NIEHS Worker Training Program Grantee Meeting

September 22, 2020

Joseph T. Hughes Jr.

Director
Worker Training Program
Division of Extramural Research & Training
National Institute of Environmental Health Sciences

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NIEHS WTP Grantees Meeting Agenda

1:00 – 2:20 p.m. Welcome and NIEHS Update

- Joseph "Chip" Hughes, Jr., Sharon Beard, Demia Wright, Kathy Ahlmark, Jim Remington, NIEHS Worker Training Program

2:20 – 2:30 p.m. Clearinghouse Update

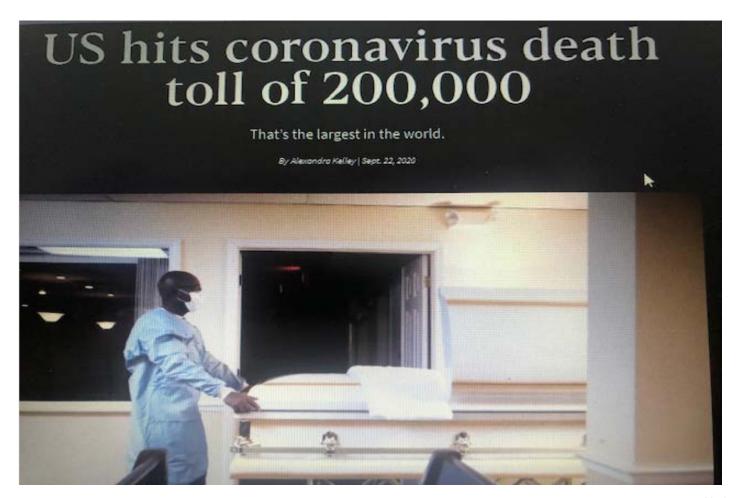- Deborah Weinstock, National Clearinghouse/MDB, Inc.

2:30 – 3:00 p.m. Grants Management Update

- Jenny Greer and Lisa Edwards, NIEHS Grants Management

3:00 – 3:30 p.m. Legislative Overview/Update

- April Bennett, NIEHS

- Donald Elisburg, National Clearinghouse

A moment of silence for essential workers, their families and their communities.
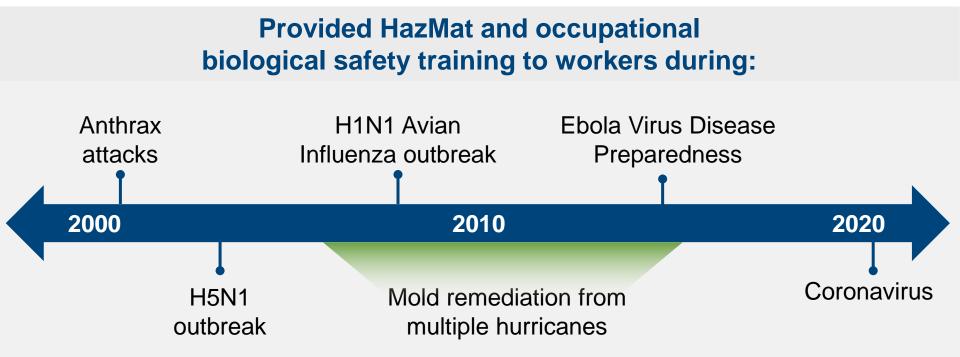
Worker Training Program (WTP) Virtual Safety Training Initiative in Response to COVID-19

Provided HazMat and occupational biological safety training to workers during:

Anthrax attacks

H1N1 Avian Influenza outbreak

Ebola Virus Disease Preparedness

2000

2010

2020

H5N1 outbreak

Mold remediation from multiple hurricanes

Coronavirus

NIH/NIEHS WTP COVID-19 Virtual Safety Training Initiative

WTP received $10 million from the Coronavirus Preparedness and Response Supplemental Appropriations Act, 2020

GOAL: To increase health and safety awareness for responders and workers who face potential exposure to COVID-19

Training Initiative Objectives

| Identify key **evidence-based methods** to **prevent and respond to COVID-19 in workplaces** providing essential services | **Create a virtual training platform** for frontline healthcare, responders, law enforcement, environmental and critical service workers | **Build a cadre of virtual safety trainers/ advisors** to **deliver remote training** via advanced training technology to frontline workers |

NIEHS WTP Coronavirus Activities

$3.7M Awarded to 17 Grantees

$1.8M 14 Supplemental Applications

- **Essential and returning** worker populations

- **Extensive training on COVID-19** health and safety, personal protective equipment, resiliency/mental health, and trainer development

- New/adapted **curricula tailored** to specific worker populations

- Expanding **on-line/blended/technology-enhanced curricula**

- New procedures for **safe in-person training** using physical distancing and infection control as people return to work

Proposed Model COVID19 Recovery Centers for Essential Workers and their Families

- New partnerships between current grantees and local community organizations

- **Focus:** High-impact COVID19 underserved communities

- **Goal:** Gather lessons learned on the frontlines, provide training resources, reduce exposure, and improve health

- **Mechanism**: Administrative supplements or competitive revisions to existing cooperative agreements (U45)

- **Total cost for program**: $3,500,000

- **Expected cost per grant**: $300,000 to $500,000

- **Anticipated number of awards**: 7-10

- **Anticipated release date**: November 1, 2020

Phase II: Opioids and the Workplace Project

Goals: Long-term evaluation, trainer and leadership development

Evaluation

Trainer Module

Leadership Module

- **Conduct survey and 6-month evaluation** to gather data on outcomes, stories, testimonials from pilot training participants

- **Develop new trainers** who will learn to instruct using the revised/ improved "Opioids and the Workplace" training tool and corresponding instructor manual (train-the-trainer (TTT) approach))

- **Develop new leadership module** for people in union/non-union settings that have power to change policies, procedures, and workplace culture (e.g., line supervisors, union officials, community leaders, etc.)

WTP: Future Directions

- **Program recompetition for 2021-2025**: Go forth and train!

- **Opioids and the Workplace – training tools:**
  - In development: Train the Trainer and Leadership courses

- **Disaster preparedness and response:** Ongoing training for recovery workers in California, North Carolina, Midwest, Puerto Rico, U.S. Virgin Islands, Texas, and Florida.

- **Job creation and employment for workers:** Continued support of 25 yrs of the Environmental Career Worker Training Program

- **Five year Operational Matrix:** To be completed at the December 2020 retreat

My sincere thank you's to special people

- To Sharon and Demia for unflinching leadership in managing the 5-year re-competition

- To the whole WTP staff and grantees for responding to the COVID19 worker crisis with dedication and focus

- To Deborah, Jonathan, Amber and the MDB crew for providing unparalleled technical support in a disaster unlike any other

- To Jenny and Lisa and the GMB crew for guiding the new five year awards and COVID supplements

- To Alfonso and Janice for conducting a peer review process flawlessly as the pandemic ungulfed us all

Sharon D. Beard

Industrial Hygienist

Worker Training Program

Division of Extramural Research & Training

National Institute of Environmental Health Sciences

New Awardees of the NIEHS Worker Training Program

- Please go to NIEHS WTP Who We Fund page and see new list of Awardees for 2020-2025 -

- Currently, the NIEHS WTP funds and supports 18 organizations that provide health and safety trainings across the country.

- Each organization focuses on training activities according to one or more specific program areas that fall under the NIEHS WTP.

- New Awardees:

  – Sustainable Workplace Alliance, Inc. (SWA)- U45 funding under HWWT, HDPT and ECWT

  – Laborers' International Union of North America Training and Education Fund (LIUNA Training) - DOE UH4

National Institute of Environmental Health Sciences
Your Environment. Your Health.

- Center for Construction Research and Training
  - New Orleans, LA; St. Paul, MN; East Palo Alto, CA, Flint MI and Roxbury, MA.
- OAI, Inc
  - Chicago, IL; Dallas, TX; Kansas City KS/MO and Indianapolis, IN.
- University of California, Los Angeles
  - Los Angeles, CA; Native American tribes in Alaska and Portland, OR

- Rutgers School of Public Health-NJ/NY Consortium
  - Newark, NJ and New York City, NY (add Make the Road NY)
- Deep South Center for Environmental Justice
  - New Orleans, LA; Pensacola, FL; Houston, TX; and Detroit, MI.
- **Sustainable Workplace Alliance (SWA)**
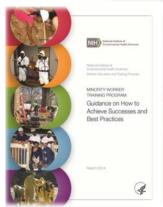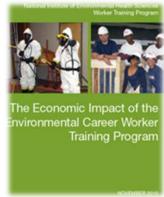 - **Multiple Sites in Florida and San Juan, Puerto Rico**

WTP Creates New Job Opportunities and Celebrates 25 Years of the Environmental Career Worker Training Program (ECWTP)

- **Success:** Since beginning of program, appx 13,000 workers have been trained with an average 70% employment rate.

- **Locations:** Over 30 communities trained with 200 different Community Based Organizations (CBOs)

- **Current Programs:** Six grantees working with 25 different CBO's
  - **2019**: 644 individuals trained with 497 obtaining jobs for a 77% job placement rate and offering 303 courses across all programs
  - **2018:** 569 trained, 423 Employed for a 74% job placement rate
  - **Takeaways: Changing Lives & Building Careers for a Lifetime**
  - **Training Best Practices -** Extensive life skills, mentoring, numerous technical training and certificates and career options for graduates

- **Economic Impact Analysis:** $100 million return on $3.5 million investment.
  - Increases probability of employment by approximately 59%.
  - $1.6M in higher earnings for its graduates, (from increased likelihood of employment, more hours worked, and higher wages.

SUCCESS STORY

ECWTP IN ACTION.......
Center for Construction Research and Training

T. Sturdivant (left), business agent for OPCMIA Local 633, pictured with Abe Hassan, former coordinator for the St. Paul ECWTP. (Photo courtesy of Steve Surtees, CPWR)

"Sturdivant said he does not know where he would be right now if not for the ECWTP. He said it was life-changing, providing him with an opportunity to pursue a sustainable and meaningful career in the construction industry.

Grateful for Safety Training
St. Paul ECWTP Graduate

- In 2007, T. Sturdivant was 31, unemployed, and had a family including two small children to support. He had no vocational experience and found it challenging to obtain consistent, meaningful work.
- Upon completion of the program, Sturdivant entered the apprenticeship program with the Operative Plasterers and Cement Masons International Association (OPCMIA) Local Union 633, where he later became a journeyman.
- Today, he serves as a business agent for OPCMIA Local Union 633 with duties such as organizing and serving as a liaison between members and contractors. He now serves on a variety of state, industry, and contractor association committees and gives back to the next generation of trainees by sharing his story with each pre-apprentice cohort at Local 633.

AIHA/NIEHS WTP Guidance to Protect Volunteers from COVID-19 During Natural Disaster Response & Recovery

- Focus on sharing insights, tools, and resources of the hazards to volunteers from COVID-19 during Natural Disasters Response & Recovery.

- Similar to the other AIHA Documents at Back to Work and AIHA

- Includes reference to many of the NIEHS WTP Opioid and Disaster Response tools and resources

- Thanks for input from NIEHS WTP Awardees as we are incorporating comments to make it stronger

Demia Wright

Public Health Educator
Worker Training Program
Division of Extramural Research & Training
National Institute of Environmental Health Sciences

Topics today

- Virtual Learning — DMS — Minimum Criteria
- DMS deadlines and reminders
- Needs assessment and webinar series summary

Virtual Learning — DMS — Minimum Criteria

1. Cleaning up our data through DMS options

2. Clarifying what is training and what is educational outreach in the virtual setting

3. Capturing educational outreach

4. Revisiting e-learning in the Minimum Criteria

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Data Management System (DMS) – Current Definitions

On-line only (asynchronous): This is an asynchronous course. All course activity is completed through electronic means; there are no required face-to-face sessions within the course and no requirements for classroom or hands-on activity. Student learning does not occur in the same place or at the same time. Classes may still include a wide variety of instructional interactions, including email exchanges, online discussion boards, and course-management systems that organize instructional materials and correspondence, among other possibilities.

Blended learning (technology-enhanced): Learning that combines any or all of the following: instructor-led training, online training, and technology-enhanced training methods. It encompasses a wide-variety of technology-enhanced learning and e-learning. Some examples are interactive/synchronous webinars, courses with a combination of on-line learning and real-time instruction (in-person or virtual), or instructor-facilitated computer-based courses.

These are set up in the DMS as optional, check either/all that apply

Draft Future DMS Options – Based on August Feedback *(select one)*

- **In-person only** (classroom based, synchronous)

- **Synchronous online only** (instructor-led online training; requiring the instructor and students to be present at scheduled times)

- **Asynchronous online only** (self-paced training; students and instructors are not required to be online or in person at the same time for instruction)

- **Synchronous online and classroom combination** (blended learning at 2 different times or split classroom at the same time)

- **Asynchronous online and classroom combination** (blended learning or flipped classroom – part of the class is self-paced without instructor, part is in-person)

- **Other**

Still need to identify what location information is required for each

1. Cleaning up our data through DMS options

2. Clarifying what is training and what is educational outreach in the virtual setting

3. Capturing educational outreach

4. Revisiting e-learning in the Minimum Criteria

Questions & Comments We're Receiving

- What "counts" as training for the DMS? For example:

  – Webinar requiring preregistration, but less interactive

  – YouTube video

  – Facebook Live

  – Zoom or Facebook Live interactive session, with hundreds or thousands of participants

  – 15-minute Just-in-Time PPE training

Need to Develop a Framework for What Can be Entered into the DMS as a Training Course

- Depending on certain attributes

  – Interactive?

  – Participants - training roster? Maximum number of participants?

  – Proof of attendance and completion?

  – Length of course?

Without compromising the Minimum Criteria

Updates to the FAQ C.1. What kind of evidence does NIEHS need for a training roster under e-learning or virtual training?

- "In general, the [Minimum Criteria Section 9.3.9 Recordkeeping](#) still applies. For a course to count as a WTP-funded training, there should be a roster of participants to accompany the course, which may come from a pre-registration list or a record of virtual attendees….

- Overall, we encourage you to develop a system and policy that works for your platform(s) and your organization, understanding that flexibility is needed under disaster conditions. Most importantly, please have a procedure that allows your organization to verify **that the training took place, that you can document the number of people that virtually attended, and that you can assess course completion**. Your program official is happy to discuss your policies, platforms, and procedures with you."

But this is still under discussion and we expect to need to clean some 2020 data once final decisions are made

1. Cleaning up our data through DMS options

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Update to FAQ C.5. How do we capture training encounters less than 30 minutes? Or educational sessions such as YouTube videos?

- A table could be included in the progress report that summarizes these very short courses and educational outreach. Here is a sample template:

Course Name	Format (e.g., posted webinar, YouTube Video, in-person)	Length of course (in-person 30-minutes and over goes in the DMS)	Number of hits/views/ attendees	Location (Web link or City, State if in-person)	Comments

1. Cleaning up our data through DMS options

2. Clarifying what is training and what is educational outreach in the virtual setting

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TBD

DMS Deadlines

- Update/reminders sent out last week to all PIs, BOs, and DMS users listserv

- Oct 1 (U45)/Nov 1 (UH4) deadlines for 2020 data & progress reports, 2021 projected

- 2021 DMS deadlines – Lynn covered this morning; we will send out correspondence on this soon.

  – Generally everything bumped up equal amount with shortened 2021 award year

- **Please refer to your NIH Commons account for all your NIH reporting requirement deadlines, such as for the RPPR and FFR**

Tagging COVID-19 Courses

There are two options for designating a course as COVID-19:

- **DMS – Supplemental Funding**

  - Any **training completed using the supplemental funds under the 2020 Notice of Special Interest or the Coronavirus portion of your U45 2021 award** MUST select the "Coronavirus (COVID-19, SARS Cov-2)" option.

- **DMS – Special Circumstances**

  - **All trainings under any funding stream related to the topic of COVID-19** MUST select the "Coronavirus (COVID-19, SARS Cov-2)" option.

Tagging 2019 Disaster Act Courses

Use both of these options for designating a course as funded with an award from the Disaster Relief Act of 2019 **(last year's supplements or this year's U45 2021 award)**

- **DMS – Supplemental Funding**

  – Select the "2019 Disaster Act" option

- **DMS – Special Circumstances**

  – Select the "2019 Disaster Act" option (previously named "2019 Disaster Supplement")

Other DMS Points

- Clearly indicate in the progress report which COVID-19 activities were funded with supplemental funds
    - Section IX. Supplemental Progress/Carryover **OR** Section X. COVID-19 Activities, and refer one to the other

- Don't be afraid of the DMS justification for class size
    - Accurately submit your class size
    - Describe how the class met criteria (number of trainers, participant interaction, etc.)

Needs Assessment and Webinar Series

Needs Assessment Purpose

- How are grantees managing a transition for worker health and safety training under physical distance and infection control requirements?

- What are outstanding concerns, challenges and needs?

Assessment occurred

- May/June calls

- August follow-up

Use of Initial Findings

- Led to development of webinar series "NIEHS WTP Training Best Practices in the Time of COVID-19"; opportunity to share and learn

Final Report

- Next few weeks

Call 1: Setting Up Online Training - Practices & Platforms

Thursday, September 3

Call 2: Tools for Creative Engagement on Virtual Platforms

Thursday, September 10

Call 3: In-Person Training under COVID-19: Protocols and Practices
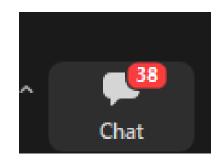
Friday, September 18

All were recorded and will be posted on the ***COVID-19 Webinars and Presentations*** web page https://tools.niehs.nih.gov/wetp/index.cfm?id=2592

- ✓ Webinar recordings
- ✓ Webinar materials
- ✓ Summary of each call, also part of final report

What's Next?

- Additional similar webinars may be considered, depending on resources

- Ideas I've heard

  – Yes, continue with new topics on a regular basis

  – Revisit these same topics in 6 months or so

- Add your thoughts in the chat!

Kathy Ahlmark

Program Analyst
Worker Training Program
Division of Extramural Research & Training
National Institute of Environmental Health Sciences

New Contracts

- National Clearinghouse for Worker Safety and Health Training for Hazardous Materials, Waste Operations, and Emergency Response

- Technical Support for COVID-19 Returning Workers

- Technical Support for the COVID-19 Pandemic Disaster Response in Disadvantaged Communities and Disaster Response Coordination Center

- Opioids III: Preventing Opioid Use in the Workplace during the COVID-19 Pandemic

New SBIR Grants

Rhett Barnes	Spectral Labs, Inc.	Realistic Adaptive Immersive Learning System (RAILS) for HAZMAT Site Monitoring, Characterization and Remediation Training
William Buras	Tietronix Software, Inc.	VR-Based Evaluation and Training System for Emergency Responders and Managers
Deborah Voge	Charles River Analytics, Inc.	Immersive Modular Preparedness Intelligent Tutor (IMPRINT)

Notice of Special Interest (NOSI): Emergency Supplement to Existing NIH Awards for COVID-19

- Henry Ryng, InXsol, LLC

- Margaret Rush, Gryphon Scientific, LLC

- Jeffery McLaughlin, Radiant Creative Group, LLC

- Cesar Bandera, Cell Podium, LLC

- Gautham Venugopalan, Gryphon Scientific, LLC

- Deborah Voge, Charles River Analytics, Inc.

Jim Remington

Program Analyst
Worker Training Program
Division of Extramural Research & Training
National Institute of Environmental Health Sciences

Hazmat Disaster Preparedness Training Program (HDPTP)

- Another 5 years to prepare workers and their communities in preparing to deal and respond to emergencies and disasters.

- HDPTP started after 9/11 to better prepared first responders, skilled support personnel to deal with hazardous exposures while responding to and recovering from man made and natural disasters. We were looking not only at acute illness and injuries but also chronic ones from performing their duties. In addition to training. Fit testing and distribution of PPE. The Disaster Site worker course was developed and picked up by OSHA as THE preparedness course that applied to all types of all disasters to go along with HAZWOPER (1910.120).

Hazmat Disaster Preparedness Training Program (HDPTP)

- 14 Consortia

    – RBHS-SCHOOL OF PUBLIC HEALTH
    – CENTER FOR CONSTRUCTION RES AND TRAINING
    – INTERNATIONAL BROTHERHOOD OF TEAMSTERS
    – NATIONAL PARTNERSHIP/ENVIRONMNTL/TECH/ED
    – INTERNATIONAL ASSOCIATION FIRE FIGHTERS
    – STEELWORKER CHARITABLE/EDUCATIONAL ORG
    – SUSTAINABLE WORKPLACE ALLIANCE, INC.
    – INTERNATIONAL CHEMICAL WORKERS UNION
    – UNIVERSITY OF MASSACHUSETTS LOWELL
    – UNIVERSITY OF CALIFORNIA LOS ANGELES
    – ALABAMA FIRE COLLEGE
    – NOVA SOUTHEASTERN UNIVERSITY
    – UNIVERSITY OF TEXAS HLTH SCI CTR HOUSTON
    – DEEP SOUTH CENTER FOR ENVIRONMENTAL JUSTICE, INC.

HDPTP Versus Disaster Response

- All program components can participate in disaster response, but:

  - Disaster response starts with the preparedness of your organization and consortia

  - Support of your organization's leadership and consortia

  - Instructors who are prepared to provide disaster related training

  - Cultural, communication, and relationships building skills

  - Established national, state, and local partners who can assist in reaching populations most in need of training and equipment