveralls, and how to work safely with chemical agents to destroy

possible residue of the Coronavirus on city buses, public offices, school rooms, parks and recreation facilities. They can match these workers with the over 80 HAZ40 graduates that currently are a part of the RecycleForce family. We are not suspending training as of yet, but we are taking all the necessary precautions for maintaining social distance and hand shaking, hands to face, and maintaining crowding to 10 and under. We also provide distance learning of our HAZ40 and permitting workers to work from home, as we are sensitive to the families that are most vulnerable to attract this virus such as the elderly, the millennium population as carriers and the children that are currently out of school."

#### **PUSH Buffalo:**

"Many do not have reliable phone service, especially now that many have been laid off and can't pay their phone bills. Many use a Wi-Fi number instead of traditional phone service, but the only reliable places to get free service are downtown in public areas which may be closed (ex, government buildings and libraries which are currently shut down in our city, cafes which you can't sit down in) or which people may be avoiding due to social distancing precautions, and that at the least aren't conducive to learning. This is our biggest hurdle with distance learning - it isn't very accessible to the vulnerable population we serve. We are doing alright because so far area employers still expect to ramp up for the spring/summer construction season, but that could change. We think we will definitely see reduced numbers of people in trainings due to inability to offer in-person trainings in the critical period before job placements increase for the season, but expect to see more people accessing our support services and direct job placements."

#### **Great Lakes Community Conservation Corps/Milwaukee CERT Program:**

"We are fortunate to have our Project Foundry software. We've had it for the past few years as an integral part of CERT School, and it provides us the direct communication and instructional

management with students. Ours use it while in the classroom and out. We closed today for the first day. All students are busy with remote online courses, and we've divided our staff to serve as Advisors to advise specifically assigned students throughout the week. In addition, the course instructor is reaching out to each student daily with encouragement, support and guidance for completion of projects. We're on hold with the end-of-course hands-on assessments but are brainstorming environments and opportunities to bring together students to complete these final aspects of the course for completion. We're using all forms of technology for communication and evaluating outdoor classrooms and other creative venues where students will be physically distant but socially connected to perform and participate. Ever - evolving. The National Partnership for Environmental Education (NPETE) has been a great help with technical guidance, e.g. cleaning methods for our P-100 respirators that we'll plan activate as appropriate. I'll be reaching out to NPETE momentarily —to ask their assistance with the registration of the next cohort for the online HAZWOPER."

#### **Oregon Tradeswomen:**

"Oregon Tradeswomen cancelled our Environmental Worker Training cohort which was scheduled to operate March 16th – April 3rd 2020 in response to Oregon Governor issuing an Executive Order requiring gatherings of more than 10 people to be postponed or cancelled until after April 8th 2020. At this time, many of the students we serve have limited access to Internet and/or laptops. We recently purchased student laptops with other funds (not EPA) so there is a potential to use in the future if the quarantine period is extended. We have reached out to our state Bureau of Labor and Industries (Oregon) to see if we can secure some assistance from them or the University System of Oregon to support an online / remote learning platform. Several other funders have already communicated to us that we can continue to invoice for

contracts/grants in an effort to keep our operations moving forward, including our planning time with regards to distance learning options and communicating with students. We hope that EPA issues similar guidance and support during the COVID-19 crisis.

Check out the Governor's Executive Order-State of Oregon Updated Mitigation Measures on Coronavirus Response.

[https://drive.google.com/file/d/1ikBiql-OM\\_mllxdITdkWU7OgIJK3XpU/view"](https://drive.google.com/file/d/1ikBiql-OM_mllxdITdkWU7OgIJK3XpU/view)

#### TWIN:

"At this time, we are still trying to meet our obligation for the current grant. Our trainees don't want the program to stop so the goal for graduation on April 17<sup>th</sup> has not changed. We will do whatever we can (that is under our authority) to make that happen and to meet grant obligations. However, if things beyond our control prevent that from happening, we will make appropriate adjustments (and we hope EPA will be understanding and flexible to let us fulfill any unmet obligations at a later time, if possible). I am concerned about being able to recruit for the next training cycle scheduled for June. We typically start outreach and recruitment activities 2 months prior. With the closure of many organizations we engage with to do recruitment, our access to our target demographics will be very limited. I don't think we are at the peak of this pandemic yet. I think that will happen in the middle of our next recruitment period. If that is the case, we will push back the start of the next training cycle. At this time, we are assessing our trainees' Wi-Fi capability at home. Some don't have computers or internet access. We do have a few laptops we use for soft skills that we can loan to them. However, we need to get them internet access capability. Spectrum, a local internet service provider is offering free internet services for 60 days to households with grade school children so they can have access to online learning. Hence, we are encouraging our trainees to reach out to Spectrum to request the service offering (if

they do not currently have Wi-Fi capability). There is also the potential for them to access GoToMeeting via their phones. So, currently we are in the process of preparing for a potential transition to distant learning."

#### Colorado Department of Local Affairs:

"We are in the process of hiring staff, developing training curriculum, building our advisory board, etc. The program is not well established enough to answer any of the above. COVID has not impacted us, but that is simply because much of our work is happening remotely anyway. We are experiencing slower response times as folks deal with the crisis though."

#### Pauline Auberle Foundation:

- "Case managers are required to work a normal work-day and work a 40 hour work week, but will be working from home.
- If case managers are not able to work your typical work week you will need to inform both Abby and Rodney why this is not possible. At that point you will need to use your sick time or vacation time.
- Case managers will be expected to respond promptly to emails, phone calls and texts during regular employment institute business hours.
- We will provide all of our services in a virtual manner to our clients. This includes:
- Regular check-ins with clients via a phone call, text message, email, video applications and etc. You are expected to keep in touch with your clients and respond to their needs on an on-going basis.
- Clients will still be expected to complete online trainings such as Customer Service and Advanced Customer Service. If they have the ability to connect to wifi, to do this I would get this set-up for them.

- You can also have clients complete the OSHA-10 on-line training as well especially those that will be doing lawn care or the Environmental Training Program (HAZWOPER) that have not completed and will be working on this year's crew.
  - You can provide on-line tools to explore career options, completing the O\*NET survey via phone and discussing the results.
  - Despite many businesses may not be hiring due to the virus outbreak we can still have clients apply for jobs on-line and we can communicate with our business partners to let them know an EI client has applied. Once this passes and places start to hire again they will be in their hiring que.
  - We can be there to support clients if they need other services such as therapy for example. You can still refer for therapy and therapy could be potentially delivered via tela-therapy or similar electronic means which our behavioral health team is implementing as of 3/18/2020.
  - If they need food we can still refer to our food pantry and we will assist with providing food boxes. We will be limiting person to person contact and dropping food boxes off on front porches or bringing food boxes outside to clients as they come to Auberle. NO clients are allowed in the building for food.
  - We will not be transporting clients until further notice. Clients will be provided bus tickets, if needed.
- Staff is expected to participate in all team meetings via similar means as noted above.
  - Staff is expected to participate in meetings with funders, business partners and training partners when needed as well via electronic, phone and etc.
  - Great time to get caught up on documentation during this time-case notes, ISPs, outcome reports to Abby.
  - Staff can still come to the campus if needed and if you keep appropriate distances and follow all precautions as instructed by the CDC, Allegheny County Health Department and reputable government agencies.
  - Staff will not come to the facility under any circumstances if you have any symptoms such as coughing, respiratory distress or a fever. Please apply and use practical / common sense."

#### **Staff responsibilities during the crisis:**

- Staff is expected to participate in all supervisions with your supervisor via conference call. If you meet with Abby in person, it needs to be in a spacious setting, so you have the appropriate amount of body space between to you (6 feet).

#### **Corporation to Develop Communities of Tampa, Inc.:**

"We are planning to push the training back to an August 2020 start date. This will also require us to reschedule our 2nd cohort planned for October 2020. "

#### **Missouri Job Center:**

"We are having to either divide the class in half and split the training into two separate rooms - which means paying for an additional trainer for 3 days this week only, offer a.m./p.m. sessions, or have participants attend on opposite days so no more than 10 people (including trainers) are in the room at one time. Our city Mayor has issued an order to prohibit gatherings of 10 or more which is why we are required to make these changes."

#### **Groundwork Rhode Island:**

"We have suspended our spring training session, which would have started at the beginning of April, but for now we are moving ahead with supporting our partner's training

starting at the end of May - where we offer 4 weeks of environmental services training as part of their longer 12-week training session. We will continue to track past graduates and support their search for employment as needed."

**Santa Fe Community College:**

"Santa Fe Community College (SFCC) is assisting environmental companies in locating HAZWOPER trained people for decontamination deployment across the country. There is a possibility that two SFCC grads will deploy."

**St. Louis Community College:**

"If COVID-19 becomes worse and the June class must be delayed, we will seek an extension. I've already spoken with my grant project officer."

**Limitless Vistas:**

"We will postpone classes until they are safe to resume. I do not think this will affect completing our grant requirements."

**City of Pittsburg Future Build Program:**

"As of today, we are treating it as suspended, to resume when given the "all clear" but it is not known when that might be and the conventional wisdom is that things will get worse before they get better."

**Lessons learned as the pandemic expanded - Fast forward to a December scan**

As 2020 came to a conclusion, HMTRI conducted a second scan of EWDJT grantees to get another snapshot of how training was proceeding. At this point in the pandemic, over 346,000 Americans had died with over 20 million infections. As in the first scan, the objective was to share information among grantees as COVID-19 public health concerns evolve. Questions asked during this scan included:

- For each of the common technical and nontechnical courses offered by EWDJT grantees, how is training delivered?

- How are grantees communicating with their participants during the pandemic?
- When online training is being used, how is instruction delivered?
- What are the impediments limiting the effectiveness of training either online or in-person?
- When public health concerns abate, how will EWDJT training be delivered in the future?

As with the March scan, it was understood that many grantees may not have an active cohort or were not training due to public health, organizational restrictions or in the planning stages for their next training session.

**Developing a Flexible and Effective Program during a Global Pandemic**

The December scan of popular EWDJT course offerings varies greatly between grantees and cohorts depending on local employer demand, grantee resources and participant capabilities. The training methodology presented represents how respondents teaching a particular course were able to present instruction.

**Core technical curriculum**

- **HAZWOPER 40 hr.**  
In-person or Hybrid
- **Accident Prevention**  
Online or In-person
- **Asbestos Worker**  
In-person
- **Blood borne Pathogens**  
In-person or Online
- **CDL**  
In-person
- **Confined Space Entry**  
In-person
- **Disaster Site Worker**  
In-person - Online
- **DOT Required HazMat Training**  
Online
- **Environmental Site Assessment**  
Online or Hybrid
- **First Aid/CPR**  
In-person – Online

- **Forklift Operator's Training**  
In-person
- **Haz. Mat. Handling & Recycling**  
Online - In-person
- **Industrial Chemical Spill Resp**  
In-person - Online
- **Lead Worker**  
In-person - Hybrid
- **Mold Remediation**  
In-person
- **OSHA Construction Safety**  
In-person
- **OSHA Fall Protection**  
In-person
- **OSHA General Safety**  
In-person
- **OSHA Hazard Com.**  
In-person - Online
- **Respiratory Protection**  
In-person
- **Solid and Haz. Waste Mgt.**  
Online - In-person
- **Stormwater & Wastewater**  
Hybrid - In-person
- **Trenching and Excavation**  
In-person

#### **Life skills training**

- **Job searching skills**  
In-person - Hybrid
- **Chemical Dependency**  
In-person - Hybrid
- **Conflict Resolution**  
In-person
- **Effective Communication**  
Hybrid - In-person
- **Employment Readiness**  
In-person - Hybrid
- **Problem Solving**  
In-person - Hybrid
- **Team Building / Anger Mgt.**  
In-person - Hybrid
- **Time Management**  
In-person - Hybrid
- **Toxic Relationships**  
In-person - Hybrid

- **Transition Assistance**  
In-person

In almost every case, in-person communication was required at some point in the training process. Depending on the type of training and certification requirements some programs are able to shift some instruction online. The degree to which instruction is shifted online depends on program resources and capabilities of class participants.

#### **Issues with COVID training**

As part of the December scan, participants were asked their opinion on challenges posed by COVID public health restrictions. Issues were segregated into those related to in-person training and the use of hybrid or online training as a mitigation measure.

#### **In-person training with social distancing**

When instruction was delivered in-person, the issues and drawbacks created by COVID-19 public health concerns include:

- Pandemic restrictions prohibited in-person sessions for several months.
- Capacity restrictions slow rate of attendance and completion.
- Recruitment
- Our curriculum works only as in-person, especially with technology limitations for our participants. This, however, places limitations on class size.
- Methods changing before we even got the program started.
- Being able to transport the students to job interviews.
- Finding individuals who want/are willing to take a job that requires them to report in person.
- Finding a way to structure the size of our cohort due to gathering size limitations. We have had to run a cohort no larger than 10 participants, due to Pennsylvania's restrictions. This will result in us running an extra cohort if restrictions are not lifted by 2021.

- Maintaining a safe environment - screening, ensuring everyone wears a mask, uses hand sanitizer, and follows all protocols. The issue is people will still engage in risky activities outside of class, potentially putting other students and staff at risk. Constant reminders are needed.
- Hands-on with Social Distancing CDC Requirements

### **Online training issues**

When instruction was able to be delivered online, the drawbacks and issues include:

- Lowered interest in trainings and employment.
- Not being able to offer full in-person trainings.
- Increased childcare/elder care responsibilities.
- Our target audience has very little access to the internet or tablets/computers to do online work.
- Keeping everyone's attention. The 40-Hour HAZWOPER has been the worst. The modules are too long, and people lose interest.
- Certification requires in-person sessions.
- Internet unreliable; participants lack devices for remote training.

### **Student Communications and instructional methods**

#### **Participant communications**

When asked how grantees were communicating with their students, the following responses were provided:

- 14 Email
- 12 Phone
- 10 Zoom
- 7 Facebook
- 6 Other
- 5 In-person meetings
- 5 Mail
- 2 Microsoft Teams
- 1 Go To Meeting

The response depended upon the participant cohort. Most EWDJT participants have cell phones capable of receiving text messages or email. As expected those were the two most popular methods of communications. Cohorts employing tablets or computers most often used Facebook and ZOOM. Those strategies were supplemented with text and email messaging. Grantees without technology or broadband relied on in-person student contact.

#### **Strategies for delivering online instruction**

When instruction is being delivered online, the methods being used for instruction include:

- 10 In-person
- 8 Zoom
- 6 Other
- 6 Online courses
- 4 Google Classroom
- 2 Microsoft Teams

Training delivery strategies followed similar patterns to participant communications. In almost all cases, some portion of instruction required in-person training. Cohorts with access to technology were able to use any number of learning applications such as Zoom, Google Classroom, Teams or specially designed instructional materials.

#### **Trends from the December scan**

When asked if grantees plan on returning to strictly in-person training when health concerns have been mitigated. Feedback included:

- Respondents indicated that there is a significant list of challenges to providing training during the pandemic.
- It is unlikely that EWDJT programs will be able to deliver only online instruction, without some sort of face-to-face interaction.
- The vast majority intend to return to in-person instruction only
- None intend to stay with online instruction only
- Most intend to use a Hybrid

- About half would like to have a combination of in-person and online instruction
- Previously most of the technical and non-technical courses were previously done in-person. Now, most of these courses include online and/or hybrid instruction to go along with in-person training.
- The range of strategies is consistent with the diversity of EWDJT programs.
- Training delivery varies widely based on local public health restrictions, the participant population and trainer capabilities.
- Despite difficulties associated with online training, almost every course has been delivered online, however an in-person component is usually required.
- A clear shift has been made from in-person to online or hybrid delivery.
- When permissible, most grantees will return to in-person training with online supplements.

When COVID health concerns have been mitigated, all of the scan respondents indicated they would return to in-person instruction. Some would continue using a hybrid strategy depending on the capabilities of their student cohort. Online strategies would be used primarily for communications, recruitment, placement and supplemental materials.

#### **Incorporating safety and public health guidelines in the classroom**

It is essential that EWDJT programs train and promote safety and health standards, both in the classroom, as part of the curriculum and after graduation. Public health concerns in the classroom are amplified during the current COVID pandemic. Student safety is essential whether the training is being conducted by program staff or a contract trainer. EWDJT

managers need to make sure that consultant trainers are equally concerned for the welfare of program participants.

Many EWDJT grantees provide a list of safety and health rules for students. Both students and trainers are asked to sign and date this document stating that they agree to comply with all safety policies and procedures. Often environmental, health, and safety courses require students to provide a medical waiver or undergo a physical examination. Note that HAZWOPER and some other courses require program participants to sign a *Participant Liability Waiver and Release of all Claims* form. This is especially true if a self-contained breathing apparatuses (SCBA) will be used during the training.

#### **Using consultants and contractors during the pandemic**

A major COVID issue is the availability of qualified training materials and instructors able to train during the COVID crisis. OSHA certificates and other credentialed training such as EPA's Renovation, Repair, & Painting (RR & P) require certified instructors with an approved curriculum. Instructional materials and instructors may also require approval on either the Federal or State level. When qualified training providers are not available, consideration must be given to revisions in the overall curriculum. Training goals and objectives should be clearly presented with student tracking and procedures for pre and post-test recordkeeping. Use of consultants or contractors for training requires compliance with Federal purchasing rules and regulations. Consultants and contractors must participate in a competitive bidding process involving an RFP and at least three vendor bids. Once consultants or contractors have been selected, they can assist in curriculum development, student transportation, student protection, facilities and training schedules.

**Finding qualified and certified instructors capable of training during the pandemic**

Locally, several types of organizations are available to provide environmental remediation, safety, and health training. Multiple trainers or organizations may be necessary to deliver a complete set of course offerings. Potential training providers include consultants, remediation firms, federal, state, or local agencies. Community colleges are excellent trainers as many already have established environmental degree and noncredit programs. Health and environmental agencies can provide guidance and training in specific topic areas including cleanup techniques and environmental regulation.

OSHA Training Institute (OTI) Education Centers provide training and education in occupational safety and health for governmental staff and the private sector. With at least one OTI Education Center in each OSHA region, certified health and safety training consultants are available to EWDJT grantees. The Partnership for Environmental Technology Education (PETE) is a nonprofit NIEHS grantee who's objective is to train qualified and certified trainers in health, safety and environmental remediation. PETE has provided trainers for several EWDJT grantees in a variety of topic areas.

**NIEHS COVID-19 resources**

**Covid-19 Training Tools from NIEHS**  
The NIEHS Worker Training Program (WTP) has been tracking information about COVID-19 as it pertains to protecting workers involved in emergency response and cleanup activities performed in the United States. This website contains health and safety resources for workers who may be at risk of exposure to COVID-19. Topics and links include:  
General Awareness Training Tool  
Essential and Returning Workers Training Tool  
COVID-19 Toolbox  
WTPS Awardee Resources  
WTP Webinars

WTP Technical Workshops

Federal Links and Documents

Other Links and Documents

<https://tools.niehs.nih.gov/wetp/covid19worker/index.cfm>

**NIEHS Webinar recordings**

In response to COVID-19, the NIEHS Worker Training Program (WTP) has been conducting webinars and presentations on technical topics related to COVID-19 with a focus on protecting workers who may be at risk of exposure to COVID-19. Access to these materials may be found at the following site.

<https://tools.niehs.nih.gov/wetp/index.cfm?id=2592>

**Contact information for programs discussed in this issue of CONNECT.**

AJMC provides us with a timeline for the initial discovery and progression of the COVID-19 pandemic

[Pandemic timeline.](#)

The NIEHS National Clearinghouse E-Newsbrief The E-Newsbrief of the National Clearinghouse is a free weekly newsletter focusing on new developments in the world of worker health and safety. Each issue provides summaries of the latest worker health and safety news from newspapers, magazines, journals, government reports, and the Web, along with links to the original documents. Also featured each week are updates from government agencies that handle hazmat and worker safety issues such as DOE, EPA, OSHA and others. The Clearinghouse Newsbrief provides articles and resources relating to the worker health and safety community

[Subscribing](#) to the National Clearinghouse Newsbrief is the best way to stay on top of the worker health and safety news.

[E-Newsbrief](#)

**Join Our Listserv**

HMTRI is part of Eastern Iowa Community Colleges and has provided environmental workforce development technical assistance since the inception of EPA's Brownfields Initiative.

*CONNECT notes presented represent individual opinions and ideas from Professional Learning Community participants and EWDJT grantees. They do not represent EPA policy, guidance or opinions and should not be taken as such.*

*For more information on HMTRI technical assistance services or to be added to our Grantee and Community Outreach Listserv, please contact Heather Ballou at [hkballou@eicc.edu](mailto:hkballou@eicc.edu).*

**HMTRI**

Eastern Iowa Community Colleges  
101 W Third St.  
Davenport, IA 52801

