


**ANNUAL  
BROWNFIELDS JOB DEVELOPMENT AND TRAINING  
ALL-GRANTEE MEETING**

**Sponsored by:** Hazardous Materials Training and Research Institute (HMTRI)   
Under a Cooperative Agreement with the U.S. Environmental Protection Agency

**Facilitators:** Donna Day, Glo Hanne, Mike Senew – HMTRI

**Location:** Hilton Alexandria Old Town, Alexandria, Virginia  
Salon AB (check sign in lobby to confirm signs)



Tuesday, August 10, 2010  
8:00 a.m. – 7:00 p.m.

8:15 a.m. **Small Group Sessions**

✓ Salon AB

Facilitator:  
Doug Feil  
HMTRI

*Curriculum and Certifications (this session will be held again at 2:45 p.m.)*

- |   |   |
|---|---|
| ✓ new programs to consider              | ✓ selecting & contracting with trainers |
| ✓ new certification recommendations     | ✓ best of the best “free” training      |
| ✓ successful hands-on activities        | ✓ health and safety certifications      |
| ✓ math skills to incorporate in program | ✓ delivery & learning methods           |
| ✓ skill sets in green economy           | ✓ life skills                           |

Most common certifications offered:

- Wastesite Worker 40-Hour Training
- OSHA 10-Hour Construction Safety & Health
- Hazard Communication
- Asbestos Worker 32-Hour
- Lead Worker (EPA Course)
- Lead Worker (HUD Course)
- OSHA 10-Hour Industrial Safety & Health
- Confined Space Entry and Non-Entry Rescue

Less common but offered by more than one program:

- OSHA 30-Hour Construction Safety & Health
- FEMA 100 and 200 Incident Command (for working in disaster areas)
- OSHA Disaster Site Worker
- DOT Hazmat Worker
- Fall Protection
- Trench Safety
- Cranes and Rigging Safety for Construction
- Principles of Scaffolding
- Lockout / Tagout
- Welding Safety and Fire Watch

Hazcom training:

The United Nations has adopted the Globally Harmonized System (GHS) of classification and labeling of chemicals. Countries are now adopting the GHS into their national regulatory systems. In September 2009, OSHA published an NPRM to modify its HCS to make it consistent with the GHS. This would involve changing the criteria for classifying health and physical hazards, adopting standardized labeling requirements, and requiring a standardized order of information for safety data sheets.

Multiple sets of requirements for labels and safety data sheets present a compliance burden for U.S. manufacturers, distributors, and transports involved in international trade. The comprehensibility of hazard information and worker safety will be enhanced as the GHS will: (1) Provide consistent information and definitions for hazardous chemicals; (2) address stakeholder concerns regarding the need for a standardized format for material safety data sheets; and (3) increase understanding by using standardized pictograms and harmonized hazard statements.

More information at:

- [http://www.unece.org/trans/danger/publi/ghs/ghs\\_rev01/English/00e\\_intro.pdf](http://www.unece.org/trans/danger/publi/ghs/ghs_rev01/English/00e_intro.pdf)
- [http://en.wikipedia.org/wiki/Globally\\_Harmonized\\_System\\_of\\_Classification\\_and\\_Labeling\\_of\\_Chemicals](http://en.wikipedia.org/wiki/Globally_Harmonized_System_of_Classification_and_Labeling_of_Chemicals)

Changes in the OSHA 10- and 30-hour Construction Safety and Health Courses:

There is a new two-hour training component emphasizing workers' rights. It is required content in every 10- and 30-hour OSHA Construction, General Industry, and Maritime Outreach course. OSHA developed the component in support of the Secretary of Labor's goal of strengthening the voice of workers on the job. The module focuses on the importance of workers' rights, employer responsibilities, and how to file a complaint. It also includes helpful worker safety and health resources. It covers whistleblower rights, filing a complaint, a worker's right to refuse to work because of dangerous conditions, and provides samples of a weekly fatality and catastrophe report, material data safety sheets, and the OSHA Log of Work-Related Injuries and Illnesses. The module materials include an Instructor Guide, PowerPoint slides, student handouts, and participatory activities.

Training curriculum includes:

- Introduction to OSHA Instructor Guide [PDF\* 527KB]
- Introduction to OSHA Handouts [PDF\* 2.4MB]
- Introduction to OSHA PowerPoint Slides [PPT\* 2.6MB]

When does an outreach trainer have to incorporate this module into the 10- and 30-hour outreach classes?

The requirement is effective immediately. OSHA will note the requirement in the next revision of the Outreach Training Program Guidelines scheduled for October 2010.

8:15 a.m. **Small Group Sessions**

<ul style="list-style-type: none"> <li>✓ Washington</li> <li>Facilitator:</li> <li style="padding-left: 20px;">Noemi Emeric-Ford</li> <li style="padding-left: 20px;">EPA 9</li> </ul>	<ul style="list-style-type: none"> <li>✓ applicant screening</li> <li>✓ targeted population</li> <li>✓ aptitude and ability tests</li> <li>✓ student contracts</li> </ul>	<p><i>Recruitment and Screening of Students and Trainers</i> (this session will be held again at 2:45 p.m.)</p> <ul style="list-style-type: none"> <li>✓ trainer screening</li> <li>✓ outreach strategies</li> <li>✓ engaging industry and community</li> <li>✓ program marketing</li> </ul>
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Screening

- Application
- TABE and drug test (beginning and end)
- Pulmonary function test (testing mid-way through to allow time to quit)
- Interview
- Background check (\$15-100)
  - EPA work with contractors to change perceptions
- Work with environmental staffing agency to place, help with background issues, and perceptions
- Tax incentives for employers
  - Empowerment and enterprise zones
  - Bonding (federal government)

- Bring employers in for setting curriculum
- Review correctional database (free)
- Have applicant bring in own "rap" sheet
- Have applicant bring in own DMV record
- Invite companies to participate in training
- Use employers for OJT and transitional work (use tax incentives with this)
- Use instructors that are working with contractor training (fee for services)
- 4-day job readiness (8 hour)
- Physical training

#### Recruitment

- Word of mouth, public meetings, TPA, brochures, Rotary Club meetings
- Contract out to CBOs to do outreach/recruitment (paid to do this work)
- Use employment office to set recruits (ask nicely!)
- Developing tracking system on inquiries
- Use newspaper ads in big paper
- Best performers have been 40-60 years of age
- Timing – when they arrive
- What other training are they taking
- Personal interviews
- Interview for employment, not just training
- Ask questions to gauge responses
- Have contractors/instructors participate in interviews
- Use students to check up with each other
- Follow up – know all the contacts for participants (probation officer, parents, aunts, etc.)
- Have participants work in team to build camaraderie
  - Use point system to help teams bond and work together

#### Contractors

- RFP, ad in paper
- Use community college
- Community colleges provide credits
- Use vocational schools
- Confined space training (community college)
- Maintain ownership of program (do not let instructors take over)
- How do you assure quality control with instructors?
  - Host meetings with staff and contractors
  - Staff sit in on classes
  - Student evaluations
  - Hire instructors through OSHA centers
  - Use academia

#### Student contracts

- Participating alone will not get them certifications – have to abide by contract
- Helps with releasing participants

8:15 a.m. **Small Group Sessions**

✓ Madison

Facilitator:

Schenine Mitchell

EPA 2

*Student Support Services*

✓ math/math problem solving skills

✓ life skills and job readiness

✓ funding for non-allowed costs

✓ entrepreneurship

✓ disciplinary issues

✓ tracking and follow-up

✓ stipends

✓ returning veterans / ex-offenders

Math skills

- TABE test
  - Subcontract with vendor
  - Adult education available
  - Work keys
  - National work readiness
  - Student credit program
  - College testing
    - Preliminary courses
  - For some jobs, you must be able to read and write – example: scribes, reading sampling plans
  - First week: Life skills
    - What are the goals, barriers, obstacles, etc?
    - Resume?
  - Last week
    - Resume revision
    - Cold calls
    - Interviewing
    - Meet with job developer / case management
  - Comfort level between staff and customer
  - Fatherhood program (state)
  - Worker one-stop re-entry program
  - Certificate of disposition (clearance)
  - Have job developer work with disciplinary issues
  - Failed drug test
  - Peer pressure
  - Make an example
  - Keep engaged throughout the entire process
  - Working with banks to help with financial management
  - Non-profit assistance with money management
  - Chase job start loan program
  - Credit union assistance
  - Make a binder of resources
  - Entrepreneurship
    - Must have a plan
    - Must start from the bottom – up
    - Get experience
  - Partnering with WIA to provide stipends (case-by-case)
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8:15 a.m. **Small Group Sessions**

✓ Jefferson

*Retention*

Facilitator:

Amber Perry

EPA 6

✓ attrition and screening

✓ post-training recommendations

✓ tracking students after graduation

✓ employment support

Expectations

- Further training
- Follow up of standards
- Utilize board members as resources
- Placement of graduates
- More and better jobs
- Keep track of graduates
- Retention rates

Placement

- Put more time in selection of students equals more time in placement
- Use board members help
- Hold job fair in last week of training
  - Send out resumes 2 weeks prior to job fair as a teaser to employers
- Week-long internships during training
- Problem – many jobs are temporary
- Include employers on advisory board
- Job analysis
- State pay for ½ year – salary as incentive for hire
- Test email skills on the computer

Retention

- Keep in touch
- Hold evening classes so they can work in day
- Keep a folder of good performers to send to employers

Tracking

- Phone calls, emails, personal visa
- Case manager to track graduates as well as employers (one contact)

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9:45 a.m. **Small Group Sessions**

✓ Salon AB

*Partnerships and Community Support (this session will be held again at 2:45 p.m.)*

Facilitator:

Jeff Barnett

EPA 3

✓ community-centered contracts

✓ labor agreements

✓ making and deepening industry contacts

✓ new approaches to business outreach

✓ engaging employers

✓ partnering with community entities

✓ partnering with local Tribes

✓ partnering with WIA programs

✓ building general community support

✓ networking with green businesses

- Kansas City: in process of linking with employers/business vs one-to-one redux?
- Advisory committees are key
  - Jacksonville seeks specific hiring commitments from contractors in ARCs grants
- Pursue/enforce local hiring provision – 10% preference in bid scoring
- Write hiring requirements into municipal and ARCs contracts
- Enterprise zones have tax incentives
- Partnering with business is good but partnering with community groups is easier
- Expanding advisory boards to capture/keep aware those that hire
- Quarterly meeting with email updates

- Jacksonville – 10 groups/32 people/1 hour lunch
- Promote companies that hire
- ARCs, ARCs, ARCs!
- Leverage your strong links on your advisory board
- Speak the employers' language – "hiring our trained folks will save your business \$\_\_\_\_"
- Include community development agencies and the media in your advisory board
  - Build and share through media real and specific success stories of trainees overcoming and succeeding
  - Appeal to social conscience of board members and employers
  - Social media to tell story and share information and success
- State professional associations should be linked, form student affiliate groups
- State Brownfields associations

#### Building career path

- Include recruitment at high schools and vo-tech schools
- Student advisory board positions

#### WIA involvement

- Employment network GSTARS
- 250,000 person database
- Resumes and posting
- Job networking
- Tracking trainee activities
- Screening and use of facility
- Pay life skills
- Pay stipends for internships/OJT
- Put trainee in the process

#### 9:45 a.m. Small Group Sessions

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|--|---|--|
| <ul style="list-style-type: none"> <li>✓ Washington</li> <li>Facilitator:</li> <li>Wally Woo</li> <li>EPA 9</li> </ul> | <p><i>Green Jobs</i></p> <ul style="list-style-type: none"> <li>✓ green business networking opportunities</li> <li>✓ ideas for new green certifications</li> <li>✓ strategies for finding employment</li> <li>✓ linking brown jobs to green jobs</li> </ul> | <ul style="list-style-type: none"> <li>✓ identifying skill sets needed</li> <li>✓ green brownfields job demand</li> <li>✓ integration with sustainable initiatives</li> <li>✓ sustainable programming</li> </ul> |
|--|---|--|

#### Expectations

- Green job trends
- Green job curriculum
- Creativity in green job placement
- How's hiring
- Where is the need
- What new in green jobs
- Green job network
- Standardized green job curriculum
- Comparison to other green job programs
- What is a green job
- Standardized language
- Real green jobs vs "painted green" jobs
- SPONGE
- Better green remediation techniques
- Look at all components of green jobs
- Creating partnerships/networks
- Green jobs beyond weatherization and brownfields

- Identify what local jobs are “green”
- Transition traditional training to green job training
- Build community awareness
- Connect curriculum with on-the-job training
- Determine employers’ needs up front
- Developing green jobs for jobs that don’t exist

Definition: focusing on energy efficiency

- Cradle to grave process improvement
  - Environmental impact analysis
  - Life cycle assessment (LCA)
- Holistic; not just one part
- There is training (American Center for LCA) for certified life cycle assessors

Richmond (grantee)

- Energy, water, waste, transportation, construction
- Rising sun – sells green job curriculum
- MOU with local apprenticeship program
- Energy assessment and installation
- Partner with other green job trainers
- Jobs that help community
- “Roots of Success” curriculum
  - Also teaches context; EJ
  - Focus on the 5 – energy, water, waste, construction, transportation
  - Environmental literacy
- Green job network (R1) – on HMTRI website
- “Growing Responsible Environmental Employees Now”
- Partner with DOL
- Create the jobs if they’re not there (develop the project, become the employer) – Example: weatherization
- Tribes

Cypress Mandela (grantee)

- Get contractor buy-in
- Workforce development – find out dynamics
- Create the green standard that works in your area (different everywhere)
- Identify emerging market

9:45 a.m. **Small Group Sessions**

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|---|---|--|
| <ul style="list-style-type: none"> <li>✓ Madison</li> </ul> | <p><i>Best Practices (this session will be held again at 2:45 p.m.)</i></p> <ul style="list-style-type: none"> <li>✓ new approaches to business outreach</li> <li>✓ effective tracking strategies</li> <li>✓ best of the best “free” training</li> <li>✓ blended learning options</li> <li>✓ qualities of a good job training candidate</li> <li>✓ labor market assessments</li> <li>✓ creative program design</li> </ul> | <ul style="list-style-type: none"> <li>✓ engaging employers</li> <li>✓ finding and selecting trainers</li> <li>✓ innovative hands-on activities</li> <li>✓ building employer relationships</li> <li>✓ successful placement techniques</li> <li>✓ creative program management ideas</li> <li>✓ supporting entrepreneurship</li> </ul> |
| <p>Facilitator:<br/>Joe Bruss<br/>EPA HQ</p>                |   |  |

Tracking methods

- Stay in contact with graduates
- Facebook
- Give metro card
- Keep in contact by phone
- Keep in contact with the employer

Engage companies early

- Create contact between students and companies
- Employers needs:
  - Get to work on time
  - Polish individual
- Why do you want the position?
- What experience do you have?
- Labor market survey

Develop relationships

- Market your program
- Partner with your economic development group
- Build positive track record
- Create a labor market survey
- Market program through Facebook, emails, and website
- Establish relationships with your assessment and cleanup grants
- Sell your program to contractors
- Employers should participate in the selection of the class
- Create partnership with small business organizations
- Contact SBA
- NMSDC – National Minority Supplier Development Council
- Workforce Investment Act
- Pick out the leaders in the class to motivate other students

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9:45 a.m. **Small Group Sessions**

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|-------------------|---|--|
| ✓ Jefferson       | <i>Financial and Nonfinancial Resources</i> |  |
| Facilitator:      | ✓ funding for non-covered items             | ✓ connection between ARC and JT grants |
| George Paffendorf | ✓ alternative funding sources               | ✓ building a sustainable program       |
| New Jersey        | ✓ sources of technical support              | ✓ non-financial support                |
| Youth Corps       | ✓ other funding agencies                    | ✓ resources for special populations    |

- Diversify funding
- Adult education
- GED basic skills
- Employability skills
- Supportive services
- Retention
- Job readiness
- Uniforms
- Transportation
- Health services/admin/operating exp
- Stipends
- License – cert and driver
- Drug testing covered
- Computer and upgrades
- First aid and CPR
- RRP certification
- Union #78
- Networking
- Tech soup
- Capacity building

- Professional development
- ESL
- Over qualified?

11:30 a.m. *Large Group Session: ACRES Training* – Ashley Craighill, SRA; Ryan Smith, EPA HQ

- ACRES PowerPoint sent to group through email on 8/19/10. Will also be on *Brownfields Toolbox* website at <http://www.brownfields-toolbox.org/>.

2:45 p.m. *Small Group Sessions*

- |              |   |   |
|--------------|---|---|
| ✓ Salon AB   | <i>Curriculum and Certifications</i>    |   |
| Facilitator: | ✓ new programs to consider              | ✓ selecting & contracting with trainers |
| Doug Feil    | ✓ new certification recommendations     | ✓ best of the best “free” training      |
| HMTRI        | ✓ successful hands-on activities        | ✓ applied learning modules              |
|              | ✓ math skills to incorporate in program | ✓ instructional delivery methods        |
|              | ✓ skill sets in green economy           | ✓ life skills                           |

Notes from both sessions were combined. See 8:15 a.m. *Curriculum and Certifications*.

2:45 p.m. *Small Group Sessions*

- |              |  |                                     |
|--------------|--|-------------------------------------|
| ✓ Washington | <i>Best Practices</i>                        |                                     |
| Facilitator: | ✓ new approaches to business outreach        | ✓ engaging employers                |
| Joe Bruss    | ✓ effective tracking strategies              | ✓ finding and selecting trainers    |
| EPA HQ       | ✓ best of the best “free” training           | ✓ innovative hands-on activities    |
|              | ✓ blended learning options                   | ✓ building employer relationships   |
|              | ✓ qualities of a good job training candidate | ✓ successful placement techniques   |
|              | ✓ labor market assessments                   | ✓ creative program management ideas |
|              | ✓ creative program design                    | ✓ supporting entrepreneurship       |

See notes from 9:45 a.m. *Best Practices*.

2:45 p.m. *Small Group Sessions*

- |                   |   |                                   |
|-------------------|---|-----------------------------------|
| ✓ Madison         | <i>Recruitment and Screening of Students and Trainers</i> |                                   |
| Facilitator:      | ✓ applicant screening                                     | ✓ trainer screening               |
| Noemi Emeric-Ford | ✓ targeted population                                     | ✓ outreach strategies             |
| EPA 9             | ✓ aptitude and ability tests                              | ✓ engaging industry and community |
|                   | ✓ student contracts                                       | ✓ program marketing               |

Recruitment

- Public access
- Community panel (5 members) to interview applicants
- Use media/press event
- CBOs – work with them
- Check for child support/back taxes issues
- Work with WIB, Source Center, Career Link (use flyers)
- Host orientation session
- Word of mouth – program successes
- Use local churches
- PSA (newspaper, radio, TV)
- Emails

## Screening

- TABE test / math and reading tests
- Driver's license (transportation)
- GED
- WIN testing and work keys (ACT program)
- Drug testing (before, during, and end)
- Medical screening
- "Mental toughness" week (physical training, timeliness)
  - Life skills, team building
- No tolerance rule (use students as an example for tardiness, etc.)
- Contract – code of conduct
- Sex offender check
- Background checks
- Interviews (background skills, behavioral questions)
- Diverse interview panel
- Target group homes, unemployment office
- Target diverse groups (un- or under-employed)
- Keep waiting lists for applicants

## Instructors

- Use union
- Retired ex-professor
- Work with potential employers as instructors
- JC, technical college
- RFP for private instructors (use them for placement as well)
- Use advisory board for curriculum development, instructors, etc.
- OSHA and HMTRI certified
- Distribute RFP via email, magazines, ads, website
- Evaluate instructors/sit in classes
- Student evaluations
- Use WIA participants for enrollment
- Use work source (WIA) for supportive services
- Chase job start (loan) program

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## 2:45 p.m. **Small Group Sessions**

✓ Jefferson	<i>Partnerships and Community Support</i>	
Facilitator:	✓ community-centered contracts	✓ labor agreements
Jeff Barnett	✓ making and deepening industry contacts	✓ new approaches to business outreach
EPA 3	✓ engaging employers	✓ partnering with community entities
	✓ partnering with local Tribes	✓ partnering with WIA programs
	✓ building general community support	✓ networking with green businesses

- What if your world changes overnight?
- How to "use" the WIB?
  - Each WIB in each state is different
  - Child care
  - Invite WIB to partner: committed
    - Bus passes
    - Work boots
    - Child care
    - Job search
  - Funding assistance for qualified candidate

- Life skills, resumes, job search
- (FED) WIB board must have a local government representative
  - May links/leverage than position IF WIB is not currently an active partner: focus on links to WIA sub-contracted trainers under WIB!!
- Employment security and Department of Labor are parallel support entities (state entities not FED)
- EPA grantees' own training funding is a PLUS for WIB since WIB does not need to spend their training funds
- Public/private partnerships
  - Washington Centers of Excellence, community college as
- Specialized focal points rather than spreading funds too widely
  - Wine industry
  - Cluster development/water management
  - Need to build commercial mind set/understanding into social practices and vice versa
  - Non-profits can drive
  - ARG applications to drive job training
- System economic development and jobs which need job training
- FEDS need to talk to each other – BUT you many need to force that conversation
- Success working with union employers – how were relationships established
  - Work nicely with unions and be their best friend
  - Pre-apprenticeships are good starts
  - Try working with smaller subcontractors rather than the prime
  - Get the unions to provide some of your training – breaks the ice
- Entrepreneurial efforts
- Tribes – link with TERO