

**RCRA Corrective Action Workshop on Results-Based Project Management
Agenda - Cambridge, Massachusetts
July 11-13th, 2000**

July 11	
Registration (7:00-8:00)	Objectives
<p>Introduction (8:00-9:00)</p> <p>Exercises: Experience exercise and Corrective Action Brain Teasers</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Hear welcome remarks • Learn overall objectives for workshop • Hear about workshop logistics, keys to success and ground rules • Get to know each other and instructors through introductions and experience exercise • Hear summaries from instructors about subsequent modules and how their modules relate to key themes • Learn about the content of the workshop handbook and supporting CD • Gain insight into other modules via small group discussion answering true/false exercise; answers will be provided during module identified at the end of each true/false statement
Break 9:00-9:15	
<p>Corrective Action Results (9:15-10:00)</p> <p>Exercise: Using the Quick Reference Tables</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Learn the key operating principles for RCRA Corrective Action as described in the May 1, 1996 Advance Notice of Proposed Rulemaking • Be able to use interim and final "Quick Reference Tables" to identify relevant results-oriented policies and guidance • Be provided with an overview of the Draft Handbook of Groundwater Policies for RCRA Corrective Action
Break 10:00-10:15	
<p>Overview of Environmental Indicators (10:15-11:15)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the role, background, and guidance for Environmental Indicators in the RCRA Corrective Action Program
<p>Intro to Conceptual Site Model (CSM) (11:15-11:50)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be able to define a conceptual site model (CSM), describe the components and formats of a good CSM, learn how a CSM can be a powerful organization and communication tool to identify and prioritize actual and potential problems

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<p>Introduction to Case Study (11:50-12:00)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be introduced to the case study that will be used in other workshop modules
Lunch 12:00-1:00	
<p>Conceptual Site Model (CSM) (Continued) (1:00-2:15)</p> <p>Exercises: Large group use of fugacity software, and small group development of problem statements and discussion of data needs.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be able to describe how basic chemical properties, using a “mass balance” approach, can help visualize how contaminants are most likely to behave in the environment, and be able to use “fugacity” computer software to understand likely phases of organic contaminant occurrence and migration • Work in small groups to develop problem statements and discuss data needs, followed by report back to large group <p>Note: participants are encouraged to bring their own laptops (windows 95 with CD and excel or lotus, preferably excel) to allow them to have hands-on experience with the software.</p>
Break 2:15-2:30	
<p>Innovative Technology - “Ask an Expert” (2:30-3:10)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Have opportunity to ask Dr. Ronald Sims from Utah State University questions pertaining to remediation technologies at their facilities
<p>Update on Case Study Information (3:10-3:20)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be provided additional information for case study that will be helpful in making Environmental Indicator determinations
Break 3:20-3:30	
<p>Managing Risks and Uncertainties (3:30-4:30)</p> <p>Exercise: Small group discussion of uncertainties and use of uncertainty management matrix</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand and use tools to address uncertainties that exist in Corrective Action projects • Use Uncertainty Management Matrix as a tool to record uncertainties and evaluate significance of uncertainties • Define risk related terminology and define risk roles and responsibilities of regulators • Decide level of risk expertise needed and apply proper tools to assist in risk assessment and management activities

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July 12	
<p>Site Conceptual Exposure Model (SCEM) Builder (8:00-9:00)</p> <p>Exercise: Use laptop computers to build “wire-line” CSM</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Learn how to use the publically available computerized Site Conceptual Exposure Model (SCEM) builder to visually capture environmental conditions for the case study <p>Note: participants are encouraged to bring their own laptops (windows 95 with CD) to allow them to have hands-on experience with the software.</p>
Break 9:00-9:15	
<p>“Open-Window” Communication (9:15-10:20)</p> <p>Exercise: Small group use of communication tool</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be introduced to a communication tool to help achieve Corrective Action Results • Use this tool to reduce and/or manage inherent uncertainties in a Corrective Action project • Via small group exercise, practice using this tool to enhance communication with the facility, public and other regulatory agencies
<p>Update on Case Study Information (10:20-10:30)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be provided additional information for case study that will be helpful in making Environmental Indicator determinations
Break 10:30-10:45	
<p>Groundwater Environmental Indicator (EI) (10:45-12:00)</p> <p>Exercise: Large group discussion focused on answering EI questions for workshop case study</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Become familiar with new EI guidance by referring to the case study to answer Groundwater EI questions
Lunch 12:00-1:00	
<p>Human Exposures Environmental Indicator (EI) (1:00-2:30)</p> <p>Exercise: Large group discussion focused on answering EI questions for workshop case study</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Become familiar with new EI guidance by referring to the case study to answer Human Exposures EI questions
Break 2:30-2:45	

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Building a Successful Region I Project (2:45-3:45)	Participants will: <ul style="list-style-type: none">• Hear from Region I representatives strategies, approaches and tools for achieving corrective action results (with primary focus on Environmental Indicators)
Break 3:45-4:00	
Regulator Only Session (4:00-5:00)	
Informal Social (5:30-7:00?) location to be announced	

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July 13	
Managing Remediation Waste - Part I (8:00-9:00)	Participants will: <ul style="list-style-type: none"> • Be able to identify the subset of remediation waste that is subject to RCRA hazardous waste requirements • Be able to apply some commonly used Federal remediation waste regulations and policies to tailor RCRA hazardous waste requirements to the circumstances of remediation
Break (9:00-9:15)	
Managing Remediation Waste- Part II (9:15-10:30)	Exercise: Using participants' examples and case scenarios, participants will discuss in small groups and report back on strategies to effectively and efficiently manage remediation waste. Also, see demonstration of Beta version of computer-based tool to help make decisions regarding remediation waste management
Break (10:30-10:45)	
Administrative Approaches - (10:45-11:45)	Participants will: <ul style="list-style-type: none"> • Be provided with an overview of EPA enforcement authorities that can be used to improve the pace of Corrective Action.
Lunch 11:45-1:00	
Institutional Controls for Final RCRA Corrective Action Remedies (1:00-1:45)	Participants will: <ul style="list-style-type: none"> • Understand the definition of institutional controls • Understand the role of institutional controls in RCRA Corrective Action • Be able to dispel common myths about institutional controls • Hear key messages regarding the design, implementation and maintenance of institutional controls
Final Remedy Selection (1:45-2:45) Exercise: Small group discussion and selection of final remedy	Participants will: <ul style="list-style-type: none"> • Know how to decide when a formal evaluation of remedial alternatives is needed and how to use a "filtering" results-based approach to select final remedies • Via small group exercise, practice selecting final remedy for case study and report results to large group
Break 2:45-3:00	

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<p>Remedy Completion (3:00-3:30)</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be able to incorporate remedy completion considerations early in cleanups• Be able to apply EPA's guidance on when remedies are complete• Be able to efficiently use administrative processes to seek public participation in and record remedy completion decisions
<p>Panel Discussion (3:30-4:20)</p> <p>Panelists: All instructors</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Have an opportunity to ask questions, raise concerns, comments, initiate group discussion, etc.
<p>Wrap up and follow-up activities and support (4:20-4:30)</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be reminded of follow-up activities and resources
End Workshop 4:30	