



WORKER EDUCATION  
AND TRAINING PROGRAM

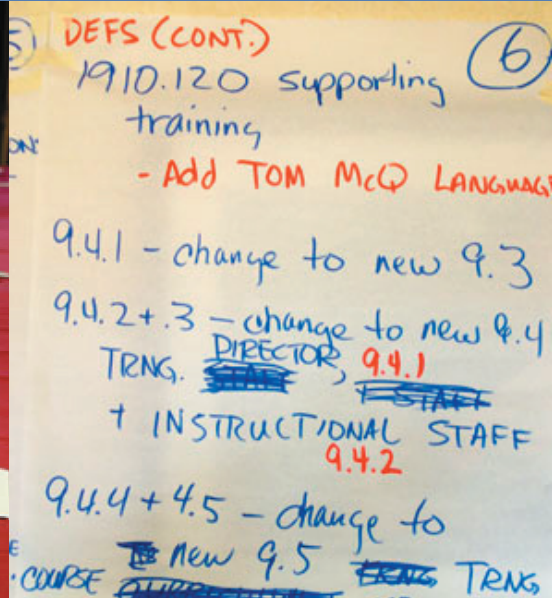
SPRING 2005  
**AWARDEE  
MEETING  
AND  
TECHNICAL  
CONFERENCE**

# Keeping Quality Current:

An Update of the NIEHS Minimum Criteria for  
Worker Health and Safety Training for Hazardous  
Waste Operations and Emergency Response

## FINAL REPORT

March 30 - April 1, 2005  
Manhattan Beach Marriott — Manhattan Beach, CA



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Produced by  
The National Clearinghouse for Worker Safety and Health Training  
1250 Connecticut Ave., NW, Suite 610 Washington, D.C. 20036 202-331-0060 www.wetp.org



## Executive Summary

From March 30<sup>th</sup> to April 1<sup>st</sup>, the NIEHS, Worker Education and Training Program (WETP) held its annual awardee meeting and technical workshop in Manhattan Beach, California. The awardee meeting took place from 8:30 am to 1:30 pm on Wednesday, March 30th. Joseph “Chip” Hughes, Carolyn Mason, Patricia Thompson, Ted Outwater and Sharon Beard from the NIEHS opened the meeting with a welcome and NIEHS update.

The meeting continued with the opening panel: “Reaching and Understanding the Training Needs of Underserved Populations.” Panelists discussed the challenges and rewards of initiatives to reach diverse populations in the western states and proposed strategies based on their experiences.

After the opening panel, Bruce Lippy updated the group on the National Clearinghouse. After the update, there was a second panel: “Contractor/Business Relations – Building Successful Training Partnerships.” During this panel, NIEHS Minority Worker and Brownfields Awardees jointly presented with local contractors how their programs have successfully partnered to develop quality training and meet the needs of both the trainee and the contractor/business community.

The technical workshop started that afternoon with a plenary panel entitled “The Importance of HAZWOPER.” During this panel, the role, importance and positive impact of 1910.120 were illuminated. In addition, the challenges to the responder community in incident response, the importance of consensus standards, and the impact of the National Response Plan were discussed. A second plenary panel entitled “Critical Crosscutting Issues,” followed. This panel focused on adult learning techniques, e-learning and program evaluation.

The technical workshop continued with breakout sessions on Thursday, March 31st, and concluded before noon on Friday, April 1st. Attendees participated in this major effort to revise the “Strawman” document; a national guidance document for training hazardous waste workers and emergency responders. John Moran and Donald Elisburg, consultants to the National Clearinghouse, developed the draft guidance document.

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## **NIEHS Awardee Meeting**

## Welcome and NIEHS Update

*Chip Hughes, WETP, NIEHS; Dennis Lang, DERT, NIEHS; Carolyn Mason, GMB, NIEHS; Patricia Thompson, WETP, NIEHS; Sharon Beard, WETP, NIEHS; Ted Outwater, WETP, NIEHS*

Chip Hughes, Director, WETB, NIEHS opened this year's awardee meeting by welcoming everyone. He then went on to explain the order of events for the day. Mr. Hughes made a special note of informing the attendees that the Clearinghouse five-year support contract is up for renewal. He explained that the request for the proposal for a contractor to run the resource center, WETP website, technical workshops and provide technical assistance and research will be released soon. The new contract award will begin in August of 2005.

Mr. Hughes also addressed the topic everyone was waiting for, which was the RFA reviews for the grantee applications. He explained that 42 applications were received and the Review Committee met on February 23<sup>rd</sup> through the 25<sup>th</sup>. Priority Scores and Summary Statements will be released in the NIH Commons and reviewed by the NIEHS Council on May 26<sup>th</sup>.



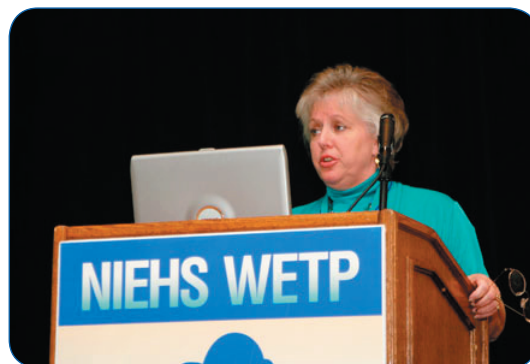
Dennis Lang, Deputy Director, the Division of Extramural Research and Training (DERT), NIEHS spoke about developing an NIH research agenda for medical countermeasures for chemical terrorism. His division in DERT creates, funds, and supports chemical initiatives for NIEHS. Currently there are no federally-sponsored research programs focused on the development of medical countermeasures for civilian populations following a chemical attack.

Given the importance of this initiative, the government has set goals for 2006 aimed at encouraging this research. These goals include: developing and implementing an NIH Research Strategic Plan on medical countermeasures against chemical agents; holding a number of workshops in FY '05 (underway) to determine needs, and; developing a number of new initiatives. He explained that the National Institute of Allergy and Infectious Diseases (NIAID), the National Institute of Environmental Health Sciences (NIEHS), the National Institute of Neurological Disorders and Stroke (NINDS), and the National Heart, Lung and Blood Institute (NHLBI) are major participants and there is a commitment of approximately \$50 million anticipated on behalf of the Department of Health and Human Services (DHHS) for this effort.

The main goal of this effort is to develop and deploy products for civilians. The specific objectives that need to be met to achieve this goal include: establishing medical research centers

for chemical countermeasures that focus on host response and repair, mechanisms of chemical injury, acute and chronic effects, diagnostics and biomarkers, therapeutics, protectants, and health effects of low-level exposure; expanding indications for use against chemical threat agents (e.g., anti-seizure drugs and neuroprotectants); and; applying military products for use on civilians.

Given NIEHS has both intra- and extramural expertise in basic biological research, toxicology, health effects, epidemiology, risk assessment, remediation, worker training and community involvement and outreach, Dr. Lang believes that NIEHS research can contribute a great deal to achieving these objectives. NIEHS grantees can especially contribute to the following research areas: environmental monitoring, cleanup, immediate response using chemical or physical methods, sustained response using biodegradation technologies, environmental transport and fate of contaminants, health effects, prevention and treatment strategies, worker training, first responders, and community outreach.



Carolyn Mason, Grants Management Officer, NIEHS Grants Management Branch was the next to speak. She discussed “carryover” and “just-in-time” issues. Ms. Mason emphasized that when requested, a grantee must provide “other support” information for all key personnel. She also noted that there is no carryover. She reminded the group that key personnel are individuals who contribute to the project development or execution in a substantive, measurable way, whether or not salaries are requested. “Zero percent” or “as needed” are not acceptable levels of involvement. Consultants should also be included if they meet the same definition.

NIH uses just-in-time procedures for certain programs and award mechanisms. These procedures call for limited information (e.g., a budget justification and a biographical sketch) to be submitted with investigator-initiated applications and allow for a possible NIH request for additional information, including information concerning other support. Just-in-time procedures also allow an applicant to defer certification of IRB approval of the project’s proposed use of human subjects, and evidence of compliance with the education in the protection of human research participants requirement until after completion of the peer review and just prior to funding. (Applications in response to RFAs also may be subject to these procedures. The RFA will specify the timing and nature of required submissions.)

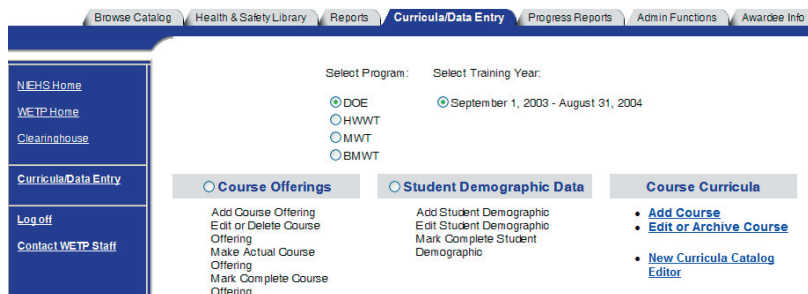
Information on other support will be requested as part of the just-in-time procedures. Institute/Center (IC) scientific program and grants management staff will review this information before receiving the award to ensure that sufficient levels of effort are committed to the project; there is no scientific, budgetary, or commitment overlap; and, only funds necessary to the approved project are included in the award.



Patricia P. Thompson, Program Analyst, NIEHS WETB spoke next. She discussed progress reports and the curricula catalogue. Ms. Thompson reminded the group that there is one progress report for the period from September 1, 2004 through August 31, 2005 due. This report must include training data and a narrative summary. It is due within 90 days of the end of the project period (December 1, 2005), and needs to be sent directly to the WETB.

Ms. Thompson then addressed the curricula catalog and noted that the long time it can take to upload curricula can be very frustrating. She gave some tips on how to make the upload go faster. One way to decrease upload time is to use a network with as high bandwidth as possible at a time when no one else is on the network. In addition, digital material (e.g. material created in adobe acrobat) uploads faster than scanned material.

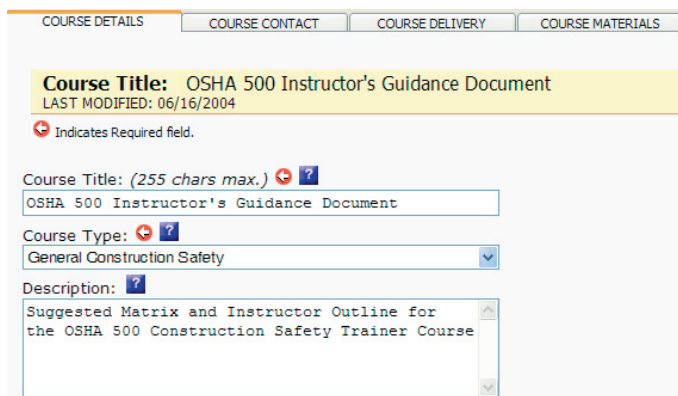
Ms. Thompson then explained the new additions to the curricula catalog site. The first change is that there is a new curricula catalog editor.



Secondly, there is a new Course List screen. On this screen courses can be viewed, edited and added.

ID	Curricula Title	Course Type	Status	Org Name	Date Updated /	Material Count	
826	<a href="#">OSHA 500 Instructor's Guidance Document</a>	General Construction Safety	Active	CENTER TO PROTECT WORKERS RIGHTS	2004-06-16	1	✗
821	<a href="#">MWTP Life Skills Curriculum</a>	Life Skills	Active	CENTER TO PROTECT WORKERS RIGHTS	2004-06-16	1	✗
824	<a href="#">BMWTP Life Skills Curriculum</a>	Life Skills	Active	CENTER TO PROTECT WORKERS RIGHTS	2004-06-16	1	✗
682	<a href="#">Asbestos Abatement Instructor Manual</a>	Asbestos Abatement Worker Basic	Active	CENTER TO PROTECT WORKERS RIGHTS	2003-10-30	1	✗

Thirdly, once you click on the curricula title in order to upload or edit it, you are taken to a screen with multiple tabs.





Ms. Thompson reminded everyone to continue to upload to the curricula catalog. Questions should be directed to the following people:

Data Submission for the DMS & Curricula Catalog

Patricia Thompson at [thomps2@niehs.nih.gov](mailto:thomps2@niehs.nih.gov) or 919-541-0117

Technical Problems for the DMS

Lynn Albert at [albert@niehs.nih.gov](mailto:albert@niehs.nih.gov) or 919-361-5444 ext. 219

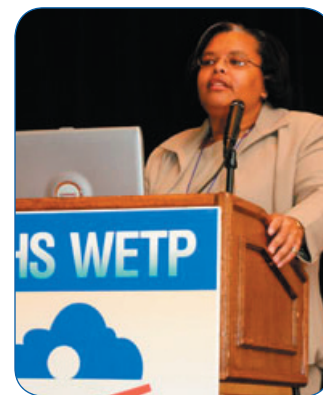
Technical Problems for the Curricula Catalog

Manfred Stanfield at [Stanfiel@niehs.nih.gov](mailto:Stanfiel@niehs.nih.gov) or 919-806-4570

After Ms. Thompson finished, Ted Outwater, Public Health Educator, NIEHS WETB took the podium and provided an update on the status of the Small Business Innovative Research (SBIR) awards. New awards will be announced in the next two months. In addition, Ted Outwater and Patricia Thompson will now be program co-administrators. Finally, there will be a new Request for Proposal posted in May. It will be on the same schedule as the current one.



Sharon D. Beard, Industrial Hygienist, NIEHS WETP was the last member of the NIEHS to speak. Ms. Beard gave an update on the Southern California Town Hall Meeting. Ms. Beard explained that the theme of the meeting was "Growing Pains: Health and Community Impacts of Goods Movement and the Ports." The meeting took place on Feb 25-26, 2005 in Long Beach, California.



During the town hall meeting, Dr. Ken Olden, the Director of the NIEHS spoke on NIEHS health initiatives. In addition, NIEHS WETP grantees spoke about the health and safety concerns associated with hazardous materials on ports, roads and rail.

There was also a workshop on hazardous materials held at the meeting. Linda Delp, from the UCLA Labor Occupational Safety and Health Program, facilitated this workshop. Other resource people included: Sharon Beard, NIEHS; Chee Chang & Francisco Martinez, IBT; Brenda Cantrell, National Labor College/Rail Workers Program; Ray Enriquez, Brotherhood of Locomotive Engineer, ILWU Representative; Mike Wang, Western States Petroleum Association; Don May, Earth Corps - Community Concerns; and, William Hatch, Firefighter/Hazmat Trainer.



Recommendations that came out of the workshop included: implement a plan for timely and accurate notification if a hazmat incident occurs; include community input on evacuation plans; identify an independent source of air monitoring who will issue results/notifications; maintain the placarding/labeling system and conduct more training in this area; conduct outreach to communities to educate people about the issues (like the CERT training); provide information on household toxic chemicals; provide more access to quality hazmat training; and, phase out toxic chemicals or substitute them for nontoxic chemicals that provide the same function.

## Opening Panel

### Reaching and Understanding the Training Needs of Underserved Populations

Moderator: *Linda Delp, Director, UCLA-Labor Occupational Safety and Health Program (LOSH)*

Panelists: *Esther Ramiros, UCLA-LOSH; Angela Marquez, Women in Non-Traditional Employment Roles (WINTER); BJ Griego, Brotherhood of Maintenance of Way (BMWE); Dinorah Barton Antonia, UC Berkley Labor Occupational and Health Program (LOHP); William Marquardt, AFSCME; Victor Narro, UCLA Labor Center*

The purpose of this panel was to discuss the challenges and rewards of initiatives to reach diverse populations in the western states and to propose strategies based on their experiences. Esther Ramiros and Angela Marquez spoke about collaborations to reach women of color. BJ Griego spoke about the role of worker trainers in reaching Navajo workers. Dinorah Barton-Antonio and William Barquardt discussed their experiences implementing a bilingual, multicultural approach to reaching Spanish speaking workers. Victor Narro has helped build alliances to promote immigrant worker rights.

The panelists highlighted the importance of assessing NIEHS-funded worker training programs for language and literacy levels appropriate for the workers. The work experience and technical knowledge of the workers also needs to be assessed. The courses need to be tailored to the population based on the results of the assessments. For foreign-speaking workers, it is not enough to translate the course material literally. It is important to employ tutors who speak the native language. This way, the tutors can translate the information using cultural references relevant to the student. Finally, it is important to develop alliances with other organizations such as unions and universities to change legislation that inadvertently discriminates against minority workers. This is especially important in the case of temporary, day and migrant workers.



Next, Linda Delp summarized the ideas discussed during this session: How we take what we learn from past years of NIEHS funding efforts and further it through assessment, adaptation, and alliances. Good assessment means critically analyzing language and literacy issues, experience levels, and technical knowledge of all those involved in our training programs. By adapting, we should tailor and customize our training materials and programs based on what we learned from our assessment. And by building alliances, we should be partnering with various organizations in our community to share best practices and other ideas.

Participants were then divided into several small groups to discuss two questions: (1) What underserved groups do you work with or would you like to work with? and (2) What strategies have you used or would you like to use? Some strategies that were recommended included setting up computer labs in day laborer communities, developing small group activities that are short in duration, building alliances to better improve the chance of students getting jobs upon completion of the training programs, and addressing environmental justice issues in the courses.

In conclusion, Linda Delp emphasized that it is critical to have Minimum Criteria guidelines that offer high quality training. A consistent challenge is to create guidelines that are not so rigid that it is difficult to reach diverse populations and tailor the training.

## National Clearinghouse Update

Bruce Lippy, Director, National Clearinghouse

Bruce Lippy began by thanking both John Moran and Donald Elisburg for their continued support and assistance with the minimum criteria document. He also thanked Rachel Gross and Paul Bisceglia for their leadership in organizing the conference. Bruce continued his presentation by noting that the report for the December 2004 meeting, “Older and Wiser: The Worker Education and Training Program Approaches Two Decades,” can be found at <http://www.wetp.org/wetp/1/04DecMtg>. He reviewed the Clearinghouse Advisory Board meeting and provided a list of the recommendations from the Advisory Board, which included encouraging the awardee community to incorporate the [www.wetp.com](http://www.wetp.com) website address in their email correspondences and on their websites, encouraging Principal Investigators to reach out to their organizational members who have not yet subscribed to the WETP newsbrief, increasing the National Clearinghouse’s role in reporting on the awardee community’s involvement in incidents of national interest, posting materials to the WETP website and newsbrief that trainers can hand out to their students as case studies regarding these incidents of national interest, and continuing with the Labor Market Study.

Dr. Lippy noted that the Clearinghouse took part in the Nanoscale Environmental Health Initiative, DHS TRADE committee, EPA Labor Task Force, DOE Chemical Management workshop, and OSHA First Receiver efforts.

Bruce then pointed out that the NIEHS WETP Emergency Support Activation Plan (ESAP) is completed and integrated into the National Response Plan through the OSHA Health and Safety Annex. OSHA is taking the lead with federal agencies to coordinate safety and health and has sent resource questionnaires to all involved federal organizations seeking expertise in chemical warfare agents, toxic industrial chemicals, biological warfare agents, radiological dispersal devices, and risk communication; equipment for direct reading detection for CWA/TIC, BWA, and radiation, field analysis, and sampling; existing training programs and trainers, respirator and PPE stockpiles; and, existing agreements with suppliers.



## Closing Panel:

### Contractor Business Relations – Building Successful Training Partnerships

Moderator: *Sharon Beard, NIEHS*

Panelists: *J. Luis Hipolito, Los Angeles Conservation Corps, Center to Protect Workers' Rights; James Spencer, Environmental Detectives Inc.; Christopher Hanif, Young Community Developers Inc., Laborers-AGC Education & Training Fund; Bill Williams, Tetra Tech Foster Wheeler*

The Closing Panel of 2005's WETP Spring Awardee Meeting was designed to give a little bit of local flavor to the proceedings. All of the panel members were from California-based organizations. Sharon Beard opened the panel by discussing the need for honest relationships between partners and how all members need to gain and build from the relationships that are developed. The members of the panel were chosen to offer examples of how they have successfully created and managed partnerships.

The first presenter, J. Luis Hipolito from the Los Angeles Conservation Corps (LACC), discussed LACC's partnership with Environmental Detectives Inc. (EDI). The LACC is a non-profit organization dedicated to teaching youth to take care of themselves and to become productive members of society. The LACC has developed partnerships with many organizations in the Los Angeles area, including the Center to Protect Workers' Rights and the EPA/City of Los Angeles Brownfields Program. Mr. Hipolito explained that EDI provides on the job training and mentoring to graduates of LACC's Brownfields Training Program. It also evaluates the screening and selection process that will allow LACC's training to be more effective. The results of LACC and EDI's partnership have been fruitful, creating an increased employer pool year-round in addition to Requests for Proposals (RFPs) and contracts that have language that specifically requests that LACC Brownfields graduates are hired.



Christopher Hanif and Bill Williams, from Young Community Developers Inc. (YCD) and Tetra Tech Foster Wheeler (TTFW) respectively, described their organizational partnership as an active cooperation over the last three years that has evolved into “a symbiotic relationship in which everyone's needs are met.” Mr. Hanif noted that establishing person-to-person communications, which provide a direct line of contact between hiring and supervising personnel, is an essential element that has allowed their partnership with TTFW to be a success. Both agreed that it was essential to clearly communicate project information such as the scope of work, the established timeline, upcoming projects and certification needs. Another element of a successful partnership is follow-up regarding the work performance of YCD graduates. This ensures that the needs of their clients are met, and any changes that need to be made to the training process are implemented. The most important thing that YCD and TTFW have found to facilitating a successful partnership is open and honest communication.

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## National Technical Workshop

## V. Plenary Panel One: The Importance of HAZWOPER

Moderator: *Chip Hughes, WETP, NIEHS*

Panelists: *Rich Nickle, ATSDR; Jerry Clark, NY State Office of Fire Prevention and Control*

Chip Hughes opened the plenary by thanking John Moran, Donald Elisburg, and the Technical Advisory Committee for their hard work in updating the Minimum Criteria document. Mr. Hughes emphasized how important it is to reflect on the relevance of the work of the NIEHS training programs in the real world. We have made a difference. He further explained that this session would provide some perspective on how HAZWOPER training has evolved in response to the cultural and job status changes of those people being trained.



Rich Nickle began his presentation by stating that HAZWOPER has proven to be one of the most successful regulatory policies, when properly implemented, for protecting workers. Mr. Nickle then used a series of powerful images to buttress this opinion. He discussed that during the 1960s and 1970s, before HAZWOPER, the disposal of hazardous waste was routinely uncontrolled. Mr. Nickle went on to depict several technological advances made since that time that have

helped with managing chemicals. He also noted the benefits of placards and markings and decried the recent efforts to remove placards for security reasons.

Mr. Nickle emphasized that HAZWOPER requires using safer assessment measures instead of relying on your senses alone. HAZWOPER requires knowing what happens to the chemicals when they are out of their designated containers. It requires an emergency plan and establishes a chain of command for safety issues.

Next, Jerry Clark addressed the evolution of the New York State Hazmat Training that began in 1976 as an 8-hour course. In the late 1980s, the Hazmat training expanded to a 16-hour course that reflected both a mandated standard of care and a consensus standard for Hazmat responders; later a technician level training course was developed and delivered. In 1998, greater emphasis was placed on weapons of mass destruction, as their potential to be used grew. Today, New York State reaches over 15,000 first responders students annually, has trained over 100,000 people, and has expanded course titles from one in 1976 to almost thirty. The common thread through all of these accomplishments is HAZWOPER.

Mr. Clark noted that HAZWOPER was the first hazardous materials standard of care to be defined in federal regulations and has grown to be one of the most comprehensive OSHA standards, especially the operational procedures section. While HAZWOPER is still as important today as it was when it first began, future issues must be addressed. These issues must focus on incorporating WMD considerations, integrating the National Response Plan, the Incident



Command System, and Hazmat into the training courses. In addition, Hazmat training needs to use good time management, to be very visual to meet today's cultural needs, to provide for application of knowledge, skills, and abilities, and to use technology to reach those that cannot get to the classroom.

## Plenary Panel Two: Critical Crosscutting Issues

Moderator: *Bruce Lippy, Director, WETP Clearinghouse*

Panelists: *Betty Szudy, LOHP; Doug Feil, Kirkwood Community College; Tom McQuiston, PACE Union*

The first speaker in this plenary session was Betty Szudy. She discussed an adult-learning technique called “Training for Action” that can nicely be applied to 1910.120 training. Training for Action consists of five guidelines:

1. Develop clear, measurable objectives.
  - Knowledge objectives – These objectives list the type of knowledge participants will gain during the session.
  - Behavioral objectives – These objectives focus on desired skills and competencies that participants will acquire.
  - Attitude objectives – These objectives try to make an impact on participants’ attitudes, values and beliefs.
  - Social action objectives – These objectives emphasize collective actions for change rather than individual behavioral change.
2. Develop one or two key points that you will want to emphasize several times during your training session.
3. Pick training methods that will work well with your topic, involve participants and allow them to:
  - Share their experiences and knowledge about the topic.
  - Discuss and apply the information.
  - Analyze the information, their own experiences, and their values related to this topic.
  - Talk about how they can or cannot apply this information back in their workplace’s culture.
4. Consider your audience – think about language, literacy and workplace culture issues.
5. Remember Training for Action – Come up with at least two open-ended questions you can ask the group that would help you “push” your sessions into a Training for Action session (Example: What is one way you can use this information to improve health and safety at your worksite in the next month?).



Doug Feil from Kirkwood Community College (KCC) spoke about e-learning. Mr. Feil reported on a study of blended learning programs conducted on HAZWOPER students at KCC. Blended learning is learning which combines online and face-to-face approaches. The results of this study indicated that over 90% of the students that received both on-line and face-to-face (blended) learning completed the program. Eighty-two percent of the students who received only online learning with an instructor finished the program. Fewer than 70% of the students who received only on-line learning without an on-line instructor, finished the program. This study shows that a blended learning approach to HAZWOPER training is the most successful.



Mr. Feil also explained the usefulness and importance of “Learning Objects.” Learning objects are small e-learning units for the classroom, lab, distance learning setting, and the field. They are used to enhance the learning experience through reinforcement and repetition. Many educational exports see learning objects as an important new development.

The last person on the panel to speak was Tom McQuiston who discussed the necessity of evaluating training programs. Among other things, evaluation often establishes: the criteria used to measure success; the questions that get asked, and often, the possible answers; how the data are analyzed; who gets to decide what the data mean, and; what works and what doesn’t work.

Dr. McQuiston emphasized that evaluation should be a vehicle for NIEHS grantees to help check assumptions about the trainees work environments, our training programs and how they affect change, and how our programs not only lead to increased knowledge and skills, but to improved safety and health. Evaluation should additionally enable grantees to: align all aspects of our programs with the values of participation and empowerment, help participants become more critically aware of what is right and what needs to be changed, apply learning to program development, and share and build solidarity within and across programs.



## Charge to the Breakouts

John Moran and Donald Elisburg, National Clearinghouse

After the second plenary, John Moran and Donald Elisburg explained how the breakout sessions would work. Don Elisburg emphasized the importance of learning objectives and the evaluation process. He also provided a brief history of the evolution of the minimum criteria documents and how it became Appendix E of the 1910.120 OSHA Hazwoper Regulations. The issues for consideration are what we are going to teach and how we are going to teach it.

In the end, the focus is how best to keep the workers safe and healthy on the job. That is the bottom line. John Moran also discussed some of the early history of the development of the document with the collaboration of Denny Dobbin (former WETP Director). John Moran emphasized that the purpose of the breakout sessions is to revise and refine the draft guidance document that Mr. Moran and Mr. Elisburg created, based on directions from a Technical Advisory Committee that had been established to guide the process.



## Breakouts and Report Back Session

The six breakouts were based primarily on the broad sections of the draft guidance document:

- General criteria
- Program QC, accreditation/self-certification, worker training principles, and characteristics of excellence
- Training curriculum guidelines 1910.120 (b)-(o) including 1910.120 supporting materials and WMD
- Training curriculum guidelines 1910.120 (p) for RCRA/TSD
- Training curriculum guidelines for 1910.120 (q) for full-time Emergency Response
- Training curriculum guidelines for 1910.120(q) for collateral duty ER including facility emergency responders, hospital first receivers, SSP, and specialist employees.



Each person had been assigned to a specific breakout session based on his or her expertise. Each breakout had two or three facilitators and a note taker. During the sessions, participants discussed specific sections of the draft “Strawman” and attempted to come to a consensus on what parts of their sections needs to be changed. Deliberations took place all day Thursday, March 31<sup>st</sup> and for several hours during the morning of April 1<sup>st</sup>. The Clearinghouse collected all electronic notes and photographed all flip chart pages.

Immediately following that session, each group presented the results of their deliberations to the entire group in a large closing session that ended before noon. The results indicated that the groups had engaged in productive, sometimes heated, discussions, but were able to come to many points of consensus on key issues. Minority opinions were recorded to ensure all points were heard. The session ended with Chip Hughes thanking the participants for their hard work and noting the next steps that will lead to a final document.



## Appendix A: Agendas



# NIEHS Worker Education and Training Program Awardee Meeting

March 30, 2005  
Manhattan Beach, CA

Manhattan Beach Marriott • 1400 Parkview Avenue • Manhattan Beach, CA 90266 • (310) 546-7511

### Agenda 2005 Spring Awardee Meeting Wednesday, March 30, 2005

- 8:00 a.m. **Registration and Breakfast**
- 8:30 a.m. **Welcome and Greetings from NIEHS** **Joseph “Chip” Hughes**, Director, WETB, NIEHS
- NIEHS Chemical Terrorism Initiative** **Dennis Lang**, Deputy Director, DERT, NIEHS
- 8:45 a.m. **NIEHS Update**  
**Joseph “Chip” Hughes, Carolyn Mason, Patricia Thompson, Ted Outwater, and Sharon Beard**, NIEHS  
*Topics:* National Clearinghouse Recompetition and WETP Grants Review; Carryover and Just in Time Issues; 2005 Progress Reports, Close Out, and Curricula Issues; SBIR Awards; and WETP Participation in the Town Hall Meeting on Growing Pains: Health and Community Impacts of Goods Movement and the Ports in Long Beach, CA.
- 9:15 - 11:30 a.m. **Opening Panel: Reaching and Understanding the Training Needs of Underserved Populations**  
Panelists will discuss the challenges and rewards of initiatives to reach diverse populations in the western states and will propose strategies based on their experiences.  
*Moderator:* **Linda Delp**, Director, UCLA-Labor Occupational Safety & Health Program (LOSH/CAC)  
*Panelists:*
- **Esther Ramirios**, UCLA-LOSH, and **Angela Marquez**, Women in Non-traditional Employment Roles (WINTER) – Collaborations to reach women of color
  - **BJ Griego**, Brotherhood of Maintenance of Way (BMWE) – The role of worker trainers in reaching Navajo workers
  - **Dinorah Barton-Antonio**, UC Berkeley LOHP, and **William Marquardt**, AFSCME – A bilingual, multicultural approach to reaching Spanish-speaking workers
  - **Victor Narro**, UCLA Labor Center – Building alliances to promote immigrant worker rights
- 10:30 - 10:45 a.m. **Break**

## NIEHS WETP Awardee Meeting

March 30, 2005 — Manhattan Beach, CA

11:30 a.m.      **National Clearinghouse Update**      **Bruce Lippy**, Director, Clearinghouse

11:45 a.m.      **Closing Panel: Contractor/Business Relations -Building Successful Training Partnerships**

NIEHS Minority Worker and Brownfields Awardees will jointly present with local contractors how their programs have successfully partnered to develop quality training programs and meet the needs of both the trainee and the contractor/business community.

*Moderator:* **Sharon Beard**, WETB, NIEHS

*Panelists:*

- **J. Luis Hipolito**, Program Manager, Los Angeles Conservation Corps – Center to Protect Workers' Rights
- **James Spencer**, Senior Industrial Hygienist – Environmental Detectives Inc.
- **Christopher Hanif**, Program Coordinator, Young Community Developers Inc. – Laborers-AGC Education & Training Fund
- **Bill Williams**, Construction Manager, Tetra Tech Foster Wheeler (TTFW)

12:30 p.m.      **Lunch**

*Luncheon Speaker:* **Kent Wong**, Director UCLA Center for Labor Research and Education

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**Keeping Quality Current:**

An Update of the NIEHS Minimum Criteria for Worker Health and Safety Training for Hazardous Waste Operations and Emergency Response



# NIEHS Worker Education and Training Program Technical Conference

March 30 – April 1, 2005  
Manhattan Beach, CA

Manhattan Beach Marriott • 1400 Parkview Avenue • Manhattan Beach, CA 90266 • (310) 546-7511

## Agenda

### 2005 Spring Technical Conference

Wednesday, March 30, 2005

#### Keeping Quality Current:

An Update of the NIEHS Minimum Criteria for Worker Health and Safety Training for  
Hazardous Waste Operations and Emergency Response

- 2:00 p.m.     **NIEHS Welcome**                                     **Joseph Hughes**, WETB, NIEHS and **Dennis Lang**, DERT, NIEHS
- 2:15 p.m.     **Plenary Panel One: The Importance of HAZWOPER**  
*Moderator: Joseph Hughes*, WETB, NIEHS  
HAZWOPER: an indispensable training tool
- The role, importance, and positive impact of 1910.120                                     **Rich Nickle**, ATSDR
  - The challenges to the responder community in incident response, the importance of consensus standards, and the impact of the NRP                                     **Jerry Clark**, NY State Office of Fire Prevention and Control
- 3:00 p.m.     **Break**
- 3:15 p.m.     **Plenary Panel Two: Critical Crosscutting Issues**  
*Moderator: Bruce Lippy*, Clearinghouse
- Adult Learning Techniques     **Betty Szudy**, LOHP
  - E-learning     **Doug Feil**, Kirkwood Community College
  - Evaluation     **Tom McQuiston**, PACE Union
- 4:30 p.m.     **Charge to the Breakouts**                                     **John Moran** and **Donald Elisburg**, Clearinghouse
- 5:00 p.m.     **Closing**
- 5:15 p.m.     **Meeting of the breakout co-facilitators and note takers** (Room 207)

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Keeping Quality Current:

An Update of the NIEHS Minimum Criteria for Worker Health and Safety Training for Hazardous Waste Operations and Emergency Response



## NIEHS WETP Technical Conference

March 30 - April 1, 2005 — Manhattan Beach, CA

### Agenda 2005 Spring Technical Conference Thursday, March 31

- 8:00 a.m. **Breakfast available**
- 8:30 a.m. **Breakout sessions**
- 1: General Criteria
  - 2: Program QC, Accreditation/Self-certification, Worker Training Principles, and Characteristics of Excellence
  - 3: Training Curriculum Guidelines 1910.120 (b)-(o) including .120-supporting and WMD
  - 4: Training Curriculum Guidelines for RCRA/TSD 1910.120 (p)
  - 5: Training Curriculum Guidelines for Full-time Emergency Response 1910.120(q)
  - 6: Training Curriculum Guidelines for Collateral Duty Emergency Response under 1910.120(q) including collateral duty facility emergency responders, hospital first receivers, SSP, specialist employers
- 10:30 a.m. **Break**
- 10:45 a.m. **Breakout sessions continue**
- 12:00 p.m. **Lunch**
- Luncheon speaker **Robert Gottlieb**, Occidental College, co-author of the book, "The Next Los Angeles: The Struggle for a Livable City"
- 1:30 p.m. **Breakout sessions continue** (with break around 3:00)
- 5:00 p.m. **Closing**
- 5:30–7:30 p.m. **Reception**

### Friday, April 1, 2005

- 8:00 a.m. **Breakfast available**
- 8:30 a.m. **Final meeting of breakout groups**
- 10:00 a.m. **Break**
- 10:15 a.m. **Plenary Session:** Reports of the Breakout Co-chairs and Discussion
- 11:45 a.m. **Next Steps and Closing** **Joseph Hughes** and **Bruce Lippy**, Clearinghouse

## Appendix B: List of Participants



# NIEHS Worker Education and Training Program Awardee Meeting

March 30, 2005  
Manhattan Beach, CA

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### Attendees

Last Name	First Name	Organization	Phone	e-mail
Aldridge	Patricia	Fluor Hanford/HAMMER	509-373-7972	patricia_k_aldridge@rl.gov
Alerding	Linda	Midwest Consortium	513-558-0528	alerdilr@uc.edu
Anger	Kent	Northwest Education Training and Assessment & OHSU	503-635-2199	anger@ohsu.edu
Baker	Ellen	National Clearinghouse	202-331-0060	ebaker@michaeldbaker.com
Baker	Michael	National Clearinghouse	202-331-0060	mbaker@michaeldbaker.com
Barton-Antonio	Dinorah	Labor Occupational Health Program	510-642-5507	dinorahb@berkeley.edu
Beard	Sharon	National Institute of Environmental Health Sciences	919-541-1863	beard1@niehs.nih.gov
Berntsen	Pat	Kirkwood Community College	319-398-5678	pat.berntsen@kirkwood.edu
Bisceglia	Paul	National Clearinghouse	202-331-0060	pbisceglia@michaeldbaker.com
Bray	Eric	International Chemical Workers Union Council	330-867-2444	ebray@icwuc.org
Bullard	Robert	Clark Atlanta University- Environmental Justice Resource Center	504-304-9135	rbullard4ej@worldnet.att.net
Cantrell	Brenda	National Labor College- George Meany Campus	301-431-5435	bcantrell@nationallaborcollege.edu
Castillo	Esveyda	UCLA Labor Occupational Safety and Health Program	310-794-5974	esvcast@ucla.edu
Catlin	Mark	SEIU Education and Support Fund	202-898-3290	catlinm@seiu.org
Chang	Chee	International Brotherhood of Teamsters	202-624-6963	CChang@
Copley	Donald	International Association of Fire Fighters	202-824-1520	dcopley@iaff.org
Daltuva	Judith	University of Michigan	734-936-0756	jdal@umich.edu

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Davis	Wendell	International Association of Fire Fighters	202-737-8484	wdavis@iaff.org
Dawkins	Michelle	Clark Atlanta University Environmental Justice Resource Center	404-880-6914	mdawkins@cau.edu
Dennis	Scott	International Association of Fire Fighters	202-737-8484	sdennis@iaff.org
Dowling	Mollie	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Elisburg	Donald	National Clearinghouse	301-299-2950	delisbur@infionline.net
Ellenberger	Don	The Center to Protect Workers' Rights	301-578-8500	donellenberger@cpwr.com
Emery	Alonzo	Opportunities Industrialization Center West	650-330-6424	aemery@oicw.org
Evans	Pamela	National Institute of Environmental Health Sciences	919-541-7629	evans3@niehs.nih.gov
Feil	Doug	Kirkwood Community College	319-398-5678	doug.feil@kirkwood.edu
Gill	Mike	PACE International Union	615-831-6775	mgillpaceunion@adelphia.net
Glasby	Rick	Metamedia Training International, Inc.	301-515-6300	rglasby@metamediausa.com
Glassic	Michael	Y-Stress Inc.	570-894-2371	mglassic@y-stress.com
Gorka	Noreen	Y-Stress Inc.	570-894-2371	ngorka@y-stress.com
Gotsch	Audrey	UMDNJ-School of Public Health	732-235-9700	gotschar@umdnj.edu
Gray	Robert	CogniTech Corporation	801-322-0101	rgray@cognitech-ut.com
Gregoire	Larry	International Chemical Workers Union Council	330-867-2444	lgregoire@icwuc.org
Griego	BJ	National Labor College-George Meany Campus	301-439-2440	griegos_4@comcast.net
Gross	Rachel	National Clearinghouse	202-331-0060	rgross@michaeldbaker.com
Gustafson	Gary	Laborers-AGC Education and Training Fund	860-974-0800	jlindsey@laborers-agc.org
Hanif	Christopher	Young Community Developers Inc. / Laborers-AGC	860-974-0800	jlindsey@laborers-agc.org
Held	Thomas	MetaMedia Training International, Inc.	301-515-6300	theld@metamediausa.com
Hepke	Janis	UC Davis Extension	530-757-8602	jhepke@unexmail.ucdavis.edu
Herleikson	Cynthia	Laborers-AGC Education and Training Fund	860-974-0800	jlindsey@laborers-agc.org

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Hipolito	J. Luis	Los Angeles Conservation Corps	213-210-7621	lhipolito@lacorps.org
Holdbrooks	Mark	Office of Applied Innovations, Inc.	312-528-3500	mholdbrooks@oaiinc.org
Huenefeld	Jack	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Hughes	Chip	National Institute of Environmental Health Sciences	919-541-0217	hughes3@niehs.nih.gov
Johnson	Daniel	Laborers-AGC Education and Training Fund	860-974-0800	jlindsey@laborers-agc.org
Kapelner	Joshua	Laborers-AGC Education and Training Fund	860-974-0800	jlindsey@laborers-agc.org
Kilgo	Everett	NYC District Council of Carpenters	973-286-2071	dkillinger@nycctbf.org
Killinger	Donald	NYC District Council of Carpenters	212-366-7875	dkillinger@nycctbf.org
Koshy	Koshy	UMDNJ-School of Public Health	732-235-9459	koshyko@umdnj.edu
Lang	Dennis	National Institute of Environmental Health Sciences	919-541-7729	lang4@niehs.nih.gov
Lewis	Myra	Deep South Center for Environmental Justice - Xavier University of Louisiana	504-304-9135	mmarlewis@aol.com
Linda	Delp	UCLA Labor Occupational Safety and Health Program/CAC	310-794-5976	ldelp@ucla.edu
Lippy	Bruce	National Clearinghouse	202-331-0060	blippy@michaeldbaker.com
Marmarelli	Deborah	DCM Associates	989-773-4959	dmarmarelli@msn.com
Mason	Carolyn	National Institute of Environmental Health Sciences	919-541-1373	mason6@niehs.nih.gov
Mathews	John	UCLA Labor Occupational Safety and Health (LOSH) Program	310-794-5989	mathewsj@ucla.edu
McCabe	Barbara	Operating Engineers National Hazmat Program	304-253-8674	bmccabe@iuoeiettc.org
McNamara	Suzanne	NYC District Council of Carpenters - Grants Administration	212-366-7874	smcnamara@nycctbf.org
McQuiston	Tom	PACE International Union	615-831-6775	twehby@pacevoice.org

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Mirer	Franklin	UAW Health & Safety Department	313-926-5563	fmirer@uaw.net
Mitchell	Chuck	University of Washington	206-795-2284	chuckm@u.washington.edu
Mizula	Bernard	University of Mass/Lowell - The New England Consortium	978-934-4316	Bernard_Mizula@uml.edu
Mock	Amy	AFSCME Training and Education Institute	614-794-9642	akmock@aol.com
Moran	John	National Clearinghouse	202-331-0060	ebaker@michaeldbaker.com
Morawetz	John S.	ICWUC Center for Worker Health & Safety Education	513-621-8882	JMorawetz@ICWUC.org
Morse	Paul	University of Massachusetts Lowell	978-934-4389	Paul_Morse@uml.edu
Murphy	Leslie	U.S. Capitol Police	202-228-4646	Leslie_Murphy@cap-police.senate.gov
Myers	David	The New York City District Council of Carpenters Benefits Fund	212-366-7877	dmyers@nycbcbf.org
Oldfield	Kenneth	The University of Alabama at Birmingham	205-934-8105	oldfield@uab.edu
Outwater	Ted	National Institute of Environmental Health Sciences	919-541-2972	outwater@niehs.nih.gov
Padro-Soler	Gladys	National Puerto Rican Forum, Inc.	718-585-4147	mosorio933@optonline.net
Polis	Maria	National Clearinghouse	202-331-0060	mpolis@michaeldbaker.com
Potter	Herman	PACE International Union	615-831-6775	hpotter@pacevoice.org
Ramirios	Esther	UCLA Labor Occupational Safety and Health Program	310-794-5964	ramirios@ucla.edu
Reed	Tipawan	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Renner	Paul	The Labor Institute	917-606-0511	paullabor@laborinstitute.org
Rice	Carol	Midwest Consortium	513-558-1751	alerdilr@uc.edu
Robinson	Bill	Fluor Hanford/HAMMER	509-373-6338	billy_g_bill_robinson@rl.gov
Rodgers	Carol	National Labor College-George Meany Campus	301-439-2440	crodgers@nationallaborcollege.edu
Rosen	Mitchel	UMDNJ-School of Public Health	732-235-9452	mrosen@umdnj.edu
Sanborn	Wayne	University of Mass/Lowell - The New England Consortium	978-934-4316	Wayne_Sanborn@uml.edu
Short	Rex	University of Tennessee EERC	865-924-1619	rashort@utk.edu
Simms	Chelsea	National Clearinghouse	202-331-0060	ebaker@michaeldbaker.com

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Smith	Gregory	National Puerto Rican Forum, Inc.	718-585-4147	melissao@nprf.org
Snyder	Ron	Kirkwood Community College	319-398-5678	ron.snyder@kirkwood.edu
Somerville	Sheila	California-Arizona Consortium	310-794-5975	ssomervi@ucla.edu
Spencer	James	Environmental Detectives	310-345-9804	drfreshair@msn.com
Stafford	Pete	The Center to Protect Workers' Rights	301-578-8500	pstafford@cpwr.com
Stephens	Doug	PACE International Union	615-831-6775	dstephens@pacevoice.org
Sutton	Lisa	Clark Atlanta University Environmental Justice Resource Center	404-880-6608	lsutton@cau.edu
Szudy	Betty	Labor Occupational Health Program	510-642-5507	bszudy@berkeley.edu
Tarbrake	Mary	The Center to Protect Workers' Rights	301-578-8500	mtarbrake@cpwr.com
Thompson	Patricia	National Institute of Environmental Health Sciences	919-541-0117	thomps2@niehs.nih.gov
Treanor	David	International Union of Operating Engineers	202-778-2643	dtreanor@iuoe.org
Turner	Ebony	Deep South Center for Environmental Justice - Xavier University of Louisiana	504-304-9135	turner1596@aol.com
Vaughn	Kizetta	The Center to Protect Workers' Rights	301-578-8500	kv3460@aol.com
Vazquez	Luis	UAW Health and Safety Department	313-926-5612	lvazquez@uaw.net
Veasey	Dwight	The University of Alabama at Birmingham	205-975-8617	aveasey@uab.edu
Webster	Sheila	University of Tennessee EERC	865-207-2125	swebster@uyk.edu
Wehby	Tim	PACE International Union	615-831-6775	dstephens@pacevoice.org
Williams	William	Foster Wheeler / Laborers-AGC	860-974-0800	jlindsey@laborers-agc.org
Wolford	Rod	FOF Communications	202-667-6048	fof@fofcom.com
Wright	Beverly	Deep South Center for Environmental Justice - Xavier University of Louisiana	504-304-9135	turner1596@aol.com



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## Attendees

Last Name	First Name	Organization	Phone	e-mail
Aldridge	Patricia	Fluor Hanford/HAMMER	509-373-7972	patricia_k_aldridge@rl.gov
Anger	Kent	Northwest Education Training and Assessment & OHSU	503-635-2199	anger@ohsu.edu
Baker	Ellen	National Clearinghouse	202-331-0060	ebaker@michaeldbaker.com
Baker	Michael	National Clearinghouse	202-331-0060	mbaker@michaeldbaker.com
Barton-Antonio	Dinorah	Labor Occupational Health Program	510-642-5507	dinorahb@berkeley.edu
Beard	Sharon	National Institute of Environmental Health Sciences	919-541-1863	beard1@niehs.nih.gov
Begaye	Darryl	National Labor College	301-439-2440	dstin_wade@hotmail.com
Berntsen	Pat	Kirkwood Community College	319-398-5678	pat.berntsen@kirkwood.edu
Bisceglia	Paul	National Clearinghouse	202-331-0060	pbisceglia@michaeldbaker.com
Bullard	Robert	Clark Atlanta University-Environmental Justice Resource Center	504-304-9135	rbullard4ej@worldnet.att.net
Burgie	Andrew	COEH at Hunter College	212-481-7652	aburgie@hunter.cuny.edu
Cantrell	Brenda	National Labor College-George Meany Campus	301-431-5435	bcantrell@nationallaborcollege.edu
Catlin	Mark	SEIU Education and Support Fund	202-898-3290	catlinm@seiu.org
Chang	Chee	International Brotherhood of Teamsters	202-624-6963	CChang@
Copley	Donald	International Association of Fire Fighters	202-824-1520	dcopley@iaff.org
Daltuva	Judith	University of Michigan	734-936-0756	jdal@umich.edu
Davis	Wendell	International Association of Fire Fighters	202-737-8484	wdavis@iaff.org
Dawkins	Michelle	Clark Atlanta University Environmental Justice Resource Center	404-880-6914	mdawkins@cau.edu

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Dennis	Scott	International Association of Fire Fighters	202-737-8484	sdennis@iaff.org
Dowling	Mollie	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Elisburg	Donald	National Clearinghouse	301-299-2950	delisbur@infionline.net
Ellenberger	Don	The Center to Protect Workers' Rights	301-578-8500	donellenberger@cpwr.com
Emery	Alonzo	Opportunities Industrialization Center West	650-330-6424	aemery@oicw.org
Feil	Doug	Kirkwood Community College	319-398-5678	doug.feil@kirkwood.edu
Feingold	Arlene	UCLA Labor Occupational Safety and Health Program	310-794-5964	feingold@ucla.edu
Gill	Mike	PACE International Union	615-831-6775	mgillpaceunion@adelphia.net
Glasby	Rick	Metamedia Training International, Inc.	301-515-6300	rglasby@metamediausa.com
Glassic	Michael	Y-Stress Inc.	570-894-2371	mglassic@y-stress.com
Gorka	Noreen	Y-Stress Inc.	570-894-2371	ngorka@y-stress.com
Gotsch	Audrey	UMDNJ-School of Public Health	732-235-9700	gotschar@umdnj.edu
Gray	Robert	CogniTech Corporation	801-322-0101	rgray@cognitech-ut.com
Gross	Rachel	National Clearinghouse	202-331-0060	rgross@michaeldbaker.com
Gustafson	Gary	Laborers-AGC Education and Training Fund	860-974-0800	jlindsey@laborers-agc.org
Held	Thomas	MetaMedia Training International, Inc.	301-515-6300	theld@metamediausa.com
Heple	Janis	UC Davis Extension	530-757-8602	jheple@unexmail.ucdavis.edu
Herleikson	Cynthia	Laborers-AGC Education and Training Fund	860-974-0800	jlindsey@laborers-agc.org
Hipolito	J. Luis	Los Angeles Conservation Corps	213-210-7621	lhipolito@lacorps.org
Holdbrooks	Mark	Office of Applied Innovations, Inc.	312-528-3500	mholdbrooks@oaiinc.org
Hornback	Darrell	ICWUC Center for Worker Health and Safety Education	513-621-8882	dhornback@icwuc.org
Huenefeld	Jack	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Hughes	Chip	National Institute of Environmental Health Sciences	919-541-0217	hughes3@niehs.nih.gov
Johnson	Daniel	Laborers-AGC Education and Training Fund	860-974-0800	jlindsey@laborers-agc.org



<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Kilgo	Everett	NYC District Council of Carpenters	973-286-2071	dkillinger@nycCBF.org
Killinger	Donald	NYC District Council of Carpenters	212-366-7875	dkillinger@nycCBF.org
Koshy	Koshy	UMDNJ-School of Public Health	732-235-9459	koshyko@umdnj.edu
Lamar	Eric	International Association of Fire Fighters	202-737-8484	elamar@iaff.org
Lang	Dennis	National Institute of Environmental Health Sciences	919-541-7729	lang4@niehs.nih.gov
Larson	Marilyn	FOF Communications	202-667-6048	fof@fofcom.com
Lewis	Myra	Deep South Center for Environmental Justice - Xavier University of Louisiana	504-304-9135	mmarlewis@aol.com
Lilyquist	Brian	Midwest Consortium	920-693-1212	brian.lilyquist@gotoltc.edu
Linda	Delp	UCLA Labor Occupational Safety and Health Program/CAC	310-794-5976	ldelp@ucla.edu
Lippy	Bruce	National Clearinghouse	202.331.0060	blippy@michaeldbaker.com
Marco	Amanda	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Marmarelli	Deborah	DCM Associates	989-773-4959	dmarmarelli@msn.com
Marquardt	Bill	AFSCME Training and Education Institute	810-667-1995	bismarq@earthlink.net
Mason	Carolyn	National Institute of Environmental Health Sciences	919-541-1373	mason6@niehs.nih.gov
Mc Grail	John	N.Y.C. Dist Council of Carpenters	212-727-2224	yankeecarpenter@aol.com
McCabe	Barbara	Operating Engineers National Hazmat Program	304-253-8674	bmccabe@iuoeiettc.org
McNamara	Suzanne	NYC District Council of Carpenters - Grants Administration	212-366-7874	smcnamara@nycCBF.org
McQuiston	Tom	PACE International Union	615-831-6775	twehby@pacevoice.org
Millies	Bruce	International Brotherhood of Teamsters	206-842-7503	bruce.millies@gmail.com
Mirer	Franklin	UAW Health & Safety Department	313-926-5563	fmirer@uaw.net
Mitchell	Chuck	University of Washington	206-795-2284	chuckm@u.washington.edu

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Mizula	Bernard	University of Mass/Lowell - The New England Consortium	978-934-4316	Bernard_Mizula@uml.edu
Mock	Amy	AFSCME Training and Education Institute	614-794-9642	akmock@aol.com
Moran	John	National Clearinghouse	202-331-0060	ebaker@michaeldbaker.com
Morawetz	John S.	ICWUC Center for Worker Health & Safety Education	513-621-8882	JMorawetz@ICWUC.org
Morse	Paul	University of Massachusetts Lowell	978-934-4389	Paul_Morse@uml.edu
Murphy	Leslie	U.S. Capitol Police	202-228-4646	Leslie_Murphy@cap-police.senate.gov
Myers	David	The New York City District Council of Carpenters Benefits Fund	212-366-7877	dmyers@nycpcb.org
Nickle	Richard	Agency for Toxic Substances and Disease Registry	770-488-3430	ran2@cdc.gov
OBrien	Paula	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Oldfield	Kenneth	The University of Alabama at Birmingham	205-934-8105	oldfield@uab.edu
Outwater	Ted	National Institute of Environmental Health Sciences	919-541-2972	outwater@niehs.nih.gov
Padro-Soler	Gladys	National Puerto Rican Forum, Inc.	718-585-4147	mosorio933@optonline.net
Penn	Paul	EnMagine	530-622-5964	paul@enmagine.com
Polis	Maria	National Clearinghouse	202-331-0060	mpolis@michaeldbaker.com
Potter	Herman	PACE International Union	615-831-6775	hpotter@pacevoice.org
Ramirios	Esther	UCLA Labor Occupational Safety and Health Program	310-794-5964	ramirios@ucla.edu
Reed	Tipawan	Office of Applied Innovations, Inc.	312-528-3500	akrochalk@oaiinc.org
Renner	Paul	The Labor Institute	917-606-0511	paullabor@laborinstitute.org
Rice	Carol	Midwest Consortium	513-558-1751	alerdilr@uc.edu
Robinson	Bill	Fluor Hanford/HAMMER	509-373-6338	billy_g_bill_robinson@rl.gov
Rodgers	Carol	National Labor College- George Meany Campus	301-439-2440	croddgers@nationallaborcollege.edu
Rosen	Mitchel	UMDNJ-School of Public Health	732-235-9452	mrosen@umdnj.edu
Sanborn	Wayne	University of Mass/Lowell - The New England Consortium	978-934-4316	Wayne_Sanborn@uml.edu
Short	Rex	University of Tennessee EERC	865-924-1619	rashort@utk.edu

<b>Last Name</b>	<b>First Name</b>	<b>Organization</b>	<b>Phone</b>	<b>e-mail</b>
Simms	Chelsea	National Clearinghouse	202-331-0060	ebaker@michaeldbaker.com
Smith	Gregory	National Puerto Rican Forum	718-585-4147	melissao@nprf.org
Snyder	Ron	Kirkwood Community College	319-398-5678	ron.snyder@kirkwood.edu
Stafford	Pete	The Center to Protect Workers' Rights	301-578-8500	pstafford@cpwr.com
Stephens	Doug	PACE International Union	615-831-6775	dstephens@pacevoice.org
Sutton	Lisa	Clark Atlanta University Environmental Justice Resource Center	404-880-6608	lsutton@cau.edu
Syracuse	Joseph	SUNY Buffalo	716-829-2125	japs@buffalo.edu
Szudy	Betty	Labor Occupational Health Program	510-642-5507	bszudy@berkeley.edu
Tarbrake	Mary	The Center to Protect Workers' Rights	301-578-8500	mtarbrake@cpwr.com
Thompson	Patricia	National Institute of Environmental Health Sciences	919-541-0117	thomps2@niehs.nih.gov
Treanor	David	International Union of Operating Engineers	202-778-2643	dtreanor@iuoe.org
Turner	Ebony	Deep South Center for Environmental Justice - Xavier University of Louisiana	504-304-9135	turner1596@aol.com
Vaughn	Kizetta	The Center to Protect Workers' Rights	301-578-8500	kv3460@aol.com
Vazquez	Luis	UAW Health and Safety Department	313-926-5612	lvazquez@uaw.net
Veasey	Dwight	The University of Alabama at Birmingham	205-975-8617	aveasey@uab.edu
Webster	Sheila	University of Tennessee EERC	865-207-2125	swebster@uyk.edu
Wehby	Tim	PACE International Union	615-831-6775	dstephens@pacevoice.org
Wolford	Rod	FOF Communications	202-667-6048	fof@fofcom.com