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OPPT Tribal News

Special Section on Pesticide Programs

Working together

Environmental News for Indian Tribes from the **Office of Pollution Prevention and Toxics**

In This Issue

The "Greening" of Tribal Colleges and Universities: *A Growing Emphasis on Environmental Education*

Tribal colleges and universities were founded by American Indians to connect to the modern world while allowing tribal cultures and customs to survive for future generations. Called "the most significant development in Native American communities in 50 years" by the Carnegie Foundation for the Advancement of Teaching, 30 tribal colleges have been established, located primarily near reservations in midwestern and western states. During the last two decades, enrollment at tribal colleges has seen tremendous growth, and, currently, there are approximately 30,000 students in attendance.

Protection and stewardship of tribal lands have always been an integral part of the American Indian culture. Increasingly, however, tribes are facing unprecedented environmental and economical concerns resulting from industrial use of these and surrounding lands. These concerns can be addressed by promoting technical education in tribal colleges and universities so that American Indians can maintain cultural values while acquiring new skills to effectively manage the natural resources of their lands.

In order to provide adequate and continued support for the future well-being of local communities, tribal colleges have received help from a variety of public and private sources. EPA has assisted in tribal efforts by establishing and implementing environmental programs, as well as

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Tribal Set-Aside Planned as Part of PPIS Grants

OPPT is in the process of developing a $50,000 set-aside award for tribal groups to focus on pollution prevention outreach and community needs. Regional Pollution Prevention Coordinators who screen and propose regional awardees have found that many of the grant proposals submitted by tribes in recent years emphasized recycling and remediation rather than pollution prevention, and were focused on single media, rather than using multi-media approaches. The new set-aside will place special emphasis on P2 and multimedia.

At the last Tribal Workgroup meeting with the Forum on State and Tribal Toxic Action (FOSTTA), representatives suggested that OPPT set aside some of the Pollution Prevention Incentives for States funds to focus on pollution prevention ideas from a tribal perspective. It was made clear to EPA that tribes want to be able to compete with states for these grants.

OPPT will award grants to tribal organizations creating outreach material on general concepts of pollution prevention and providing examples of successful pollution prevention activities on tribal lands. Proposals for these P2 tribal grants are due to EPA headquarters by July 15, 1999.

Traditional environmental practices focused on waste control, cleanup and abatement. Pollution prevention is different because it emphasizes that the most effective method of reducing risk to health and the environment is by avoiding the transfer of pollutants across media and eliminating releases through source reduction.

The set-asides will also help forge links among other tribal programs that are adopting pollution prevention approaches to environmental management, as well as connecting these organizations with the Pollution Prevention Information Resources Exchange in the Regions.

For more information on the Pollution Prevention Incentives for States program, please contact Christopher Kent at 202-260-3480 or kent.christopher@epa.gov. Pollution Prevention Incentives for Tribes grant guidance is available on the P2 website at http://www.epa.gov/p2.

OPPT's Mission

Promote pollution prevention
Promote the use of less toxic chemicals
Promote the reduction of risks
Promote public understanding of the risks of chemicals

From the Editor...

I am pleased to announce that a new section of OPPT Tribal News is devoted to news and articles from the Office of Pesticide Programs, the sister office to OPPT. Both OPPT and the Office of Pesticide Programs are part of EPA's Office of Prevention, Pesticides, and Toxic Substances.

As thoughts of graduation grow near, we are delighted in this issue of OPPT Tribal News to feature the expanding efforts of tribal colleges to meet the challenges of environmental education. Articles begin on page 4. A special congratulations to the latest math, science, and technology graduates from tribal communities, and to the All Nations Alliance for its efforts to double the number of tribal graduates in these disciplines (see story on page 4).

We hope that this issue contains items of interest and value to your environmental concerns, and as always, we encourage you to relay comments, ideas, and any concerns that you may have on our programs and activities.

Mary Lauterbach

To be placed on our mailing list, write to: OPPT Tribal News, 401 M Street SW, Washington, DC 24060, or send an e-mail to lauterbach.mary@epa.gov. Now, OPPT Tribal News can be viewed on the Internet at http://www.epa.gov/indian/programs.htm

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Tribal Lead Seminar Sponsored by Chippewa Cree Tribe

In April, the Chippewa Cree Tribe of the Rocky Boy's Reservation in Montana sponsored a Tribal Lead Seminar under a cooperative agreement with EPA Region 8. The Chippewa Cree Tribe had proposed holding this seminar to help make all 27 tribes in the region aware of existing tribal lead programs, successful attempts to solve current problems, possible new directions for these programs, jurisdictional issues, and how EPA's direct implementation of the lead program might affect them. The Chippewa Cree Tribe also felt that there had been a lack of understanding and communication among the tribes that led to a lack of interest or involvement in important environmental and health issues on many reservations. Presenters at the seminar included tribal lead coordinators, EPA staff, and local health experts. A panel comprised of EPA and tribal personnel was available to answer questions and provide feedback in an open forum.

Nine Tribal Representatives Attend March FOSTTA Meeting

As part of the FY 1999 effort to increase tribal participation in FOSTTA (the Forum on State and Tribal Toxic Action), the Office of Pollution Prevention and Toxics invited nine tribal representatives to the March 28-30, 1999 meeting. An introduction to FOSTTA was provided at the Tribal Affairs Workgroup meeting by the chairs of the FOSTTA Coordinating Committee, the Chemical Management Project, the Lead Project, the Pollution Prevention Project, the Toxic Release Inventory Project, the Community-Based Environment Workgroup, and the Tribal Affairs Workgroup. Tribal representatives also had an opportunity to attend one or more of the project meetings. Having the representatives attend the meetings was designed to demonstrate how FOSTTA operates and how they could participate if they choose to make a two-year commitment to the group.

Tribal invitees included: Burnadette Hudnell, Mississippi Band of Choctaw Indians; Jeff Besougloff, Upper Sioux and Lower Sioux of Minnesota; Lawrence Cata, San Juan Pueblo of New Mexico; Phyllis Attocknie, Comanche Nation of Oklahoma; Jim Heckman, Three Affiliated Tribes of North Dakota; Roxanne L. Ellingson, Walker River Paiute Tribe of Nevada; B. Bobby Ramirez of the Salt River Pima-Maricopa Indians of Arizona; Georjean Moomaw, Colville Confederated Tribe of Washington; and Paul Erhart Tanana, Tanana Tribe Council of Alaska.

"I am pleased that the Office of Pollution Prevention and Toxics is moving forward in its efforts to recruit additional tribal representatives...I believe FOSTTA is an excellent vehicle for tribes to identify and address pollution prevention and toxics issues, and to make their voices heard on these and other issues as well..."

– Sharri Venno, Chair of the FOSTTA Tribal Affairs Workgroup

All Nations Alliance for Minority Participation

The All Nations Alliance for Minority Participation was funded in 1994 by a National Science Foundation grant, with the goal of doubling the number of American Indians graduating with bachelor's degrees in science, mathematics, engineering, or technology by 1999. American Indians are the least represented minority in these technical fields. In addition to increasing the number of American Indian graduates with technical degrees, the teacher preparation component of the program focuses on encouraging more American Indians to teach math and science.

According to Dr. Joseph McDonald, founder and president of Salish Kootenai College, and project director for the alliance, the program has virtually completed its task of doubling American Indian graduates in technical disciplines. As of May 1999, 439 American Indians have graduated with bachelor's degrees in science, mathematics, engineering, and technology, almost exactly double the original count of 220 in 1994. Final assessment of the program will be reported at the end of 1999.

The program is housed at the Salish Kootenai College in Western Montana and involves 25 tribal colleges and 32 state and private universities in nine states (MT, ND, SD, MN, KS, WI, NB, WA, and MI). It is the only organization with comprehensive data on tribal student achievements in science, mathematics, engineering, and technology, and initiatives in the development of math and science departments and curricula.

All Nations Alliance for Minority Participation houses two other programs that complement the mission of the alliance. The High Plains Rural Systemic Initiative generates systemic changes in the Flathead Reservation K-12 curriculum. The NASA Ambassadors Program for American Indians, along with NASA-Dryden, develops culturally-based navigational and weather curriculum. The NASA Ambassadors Program for American Indians curriculum is currently being piloted in several schools across the All Nations Alliance region. The alliance will develop curricula and produce training materials for educators.

All Nations Engineering Bridge program students speak with NASA Administrator Dan Goldin at the 6th Annual AMP Research Conference.

Environmental Education Grants Available

EPA's Environmental Education Grant Program offers federal financial support for education projects which increase public awareness and knowledge about environmental issues and provide the public with skills to make informed decisions and take responsible action. Regional offices accept and process applications up to $25,000. Proposals for more than that amount are submitted to EPA Headquarters in Washington, D.C. Eligible organizations include local, state, and tribal educational agencies. Administrators of this grant program are very pleased with the great interest and responses received from tribal applicants. Interested parties may also want to inquire first about the availability of funding at the Regional level. For further information regarding this program, contact the program at 202-260-8619 or refer to its website at http://www.epa.gov/enviroed.

Tribal College Directory Available

A Tribal College Environmental Needs and Assessment Directory has recently been published. The directory contains general and academic information on 30 tribal colleges and universities — including locations, programs and degrees offered, contacts, and needs and capabilities. A matrix compares features of all 30 colleges and all programs, including those outside of the environmental area, that may be of interest to students. The directory can be utilized by local, state, and federal agencies to identify special areas of interest, such as risk identification or control and abatement training.

The directory is intended to increase information and resource sharing, curriculum development, partnerships, and collaboration on projects and grant proposals. The directory was developed by the Partnership for Environmental Technology Education (PETE) with funding from OPPT's Design for the Environment (DfE) program. The alliance aims to promote pollution prevention approaches in community college, college, and university environmental curricula, and to build tribal academic capacity in environmental science and technology.

For more information regarding the Tribal College Directory, contact Dave Boon, PETE-DfE Program Manager, 303-404-5259, fr_dave@cccs.cccoes.edu.

Tribal Colleges:

Bay Mills Community College, Brimley, MI
Blackfeet Community College, Browning, MT
Cheyenne River Community College, Eagle Butte, SD
College of the Menominee Nation, Keshena, WI
Crownpoint Institute of Technology, Crownpoint, NM
D-Q University, Davis, CA
Dineh College/Navajo Community College, Tsaile, AZ
Dull Knife Memorial College, Lame Deer, MT
Fond du Lac Tribal and Community College, Cloquet, MN
Fort Belknap Community College, Harlem, MT
Fort Berthold Community College, New Town, ND
Fort Peck Community College, Poplar, MT
Haskell Indian Nations University, Lawrence, KS
Institute of American Indian Arts, Santa Fe, NM
Lac Courte Oreilles Ojibwa Community College, Hayward, WI
Leech Lake Tribal College, Cass Lake, MN
Little Big Horn College, Crow Agency, MT
Little Hoop Community College, ND
Little Priest Tribal College, Winnebago, NE
Nebraska Indian Community College
Northwest Indian College, Bellingham, WA
Oglala Lakota College, Kyle, SD
Salish Kootenai College, Pablo, MT
Sinte Gleska University, Rosebud, SD
Sisseton Wahpeton Community College, Sisseton, SD
Sitting Bull College, Fort Yates, SD
Southwest Indian Polytechnic Institute, Albuquerque, NM
Stone Child Community College, Box Elder, MT
Turtle Mountain Community College, Belcourt, ND
United Tribes Technical College Bismarck, ND

Greening

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providing teams of professionals trained in environmental sciences, engineering and math to promote these programs.

EPA is mandated through its Indian Policy to build tribal capacity for the development and sustainment of environmental protection programs on Indian lands. EPA sees tribal colleges as an important tool to help build that capacity and, therefore, provides support for environmental program curriculum development, professional and technical training and certification programs, and technology transfer among tribal communities.

U.S. EPA Report for the Inter-Departmental Committee on Tribal Colleges and Universities

In a January 1999 report for the Inter-Departmental Committee on Tribal College and Universities, the American Indian Environmental Office (AIEO) set forth a number of EPA action items related to tribal colleges:

- Establish a closer relationship to the American Indian Higher Education Consortium and each of the federally-recognized tribal colleges.
- Maintain a communications list of faculty from the tribal colleges interested in environmental program, training, and technology information.
- Establish Web links with tribal colleges.
- Link tribal college programs with EPA-sponsored environmental training centers
- Coordinate acquisition of technical manuals and information needed by tribal colleges with its publications resources.

AIEO coordinates EPA's Indian Policy and serves as tribal liaison for all EPA tribal programs. In its efforts to oversee opportunities for tribal colleges and universities, AIEO has:

- Informed all EPA program offices, special initiatives offices, and Regions of Executive Order 13096 and its mandate (see box).
- Presented and reviewed the Executive Order before the EPA Tribal Operations Committee, the National Indian Workgroup, and other related program managers and coordinators.
- Featured the Tribal College Initiative at the American Indian Heritage Month Program.

For more information, contact Marlene Regelski at 202-260-7284.

Executive Order 13096 — American Indian and Alaska Native Education

On August 6, 1998, President Clinton issued Executive Order 13096 to improve educational achievement and academic progress for American Indian and Alaska Native students. The order establishes a federal interagency task force to plan and implement six goals: improving reading and mathematics; increasing high school completion and postsecondary attendance rates; reducing the influence of long-standing factors that impede education performance such as poverty and substance abuse; creating strong, safe, and drug-free school environments; improving science education; and expanding the use of educational technology.

ATSDR to Build Public Health Capacity

The Agency for Toxics Substances and Disease Registry has announced a new program to build environmental public health capacity within tribal colleges and universities. In an April 1,1999 Federal Register Notice, ATSDR announced that the capacity building activities among tribal colleges, universities, and their graduates will help them address human health issues of exposure to hazardous substances among American Indian and Alaska Native peoples.

The five-year cooperative agreement program will offer technical assistance to tribal colleges and universities in the development of environmental health curriculum, along with materials development and internships in environmental health nursing, education, and science. The program will assist American Indian and Alaska Native nations in (1) determining public health implications from past, present, and potential future human health effects related to exposures from National Priorities List (Superfund) sites and other hazardous substance environmental waste sites and releases on tribal lands, and (2) determining and evaluating appropriate technical responses to such exposures. Approximately $200,000 is available for the 1999 fiscal year to fund four awards. For more information, contact Nelda Godfrey, Announcement 99069, Centers for Disease Control and Prevention, 770-488-2722 or nag9@cdc.gov. (Source: *Food Weekly*)

Tribal Pesticide Program Council to Address Pesticide Issues at National Level

EPA's Office of Pesticide Programs (OPP) has significantly expanded resources devoted to tribal programs and projects over the past two years. OPP and EPA's Office of Enforcement and Compliance Assurance are working closely with EPA's Regional Offices, tribes, and tribal organizations to develop and implement pesticide programs and projects meeting individual or regional tribal needs.

Through a series of meetings with OPP, tribes across the country have expressed a need for an official tribal pesticide group to address tribal pesticide program and technical issues at the national level. In response to this need, OPP is working with tribes and various organizations to form a national group called the Tribal Pesticide Program Council which will work closely with EPA's Tribal Operations Committee to assess policy and funding needs in Indian country.

The general membership of the Tribal Pesticide Program Council will initially include approximately 30 tribes with pesticides programs and a number of tribes with pesticide interests. The group will be led by an Executive Committee of 11 tribal representatives, elected from the general members.

The Council will represent a broad range of tribal views and facilitate communications between tribes and OPP and other EPA offices. Issues addressed will include pesticide registration, training, enforcement, certification, groundwater, disposal, and spray drift. The Council will also work cooperatively with OPP and other EPA offices to ensure that federal pesticide regulations are effectively applied to tribal land and that tribes with less experience can benefit from those with established programs.

The group is expected to be formed by late summer 1999, at which time an inaugural meeting of participating council members will be held in Washington, D.C. For more information about the Tribal Pesticides Program Council, contact Irving Provost, the Tribal Pesticides Program Council Executive Committee Chairperson and Director of Pesticide Enforcement for the Oglala Lakota Nation, at 605-867-5624 or pepip1@rapidnet.com. You can also contact Regina Langton, OPP Tribal Coordinator, at 703-305-7161 or langton.regina@epa.gov.

Haskell University Offers Pesticide/IPM Resources

Since 1995, OPP has funded a cooperative agreement with Haskell Indian Nations University and its Environmental Research Studies Center in Lawrence, Kansas to develop a pesticide technology curriculum focusing on the prudent use of pesticides in Indian country.

The pesticide technology curriculum is designed to create awareness and teach tribes how to reduce the impact of pests on tribal lands. The curriculum can be used to train qualified Native Americans to develop and implement tribal pesticide programs that incorporate Native American knowledge into pest management practices.

The curriculum includes interactive videotape and text. Filming is complete on the first module, scheduled to be released in Spring/Summer 1999, which includes two video programs. The first program, "Integrated Pest Management: Two Views," explores the different philosophical approaches used by Native and Western traditions. The second program is "IPM in Action: Integrated Pest Management of the Colorado River Indian Tribes, Parker, Arizona, Parts I and II." For information about the IPM curriculum, call Dan Wildcat at 785-749-8428.

The Haskell Environmental Research Studies Center is dedicated to the development and application of technologies grounded in the holistic and healing foundation of traditional indigenous ecological knowledge.

Haskell will offer environmental studies courses in Fall 1999. For more information, contact George Godfrey at 785-749-8428 or go to http://www.NASS.haskell.edu.

National Pesticide Telecommunications Network Can Answer Your Pesticide Questions

"My son has eaten some berries from a field on our reservation that was recently treated with pesticides. He has since developed a rash. How can I tell if this is a direct result of pesticide poisoning? If so, how can it be treated and is it dangerous?"

"I'm an expectant mother and my home is scheduled to be treated by an exterminator this week. What precautions should I take to protect my baby?"

These questions can be tough, especially when the person asking might be frightened, confused or misinformed. Yet these are exactly the kinds of questions the National Pesticide Telecommunications Network can answer.

NPTN is the most comprehensive and reliable source of information for pesticide information in the United States. In fact, it is the only source of its kind. This toll-free telephone service provides a variety of impartial information about pesticides to anyone in the United States, Puerto Rico and the Virgin Islands. NPTN is a cooperative effort between Oregon State University and EPA and provides objective, science-based, and plain-language pesticide information to the general public, and medical and veterinary communities. It handles over 23,000 calls a year on topics ranging from toxicology to pesticide poisonings. NPTN's staff of pesticide professionals includes toxicologists and physicians trained to:

- Interpret and understand human health and environmental information about pesticides.
- Answer questions about pesticide label information.
- Supply general information on the regulations of pesticides in the United States.
- Make referrals for laboratory analyses, investigation of pesticide incidents, and emergency medical treatment.
- Confer with a private physician to determine an appropriate treatment plan in the event of poisonings.
- Provide information regarding safety practices for field/farm workers and handlers.

NPTN recently released its latest annual report, providing free, valuable information on a variety of pesticide data. The report contains information on the number and types of calls received, including incident data. The report can be found at NPTN's website, http://www.ace.orst.edu/info/nptn.

NPTN also operates the National Antimicrobial Information Network, a toll-free telephone service that provides callers with information about antimicrobial pesticides. The National Antimicrobial Information Network can:

- Interpret product labels and permitted uses.
- Provide lists of products registered as sterilants, tuberculocides, and HIV virucides.
- Provide toxicology, health effects, and safety information on specific antimicrobial chemicals
- Supply information on regulations and registration of antimicrobials in the U.S.
- Field complaints on product efficacy and forward information to EPA.
- Refer requests that are outside of the expertise of the Network to the correct agencies and resources.

The National Antimicrobial Information Network is open to questions from the public and professionals from Monday through Friday, 7:30 a.m.- 4:30 p.m. (Pacific time) at 1-800-447-6349. The Network can also be contacted at 541-737-0761 (fax), nain@ace.orst.edu, or http://www.ace.orst.edu/info/nain/.

Call NPTN at 1-800-858-7378 daily, 6:30 a.m. - 4:30 p.m. (Pacific time).
Fax: 541-737-0761
E-mail: nptn@ace.orst.edu
Website:
http://www.ace.orst.edu/info/nptn/

USGS and EPA Support State and Tribal Development of Pesticide Management Plans

EPA has proposed a rule under the Federal Insecticide, Fungicide and Rodenticide Act to cancel the use of five widely used herbicides (alachlor, atrazine, cyanazine, metolachlor and simazine) unless a state or tribe develops and implements a pesticide management plan to prevent contamination of ground water.

EPA has entered into an Interagency Agreement with the U.S. Geological Survey that will support states and tribes in their development of pesticide management plans. To protect ground water effectively, it is necessary for states and tribes to have detailed technical and scientific information on the geology and hydrology of the areas where these pesticides are to be used. The use of pesticide management plans is a new pesticide regulatory approach, and USGS' ground water monitoring experience is invaluable to states and tribes beginning vulnerability assessments, analysis, sampling, and monitoring protocols to develop prevention strategies.

In the agreement, USGS will assist states and tribes to collect, integrate, interpret, and make available existing technical information and help the states and tribes understand how the information can be applied to their lands of interest as they develop pesticide management plans.

The first phase of the agreement is underway with USGS setting up separate meetings at the appropriate district offices with two states and two tribes selected for the pilot project (the Caddo Indian Tribe of Oklahoma and the Gila River Indian Community in Arizona). During the meetings, USGS staff will present the pilot participants with information on the state and tribal lands and show how this information can be used to support pesticide management plans. The meetings may also cover subjects such as: 1) ground water monitoring networks; 2) use of new wells to monitor the efficacy of pesticide management plans; 3) known detections of pesticides; 4) ground water flow and the nature of pesticide mobility in ground water; and 5) ground water and surface water interaction. A subsequent phase of the Interagency Agreement will include developing maps that integrate existing information to show relative vulnerability.

For more information about the project, contact John Simons, OPP, at 703-305-6460 or simons.john@epa.gov, or Elizabeth Resek, OPP Tribal Coordinator, at 703-305-6005 or resek.elizabeth@epa.gov.

Workshops Offered on Developing Pesticide Management Plans

Native Ecology Initiative, the Oglala Lakota Nation, and Mountaintop Associates, have formed a team to train and assist Indian tribes in developing ground water and pesticide management plans.(See article on left.)

The team works in three phases: (1) orientation workshops to provide an understanding of ground water as an important natural resource, explain the proposed ground water protection strategy, and introduce the proposed rule and its requirements; (2) Shell Plan workshops to assist tribes who want to develop a plan; and (3) direct technical assistance.

Participation in the team's program and all materials are free. Travel and lodging are the responsibility of workshop participants.

Additional workshops are being scheduled for later in the the Fall and Winter. The Native Ecology Initiative team is interested in hearing from Tribes willing to host a workshop in their area.

Contact Lillian A. Wilmore, Director, Native Ecology Initiative, P.O. Box 470829, Brookline Village, MA 02147, tel: 888-746-4463, fax: 617- 277-1656, NAEcology@aol.com.

Upcoming workshops:

June 22 & 23
Hosted by Big Sandy and Santa Rosa Rancherias of Tachi Indians
Lamoore, California

July 27, 28, & 29
Lac of the Torches Resort and Casino
Flambeau, Wisconsin

September 29, 30 & Oct. 1
Hosted by Robinson Rancheria
Nice, California

FY 1998 Environmental Justice Pollution Prevention Grants Awarded

The Environmental Justice Pollution Prevention (EJP2) Grant Program provides financial assistance to state and local governments, federally-recognized Indian tribes, non-profit environmental organizations, and academic institutions for projects that address environmental justice and use pollution prevention as the solution to environmental issues. Environmental justice means that no group of people should bear a disproportionate share of the negative environmental consequences resulting from industrial or government operations regardless of race, color, national origin, or income. Typically, up to $100,000 may be awarded for regional projects, and up to $250,000 may be awarded for national projects.

In 1998, a total of approximately $609,000 was awarded to assist tribal communities or organizations. Summaries of projects awarded with a strong tribal component are provided below. For more information regarding the EJP2 grant program, call 703-841-0483 or write to ejp2@erg.com. Grant guidance information is also provided on the EJP2 home page at http://www.epa.gov/opptintr/ejp2.

P2 Program: Apache Tribe of Oklahoma ($14,106)

The Apache Tribe is developing a comprehensive environmental education program within the local Indian and non-Indian communities located in the tri-county area of Caddo, Kiowa, and Comanche. The tribe will train rural Indian communities on implementing cost-effective pollution prevention (P2) principles. This program will develop a library of P2 educational resources, provide training to volunteers and staff, hold workshops for communities to promote P2, and develop P2 resources for volunteer use in community meetings.

Oklahoma P2 Through Education: An Open Dumping Abatement ($40,275)

This project targets almost 1.5 million low-income families, including American Indian and other minorities, living in rural, northeast Oklahoma, where open dumping is rampant. The Solid Waste Research Institute will conduct community workshops to educate low-income and minority residents about the adverse environmental and human health effects of open dumping. In addition, the Institute will promote interest in pollution prevention and assist community volunteers with planning and implementing community-wide waste collection, recycling, and clean-up projects and reducing illegal roadside dumping.

Haskell Indian Nations University: Source Reduction for Integrated Pest Management ($87,425)

This pollution prevention project targets reduction of the use of agriculture pesticides that affect the environment. The project will provide public education, training for both Indian and non-Indian land managers, and demonstrations of several strategies for integrated pest control.

Santee Sioux Tribe of Nebraska: Source Water Protection Program ($99,803)

This project will develop a source water protection plan for the public water supplies within the reservation of the Santee Sioux Tribe of Nebraska. The plan will also provide environmental and P2 training and education to people within the reservation. Employees of the Land and Environmental Protection Office of the Santee Sioux Tribe, students attending the Santee Sioux Tribal College, and citizens of the reservation will participate in the development of the plan.

Chippewa Cree Business Committee ($70,000)

This project provides public information and technical assistance on P2 and related environmental protection issues through a citizen-involvement approach. The approach includes education through workshops, onsite technical assistance, classroom presentations, promotion of traditional values on environmental protection, and outreach to citizens. This project also promotes ongoing cultural partnerships and will demonstrate the effectiveness of tribal environmental protection awareness.

Tucson P2 Program for Arts Warehouse District Community ($100,000)

This project proposes a P2 program for the Warehouse Arts District of Tucson, Arizona. Seeking to reduce pollution threats to the nearby neighborhoods and the local aquifer from the use of toxic art materials, the project will target artists using the district's 114 art studios. Pollution prevention education efforts are expected to reach an audience of 300 to 600 artists who are predominantly local Latino and Native American residents.

Tohono O'Odham Nation P2 Program ($40,240)

The P2 Program for the Tohono O'Odham will promote waste reduction through the inclusion of household hazardous waste alternative work as part of the Traditional Living Program, and the development of an environmental curriculum, "Teaching Trashcan," which features pollution prevention. The project also will raise community awareness of less toxic alternatives to household pesticides and cleaners and will encourage public purchases with reduced packaging (a form of solid waste source reduction).

Chugachmiut: Alaska EJP2 Partnership ($99,857)

This partnership program between the State of Alaska and the Chugachmiut will incorporate P2 concepts into Alaska Native environmental training programs and the model community environmental assessment system currently being field tested. The project will work with local community residents to document successful P2 activities and identify other applicable P2 techniques; develop and field test several culturally-relevant models that can be used to integrate P2 into Native environmental management programs; provide ongoing tools to build sustainable prevention-based environmental programs; and potentially integrate prevention into environmental work plans developed between villages and state and federal agencies.

Salish Kootenai College
Native Plant Nursery Ecosystem Restoration and Management Education

Salish Kootenai College received an EJP2 grant for $56,860 to support education in native plant nursery ecosystem restoration and management. Salish Kootenai College is located on 1.3 million-acre Flathead Indian Reservation in western Montana, home to people of the Salish, Kootenai and Pend d'Oreille tribes. The college offers B.S., B.A., and A.S. and A.A. degrees, as well as professional certificates. The Environmental Science B.S. degree program was established in 1993 and is unique in that it incorporates elements of traditional tribal knowledge into a science program.

The people of the Confederated Salish and Kootenai are now facing serious environmental problems and pollution created by nearly a century of agricultural and industrial practices. One of the most critical means of limiting pollution in areas dominated by agricultural and logging industries is preventing soil erosion.

Salish Kootenai College is building a program promoting pollution prevention and native plant propagation. Using an ecosystem-based approach to resource management, the program will emphasize the production of native plants and train Native American students in planning, implementing and monitoring ongoing restoration projects. Program objectives include:

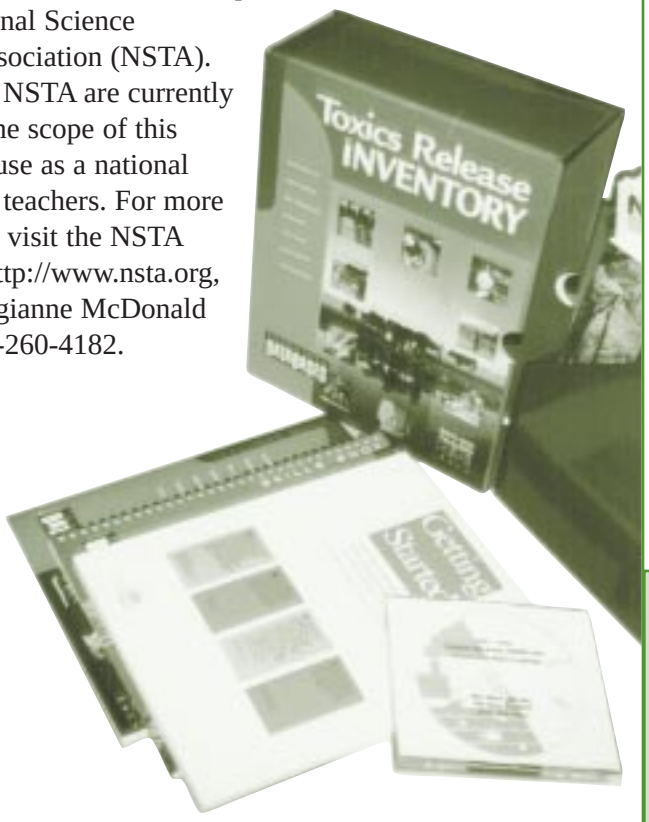
- Supplying local stock of native plant material to a tribal demonstration project to restore 80 acres of tribal land on the Flathead River and 80 acres of land on the Jocko River.
- Investigating the effect of non-native vegetation and weeds on soil erosion, nutrient cycling, runoff, and riparian areas.
- Teaching methods of native plant propagation, greenhouse management, and nursery management that focus on conservation through reducing the use of potential toxics on growing plants.
- Providing public workshops on riparian management and restoration in cooperation with Montana State University, Salish Kootenai College, the Confederated Salish Kootenai, ranchers and community groups.
- Conducting research and teaching restoration methods, plant materials, and processes that will be geographically applicable within the western states of the country.

Teaching with Databases - The Toxic Release Inventory Package

OPPT and the National Science Teachers Association have developed an educational tool for promoting environmental education using EPA's Toxics Release Inventory (TRI).

The TRI CD-ROM provides information on potential exposures and environmental hazards in communities across the country. The tool was designed for Grades 7-l2 and was developed by science and social studies teachers to introduce and encourage the use of large databases as an education tool in the classroom. The product consists of components created by EPA's Education Office several years ago, elements focused on the Community Right-to-Know environmental program, and science educational tools developed by the National Science Teachers Association (NSTA).

EPA and NSTA are currently expanding the scope of this product for use as a national resource for teachers. For more information, visit the NSTA website at http://www.nsta.org, or call Georgianne McDonald at EPA, 202-260-4182.



CD-ROMs on Working Safely with Lead

EPA Region 1 has developed a Lead Safe Contractor Course and interactive CD-ROM. The materials are based on the findings of a Yale University study which determined the best way to train contractors working with lead, as well as information provided by the Department of Housing and Urban Development (HUD) and the National Association of the Remodeling Industry. The CD-ROM includes an interactive HUD Renovator video. For more information, please contact James M. Bryson at 617-918-1524 or bryson.jamesm@epa.gov.

A Lead Suite CD-ROM featuring a State Tribal Enhanced Lead (Pb) System was recently designed by states and tribes. The CD-ROM, developed by the Houlton Band of Maliseet Indians, contains a compilation of free software, training manuals, and presentation materials to help tribes implement lead programs more efficiently. The software also includes programs for blood lead tracking, lead licence tracking, lead examination testing, and training provider auditing, as well as information on related regulations, manuals, and fact sheets developed from HUD, CDC, OSHA, and EPA. For more information, please contact Philip Quint, Lead Coordinator, at 1-800-545-8524.

Corrections/Updates

In the January 1999 issue of OPPT Tribal News, the Upper and Lower Sioux tribal communities were incorrectly identified as residing in North Dakota, instead of Minnesota. The Confederated Tribes of the Colville Reservation are located in Washington, not Oregon.

The new tribal P2 contact for Region 9 is Eileen Sheehan, who can be reached at 415-744-2190.

Working Together on Mercury Issues: Request for Comments

Many Native American Tribes and ethnic groups that comprise indigenous populations are aware of the potential health risks of eating large quantities of fish, shellfish and marine mammal muscle and muktuk that contain high levels of mercury. Mercury is found in these animals in the more toxic form of methylmercury. In this form, mercury can accumulate to very high concentrations in animals like tuna, salmon, or seals since these animals ingest methylmercury from other contaminated life. Members of some indigenous groups are at greater risk than the average population because they traditionally consume higher quantities (an average of more than 3.5 ounces fish or shellfish per day) of these foods.

Indigenous populations are not the only people that are potentially at risk from methylmercury. Women of childbearing age and children are also at an increased risk of exposure to and/or toxic effects of methylmercury. Exposure to women of childbearing age is a concern because methylmercury is a developmental toxin to fetuses, and children are also of concern because they consume more food in relation to their body weight in comparison to adults. Methylmercury is a toxin that affects the nervous system and can decrease motor skills and sensory abilities, cause irreversible deficits in brain function, and result in kidney damage.

EPA has taken action to reduce the amount of mercury that is released into the environment by enforcing regulations to reduce mercury emissions from major sources, as well as working with industries to voluntarily reduce or eliminate mercury used in products and manufacturing processes. In the January 1999 issue of OPPT Tribal News, an article describing EPA's Draft Action Plan for Mercury listed the various types of activities that EPA is undertaking to address mercury issues.

EPA is not only working to address these issues within the borders of the U.S. but also in cooperation with Canada and Mexico. Together these three countries have drafted a North American Regional Action Plan on Mercury. This action plan identifies specific activities that each government will perform. To be fully effective, some of these mercury reduction efforts need be implemented not only at the regional and national levels, but also at the local level within the tribes and ethnic groups.

Your comments and recommendations to this Action Plan are greatly needed to gain the perspective of groups that are potentially at risk from methylmercury exposure. Each group that receives OPPT Tribal News will also receive a copy of this draft Action Plan for review. For more information about OPPT's involvement in mercury activities or the North American Regional Action Plan on Mercury, contact Greg Susanke at 202-260-3547 or susanke.greg@epa.gov.

"Your comments and recommendations to this Action Plan are greatly needed."

Interview — Susan Hanson

Susan Hanson of the Shoshone Bannock Tribe of Idaho is using new technology to model contamination in the Fort Hall Reservation. Susan is working with a team of environmental scientists and engineers to produce a three-dimensional model that will inform the local tribal community of the environmental impacts resulting from toxic substances and contaminated sites in the area. The model will depict locations of hazardous waste ponds, buildings, slag piles, gypsum stacks, and other physical structures at contaminated facilities, as well as identify the levels of toxic contamination that have been measured on the reservation.

Q: What is the goal of your modeling project?

A: We are constructing a three-dimensional model of the Eastern Michaud Flat (EMF) Contamination Site. This site includes two primary phosphorous-producing facilities and affected off-site areas, including the Portneuf River, the American Falls Reservoir, and the Fort Hall Bottoms wetland area. The model will inform and educate tribal leaders and residents of the Fort Hall Reservation about the environmental impacts of toxic emissions from local facilities.

Q: How will your model show the impacted areas and the levels of toxic contamination?

A: The model will depict locations of hazardous areas, such as waste piles, and physical structures at the two facilities and the affected off-site areas. The EMF model will also show the hydrological parameters of the area, including (1) the depth to groundwater underneath contaminated ponds, (2) location of monitoring wells and levels of contamination in each, (3) riparian areas, and (4) wildlife habitat. Color overlays will also show levels of contamination that have been measured in soils and plants on the reservation.

Q: How did you come to document the environmental problems at the Fort Hall Reservation?

A: We initially documented the contamination of the site and facilities through a Remedial Investigation/Feasibility Study. Although the EMF site is part of a Superfund project, the two phosphorous-producing plants remain in operation and continue to emit toxic gases, vapors, and particulate matter.

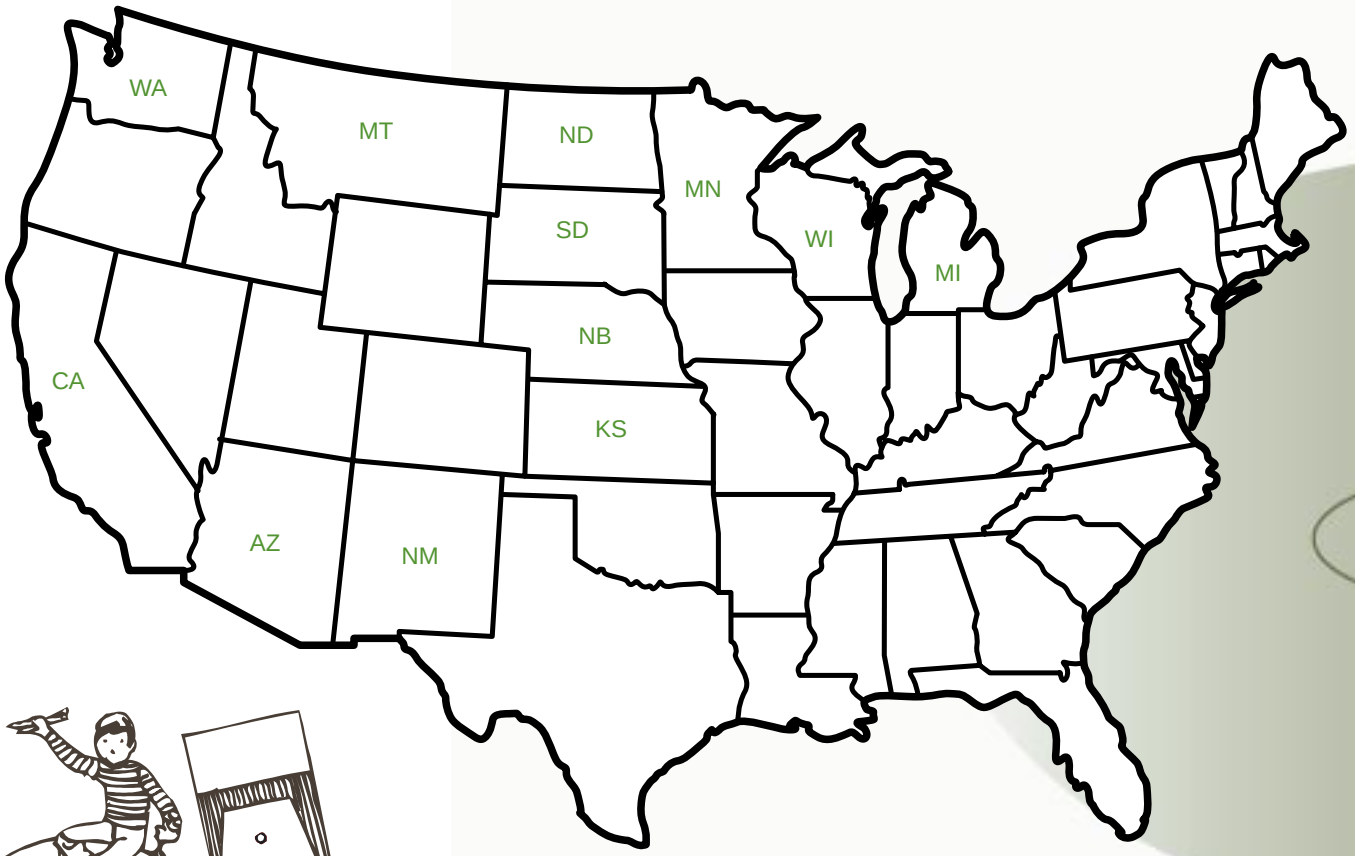
Q: What are your plans for showing the model to the local community?

A: This project is being done for the purpose of informing and educating the tribal community. Once constructed it will be displayed at district and public meetings, schools, and workshops in an effort to inform the community about what is happening on the reservation with hazardous waste and contamination.

Q: What difficulties have you encountered while creating the three-dimensional model?

A: I think the biggest difficulty is the number of different issues at the site and phosphorous-producing facilities. We have found contamination in every media (e.g., air, surface water, groundwater, and soil) at the EMF site. As a result, we are complying with different guidelines and regulations from many EPA environmental programs. Different programs may also require different maintenance standards of the contaminated sites. For example, some of the hazardous waste ponds at one of the facilities are being closed out under CERCLA and RCRA, but the programs have different standards for capping. There are even some issues that are not being addressed, including low-level radioactive components of the wastes. Informing and educating the tribal community on all these technical issues presents a huge challenge. Once the model is constructed with overlays, I imagine we will be coordinating with Fish and Wildlife, EPA, the State DEQ, and other internal programs to stay informed.

Can you color in the states that have tribal colleges?



Arizona
California
Kansas
Michigan
Minnesota
Montana
Nebraska
New Mexico
North Dakota
South Dakota
Washington
Wisconsin

For a complete list of tribal colleges, see page 5.

Mark Your Calendars!

June 1999

23 Region 5
3rd Regional Tribal Operations Committee and EPA Title VI Tribal Consultation
Grand Traverse, MI
Casey Ambutas
312-353-1394

23-24 Region 8
Host: Wind River Indian Reservation
Regional Operations Committee Meeting
Ft. Washakie, WY
Judy Caribou Hervig
303-312-6290

July 1999

21-22 Region 9
Tribal Nonpoint Source Workshop
San Francisco, CA
Ed Drabkowski
202-260-7009

28-29 **FOSTTA Tribal AffairsWorkshop**
Washington, DC
Darlene Harrod
202-260-6904

September 1999

14-15 Region 9
Nonpoint Source/319 Tribal Workshop
Flagstaff, AZ
Ed Drabkowski
202-260-7009

21-22 Region 6
3rd Annual Tribal Environmental Summit
Albuquerque, NM
Ellen Greeney
214-665-6778

EPA Web Sites and Hot Lines

EPA	www.epa.gov
OPPT	www.epa.gov/opptintr
Pollution Prevention	www.epa.gov/opptintr/p2home
American Indian Environmental Office	www.epa.gov/indian
Asbestos Ombudsman Hotline	1-800-368-5888
EPCRA Hotline	1-800-535-0202
Lead Hotline	1-800-532-3394
TSCA Hotline	202-554-1404

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