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Review 2011 EJ Conference and EPA Workforce
Development Highlights

MWTP Update

Curricula and Reporting Issues

- WETP Strategic Plan and EJ Strategic Plan Issues



- **AUGUST 22-23, 2011 ALEXANDRIA, VIRGINIA**
- **RESOURCES TO NOTE:**
 - **Brownfields in a Box and Brownfields Toolbox developed by ATEEC - <http://www.brownfields-toolbox.org/> and <http://www.ateec.org/>.**
 - **Updates from EPA Program Offices**
 - **Office of Water, Lead, Underground Storage Tanks, Superfund, Energy Star, Office of Policy, Office of Emergency Management**
 - **List of Assessment, Revolving Loan Fund and Cleanup Grants**
 - **Updates on Federal Rules and Regulations – OSHA 10 and 30 Courses as well as Heat Stress and Respiratory Protection Issues related to Lead and Asbestos**
 - **Instructors: Ron Snyder, Doug Feil and Bruce Lippy - Community College Consortium for Health and Safety Training (CCCHST)**

- **TRACK 3: ENVIRONMENTAL WORKFORCE DEVELOPMENT AND JOB CREATION**
 - **The Michigan Story: Workforce Development at Home**
 - Information on Project Labor and Community Benefit Agreements & Re-tooling community college education efforts
 - **Balancing Innovations in Workforce Development Training with Community Needs**
 - Unique use of Charter Schools for Education and Workforce Development – <http://www.isusinc.com/>
 - **Roundtable Discussions on Two Topics:**
 - Fostering Job Creation in Environmental Training
 - Research to Action/Practice: Community Based Activities around Environmental Issues

NIEHS Minority Worker Training Program Sixteen-Year Summary of Training For Budget Period 09/01/1996-07/31/2011

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	363	227	63%
Total	5474	3693	67%

**NIEHS MINORITY WORKER TRAINING PROGRAM
WORKER EDUCATION AND TRAINING AWARDS
TOTAL TRAINING (ONE YEAR)
FOR BUDGET PERIOD 08/01/2010-07/31/2011**

AWARDEE	COURSES COMPLETED	STUDENTS TRAINED	CONTACT HOURS
Western Region Universities Consortium	41	77	28,246
NJ/NY Hazardous Materials Worker Training Center	32	45	21,319
CPWR - The Center for Construction Research and Training	46	63	43,295
OAI, Inc.	112	103	29,046
Dillard University	50	75	34,212
TOTAL	281	363	156,118

NIEHS/MINORITY WORKER TRAINING: DEMOGRAPHICS FOR BUDGET PERIOD 08/01/2010-07/31/2011						
STUDENTS	363					
AGE	18-25 86	26-35 140	36-45 65	46-55 58	56+ 14	
ETHNICITY	BLACK 256 (71%)	HISPANIC 51 (14%)	ASIAN 3 (1%)	AMERICAN INDIAN 1 (0%)	PACIFIC ISLANDER 8 (2%)	OTHER 44 (12%)
GENDER	MALE 319 (88%)			FEMALE 44 (12%)		
EDUCATION	HS DIPLOMA 218 (60%)		GED 107 (29%)		NO GED 38 (10%)	
UN OR UNDER EMPLOYED¹	UN 267 (74%)			UNDER 96 (26%)		

¹Employment status at entry into the program.

CURRICULA AND REPORTING ISSUES



WORKER EDUCATION AND TRAINING PROGRAM

Reporting Issues

- Updated progress report and data due on October 1, 2011
- PI must verify all data and progress report is accurate
- Job placement results must be updated
- Be clear and succinct
- Abstract should be short and describe the program component goals and objectives and current results
- Must have success stories and best practices in training

Reporting Issues

- Use name of organization instead of we
Dillard conducted training in 4 locations including...
- Always state your training goals and objectives clearly
- Should be the same information described in your Training Plan for Next Budget Period Section
- NIEHS Annual Accomplishments Report will include material from your annual reports

- Inventory of all of your curricula should be done annually
 - Status of curricular should be in your progress report.
- Must be reviewed by PI for approval and uploaded as a 508 Compliant document
- Curricula should adhere to the NIEHS Minimum Criteria
- Must have references for critical material such as standards, use of other's curricular material, charts, graphs, and specific quotes.

WETP Strategic Plan and HHS EJ Strategic Plan

- WETP Strategic Plan
 - MWTP Elements: Expand opportunities for minority and underserved populations in cities and surrounding communities by providing life skills, construction, and career training in the handling and remediation of hazardous materials.

Worker Education and Training Program

Strategic Plan FY 2008-2013

Mission Priority #4

Expand opportunities for minority and underserved populations in cities and surrounding communities by providing life skills, construction and career training in the handling and remediation of hazardous materials.

The Minority Worker Training and Brownfields Minority Worker Training Programs (B/MWTP) continue to be an important, yet relatively small part of the overall NIEHS WETP. Some organizations have been experimenting with integrating the core goal of these programs into their overall training programs with some success. This includes increasing the capacity for outreach and diversity by providing more resources to train workers in multiple languages and develop culturally specific outreach to Hispanics/Latinos and other groups. Other programs are interested in providing training, not only in environmental remediation and construction, but in other emerging fields with the goal of improving the environment (e.g., green sustainable industries).

Revised national and local energy policies are moving to invest in alternative renewable energy systems. This next generation of technologies will likely provide new opportunities for occupational and environmental safety and health training.

Operationalizing Mission Priority #4

1. Use sustainability initiatives and growth of green business to strengthen job creation and retention. More research needs to be done on the growing green industry to determine what the jobs are, what skills they require, what courses exist, and what green grants exist, etc.
2. Foster the integration of core B/MWTP goals into overall training programs.
3. Strengthen the links between workers and their workplaces and surrounding communities. The Brownfields and Minority Worker Training Program Awardees have access to these communities and can help facilitate this process which will yield benefits to the communities, the trainees, and the programs. One way to begin doing this is to invite contractors/employers and community leaders to sit on program boards, and increase the number of organizational employees who sit on the boards of community organizations.
4. Document the continuing need for programs that focus on under- and unemployed populations.

WORKER EDUCATION AND TRAINING PROGRAM

Major Research Recommendations

This section provides major research recommendations aimed to improve further hazardous waste worker training and minority worker training programs to better address the needs of low-income and minority residents in ensuring environmental justice in the future. The recommendations are not presented in order of importance.

Federal Hazard Waste Worker Training Programs

- 1) To better support the federal worker training programs and address environmental justice needs in more communities, more funding is needed. The NIEHS MWTP was initially funded at \$3 million annually in 1995 and \$3.5 million annually in 2010. The program need is much greater than the funds allow at present.
- 2) In order to better support the connection between the hazardous waste worker training program and environmental justice, NIEHS should strengthen awardee application criteria by placing more weight on awardee applications who are residents of communities that have documented environmental justice concerns (e.g., contaminated properties, waste transfer stations, or manufacturing facilities).
- 3) Worker training programs should have a screening mechanism built into their recruitment process as a method of ensuring student quality. Individuals who want to be a part of the program should have the commitment necessary to succeed in the program.
- 4) More effort should be made by NIEHS and its awardees to recruit greater percentages of other minority populations, such as Native Americans, Pacific Islanders, and women into the program.
- 5) Federal government agencies should consider adding quantitative and qualitative performance measures in their evaluation process for the worker train programs in order to better assess the program's progress in achieving its environmental justice goals (e.g., NIEHS has certain performance measures in its current Request for Applications.).

Partnerships

- 6) Training programs should leverage partnerships with local communities, government agencies, employers, academia, private contractors, and labor unions. Federal agencies should do more in promoting partnerships by providing technical guidance and incentives to facilitate such partnerships.
- 7) More effort should be devoted to involving additional Historically Black Colleges and Universities and other minority academic institutions in worker training programs.
- 8) As Federal agencies and training providers direct more focus to green jobs training, priority should be given to recruitment of residents in communities facing environmental justice concerns.
- 9) Federal program administrators should clarify the level of flexibility available within a training program in order to accommodate the changing economic situation and job market. For instance, NIEHS WETP is accommodating the re-budgeting and changing needs of awardees due

to unforeseen circumstances, such as diversifying the training to include “green construction” training so that trainees can remain competitive in the job market.

- 10) Federal, state, and local government should strongly encourage employers contracted to conduct environmental cleanup to hire local residents who have gone through hazardous waste worker training programs. In addition, local governments should encourage and provide incentives for small businesses and local entrepreneurs to re-locate in proximity to low-income and minority communities as small businesses are more likely to hire a local workforce. For example, NIEHS WETP awardee, CPWR, has been successful in establishing project-labor agreements with local companies to ensure job placement of graduates in local jobs.

Training

- 11) Life skills training or pre-employment training should be a fundamental component of worker training programs that target low-income and minority residents in order to effectively address environmental justice concerns. The technical training alone is not sufficient. Adequate funding should be allocated for this training.

- 12) Environmental justice should be taught as a component of the worker training program, either as a module on its own or integrated into the training.



Worker training is environmental justice.

—Gary Kaplan
Executive Director, JFY Networks

- 13) Mentoring is an important part of the training program as it provides a social support network for the trainees.
- 14) More support should be considered for language training, due to the increasing immigrant population.

MWTP WEBINAR FOR SEPTEMBER 2011

TOPIC: ENVIRONMENTAL JUSTICE AND MINORITY WORKER TRAINING PROGRAMS

DATES: TUESDAY, SEPTEMBER 20 FROM 2-3 PM OR
WEDNESDAY, SEPTEMBER 21 OR THURSDAY,
SEPTEMBER 22 FROM 11 AM -12 NOON

Collaboration between NIEHS and APHA EJ Committee