



National Institute of
Environmental Health Sciences

Worker Education and Training Program

**Sharon D. Beard
Industrial Hygienist
Worker Education Training Branch
National Institute of Environmental Health Sciences**

**MINORITY WORKER TRAINING PROGRAM
BREAK OUT SESSION:
MWTP BEST PRACTICES REPORT
TRAINING ACCOMPLISHMENTS
REPORTING INSTRUCTIONS**



- **Center for Construction Research and Training**
 - New Orleans, LA; St. Paul, MN; and East Palo Alto, CA.
- **OAI**
 - Chicago, IL; Dallas, TX; and Wyandotte County, KS/Eastern Jackson County, MO.
- **University of California, Los Angeles-Western Region Universities Consortium**
 - Los Angeles, CA and Seattle, WA
- **Rutgers, The State University of New Jersey-NJ/NY Consortium**
 - Newark, NJ and New York City, NY
- **Dillard University**
 - New Orleans, LA; Savannah, GA; Houston, TX; and Detroit, MI.



15 Communities





NIEHS Minority Worker Training Program Update Fifteen-Year Summary of Training For Budget Period 09/01/1996-07/31/2013 Final

Year	Students Trained	Placed in Jobs	Percentage of Students Placed in Jobs
1996-2006	3,499	2,346	67%
2007	385	241	63%
2008	317	222	70%
2009	379	285	75%
2010	531	372	70%
2011	396	291	73%
2012	366	274	75%
2013	367	279	76%
Total	6,240	4,310	69%



2012-2013 MWTP Training Accomplishments Final

**NIEHS MINORITY WORKER TRAINING PROGRAM
WORKER EDUCATION AND TRAINING AWARDS
TOTAL TRAINING (ONE YEAR)
FOR BUDGET PERIOD 08/01/2012-07/31/2013**

AWARDEE	COURSES COMPLETED	STUDENTS TRAINED	CONTACT HOURS
Western Region Universities Consortium	62	81	21,652
NJ/NY Hazardous Materials Worker Training Center	37	48	20,476
CPWR - The Center for Construction Research and Training	61	61	52,612
OAI, Inc.	75	77	24,746
Dillard University	60	100	36,144
TOTAL	295	367	155,630

National, Strong & Effective Consortia





Minority Workers Training Program: Success and Best Practices Report

- Purpose: To document the importance of the MWTP and illustrate the program's best practices and major successes

- **How the MWTP works: Components of the program and why is it successful (best practices)**

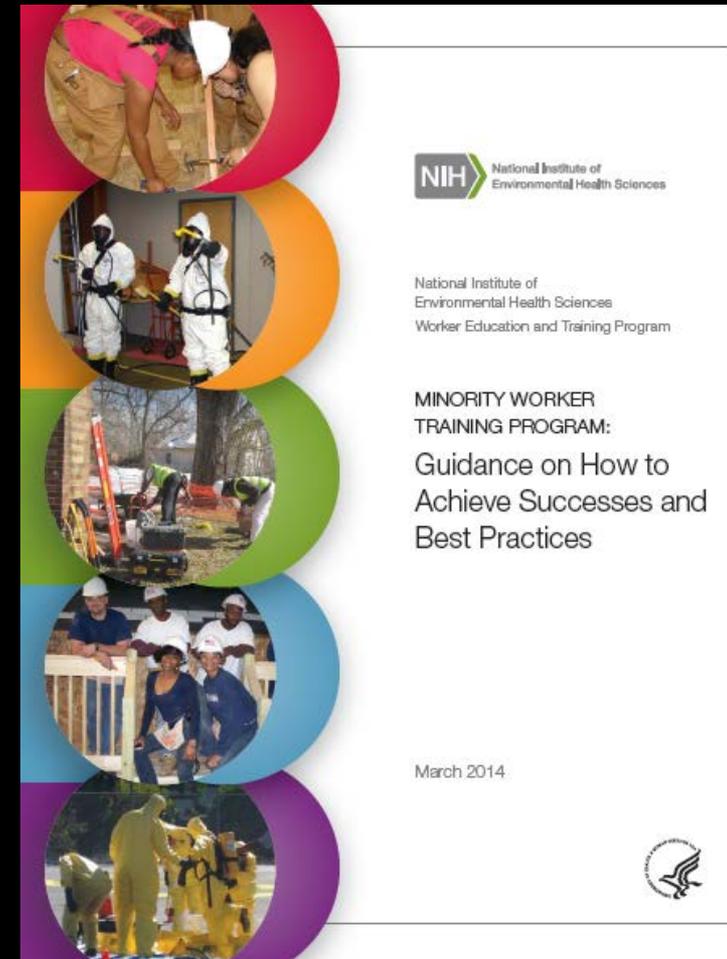
- Life skills and social support network
- Holistic approach to promote capacity building and promoting environmental justice.
- Partnership development: *joint partnerships with communities, unions, universities (e.g. HBCUs)/academia and contractors/employers*
- Sustainability - *ability to sustain itself through leveraging funds (e.g. drawing in funds from other organizations)*
- Approaches to addressing impediments or barriers to successful program implementation
- Evaluation component (Results of the Program): Impacts and Outcomes

OAI, INC



Minority Workers Training Program: Success and Best Practices Report

- **SUMMARY:** Since 1995, the MWTP trained approximately 10,000 people in more than 30 communities across 20 states with nearly 70% employment.
- Address the significant impediments to training and employment that challenge underserved and disadvantaged people.
- Increase sustainable employment opportunities, promote economic development, address health disparities, and advance environmental justice
- Transformed the lives of trainees, families, and communities traditionally overburdened by economic distress and exposures to hazardous environmental conditions.
- Provides significant contributions to environmental justice by providing training and increasing job opportunities.
- The MWTP provides a model and useful guidance for other federally-funded worker training programs.





Key Findings

- Program benefited thousands of trainees and families in underserved and disadvantaged communities.
- Life skills training, other pre-employment training, and mentoring and counseling are fundamental to the
- Awardees established numerous valuable partnerships such program advisory boards which are critical to individual and overall program success.
- Program provides alternatives to costly incarceration and effectively supports ex-offender rehabilitation and reductions in recidivism.
- Individual program evaluations are essential to improving the effectiveness and impacts of the MWTP.
- Program advances environmental justice and address environmental/occupational health disparities in the workplace and at the community level.
- Program graduates have helped support several significant national disaster response efforts in multiple states.
- Served as a model for other federally funded worker training programs.





Key recommendations and next steps



- NIEHS should:

- Continue to provide funding for critical life skills and other job readiness instruction.
- Expand the scope of performance measures to account for graduates who pursue further educational opportunities, other certifications, and/or achieve job promotion.
- Provide training and facilitate opportunities for awardees to conduct outreach to other organizations that might provide additional funding for these programs.
- Disseminate this final guidance report to other federal agencies
- Assist MWTP awardees gain access to additional funding sources and employment opportunities for program graduates.
- Conduct a follow-up evaluation of the significant contributions to minority worker training and job creation provided by all WETP Awardees.

Key recommendations and next steps

- MWTP Awardees should:
 - Continue to expand relationships with the judicial and corrections systems to identify suitable ex-offenders for the training program.
 - Continue to expand training to include additional areas of green industry and consider the growing concerns about climate change when working to identify new areas of training.
 - Explore partnership opportunities with cities working to implement Clean Water Act consent decrees.
 - Consider working more with local government and private contractors to include program graduates as a part of first source hiring agreements and project labor agreements.
 - Increase efforts to recruit greater percentages of other minority and underserved populations, such as Native Americans, Pacific Islanders, and women, into the program.



Dillard University trainees exhibit new skills in community service-learning project.



CPWR – Center for Construction Research and Training trainee receives confined-space training.



- Do not duplicate training numbers across programs
 - If you offer technical training under the HWWT for MWT students, you can only add training numbers for technical training data under the HWWT. Report in the narrative for the MWT information on all training
- Verify your data and progress report before marking complete
- Be consistent when writing reports.
- In abstract, please state your overall training numbers/ accomplishments for your program.
- Provide a clear overall summary of accomplishments for each program. This should include what your projected training was and your completed training.