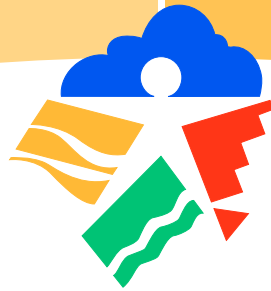


December 2004 Awardee Meeting Report



Older and Wiser:
The Worker Education and Training
Program Approaches Two Decades

December 6-7, 2004
Durham, North Carolina

Produced by
The National Clearinghouse for Worker Safety and Health Training

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Introduction

From December 6 -7, 2004, the National Institute of Environmental Health Sciences (NIEHS) sponsored the December WETP Awardee meeting in Durham, North Carolina. Over 100 people attended the meeting, which was comprised of plenary sessions, small break-out groups, dynamic audio visual interactions, and plenty of time for questions and answers.

The meeting opened with welcoming remarks from the staff of the NIEHS Worker Education and Training Branch. During the next day and a half, invited speakers gave presentations on a range of topics including the new policy on fair use of materials created with NIH funds, improvements to the WETP curricula catalog, advances in training technologies for worker safety and health, the results of a Clearinghouse study of market trends in labor needs on hazardous waste sites, and updates to the minimum criteria. A detailed overview of the meeting follows.

Day One - Monday, December 6th, 2004

I. Welcome and NIEHS Update

Joseph (Chip) Hughes, Director, Worker Education and Training Branch (WETB)

Sharon Beard, Industrial Hygienist, WETB

Ted Outwater, Public Health Educator, WETB

Patricia Thompson, Program Analyst, WETB

Carolyn Mason, Deputy Grants Management Officer, NIEHS

Chip Hughes, Director of the Worker Education and Training Branch, opened the meeting by welcoming everyone and explaining the agenda for the next two days. Next, Mr. Hughes welcomed Jim Remington and Paul Bisceglia, who have joined the WETP team since the last Awardee meeting.



Mr. Hughes explained that the 2005 budget has passed and the NIEHS has received \$80,486,000. He also informed everyone that in April 2005 there would be a new director of NIEHS, David A. Schwartz, M.D. Dr. Schwartz comes from Duke University and has a long history conducting occupational hazards research.



Mr. Hughes then proceeded to thank a number of individuals. He thanked Herman Potter and the HAMMER trainers for protecting tank farm workers in the Department of Energy (DOE); the Clearinghouse for a great Spring workshop; Rod Turpin and the EPA Superfund Labor Task force for continuing their excellent work; PACE and their associates on chemical safety; all of the grantees who worked patiently with OSHA on the new disaster site worker training course; all of the worker trainers in the WETP network for keeping training hands-on, and; the NIEHS staff for their continued good work and dedication.

Sharon Beard spoke next. She began by explaining recent updates to the report preparation process. She emphasized that the electronic format of progress reports and data is invaluable. One reason is because this format allows her to copy the information and paste it into success story reports. These success stories and anecdotal descriptions are critical to show the human impact of our training programs, so please continue and even expand your use of these success stories in your progress report. In fact, she has written such reports about the Brownfields Minority Worker Training Program, and the 2004 Brownfields meeting in St. Louis, Missouri. Lastly, she praised the success of the Brownfields and minority worker training programs for this past year. For example, the Brownfields program in 2003 had a job placement rate of 72%. She hopes that the success continues in 2004 and she thanked each Awardee for their contributions.



Ms. Beard encouraged attendees to review the reports that are on NIEHS and Clearinghouse websites and other materials such as the Brownfields success stories that appeared in the Newsbrief as they are great resources. She also thanked the Clearinghouse staff for their work on planning and organizing the NIEHS activities at Brownfields 2004.



Ted Outwater spoke next and was proud to announce the release of the latest Hazardous Waste Worker Training Program (HWWTP) report, which outlines FY 2003 accomplishments and highlights; the DOE report; and the joint DOE and NIEHS report which highlights their partnership for worker protection. The HWWTP report describes the consortia that participate in the program, the workers who benefit from their services, and

examples or anecdotes from their programs that provide useful insights into the nature of worker health and safety in this country. A copy of the report can be found at http://www.wetp.org/wetp/newsbriefs/nov04/Nov19_NiehsReport.pdf

The DOE/NIEHS report outlines training accomplishments, training effectiveness, curricula update, advisory board activities, trainee follow-up and instructor support. A copy of this report can be found at http://www.wetp.org/Wetp/public/dwloads/HASL_1083dnfile.PDF

Mr. Outwater also gave an update on the Mold Guidelines document. He explained that final revisions to the *Interim Final Guidelines for the Protection and Training of Workers Engaged in Maintenance and Remediation Work Associated with Mold: Report of a National Technical Workshop* are complete and there has been excellent feedback and comments. In fact, the document has had an impact on the latest mold green book. The final document will be presented at the next American Industrial Hygiene Association (AIHA) meeting in May 2005. This document can be found at http://www.wetp.org/Wetp/public/dwloads/HASL_821dnfile.PDF

Finally, Mr. Outwater announced that the next WETP Awardee meeting will be held from March 30-April 1, 2005 in Manhattan Beach, CA.

Patricia Thompson spoke next and addressed updates to the Curricula Catalog. The Online Curricula Catalog at www.wetp.org contains direct access to training curricula produced by the awardees currently funded by the NIEHS Worker Education and Training Program. Thanks to the efforts of the awardees, many of the course materials offered through the WETP Curricula Catalog are now available electronically. The Curricula Catalog needs to be updated further, however. There are some course materials listed that are outdated, there are some curricula that awardees have listed but are not uploaded, and there are some courses offered but not listed in the Curricula Catalog.



Ms. Thompson then explained that to update the Curricula Catalog, awardees should follow a three-step process:

Step One

- View the course materials that your organization currently has posted on the WETP.org site by visiting the following link: <http://www.wetp.org/wetp/public/>.

Step Two

- Evaluate each course and its associated materials based on the following questions:
 1. Are the titles of each course and affiliated materials accurate?
 2. Is the most recent version of each course material such as curricula, handbook, and other text material posted electronically as a pdf document?
 3. If it is not possible to post an item such as CDs and 35mm slides electronically as a pdf file, is the respective "material type" accurate? If not, please use the DMS to make the correction. (For example, some materials are listed as 35mm slides, but are actually available as PowerPoints or paper documents).
 4. Are the course materials still available and used? If not, please delete the course material listing from the online listing.

Step Three

- Make all revisions to the WETP Curricula Catalog online listings through the DMS system and by working with the Clearinghouse. Please call Maria Polis at 202.331.0060 with any questions about this process.

In addition, all curricula must be uploaded as an Adobe Acrobat (PDF) file only. All CDs and DVDs should be sent to the Clearinghouse.

The final member of the NIEHS team to speak was Carolyn Mason. She discussed updates to the funding and grants application process. All grant information can be found at: <http://grants1.nih.gov/grants/oer.htm>. She first noted that there is now a centralized receipt site for non-competing progress reports. This site is for NIH progress reports and does not change the mailing address used for all new and competing grants, nor that process.

There are also revisions to the PHS 398 and 2590 forms. The PHS 398 revision adds the NIH Commons ID on the face page, key personnel section and biosketch. In addition, this form has been re-written with a focus on clarity, simplicity and plain language. The changes to form PHS 2590 include a refined definition of key personnel, modified SNAP instructions that now require submission of "Other Support Pages" if changes in active support are noted, and the availability of pages in fillable Word and PDF formats. Ms. Mason then noted that there is a revised NIH Grants Policy Statement, which includes revisions to NIH policies since March 2001, clarifications, public policy changes and an index.



Finally, Ms. Mason reminded the grantees of some important requirements: NIH requires complete and up-to-date “other support “ information before an award can be made; grantees must report changes in “other support” as part of the annual progress report; grantees must report any conflict of interests and how they resolve them; closeout final reports are due ninety days after project period end date; progress reports must not be late; patents need to be reported; and awardees need to comply with funding rules. The NIH conducts regional seminars on program funding and administration.

Finally, Ms. Mason explained the exciting new changes to the electronic Research Administration (eRA) Commons page including “Status” which allows Principal Investigators to review the current status of all their grant applications and review detailed information associated with their grants. Institution Officials (i.e., Signing Official or Administrative Official associated with the institution) can see a summary view of grant applications, review the Notice of Grant Award, and access the Progress Report face page. Within Status, users will find a feature to submit Just-In-Time information when requested by the NIH. NIH policy allows the submission of certain elements of a competing application to be deferred. Through this module, institutions can electronically submit the information that is requested after the review, but before award. Also within Status, users will find a feature to automatically extend grants that are eligible for a one-time extension of the final budget period of a project period without additional NIH funds through the eRA Commons. The system will automatically change the end date for the grant and notify the appropriate NIH staff. These and other features can be found at <https://commons.era.nih.gov/commons/>.

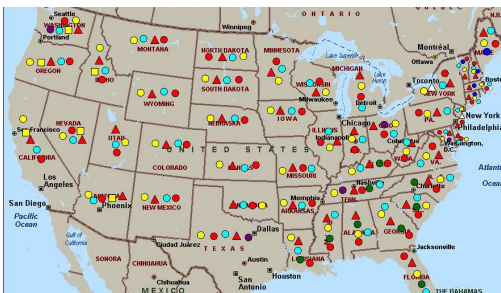
II. Clearinghouse Update

Bruce Lippy, MDB, Inc., Director, National Clearinghouse
Rachel Gross, MDB, Inc., National Clearinghouse
Maria Polis, MDB, Inc., National Clearinghouse

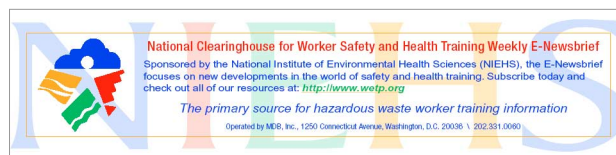
Bruce Lippy, Director of the National Clearinghouse, began the panel by introducing the new staff at MDB, Inc. Dr. Lippy announced that the Clearinghouse Advisory Board Meeting would be held February 15, 2005 at MDB, Inc. in Washington, DC. Topics for discussion during the meeting will include redundancy reduction in training requirements, updating the minimum criteria and the creation of a brochure to explain the Worker Education and Training Program (WETP). He also unveiled the Online Trainers' Exchange site that the Clearinghouse is developing, which will allow trainers to share training tips, access a photo library, and brush up on adult learning methods. Dr. Lippy also reviewed the latest on WETP's partnership with the Department of Homeland Security, the Department of Energy Topical Committee, and OSHA's Health and Safety Annex to the National Response Program. Dr. Lippy also mentioned the issue of Nanosafety and that it is unclear how this area affects the WETP community.



Rachel Gross presented the WETP Emergency Support Activation Plan, which is a nationwide network that can be activated in the event of a disaster. Dr. Gross used maps of the United States to display areas where 1910.120 trainers existed; every state has trainers available. Currently there are over 1500 instructors around the U.S.



Maria Polis closed the presentation with an update on the Weekly E-Newsbrief. She announced that there are more than 700 subscribers nationwide. She then went over the Newsbrief Archives, as well as the headlines for top stories. Ms. Polis said that the Newsbrief is available to help promote success stories, and welcomed suggestions and submissions. She closed with the presentation of the Clearinghouse Bookmark that was designed and is available for distribution.



III. Grantee-Produced Materials and the Law of Fair Use: Perspectives on Sharing

Davenport Robertson, NIEHS Chief of Library Sciences Information

“What is open access and why is it gaining importance?” Davenport Robertson, with the National Institute of Environmental Health, began his discussion of the Law of Fair Use by addressing these questions. Generally, open access is defined as the free and unrestricted online availability of information. Mr. Robertson directed the audience to visit the following two websites for a more in depth look at the definition: Budapest Open Access Initiative (<http://www.soros.org/openaccess/read.shtml>) and the Bethesda Statement on Open Access Publishing (<http://www.earlham.edu/~peters/fos/bethesda.htm>). Next, he spoke of the advantages that open access creates such as increasing an author’s impact, positioning all audiences on an equal footing to access information, spreading medical and scientific results quicker, and resolving crisis in journal pricing.

After providing examples of open access journals including the Public Library of Science, Environmental Health Perspectives, and BioMed Central, Mr. Robertson explained how the Law of Fair Use and open access is applicable to the NIEHS WETP Awardee community. First, he stated that the proposed NIH public access purported to create a stable, permanent archive of peer-reviewed, NIH-funded research publications, to enable NIH to more efficiently manage and set its research priorities, and to make the published results of NIH-funded research readily accessible to scientists, health care providers, and the public.

This would ultimately affect WETP awardees as the NIH Public Access proposal includes all research grants, cooperative agreements, and contracts and thus the training and education curricula developed by the community. Chip Hughes elaborated that as part of award process, materials should be available to the public, especially as we are living in such a digital age.

Mr. Davenport explained that the NIH Public Access proposal is required by Congress in report language to accompany the House-passed version of the FY2005 Health and Human Services funding bill. NIH was given a six-month timeline to make recommendations by December 1, 2004. To allow for the most complete consideration, that deadline was extended from the original date of November 16, 2004 as over 6,000 responses were received.



IV. Health and Safety Library and Curricula Catalog Updates

Manfred Stanfield, MDB, Inc., National Clearinghouse

Manfred Stanfield opened his presentation with a brief explanation of the Health and Safety Library (HASL). He explained that HASL is a repository of important health and safety-related documents produced by awardees, private industry, and government agencies. Mr. Stanfield provided the audience with highlights of HASL, a demonstration of the HASL site, and an overview of the curricula catalog.

Mr. Stanfield explained common search features of the HASL. Users can search the curricula catalog itself or the entire HASL site through the use of keywords and/or categories. Next, he discussed the improvements to the curricula catalog that the National Clearinghouse will implement in the upcoming months. These include a more refined integration of data management system (DMS) modules; revised, less complex ordering and downloading forms; and friendlier Awardee administrative screens.



Mr. Stanfield complimented his presentation by comparing still shots of the current curricula catalog screens to the soon-to-be revised screens. He provided a more in depth discussion during the Data Issues breakout session on Monday afternoon.

V. Breakout Session #1 – Grants Management Issues

Carolyn Mason, Deputy Grants Management Officer, NIEHS

Pamela Evans, Grants Management Specialist, NIEHS

This year, the Business Officials breakout session was divided into two parts. Carolyn Mason, Deputy Grants Management Officer for the National Institutes of Environmental Health Sciences (NIEHS), opened the meeting with a presentation on the completion process for the Project Period primarily focusing on payment of Facilities and Administrative (F&A) costs and Closeout procedures. Pamela Evans, Grants Management Specialist, followed by highlighting the critical components of the “Welcome Wagon” Letter, a document intended for first time applicants or recipients of NIH grants.

Carolyn Mason noted that when F&A costs are funded in fixed amounts, the recipient is not required to account for the funds on an actual cost basis. She also explained that rebudgeting within the direct cost category may affect the amount of eligible indirect cost reimbursement, if funds are rebudgeted from indirect to direct costs there is a ceiling.



Next Ms. Mason spoke about the two categories of Closeout procedures: Funding of Competitive Application Anticipated, and No Funding of Competitive Application Anticipated. The topics discussed under the former category included the Financial Status Report (FSR), the Disposition

of Unobligated Balances, and Audits. Financial Status Reports are required as documentation of the financial status of grants according to the official accounting records of the grantee organization. Grantees must use the long form of the FSR (Standard Form 269) to report program income earned and used. The Disposition of unobligated balances is determined in accordance with the terms and conditions of each individual organizations award.

Under Office of Management and Budget Circular A-133, grantees who expend \$500,000 or more per year under Federal grants, cooperative agreements, and/or procurement contracts are required to have an annual audit by a public accountant or a governmental audit organization.

The Final FSR must cover the period of time since the previous FSR submission. It must have no unliquidated obligations and must also indicate the exact balance of unobligated funds. The Final Progress Report is required for any grant that is terminated and any award that will not be extended. This report should include a summary of progress, a list of significant results and a list of publications, as well as data on the inclusion of gender and minority study subjects, whether children were involved/how the study was relevant to conditions affecting children, and any materials (data, research, protocols, software, etc.) that is available to be shared with other investigators. Grantees must retain all records (financial, programmatic, statistical, supporting documents, etc.) that are required by the terms of the grant for a period of 3 years from the date the annual FSR is submitted.

All information regarding these and other policies and procedures is explained on The Office of Extramural Research (OER) website. This website is the focal point for NIH medical and behavioral research grant policies, guidelines and funding opportunities and can be found at <http://grants2.nih.gov/grants/oer.htm>. In addition, all required forms can be found at <http://grants2.nih.gov/grants/forms.htm>.

The second half of the breakout session was a presentation by Pamela Evans covering the NIH "Welcome Wagon" letter. Ms. Evans is a new addition to the NIEHS staff. Prior to joining NIEHS, Ms. Evans worked as a Contracts Specialist and served in the military.

The "Welcome Wagon" letter is designed primarily for officials of organizations who are planning to submit a grant or cooperative agreement application, or are receiving an NIH grant for the first time. Acceptance of an NIH award begins when the Awardee spends the first dollar of the grant money. Ms. Evans explained the different sections of the letter including the terms of the award, the NIH grants policy statement, reporting requirements, audit requirements, protection of human subjects in research, the office of research integrity, public policy requirements, F&A cost rate negotiations, and administrative standards for grants.

Ms. Evans highlighted one requirement for grant submission the NIH Grants and Policy Statement (NIHGPS). The NIHGPS is a term and condition for all NIH grant awards with budget periods beginning on or after 12/1/03. NIHGPS is intended to make available to NIH grantees, in a single document, the policy requirements that serve as the terms and conditions of NIH grant awards. This document also is designed to be useful to

those interested in NIH grants by providing information about NIH—its organization, its staff, and its grants process. The NIHGPS covers topics ranging from expanded authorities and modular applications to prior approval requirements and awards to foreign entities. Grant recipients must be aware and comply with the regulations found in 45 CFR part 74 and 45 CFR part 92. All information outlined in this letter can be found at <http://grants2.nih.gov/grants/funding/welcomewagon.htm>. In addition, feel free to contact Carolyn Mason at (919)541-1373, mason6@niehs.nih.gov or Pam Evans at (919)541-7629, evans3@niehs.nih.gov if you have further questions.

VI. Breakout Session #2 – Hazardous Waste Worker Training and DOE Issues

Joseph (Chip) Hughes, WETB (Moderator)

Ted Outwater, WETB

Chip Hughes, began the session by handing out the unreleased National Response Plan (NRP). He explained that the NIEHS has petitioned to get worker health and safety issues into the NRP. This was a successful enterprise as worker health and safety was made a primary Annex to the NRP. In addition, the WETP and the NIEHS are both mentioned in this Annex.

Mr. Hughes went on to explain that the WETP/NIEHS is developing an Emergency Support Activation Plan (ESAP). This plan fulfills the NIEHS' commitment to be ready for a response. Finally, Mr. Hughes announced that there is an NIEHS group in the EPA-Labor Superfund Task Force. If any grantees want to be engaged in it, they should let Mr. Hughes know. It is a commitment to being part of the national group.

Mr. Hughes then opened the floor for discussion.

The following important points were made during the discussion:

- At the World Trade Center Attack, the WETP and its awardees responded quickly to get safety training on the site, designing and providing the official awareness course. This laid the groundwork for future training in the case of an terrorist event. The lessons learned from WTC and the anthrax attacks have been incorporated into the Emergency Support Activation Plan for WETP.
- The awardee-network would benefit from training exercises to test the ESAP. A multi-grantee center reported just completing an exercise based on an actual event and found the effort quite valuable.
- The WETP grantees should encourage those who train workers to employ the preventive concepts and tools from the OSHA Process Safety Management Standard (1910.119) as well as 1910.120 guidelines.
- If a grantee participates in a non-governmental incident they may be incurring liability for their organization. This is not so when a grantee participates in a government incident as grantees are indemnified as contractors.
- It is important for the grantees to understand what organizations outside of the network have courses and resources that they can access.

- There should be parallel plans for incidents at a national level, a statewide level and on a local level.
- OSHA has created a guidance document for first receivers that is available at: http://www.osha.gov/dts/osta/bestpractices/firstreceivers_hospital.html. WETP awardees will be working with OSHA to apply these guidelines appropriately.
- The issue of supplied air respirators in a hospital environment needs further discussion among the Awardee community.
- There should be a trainers' exchange in 2006 or 2007.

VII. Breakout Session #3 - Minority Worker Training and Brownfields Minority Worker Training programs

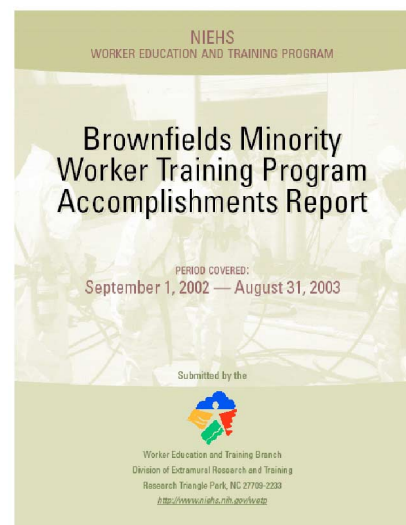
Sharon Beard, WETB (Moderator)

Gary Kaplan, Executive Director, JFY NetWorks

Bruce Lippy, MDB, Inc., National Clearinghouse

Larry Reed, MDB, Inc.

Sharon Beard, from WETB, welcomed the eleven breakout participants to the session and expressed her pleasure with the accomplishments of the WETP Brownfields and Minority Worker Training over the years. She highlighted the recently completed annual report for the WETP Brownfields program for the period September 1, 2002 to August 31, 2003. She stressed that the value of the report was increased because of the student success stories they were able to capture, which reinforced the importance of the annual reports received from the awardees.



WETB carefully reviews them and incorporates their results and anecdotes in a variety of reports, under varying deadlines, which is why they need the Awardee reports in electronic form. Ms. Beard noted that sometimes they have only hours to get reports to Congress. She got a call from a Texas senator asking questions about minority worker training in Texas. Ms. Thompson pulled up all of the courses that had been done in Texas and learned WETP had trained thousands of students through the years, a result that impressed the senator's staff.

There is a four-page chart in the Brownfields annual report that covers all of the partners that the awardees have worked with in the past. Ms. Beard stressed that everyone should download the report and be familiar with the accomplishments of the entire program so they can promote the program as truly national in scope.

Ms. Beard then went on to discuss this year's Brownfields conference in St. Louis. She acknowledged everyone's participation, which she saw as very helpful in promoting the national character of this program. She also informed the group the participants list is now available on the web and is quite useful. There were four hundred sessions at the conference and these are available on the web, as well. Brownfields 2005 is scheduled for November 2-4, 2005 in Denver and all BF awardees are required to attend the gathering.

Don Elisburg encouraged all of the other breakout participants to “step out of the box” and go to sessions they wouldn’t normally attend. He found that he learned quite a bit by doing so. We did 6 sessions last year in conjunction with the EPA, whose staff wanted to know where we are doing training so they don’t overlap.

Next, Sharon Beard opened the discussion about the National Environment Justice Advisory Council (NEJAC) 2005. She noted that NIEHS might elect to co-sponsor Brownfields and job training through this council. The focus would be on community involvement and job training. She requested suggestions on partnership ideas. Kizetta Vaughn noted that at other times when they met with the council, many of the members were not supportive of training community members to clean up someone else’s mess. The concern was not on the quality of the training but on exploitation of the community. She felt we had to emphasize that we were training workers to clean up their communities safely. Ms. Beard noted that when she talks to people attending NEJAC, they have no idea about the depth and breadth of the WETP program.

Paula Paris from JFYNetWorks noted that she went to a series of workshops of the Lincoln Institute of Land Policy that were run by Lavea Brachman on how the communities can get a better understanding of job flow and the process of Brownfields redevelopment. Contact information for the program was provided:

Lavea Brachman

Department of Planning and Development
Lincoln Institute of Land Policy
113 Brattle Street
Cambridge MA 02138-3400
617.661.3016

Ms. Vaughn noted that it was critical to bridge the gap between the federal government and environmental justice. Kizetta did a study to determine awareness and found folks aren’t aware of the other’s programs. The Cypress Mandela Center has been in Oakland doing training and yet no one realized that this was an environmental training entity. Mark Holbrook felt we must bring environmental justice to the table as a partner. The community knows that if they weren’t part of the planning, then they are the “guinea pigs.” They must be legitimate partners. Ms. Beard agreed, but pointed out that you can’t just send out flyers. It is about taking the extra steps necessary to truly establish collaborative partnerships. There was a consensus that we also must work on developing partnerships with businesses, which must include discussions of compensation. Ms. Beard called on the group to stress our successes and noted that Lawrence Myers – a troubled youth trained through the program - is still working 10 years later. He has even worked in Hawaii.

Ms. Beard explained the budget process to the breakout noting that EPA goes to Congress to ask for the \$3 million that goes to the NIEHS program. There is one sentence in EPA’s budget request that says \$3 million for NIEHS. Of the total Brownfields funding (\$120 million), only ten percent goes to Title C training, which includes all manner of training. EPA has in the past cut NIEHS down to \$2.2 million, which is just for Brownfields. For

the minority worker-training program there is a direct line to Congress. WETB staff always tries to share information on the Brownfields and minority worker training programs with Dr. Olden so that he can speak about the program. Ms. Vaughn asked if WETP staff has ever thought to request that Brownfields money be directly appropriated to NIEHS. The momentum for BF is going strong right now. We need to stress getting more money for job training. Ms. Beard doesn't know what would happen if the money was moved.

Next was a presentation by Gary Kaplan, Executive Director of JFY NetWorks which is located at:

125 Tremont Street
Boston, MA 02108
617-338-0815

Gary Kaplan, who has years of experience obtaining press coverage for JFY's training programs in Boston, provided the breakout with pragmatic suggestions on promoting their programs. He began by telling them they should get press for several good reasons: to establish their presence in a crowded marketplace, to make their program real, and to give the organization credibility. He stressed that they should use PR to keep funders informed of what their funds are accomplishing, cultivate and thank important people, educate public official, influence policy, and stimulate recruitment. Mr. Kaplan recommended all available types of media, including:

- City dailies
- National Dailies
- Magazines
- Trade journals
- Neighborhood weeklies
- Newsletter
- TV - interview shows, news specials
- Radio - interview shows

He also recommended that the awardees attempt *all* types of print coverage: news stories, features, editorial, op-ed pieces, and letters to the editors. He stressed that you've got to work it all the way. You shouldn't just send it. Call first, "Hey would you be interested?" and keep calling, "When are you going to run it?"

To get something in print, it is critical to "make the connection." There has to be some hook to interest them. It can be a news hook like an oil spill or the release of unemployment figures, a current issue like job losses, or an item of local interest. In the latter category, Gary always changes the graduation story to feature the students from the area the local paper covers. He recommends knowing who is writing on what subject and always trying to make the story sound new.

Mr. Kaplan stressed establishing long-term relationships with reporters because they will write about you if they know you. It takes a long time, however. He suggested that pro-

gram folks should compliment an article or send out an email about issues that are important. You can get story leads by serving as an expert information source. Reporters always get thrown a story immediately before it is due. If you become a source on a subject with which you have significant expertise, they will call you. He also stressed making regular periodic contacts through chitchat, lunch, birthday cards, anything.

Mr. Kaplan then discussed the mechanics of getting press. He noted that to get a news story covered you need to consider all of the logistics that make it easier for the news folks to do their job: correct addresses, contact people, parking, reporter, photographer, editor, cell phone numbers, coffee and sandwiches. Think about everything necessary for getting reporter and photographer to the site. Then call and ask if they got everything they needed. Weeklies don't have reporters, you need to write the whole thing and get the picture.

Follow-up calls are essential: thank the reporter, praise the article, thank the editor, thank the photographer and try to get a copy of the original photo if possible. At that time, dangle the next hooks: "By the way..." Don't forget to get permission to reprint the article. Don't call just before the deadline, call reporters after the deadline. Always have an outline of the key points before you while you are calling reporters.

Events that Newspapers will cover are of three basic types:

- Topical, for instance, the Mellon Symposium
- Special events, i.e. 25th anniversary of your program
- Annual, graduation is the best example, but you may need to get a celebrity to come for a hook that draws reporters.

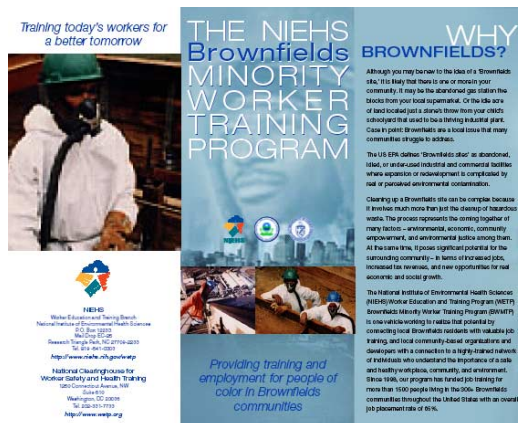
Gary then explained *Multiples*, *Spinoffs* and *Bank Shots*. He noted that you could work a story for different formats and get coverage you weren't expecting. Bank shots are writing to one reporter who passes it on to another. It is important that the individual in your organization, who can make the best pitch, should be the one to find the time to do so. You can use press agents, if no one fills the bill internally. Some of the larger firms may provide pro bono assistance. Ms. Beard and Ms. Thompson noted that if you are associated with a university you need to work with their press person.

Gary gave the following success stories:

- A lead editorial in the Boston Globe, praising the program. Alyssa Haywood wrote it. She wrote 4 editorials on the program since 1997.
- Boston Sunday Globe May 11, 2003 article on the Buzzards Bay work they did. Diane Lewis wrote 7 stories for them since 1996.
- Feature story in Boston Works in Globe, talking about an older student and his work now with Clean Harbors.
- A graduation where the invited politician, Speaker Finneran, did not show up nor did any reporters, but they still got eleven stories because Gary spun it differently for each community. They e-mailed the article to every neighborhood newsletter in the city and then followed up with paper copies and emails.

Ms. Beard wrapped up the session by mentioning that a website where hometown and larger national newspapers can be accessed at: www.onlinenewspapers.com.

Bruce Lippy and Larry Reed from MDB, Inc. made the final presentation. Bruce Lippy presented the breakout participants with a short overview of what the National Clearinghouse has done to support the WETP Brownfields initiative and what services the staff can offer for future support. The Clearinghouse facilitated a focus group meeting of awardees in Research Triangle Park on May 20, 2003 that provided specific action items for the Clearinghouse to complete. Dr. Lippy reviewed the completion of those projects: successful sessions at the Brownfields 2003 and 2004 conferences, a brochure about the national program, and a website with a section dedicated to Brownfields materials.



Dr. Lippy pointed out that the Clearinghouse Newsbrief had highlighted several success stories provided by awardees and would like to do many more of them. He also noted the excellent graphic design capabilities that the Clearinghouse could provide for Brownfields initiatives. Finally, he noted that the senior staff members were available to help with research and policy issues.

Larry Reed, who served with the U. S. Environmental Protection Agency in a variety of positions including as Acting Director, for the Office of Emergency and Remedial Response, presented his unique understanding of the history of the Brownfields initiative:

He noted that when Brownfields started there was no statutory authority. Money was originally pulled from Superfund, but unlike that larger program, the Brownfields program has no enforcement capabilities. It has money going to non-profit organizations, which was unusual for the EPA. States came to the EPA because they felt they were being bypassed, which then allowed funds to flow to the states. Mr. Reed recommended that, given EPA's decentralization, awardees should try to work with regions.

Ms. Beard closed the session by noting that the rate of successful placement of graduates in both programs - Brownfields and minority worker training - has gone up markedly, to between 75 and 85 percent. But she stressed that we need to maintain vigilance in meeting the goals for numbers to be trained by each program. The FY 2005 budget for the MWTP will be approximately \$3.5 million.

VIII. Breakout Session #4 - Data Issues

Patricia Thompson, WETB

Manfred Stanfield, MDB, Inc.

Lynn Albert, Alpha Gamma Technologies, Inc.

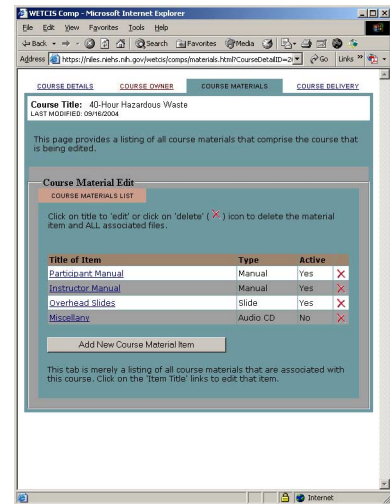
Eric Steele, NIEHS

The Data Issues breakout session proved to be interactive and successful. Greeted by a full room of participants, Patricia Thompson of NIEHS introduced each speaker and provided the audience with an outline of the afternoon session. First, Manfred Stanfield with MDB, Inc. would provide an overview of the WETP curricula catalog and would demonstrate the prototype for the new curricula catalog module. Next, Lynn Albert with Alpha Gamma Technologies would lead a brainstorming session regarding suggestions to enhance the Data Management System (DMS). Finally, Eric Steele with NIEHS would highlight key features of Adobe Acrobat.

As the majority of the participants at this session were the ones responsible for keeping their respective organization's curricula catalog materials up-to-date, Mr. Stanfield provided them with an overview of the new and revised features of the curricula catalog that are intended to facilitate this process. He explained that the new curricula catalog prototype was designed with directional screens that are easier to understand. For example, the course delivery screen will have enhanced features regarding language options, target audience, prerequisites, and instructor qualifications.

Next, Lynn Albert moderated an open discussion focused on ways to enhance the DMS. The group came up with many viable suggestions including the following:

- Change the "Course Owner" description term to "Contact." This is less confusing for users.
- Use online tools to convert html files to friendlier formats.
- Look at curricula that have two or more PowerPoint documents per course on a case-by-case to determine whether or not the documents should be combined into one before uploading.
- Extend the time-out period, if possible. Many colleges have a size restriction for files being sent and received which results in a slow transition process. As a result, those uploading the curricula are often kicked off because the time out period for the DMS is too short.
- Include a drop down menu option for languages in addition to English and Spanish.
- Notify awardees when the Clearinghouse fills an order, just as they now receive an email when someone downloads their specific course materials.
- Make cumulative reports and multiple year reports available upon request.
- Offer subtotals for states, specific course numbers, and other categories...



The group also had several questions to be addressed such as:

- How can a PDF document be indexed from the table of contents so a user can easily jump to his/her chapter of interest rather than scrolling through the entire document?
- Can the option for the Awardee to provide course materials be eliminated? This was only the Clearinghouse will be contacted to fill curricula catalog orders.
- If items are available electronically, can you eliminate the option for users to request hard copy?

The Data Issues breakout session concluded with a presentation from Eric Steele on Adobe Acrobat tips. He discussed helpful hints including how to insert new pages into PDF documents, effective “save” techniques, and the differentiation of when to use a TIF versus a JPEG image. Simply, if an image is intended for use only on a screen, the TIF is the appropriate image form as it takes up less space. If an image is to be printed, it should be in JPEG format.

Day Two – Tuesday, December 7th, 2004

IX. Advanced Training Technology: New Awards and New Directions.

Ted Outwater, WETB (Moderator)

Thomas Held, Metamedia Training International

Kent Anger, Northwest Education Training Assessment

Robert Gray, CogniTech

Deborah Marmarelli, DCM Associates

Michael Glassic, Y-Stress

The Advanced Training Technologies (ATT)/ E-Learning panel, moderated by Ted Outwater, was a vehicle for some of the recipients of Small Business Innovation Research (SBIR) grants to present their products and progress. Five panelists participated in the session. Mr. Outwater began the panel by discussing the difference between SBIR grants and NIEHS cooperative agreement awards, particularly in regards to the issue of fair use, a topic discussed during an earlier panel. It was explained that the products produced under SBIR grants are exclusively the property of the organization that produced them. He also explained that there are two types of SBIR awards: Phase I and Phase II. Phase I is a one-year award, whereas Phase II is for two years.

The first presenter was Thomas Held from Metamedia Training International <http://www.metamediausa.com>. Mr. Held showed a DVD that gave an overview of Metamedia's capabilities and goals. Metamedia is an organization that produces custom designed training programs. Their goal is to create instructional programs that engage learners. They are currently receiving a Phase I grant from NIEHS, which they are using to produce DVDs for cross-training first responders at WMD disasters. The basis for their product is that first responders need to better understand the construction trades and how they would be incorporated into a response if a disaster occurred.

Kent Anger from Northwest Education Training Assessment (NETA) of the Oregon Health and Science University <http://home.comcast.net/~neta-lo> was the second presenter. NETA's product is called cTrain, a program designed for Occupational Safety and Health Training. The program is behavioral-based with characteristics designed for optimal retention of knowledge, including self-pacing, frequent quizzing, immediate feedback and repetition following errors. NETA has compensated for those who are minimally educated by including how-to instructions and creating a 9-button unit in place of the standard computer keyboard for easier operation. Dr. Anger presented results from ladder safety training that NETA provided to 109 Latino orchard workers in British Columbia. The



results from the 59 who volunteered for the program were positive, with all test takers improving their scores and work habits after using the program. Most of those who tested the program were enthusiastic about its use and potential. Dr. Anger was questioned by audience members about the lack of interaction among the orchard workers during the training after he showed the workers sitting in a trailer wearing headsets and staring at a computer. Several union trainers expressed reservations about this approach despite the data Dr. Anger presented that showed that all participants had significantly improved their test scores and had been observed engaging in the safer techniques that were taught in the course.

Robert Gray, representing CogniTech (<http://www.cognitech.com/>), presented third.

CogniTech develops software for healthcare, training, physical science, and engineering. They produce e-products for training and supporting skilled support personnel. The goal of their project is to provide technologies to help prepare, train, and support skilled support personnel (SSP) for response to large scale disasters. The project will provide awareness level training and develop a Learning Content Management System (LCMS), which will include a central repository for content storage with questionnaires, training materials, material safety data sheets, and technical manuals. The completed LCMS will offer an easy to use authoring environment with content scalability and reusability, just-in-time content delivery, multi-platform support, and a future proof (as new tech arises you can develop a new publishing environment) environment. This project is in conjunction with the University of Utah.

Deborah Marmarelli, from DCM Associates (<http://www.dcmcomputer.com/>), presented fourth. DCM is a new company based out of Michigan with staff that includes retired HAZMAT experts. Currently, DCM is receiving a SBIR Phase I grant, with which they are developing role and industry specific online eLearning courses for HAZMAT workers. Their current prototype is a course on hazardous materials transported by trucks. DCM anticipates receiving a Phase II grant. If so, they plan on enlarging the current control study, as well as incorporating changes, and developing other mode specific courses.

The final presenter was Michael Glassic from Y-Stress. Y-Stress was the only panelist who had received a Phase II grant. Their primary objective is to develop streaming technology that can deliver high quality, highly interactive, and engaging scenario-based content over low-bandwidth using Flash files. The Phase II funds are being used to develop all graphics in a 3-D environment and also to design modules that can be used outside of the classroom. Mr. Glassic then demonstrated some of the technology and graphics Y-Stress is producing, including important respirator and protective garments training materials that actually allowed computer modeling of the chosen ensembles for specific exposures.

X. Trends and labor market Study panel

Sharon Beard (Moderator)

David Cormier, Institute for Labor Studies and Research, West Virginia University

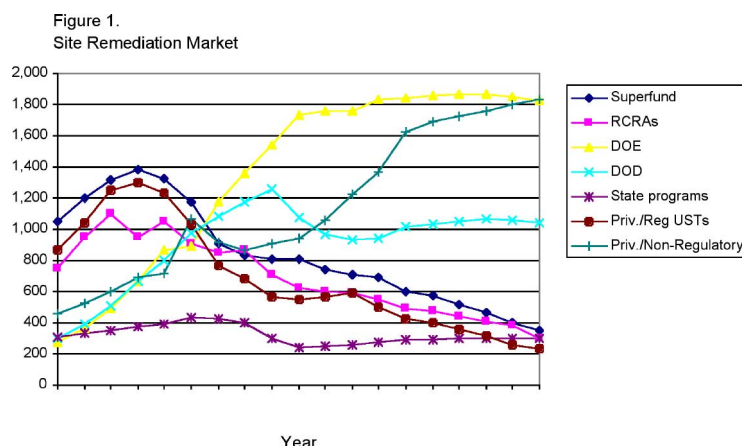
Owen Douglas, Weston Solutions, Inc.

David Anderson, Clean Harbors, Inc.

David Cormier, PhD from the Institute for Labor Studies and Research at West Virginia University started this session by highlighting key findings of the Hazardous Waste Worker Labor Market Study. Specifically, Dr. Cormier explained that the report, funded by the National Institute of Environmental Health Sciences' Worker Education and Training Program, is a study to update estimates of the demand for hazardous waste workers through 2010. Several goals of the study include updating the employment estimates from an earlier study by the National Clearinghouse authored by Ruth Ruttenberg, determining other, less resource-intensive approaches for gathering similar information, and examining how innovative remediation technologies influence labor costs and the composition of the hazardous waste labor force.

Dr. Cormier expressed that this study comes at a time when the industry is affected by new influences. These include the shift from federally funded clean-up projects to projects directed by the DOE, DOD, private sector, and non-regulatory initiatives, drastic changes to the technologies and methods used for clean-up, and the changing political climate at the state and federal levels. The differences in the revenues of the various segments of the remediation market can be seen in Figure 1 from his study.

Dr. Cormier then reviewed several of the study's conclusions. First, obtaining realistic projections of hazardous waste workers is still a legitimate effort in light of the continuing need for workers in this industry. Second, attempting to update the Ruttenberg 1996 study, using the models of that study, presents too many obstacles to be worthwhile in light of the difficulties in obtaining reliable cost information for hazardous waste clean-up projects. And finally, alternatives exist for providing these estimates that avoid the cost problems, although they pose difficulties of their own. Dr. Cormier's projections, based primarily on Bureau of Labor Statistics figures, showed a far less robust growth of jobs in hazardous waste work than the earlier Ruttenberg study. (See Figure 2).



Dr. Cormier was followed by presentations from two contractors who offered their reactions to the study results and spoke about their companies' response to the labor needs in the environmental, construction, and hazardous waste market.

Owen Douglass from Weston Solutions, Inc. spoke first. Mr. Douglas expressed that from his company's perspective, the hazardous waste worker market was flat, at best and that the potential for growth is seen in services like facilities and infrastructure and new construction. Important however, he then discussed what his company looks for regarding training and hiring new employees. The first key component included certification for the 30-hour OSHA construction course, 8-hour hazwoper refresher, and 8-hour construction refresher. He also emphasized his company's belief that managers and supervisors should have certification for the 8-hour course on construction management oversight.

David Anderson from Clean Harbors, Inc. was the final speaker. Mr. Anderson began by giving an overview of the four product lines of his company, which include remediation clean-up of hazardous waste, industrial cleaning, waste transport, and disposal of hazardous waste. He then explained that these product lines were delivered through a combination of technical services, site services, and plant facilities. More so, two percent of the company's revenue 1.7 percent of the workforce result from remediation services.

Mr. Anderson then explained what he saw as important in order to maintain a qualified workforce. These included hiring for attitude and skills, promoting from within, offering ongoing training in regulatory and management skills, and focusing on organizational development that supports worker safety. He stressed this last component as many accidents such as slips and falls are avoidable.

The session concluded with time for questions from the audience. Both contractors were challenged with inquires as to how organizations involved with the Minority Worker Training Program and the Brownfields Minority Worker Training Program could effectively partner with companies like Weston Solutions and Clean Harbors. Both contractors responded that it would be beneficial if they knew in advance when classes would be graduating and that the specific expectations and responsibilities of potential jobs be clearly explained to the graduates.

XI. Update to the Minimum Criteria and Interpretive Guidance

John Moran, MDB, Inc., National Clearinghouse

John Moran began by explaining the background of the Minimum Criteria and Interpretive Guidance document. He explained that the “Minimum Criteria for Worker Health and Safety Training for Hazardous Waste Operations and Emergency Response” was published in December 1991. During the September 30 - October 1, 1993 meeting of the OSHA Advisory Committee on Construction Safety and Health (ACCSH) the Committee unanimously adopted a motion made by the Chair of the ACCSH Accreditation Work Group that OSHA “promptly issue a non-mandatory appendix to 1910.120 establishing minimum training curriculum and minimum training provider requirements to meet the training standards in 120.” The Accreditation Work Group Report specifically recommended that such a non-mandatory appendix be based upon the WETP Minimum Criteria. Subsequently, WETP conducted another workshop aimed at developing an “Interpretive Guidance” to the Minimum Criteria, which was published in April 1994. OSHA eventually promulgated the non-mandatory appendix recommended by ACCSH as Appendix E to 1910.120 on August 8, 1994. The OSHA Appendix E is based upon the Minimum Criteria, not the Interpretive Guidance.

He went on to explain that the ACCSH action was triggered based both upon the existence of the NIEHS/WETP Minimum Criteria and the lack of action on OSHA’s part in promulgating the 1910.120 accreditation standard mandated by SARA 1986 as amended on December 22, 1987 and proposed by OSHA as 29 CFR 1910.121 in the NPRM dated January 26, 1990. To this date, OSHA has taken no further action on the proposed 1910.121 standard and the NIEHS/WETP Minimum Criteria remains the 1910.120 training guidance “Gold Standard.”

Mr. Moran noted that the purpose of the update is to:

1. Update/revise the Minimum Criteria or Interpretive Guidance existing content based upon awardees experiences since 1991 and the Appendices to the Interpretive Guidance, such as A. Principles of Adult Education.
2. Add content based upon WETP developments that have emerged since 1991 that are not addressed at all in the original guidance, such as ATT.
3. Revise/add content based upon regulatory changes that have occurred since 1991, such as the revised OSHA PPE and Respiratory Protection standards and the introduction of new treatment technologies.
4. Add content based upon the many Federal initiatives that have been undertaken and implemented since 9/11 such as the NRP and NIMS (and many others: see initial references.)
5. Delete outdated content.
6. Reaffirm the importance of 29 CFR 1910.120 for “classical” operations in the three primary sectors addressed by 1910.120 and as the basis for terrorist incident response and cleanup.

He then explained that the objectives of the Update project are three fold:

1. Update the Minimum Criteria/Interpretive Guidance to current times in order to provide a basis for the WETP grants Quality Assurance program.
2. Provide a basis upon which ODP/DHS will accredit the NIEHS/WETP program.
3. Provide a broader training guidance basis that ODP/DHS could apply as did OSHA through Appendix E to 1910.120.

The Technical Advisory Committee (TAC) that met in October established goals that will serve as the basis for the Update draft strawman. These goals include:

1. Update the current guidance content of the 1991 Minimum Criteria or 1994 Interpretive Guidance or both. (This would include revisions associated with amended OSHA standards such as PPE, the revised NIOSH Pocket Guide, and the OSHA e HASP, for example.)
2. Add Advanced Training content based upon the ATT Workshop (September 1999) and Integrated WETP ATT Program (January 2001).
3. Revise Refresher training content. (This aspect needs “refreshing” and potential integration with emerging DHS guidance and ATT delivery approaches.)
4. Add linkages to WETP WMD preparedness training programs.
5. Add content specific to emerging DHS requirements documents such as the NRP and NIMS and initiatives from ODP/DHS (see reference list.)
6. Add the WETP Emergency Support
7. Activation Plan (ESAP) (ESAP is currently in development.)
8. Expand the “new technology section” of the Criteria. (TSDS’s, DOE policy, etc.)
9. Consider guidance enhancement to facilitate the adoption by DHS, DHS/ODP, and other Federal/State/Local government entities of the Updated Guidance.
10. Other “goals” as recommended by the TAC.

Mr. Moran then pointed out that there are issues that need to be taken into consideration as this document is being updated. The first issue is that the WETP was created in direct response to requirements embodied within SARA, which requires a training grant program directly supporting the training requirements established in 29 CFR 1910.120 (HAZWOPER). Training programs in response to 1910.120 (e), (p), and (q) have been developed and delivered. 1910.120 related training has also been developed and delivered. The WETP is mature and the “gold standard” of HAZWOPER training in the U.S. However, SARA has not been amended to change this requirement despite the emergence of the DHS.

The second issue is despite the emergence of terrorist threats and the subsequent attention by the White House, Congress and DHS, the requirements for HAZWOPER training and the needs of the associated customer base remains unchanged. Viewed from this perspective, all WETP HAZWOPER-based core training programs do not need to be changed in response to the emerging homeland security matters. Additional dimensions to the core training programs may be appropriate to address homeland security needs, particularly with respect to 1910.120(q) training. Such training should be based upon additions to the existing core programs thus preserving the high quality of the core programs. Further,

it should be recognized that the DHS and Congress are devoting enormous resources to major incident response preparedness training of primarily first responders for potential events that will, at best, be rare. Within the WETP community it is evident that emergency response [1910.120(q)] will be directly impacted by the DHS initiatives. The issues before us, is whether the emerging DHS requirements in this sector should be integrated into the existing WETP 1910.120(q) training programs or developed as a separate module linked to the base programs.

A further potential issue of relevance is the DHS Universal Task List (UTL), upon which all ODP/DHS required training would be based, specific to one specific task "Cleanup" (IPR 10.3.8). Given the lack of clarity by OSHA with respect to whether 1910.120 would apply to future major incidents, the potential exists that DHS could develop separate and new training requirements for "cleanup" workers that differ from the 1910.120 required training. Despite this possibility, the non-DHS HAZWOPER need and customer base for the WETP HAZWOPER training remains.

Another issue that needs to be taken into consideration is that the Minimum Criteria/ Interpretive Guidance inadequately addresses some sectors of importance to HAZWOPER work, namely, transportation (rail, highway, water), skilled support personnel [1910.120 (q)(4)], specialist employees [1910.120(q)(5)] and pre-hospital and hospital first receivers. These sectors should be addressed in the Core criteria and, as appropriate, in the WMD Annex as add-on modules to Core criteria. Further, the Minimum Criteria/Interpretive Guidance characterization of emergency response/first responders is inappropriate and needs to be changed to encompass full time responders and collateral duty first responders.

It is also important to consider that the primary intent of the WETP training is the protection of worker safety and health in the highly hazardous environments inherent in HAZWOPER work. Protection is achieved through a dedicated emphasis on knowledge, skills, and abilities (KSA), which the Update must re-emphasize. In addition, the HAZWOPER standard establishes minimum training hour requirements. The importance of appropriate training should be re-emphasized noting that the HAZWOPER minimum training hour requirements are often insufficient to meet the required minimum KSA requirements. Because of this the TAC recommended that a range of training hours be put forth in the Update based upon the experience of the grantees.

It should also be noted that a vast array of advanced training technologies has emerged over the past decade. WETP addressed this in the Advanced Training Technologies (ATT) workshop in Colorado and in subsequent policy guidance. DHS has placed a heavy emphasis on such approaches as embodied within the ODP "blended learning" guidance documents. Many WETP grantees have skillfully and effectively integrated advanced training technologies into their training programs. As such, WETP grantees present examples of effective integration of such approaches as a means to enhance instructional effectiveness. What is evident is that ATT must be integrated in a major way in the Update. It should be seamlessly integrated into all aspects of the Core criteria. Further, while TAC members felt that the ODP "blended learning" guidance is of value in some respects, it lacks the

details appropriate to our programs. Therefore, the ODP guidance should be used with additions appropriate to our programs (such as the addition of “learning objects”), and a new title should be developed replacing “blended learning,” which in ODP terms appears to be solely focused on computer-based methods. Suggestions are welcome.

Another issue that needs to be taken into consideration is that a section on “Principles of Adult Education” was not included in the Minimum Criteria but was in the Interpretive Guidance. This important aspect needs to be included in the Update. In addition, NFPA 472 has been revised three times since the Minimum Criteria was developed. The recent 472 standard include WMD issues. The 1910.120 (q) sections of the Core criteria need to reflect these revisions. Additionally, a “Guidelines for Accreditation chapter” was in both the Minimum Criteria and the Interpretive Guidance. As OSHA has not and will not promulgate HAZWOPER accreditation standards, the WETP Minimum Criteria / Interpretive Guidance has become the de facto accreditation guidance, as embodied within 1910.120 Appendix E. This should be removed from the Update strawman. During the meeting of the TAC on December 7, 2004 we will discuss potential options for replacement of this chapter.

The final issues that need to be considered are site-specific training and refresher training. Site-specific training, as embodied within HAZWOPER, is supervised on-site training intended to assure that the workers have gained the necessary HAZWOPER knowledge and skills during the off-site core training course. In practice, this requirement is confusing and is often further confused with the required site-orientation. As a practical matter the site-specific training is the responsibility of the employer as is the initial site orientation. We need to re-visit this issue in the Update in order to more clearly define the grantees training responsibilities.

There was general agreement among the TAC members that refresher training needs to be addressed in some detail in the Update. Issues pertinent to this matter include skills requirements (not all training segments of HAZWOPER require such), additional attention to new technologies, and consideration of CBT approaches (recognizing that the OSHA policy on CBT training is presented in the WETP ATT Workshop document as a case study, remains unchanged, and is embraced by WETP).

John Moran then made some suggestions regarding the organization of the Guidance document. He explained that a new title for the Update guidance should be developed. It should not be an Update of the Minimum Criteria / Interpretive Guidance per se but rather a new WETP guidance. Suggested titles from the TAC members are requested.

He also suggested that the core criteria should be the centerpiece of the guidance document and should be based upon the structure of the Minimum Criteria / Interpretive Guidance with particular attention to a seamless integration of ATT, a reemphasis of the HAZWOPER basis, a revised Principles of Adult Education, among others.

He explained that a 1910.120 related training annex should also be included. This annex would include all the training programs that are often necessary to support HAZWOPER

work such as confined spaces, asbestos, radiation, lead, mold, biological, and the OSHA 10. The annex would state that such training programs would be required to meet the Core criteria, thus precluding the need to address these essential Program requirements separately and providing a definitive required linkage to the WETP core guidance.

WMD preparedness-training annex should also be included. This annex would specifically address WMD preparedness training programs developed and delivered by the grantees and the OSHA Disaster Site Worker Course being delivered by some grantees. As in the preceding, WMD training developed and delivered by the WETP grantees would be required to meet the Core criteria. This approach serves to assure that the WETP-funded WMD preparedness training programs meet the quality and core values of the WETP while at the same time separating these specific training programs from the core WETP guidance. This approach will provide a basis for rapid development of new WMD-specific courses as the Homeland Security requirements unfold while assuring that such programs funded by WETP meet the high quality standards of the Program.

References and resources also need to be included. Particularly with respect to the Department of Homeland Security emerging developments, it is important that the strawman and subsequent guidance document contain linkages to the latest and most relevant reference and resource documents and policy issuances.

Finally, Mr. Moran explained that there are issues that may influence the Update during development. These matters may influence the development of the Update. These are largely associated with emerging and as yet not finalized policies from DHS at this point in time.

One such issue is that the DHS (UTL) is not yet finalized. As the UTL will serve as the foundation of all DHS required training, it is of importance to the WETP and should be followed and examined in that respect.

Another issue is the change to the OSHA Disaster Site worker training course (7600) requirements. This course, developed jointly by OSHA and NIEHS/WETP is intended to provide major response preparedness training for response support workers during the initial incident response including SSP. In a November 3, 2004 speech by OSHA A/S John Henshaw in St. Louis he stated that "...workers who take the 16-hour class (OSHA 7600) plus the 10-hour construction outreach training will receive a disaster site worker course card..." and "...those also taking the 40-hour HAZWOPER training will receive a disaster site worker training program card." This will be a Gold Card. The Gold card blends HAZWOPER training with disaster response site worker training. This implies that if an incident is a federally declared major incident that HAZWOPER-only trained workers could not work the site during the cleanup phase. OSHA policy on this matter is likely to continue to evolve in the coming months.

Another issue that may influence the Update during development is the rollout of DHS training requirements. The basic DHS schedule calls for full implementation of the DHS required training by FY08. Of course, training programs will be approved or accredited prior to that time as the FY08 deadline is for full implementation.

The final issue that needs to be taken into consideration is DHS approval of federal agency training programs. DHS has stated that it intends to approve relevant training programs developed by other federal agencies. At this date, however, no criteria for such approvals have been put forth. This could offer the opportunity for approval of the WETP program in whole or in part, thus re-enforcing the importance of the Update and the value of the approach suggested above.

John Moran concluded his talk by taking questions and comments. Paul Remmer made the comment that we need to be really careful about what drives process. There is an underlying assumption that technological knowledge is all you need to be safe. This is not true. We should not be driven by the DHS definition of economic prudence. John Moran replied by saying that OSHA says that computer-based training is fine if students have access to instructors. The people we train face real hazards and at least, need to have access to trainers.

XII. Preliminary Evaluation Results

Participating Awardees were asked to fill out a meeting evaluation form. While the meeting as a whole was found to be quite informative and useful, awardees pointed out some areas that could be improved. Awardees pointed out sound and visual problems that occurred due to the size and shape of the general meeting room. There were also some technical difficulties and awardees gave suggestions about how to rectify these problems in the future. The Health and Safety Library and Curricula Catalog updates presented during the first day had only static examples of changes to the website. Awardees felt that dynamic examples would have been more beneficial. Awardees were therefore delighted with the breakout session that focused on these websites, since the breakout session utilized dynamic examples and training. The other breakout sessions were also well received although some awardees indicated that they wished the Hazardous Waste Worker Training breakout was a little more focused; perhaps, as some suggested, Power Point slides might have been useful.

While some awardees felt the Advanced Training Technology panel was useful, others felt the presentations were either too dry, too commercially oriented, or demonstrated unproven training methods. One exception however was the presentation given by Michael Glassic from Y-Stress. Awardees felt his presentation was dynamic and the software potentially quite useful.

David Cormier's presentation regarding the Labor Market study was met with resounding success. Awardees especially liked the fact that PowerPoint Slides were not used. They also found the presentation to be quite useful as most awardees were unfamiliar with this study. John Moran's Update on the Minimum Criteria and Interpretive Guidance was also well received.

In conclusion, The National Clearinghouse is pleased with the overall success of the meeting and enjoyed interacting with the Awardees. The Clearinghouse expects all technical Snafus to be remedied during the April Technical Meeting, and will naturally take all other comments into consideration as well.

December 2004 Awardee Meeting Evaluation Results



December 6-7, 2004

Total Respondents: 32

1

Welcome and NIEHS Update

	Poor	Fair	Good	Excellent	Missing
Joseph (Chip) Hughes, Sharon Beard, Ted Outwater, Patricia Thompson and Carolyn Mason, NIEHS	0% 0	6.3% 2	50% 16	37.5% 12	6.3% 2

Comments

1. Couldn't read many slides although a good number were quite legible. Good coverage of issues
2. I didn't know obesity was going to be a topic possible covered by NIEHS and would like to hear more on this.
3. Love timing/schedule
4. Make all PPT handouts 3 per page so they can be read. Good overview, important for grantees to know what direction NIEHS is coming from and where it is going.
5. Nice to have the positive feedback from Chip and Sharon. Good to know what to flag from Carolyn on new forms.
6. Please make sure the mic is working prior to starting the meeting. I did not hear the beginning of this section.
7. Poor audio
8. Thank you for the open mike intro. Great idea.
9. There are many new reports and formats for them on the website that I haven't had time to view yet. Well presented.

2

Clearinghouse Update

	Poor	Fair	Good	Excellent	Missing
Bruce Lippy, Rachel Gross and Maria Polis National Clearinghouse for worker Safety and Health Training	0% 0	6.3% 2	53.1% 17	34.4% 11	6.3% 2

Comments

1. Couldn't read many slides
2. I like the site for instructors and will encourage them to use it. I didn't even know you sent out a weekly NB until now.
3. It's obvious that many things are moving along quickly at WETP. It makes me a bit concerned that in spite of our good work, our consortium is not moving along as quickly as the WETP priorities. I fear that geographical trainer stats are a bit optimistic.
4. Nice to get the feedback on survey responses to date. On-line trainers' exchange seems like an interesting idea.
5. Point about PPT was evidenced by most of the presenters' slides
6. PPT handouts should be 3 per page. It is always important to have updates on sources for info and references.

3

Grantee-Produced Materials and the Law of Fair Use: Perspectives on sharing

	Poor	Fair	Good	Excellent	Missing
Davenport Robertson, NIEHS Chief of Library Services and Information.	15.6%	43.8%	25%	12.5%	3.1%
	5	14	8	4	1

Comments

1. Great information that we all can use.
2. I'm not sure if we needed as much presentation on this as we received. It was helpful in some ways to understand how NIH does this differently from other agencies.
3. Important topic. I hope to hear more about this in future sessions
4. Interesting but a little too general. Would have liked to be more applied to WETP
5. Need session just on copyright and fair use.
6. Not relevant to those of us who do not write research papers for publication.
7. PPT printouts should have no more than 3 slides per page. Still do not understand whether fair use does or does not apply to grantee-produced products.
8. Should have more use of educational material; less on papers.
9. Tailor presentation to discuss how this effects training curriculum and the clearinghouse
10. The presentation needed to be more targeted, i.e. "what do they need to know and how can I effectively communicate it."
11. What we need is a written proposal from NIEHS that spells out the policy on grantee produced materials, and then we can give our comments and discuss our needs/concerns. So far we have been talking too abstractly.

4

Health and Safety Library and Curricula Catalog Updates.

	Poor	Fair	Good	Excellent	Missing
Manfred Stanfield, National Clearinghouse for Worker Safety and Health Training.	3.1% 1	25% 8	56.3% 18	9.4% 3	6.3% 2

Comments

1. Could have allowed more time and more examples for general audience. Greater details probably given in data meeting but this info was often given to limited audience and often not the agency person responsible for curriculum review, edit, etc.
2. Equipment malfunction
3. Had trouble with Computer/website
4. I will assume that more info was given during the breakout.
5. It was impossible to see the web pages that were displayed within the PPT presentation. This tended to confuse rather than make clear the points being made.
6. Manfred gave an excellent overview
7. Need better graphics.
8. Presentation was too dry and too long. Reduce to key points and better understand the audience's needs and interests.
9. This would have been better as a live web presentation
10. Very hard to hear. Good overview of HASL. To bad the PPT bombed, but we got the info.

5

Concurrent Sessions: Which breakout did you attend?

	Number of Responses	Percentage of Responses
Business Official Meeting	7	21.9%
Hazardous Waste Worker Training and Department of Energy Issues	11	34.4%
Minority Worker Training and Brownfield Minority Worker Training Issues	2	6.3%
Data Issues	10	31.3%
Missing	2	6.3%

6

Concurrent Sessions: How would you rate the Business Official Meeting?

	Poor	Fair	Good	Excellent	Missing
Carolyn Mason and Pamela Evans, Office of Grants Management, NIEHS	0%	14.3%	28.6%	57.12%	0%
	0	1	2	4	0

Comments

1. Also attended HWWT. Both were enlightening.
2. Also attended Minority Worker Training session and rated it a 3 (good).
3. Very informative and interactive
4. Very little new information. Could have been much more focused or shorter. (also attended HWWT)

7

Concurrent Sessions: How would you rate the Hazardous Waste Worker Training and Department of Energy Issues session?

	Poor	Fair	Good	Excellent	Missing
Chip Hughes and Ted Outwater, NIEHS	0%	18.2%	63.6%	0%	18.2%
	0	2	7	0	2

Comments

1. Congrats to Chip for keeping the worker health and safety component in there as an annex. Glad you're doing what it takes to keep a place at the table for worker health and safety.
2. Could have been more directed with more specific topics to guide discussion.
3. Good discussion but needed a better summary with conclusion or future plans at the end of each discussion topic.
4. Good discussions
5. Lack of agenda was disappointing

8

Concurrent Sessions: How would you rate the Minority Worker Training and Brownfield Minority Worker Training Issues?

	Poor	Fair	Good	Excellent	Missing
Sharon Beard, NIEHS; Gary Kaplan, JFYNetWorks; Bruce Lippy and Larry Reed, MDB, Inc.	0% 0	50% 1	0% 0	50% 1	0% 0

Comments

1. I was really informed by Gary's presentation of his media approach. Hopefully inspired to do more on this.
2. Tighten the structure; we did not end up covering all items.

9

Concurrent Sessions: How would you rate the Data Issues Session?

	Poor	Fair	Good	Excellent	Missing
Patricia Thompson and Eric Steele, NIEHS; Lynn Albert, Alpha Gamma Technologies, Inc.	0% 0	0% 0	50% 5	50% 5	0% 0

Comments

1. As always, helpful info.
2. Curricula Catalogue has some excellent changes. Excited about small changes to DMS to make smooth entry available. Staff open to suggestions/changes. Easy conversation. 3. Effective session.
3. Good job Patricia! Good changes - at last a working system!
4. I appreciated the give and take in this session. We really benefited from the presence of one Awardee organization's data specialist who came well prepared with very good and practical questions and input. Patricia, Manfred, Eric and Lynn worked very well together.
5. Informative.
6. Needs assesment before changing current system.
7. Personnel did not review the changes they want to make.
8. Session was very interactive. Allowed for lots of questions/input from Awardees
9. The session was well organized. The speakers were very knowledgeable of the DMS.

10

Advanced Training Technology: New Awards and New Directions

	Poor	Fair	Good	Excellent	Missing
Thomas Held, Metamedia Training International; Kent Anger, Northwest Education Training Assessment; Robert Gray, CogniTech; Deborah Marmarelli, DCM Associates and Michael Glassic, Y-Stress.	6.3% 2	15.6% 5	40.6% 13	12.5% 4	25% 8

Comments

1. Bad scheduling. 10:00ish or 9:30ish better.
2. Generally poor slides. Mostly words and long lists
3. Good to hear what's going on and see product.
4. Good to see the variety of e-learning projects underway.
5. Helpful
6. I felt these presentations were the highlight of the conference.
7. It would have been good to have a handout that simply summarized the awardees work. It does sound like some of the awardees need an intro to the minimum criteria
8. Metamedia=excellent. NETA=no concept of engineering controls, if a farmworker falls off a ladder, who's fault is it? Not based on minimum criteria. Cognitech=poorly conceived. Trying to reinvent the wheel with a square block. Y-Stress=very interesting.
9. Michael's was very good. The others need to learn how to use technology.
10. Question some of the methods being tested, especially the non-interactive testing. Talking heads bad
11. The number of computer problems were surprising; avoid excessive apologies or nightmare stories.
12. Very commercial oriented. Detail was ok. Best was Y-Stress. It was short, definitive and user friendly.
13. Would be good to have a more fundamental discussion of how these programs should be evaluated and with what criteria. Basic question - how does the open access discussion apply to what's produced with the ATT money?

11

Trends and Labor Market Study Panel

	Poor	Fair	Good	Excellent	Missing
David Cormier, West Virginia University; Owen Douglass, Weston Solutions; David Anderson, Clean Harbors, Inc.	0% 0	9.4% 3	43.8% 14	25% 8	21.9% 7

Comments

1. "Western" didn't say much of value, nor did "Clean Harbors". Felt more like I was getting a sales pitch
2. Actually referred to handout!
3. I've used Ruttenberg's statistics and welcome this perspective.
4. I enjoyed the lack of PPT in the 1st presentation! This is all very valuable information.
5. Interesting presentation. Brought up ideas for future work. We do need to expand into looking for emergency responders (including collateral duty) first receivers, etc and training needs for more folks.
6. Interesting Q & A and discussion afterwards re: demand for training vs. work/jobs. Only a mention of migrant workers as a problem; Need more discussion.
7. One of the best panels you've had. Relevant to what we actually do and train for. Please do more of these presentations.
8. Some useful info here.
9. Terrific information. I would like for Dr. Cormier to give a more detailed description of the study. Mr. Anderson needed more time.
10. Very good session.
11. Well presented and I found the info very interesting.
12. Would like to see breakdown of data for both current and projected labor market by craft or trade.

12

Update on the Minimum Criteria and Interpretive Guidance

	Poor	Fair	Good	Excellent	Missing
John Moran, MDB, Inc.	0% 0	6.3% 2	40.6% 13	21.9% 7	31.3% 10

Comments

1. Always great to hear and get an update on the knowledgeable John Moran.
2. Good summary. We do need to plan a session (next meeting?) to have a full discussion of the MC changes. John's handout was one of the few properly designed for users.
3. Great to know this is happening
4. John is always on top of the info.
5. Well-organized and to the point.

Overall Evaluations

1

I found the meeting well organized

	Number of Responses	Percentage of Responses
Completely Disagree	0	0%
Disagree	1	3.1%
Unsure	1	3.1%
Agree	15	46.9%
Completely Agree	8	25%
Missing	7	21.9%

2

This meeting met my expectations

	Number of Responses	Percentage of Responses
Completely Disagree	0	0%
Disagree	4	12.5%
Unsure	0	0%
Agree	13	40.6%
Completely Agree	6	18.8%
Missing	9	28.1%

3

The meals at the conference were good

	Number of Responses	Percentage of Responses
Completely Disagree	0	0%
Disagree	0	0%
Unsure	3	9.4%
Agree	16	50%
Completely Agree	7	21.9%
Missing	6	18.8%

4

The length of the conference was...

	Number of Responses	Percentage of Responses
Too Long	4	12.5%
Too Short	0	0%
About Right	21	65.6%
Missing	7	21.9%

5

I like the Monday-Tuesday pattern for the meeting.

	Number of Responses	Percentage of Responses
Completely Disagree	1	3.1%
Disagree	3	9.4%
Unsure	6	18.8%
Agree	6	18.8%
Completely Agree	8	25%
Missing	8	25%

6

Suggestions topic ideas for the Spring Meeting.

Comments

1. A) Critical discussion of the dis/advantages of using hi(?)-tech; when and under what conditions is it appropriate to evaluate effectiveness from a pedagogical WETP grant perspective and what criteria do you use. B) Migrant Worker panel
2. A) Dr. Cormier presenting a more detailed explanation of his study. B) An actual demo from a grantee on how they use one of the ATT in actual classroom training.
3. A) Innovative evaluation methods that target critical thinking. B) More safety management training. C) BFWT success stories. D) Indemnification of "temp" responders - bring in lawyers and insurance comps.
4. A) Other language training successes and lessons learned (industrial and construction). B) Present and discuss NIEHS draft "rule" on open access. C) Presentations of new modules/programs in various areas. D) MC update. E) Effect of long shifts on H&S
An entire day of presentations is exactly what we do not do in training. Suggest that attendants be engaged in creating some products, such as RESPONSE to labor market study.
5. Connecting large companies to MWT/BMWT programs to insure employment post program.
6. Invite more contractors. We have access to local contractors but very little contact with the huge companies that happen to use the local contractors as subs.
7. Invoke broad participation throughout worker H&S training. Do not limit. It will be worth it for broad buy-in and final document.
8. Meeting started too late on Monday
9. Possible booth/demo time for feedback on to-date SBIR phase 1 and 2 content.
10. Status of the remediation work - skills/knowledge required, tech being used. Training of immigrants and/or ESL speaking workers. Training needs from contractors', supervisors' and workers' viewpoint.

7

Additional Comments

Comments

1. A) Please have a bit more content in next meeting. B) It's always good to hear what other grantees are doing if you need to fill in the agenda. C) Conference room was great. Liked the windows.
2. A topic on my favorite software, what are we using, what's best.
3. Could make better use of the first day. It was slow and topics could have been consolidated and/or better organized. Mon, Tue format not good for parents because have to leave home on Sunday.
4. Could not read last name or what organization a person was from on the name tags.
5. Had a difficult time hearing the majority of speakers and audience participants.
6. It would be a valuable exercise to list all technical difficulties and then assess the cause of each. Provide presenters with a list of "good practices." Avoid long, narrow conference rooms.
7. Name tags should have the institution of the attendee in a font that is readable
8. Please make legible copies of slides. Either 4/page or separate handouts of the resources and forms that have small print.
9. The meeting needs to be held closer to the schedule. We get behind because we are allowed to extend the breaks and start the meeting late.
10. The sound system wasn't great. We could not hear the speakers in the back of the room.
11. The space was great, location was close to eateries and entertainment. Would suggest that all shows would be on the same PC. Fewer problems means less time lost.
12. The use of handouts and PPT slides with such tiny words is less than helpful. If the info is worth giving, then make it readable to avoid frustration and resentment. Have a clicker that actually works.
13. This was a fabulous opportunity for us to learn. We look forward to contributing at the March session.