

# ENVIRONMENTAL JOB TRAINING PROGRAMS:

## CRITICAL COMPONENTS AND BEST PRACTICES



**Hazardous Materials Training and Research Institute**



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# ENVIRONMENTAL JOB TRAINING PROGRAMS: CRITICAL COMPONENTS AND BEST PRACTICES

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# INTRODUCTION

## ABOUT US



The **Hazardous Materials Training and Research Institute (HMTRI)** has been working with the U.S. Environmental Protection Agency (EPA) on the **Brownfields Initiative** since its inception in 1994. HMTRI has conducted over 42 Brownfields job development workshops and annual all-grantee meetings, attended by more than 2,270 grantees and community stakeholders. Over 180 bi-weekly Professional Learning Community (PLC) conference calls have provided technical assistance to over 2,800 participants developing or interested in establishing environmental workforce programs.


Nearly all of the EPA-funded **Environmental Workforce Development and Job Training (EWDJT)** grantees nationwide have received training or technical assistance from one or more of the HMTRI initiatives listed below.

- **Annual Environmental Job Development All-Grantee Meetings and Mid-year Update Webinars**  
Held in the fall, the meetings provide EWDJT grantees and prospective grantees the opportunity to exchange information and ideas with each other and with EPA representatives. The webinars, held in the spring, provide mid-year updates.
- **Brownfields Toolbox Website**  
The Brownfields Toolbox website is HMTRI's repository and archive for all things related to environmental workforce development and job training.
- **Professional Learning Community (PLC)**  
Bi-weekly, 30-minute conference calls feature presentations from HMTRI and EWDJT grantees (current and past) on various topics related to job training.
- **Grantee and Community Outreach Listserv**  
The listserv is used to post information requests and announcements from HMTRI, EPA, grantees, and stakeholders interested in workforce development.
- **Mentorlink Program**  
HMTRI maintains a roster of expert mentors willing to share their experience in specific activities related to job training.

- **Certified Employee Finder**  
HMTRI maintains a Certified Employee Finder that can be used as a recruitment resource by potential employers. The Certified Employee Finder is updated annually and includes:
  - EWDJT graduation dates
  - Number of graduates
  - Certificates and certifications held by graduates
  - Core competencies held by graduates of the EWDJT program
- **Social Media Directory**  
HMTRI maintains a Social Media Directory for over 35 current EPA-funded EWDJT grantees. The Social Media Directory is updated annually and includes websites, Facebook, Twitter, Instagram, YouTube, and Google+ sites that are displayed and linked for users to explore.
- **Individualized Technical Assistance**  
Individualized technical assistance provides existing, new, and prospective EWDJT grantees with guidance on specific workforce development issues. Technical assistance may be provided face-to-face at meetings and conferences, over the telephone, or through email.

## ESTABLISHING COMMUNITY EWDJT PROGRAMS

**Brownfields  
Information Near  
You**



Click the map to find  
Brownfields and Land  
Revitalization information for  
your region.

Since 1998, EPA has recognized the importance of community participation when revitalizing abandoned, contaminated properties. It made little sense to invest in infrastructure and economic development when surrounding communities continued to experience high levels of poverty, crime, and a lack of employment opportunities. To assist underserved community residents living in areas affected by contaminated property, EPA created the Brownfields Program and funded several pilot job training programs to demonstrate the feasibility of recruiting and training low-income, unemployed, and underemployed residents living in areas affected by solid and hazardous waste. Through the pilot program, participants acquired the skills and certifications needed to secure full-time, sustainable employment in environmental remediation. Graduates, for the first time, were able to secure employment and participate in the economic benefits associated with the cleanup of their neighborhoods.

The huge success of those initial pilot job training programs resulted in an expanded EWDJT program. Annual competitions for EWDJT funds allow nonprofit and other organizations to establish environmental job training programs in their communities. Since the program's inception, thousands of graduates continue to be placed in environmental careers with training provided, in part, by EPA's EWDJT program.

## USING THIS GUIDE

Due to the structure and limited funding of the Brownfields EWDJT Initiative, local organizations must develop efficient, leveraged programs with dual objectives of maximizing participant placement and becoming sustainable workforce development programs.

Effective partnering, leveraging, community and labor market assessments (LMA), curriculum development, student recruitment, participant retention, placement, and tracking are just a few of the many critical activities that program developers must address.

This guide provides an insight into best practices and strategies that successful EWDJT programs have used over the years. Each topic in the guide presents the critical components associated with successful and sustainable EWDJT programs. URL addresses for the resources indicated in red are provided at the end of each section. Detailed information for all topics may be found on HMTRI's Brownfields Toolbox website under the **Start a Program** tab.

## RESOURCES

Annual Environmental Job Development All-Grantee Meetings, <http://brownfields-toolbox.org/all-grantee-meetings/>

Brownfields Initiative, <https://www.epa.gov/brownfields>

Brownfields Toolbox, <http://brownfields-toolbox.org>

Brownfields Toolbox > Start a Program, <http://brownfields-toolbox.org/start-a-program/>

Certified Employee Finder, <http://brownfields-toolbox.org/certified-employee-finder/>

Environmental Workforce Development and Job Training (EWDJT), <https://www.epa.gov/brownfields/types-brownfields-grant-funding#tab-6>

Grantee and Community Outreach Listserv, <http://brownfields-toolbox.org/latest/>

Hazardous Materials Training and Research Institute (HMTRI), <http://hmtri.org/>

Mid-year Update Webinars, <http://brownfields-toolbox.org/2018-grantee-update-webinar/>

Professional Learning Community (PLC), <http://brownfields-toolbox.org/plc-sessions/>

Social Media Directory, <http://brownfields-toolbox.org/social-media-directory/>



# COMMUNITY AND LABOR MARKET ASSESSMENTS

**Community and labor market assessments** are two of the most important components of an EWDJT program. When programs fail to meet their intended goals, it is often because the community and labor market analysis did not adequately identify student and employer needs. Careful selection of a target community, combined with an assessment of employer needs, should be the first steps in EWDJT program development.

Two questions need to be answered when assessing the viability of a community for development.

1. Are prospective participants, community residents, and governmental organizations willing to support an EWDJT program?
2. Is there sufficient employer interest in considering EWDJT graduates for employment?

Properly conducted community and labor market assessments will answer these questions and, in addition, guide recruitment, training, retention, and placement strategies throughout the life of the EWDJT program.

Community and labor market assessments updated on a regular basis are essential for operational programs. When program graduate placement rates begin to drop, employers' needs begin to shift, or community interest begins to dwindle, periodic assessments can realign program, industry, and community needs.

Community and labor market assessments are much more than simple information gathering efforts. When done properly, they form a solid base upon which to direct and implement the entire EWDJT program.

## COMMUNITY ASSESSMENT AND SELECTION OF A TARGET COMMUNITY

Comprehensive community assessments include several activities.

- Assess neighborhoods to consider participant interest, lack of employment opportunities, lack of training opportunities, possible environmental justice issues, and evidence of strong community pride.
- Identify community stakeholders interested in environmental remediation.
- Locate community organizations willing to participate in and promote EWDJT.
- Identify and establish leveraging opportunities for the selected target community.
- Identify training locations and access to transportation options for both training and employment.
- Identify special factors and designations attributed to the selected target community.

*“The EWDJT plays a significant role in helping to empower the Lawrence, MA Hispanic population by connecting them with trainings, certifications and job seeking skills that allow them to secure family-supporting jobs with opportunities for advancement—all while helping to remediate buildings within their own community.”*

*—Matthias Bohler; Merrimack Valley Workforce Investment Board; Lawrence, MA*

After addressing community issues and interest, attention needs to shift toward the individuals that will be trained. In addition to traditional demographic data, looking at prospective applicants will influence program services and offerings. Successful EWDJT programs recruit and graduate students with varying backgrounds.

- Women interested in nontraditional trades.
- Ex-offenders.
- Veterans.
- Individuals with disabilities.
- Specific underserved ethnic groups.
- Any or all of the above.

Some programs provide specialized training to participants in a single category, such as those listed above. Most programs, however, provide training to applicants having a broad range of backgrounds. When recruiting participants with a variety of backgrounds, classroom disparities may become a major issue and should be considered when

defining the proposed target applicant pool. (Classroom disparities are discussed in STUDENT RECRUITMENT, SCREENING, AND ASSESSMENT.)

## CONDUCTING COMMUNITY ASSESSMENTS

Community assessments can be superficial or more extensive—a fair question is where and how to begin. Start by researching potential stakeholders and neighborhood organizations in the proposed target community. This information can be obtained from city government offices beginning with the mayor’s office of economic and community development. Request contact information and introductions to other applicable city offices and city council members.

- **Community and economic development offices**—Request contact information and introductions to community groups in target communities.
- **Environmental and health offices**—Request contact information and introductions to Brownfields Assessment, Revolving Loan Fund, and Cleanup (ARC) grantees, and to redevelopment and associated cleanup project managers. Inquire about public hearings to announce plans for the proposed EWDJT program. Document participation in all public meetings. The importance of partnering with ARC grantees cannot be overstated. Prospective ARC grantees are evaluated on their relations with workforce development programs and community partnerships. Most ARC grantees will have already researched potential target communities, demographics, and environmental and special considerations.
- **Faith-based and civic organizations**—Request contact information for possible neighborhood stakeholders and partners.

Do not overlook special factors that affect community residents such as enterprise zones, redevelopment zones, community development projects, plant closures, chemical spills, or accidents. These special factors should be considered as part of the community assessment. Since they are public and newsworthy issues, they may have already been identified by ARC grantees. Guidelines for EWDJT and ARC programs have been coordinated to allow

for EWDJT and ARC grantees to work together in choosing target communities.

## LABOR MARKET ASSESSMENTS



EWDJT Program: Oregon Tradeswomen, Inc; Portland, OR

Labor market assessment (LMA) is a broad term that includes general economic development data, detailed surveys of organizations, neighborhood studies, and one-on-one interviews with potential employers. It becomes the first step in developing long-term relationships with potential employers. Comprehensive LMAs are essential because they address several detailed issues.

- The demand for workers in specific locations.
- The skills and certifications associated with available jobs.
- Education and training requirements associated with available jobs.
- Restrictions and constraints associated with entry into available jobs.
- Organizations that need graduates with EWDJT skills and certifications.
- Information and data for the reduction or expansion of the environmental workforce in a specific community.
- Future workforce expansion plans for specific projects.
- Identification of local, regional, and national employment opportunities.
- Determination if travel or relocation is required for the available jobs.

Comprehensive LMAs take considerable time and effort but, when conducted properly, provide guidance for a number of critical EWDJT activities.

- Recruitment and screening of applicants.
- Curriculum and certificate offerings.
- Additional skills that will facilitate employment.
- Timing of training schedule to maximize placement opportunities.

A proper LMA also builds a partnership database.

- Program supporters.
- Advisory board members and participants.
- Leveraged resources.
- Guest speakers and student mentors.
- Potential employers.
- Potential new partners.
- New funding opportunities.
- Pathways to legislative or other governmental support.

## **CONDUCTING LABOR MARKET ASSESSMENTS**

There are many types of employers who look for EWDJT graduates with environmental remediation skills and certifications.

- Local unions.
- Local government organizations.
- Manpower and temporary staffing firms.
- Consultants—remediation and service providers.
- Manufacturing firms.
- Chemical and refining facilities.
- Municipal facilities and utilities.
- Painting companies.
- Construction and deconstruction companies.
- Transportation and material handling operations.
- Scrap, recycling, storage, and landfill operations.
- Current city and municipal contractors.

Use professional directories, yellow pages, and search engines to identify potential employers including labor



unions, consultants, service providers, and large manufacturing firms. Seek out temporary staffing and manpower organizations for possible interest in environmental technicians. Contact local municipal agencies regarding possible stakeholder interest. This effort will be useful in establishing a responsive curriculum.

In addition to guiding the curriculum and graduate placement, LMAs provide several other benefits.

- Promotes business and industry ownership in the EWDJT program.
- Assures employers that graduates meet their job criteria and performance standards.
- Serves as a public relations tool to show the effectiveness of partnerships between business and EWDJT programs.
- Provides a source of workers for contractors negotiating first-hire and project labor agreements, when applicable.

LMAs have been conducted covering large and small geographical regions. In the context of EWDJT programs, the LMA is usually a local effort and is essential to determine the extent and type of education and training needs of local employers.

To complete a comprehensive LMA, several activities should be considered.

1. Begin with a search of available results from local LMAs specific to environmental employers and industrial firms. These reports will begin to provide generalized information about the local labor market.
  - a. Identify potential employers, manufacturing firms, and temporary staffing and manpower organizations.

- b. Use EPA's **Environmental Justice Screening and Mapping Tool** (EJSCREEN). This massive database combines environmental and demographic indicators in maps and reports. EJSCREEN identifies and locates Superfund sites and major emitters in the community.
    - c. Use EPA's **Cleanups in My Community** screening tool. This database provides detailed information on potential remediation sites and remediation activity.
  2. Distribute an online survey instrument to potential employers. The survey invitation can be emailed to either the entire population or a representative sample.
    - a. The target survey audience can include a large number of employers.
    - b. Return rate is usually low, and identifying employers who should receive the survey and their email addresses can be time-consuming. Because of this, surveying is best handled by partners that can provide appropriate personnel contacts and administrative support.
    - c. In the initial email, include an explanation of the purpose of the survey, as well as the survey link.
  3. When possible, convene a focus group of potential employers and city contractors to collect information through a strategic group interview.
    - a. Smaller, more intimate group.
    - b. Easier to plan.
    - c. Information gathered tends to be more detailed than a survey.
    - d. Creates buy-in for potential projects, and networking for finding more contacts for surveys.
    - e. Difficult to find a date and time that works for everyone invited.
  4. Conduct one-on-one, face-to-face meetings with individual employers.
    - a. Face-to-face meetings with individual employers demonstrate commitment to the EWDJT program.
    - b. Face-to-face meetings can often result in leveraging opportunities.

There are several issues to discuss with potential employers.

- Type and size of the organization as well as its products and/or services.
- Wage for entry-level personnel.
- Minimum level of education, skills, knowledge, and certifications required for employment.
- Restrictions or constraints that would prevent employment.
- Required work experience for employment.
- Employer's interest/ability to provide leveraged resources.
- Other organization referrals that may also be interested in hiring well-trained graduates.

Always leave with an action plan, commitment, or closure. Always invite the employer to participate on the advisory board, and to attend classes, graduations, and social events.

As details are discussed regarding community and labor market assessments, it becomes clear how integral this effort is to the success and continued operation of EWDJT programs. It also becomes clear that selection and assessment of the target community in which to operate can be complicated and needs to begin early, as the first step in developing a sustainable environmental workforce program.

## RESOURCES

Brownfields Toolbox website > Start a Program > Community and Labor Market Assessments, <http://brownfields-toolbox.org/labor-market-introduction/>

Cleanups in My Community, <https://www.epa.gov/cleanups/cleanups-my-community>

Environmental Justice Screening and Mapping Tool (EJSCREEN), <https://www.epa.gov/ejscreen>



# BUILDING PARTNERSHIPS

EWDJT programs are required to create partnerships that supplement and leverage available federal support. **Partnerships** contribute to virtually every program activity, including applicant recruitment, screening, student services, training, and placement. Additionally, partners provide technical, in-kind, and financial assistance contributing to the long-term sustainability of the program.

## DEFINING PARTNERSHIP TYPES

Relationships that EWDJT programs develop include combinations of three types of partners.

- **Fiscal** partners (money changes hands).
- **In-kind** partners (goods and services are provided without charge).
- **Client** partners (stakeholders including the community, students, and employers).

## FISCAL PARTNERS

Fiscal partners include federal, state, county, municipal, and community organizations; suppliers; and contractors. EWDJT programs operate using a variety of fiscal relationships. Some provide funds to operate, while others provide goods and services to assist in program delivery.

Some partners provide financial support with little or no active involvement or control over operations. Others may require detailed progress reporting, fulfillment of promised deliverables, or restrictions on the use of funds. The EWDJT program, for example, is a cooperative agreement where grantees work as partners in cooperation with the EPA. Each partner relationship is unique and has individual terms, expectations, and deliverables.

Fiscal partners may not always provide a fixed amount of support. Agreements with employment services, for instance, may provide funds on a pay-for-services basis. Terms of the agreement may provide direct funding for training, or students may receive vouchers to be used in an authorized training program. Contractors and consultants may also be hired on an as-needed basis to deliver training or provide equipment or facilities.

## American Chemical Society



### The Role of Partners

Education	Government	Community	Business and Industry	Labor
<b>Build courses, curricula, and programs.</b>	Endorse processes to identify and validate industry-based competencies.	Coordinate public outreach activities such as career days.	Identify competency requirements for the workplace.	Participate in the process of identifying and validating industry-based competencies.
<b>Articulate with other educational institutions.</b>	Establish portfolio, certification, and credentialing frameworks.	Participate in state academic and skill standards initiatives.	Identify business and employment trends.	Promote continuing education for workers.
<b>Encourage faculty and students to take advantage of workplace experiences, co-ops, and internships.</b>	Establish and monitor safety, health, and environmental data.	Encourage participation in faculty development and opportunities.	Provide financial, capital, and human resources.	Ensure that current workers have access to education and development opportunities.
<b>Provide financial, capital, and human resources.</b>	Provide a seamless link between secondary and post-secondary education.		Provide workplace experiences for faculty and students.	Participate in state certification and portfolio initiatives.
<b>Ensure well-rounded educational experience to support technical skills and knowledge.</b>			Encourage employees to participate in alliance activities.	
<b>Provide flexible schedules for current workers.</b>			Provide public awareness programs.	
			Participate in career guidance activities	
			Provide scholarships.	

The common thread for all fiscal partner relationships is that money changes hands for goods and services provided. When money is exchanged, it must be tracked and conform to specific rules which usually vary from contributor to vendor to contractor. When the money exchanged involves federal, state, or local funds, then additional special subgrantee, subcontracting, and purchasing regulations apply. Understanding these regulations is essential and can often involve an elaborate approval process. Federal administrative rules only apply when EPA grant money is involved. Funds from other sources can be used in any manner acceptable to the funding organization and the grantee's internal policies.

### Subgrantees



When federal grant funds change hands with subgrantees, strict administrative rules apply. Subgrantees are extensions of the primary EWDJT program, even though they are independent nonprofit or governmental organizations. Subgrantees must comply with every EPA federal regulation for which the EWDJT grantee is responsible. They are subject to audits, allowable and non-allowable costs, and contracting procedures as indicated in the *Federal Register*. As primary grantee, the EWDJT program is held responsible for compliance by subgrantees.

Subgrantees may be selected without a competitive process as long as they are identified in the grant proposal, budget, and approved work plan. Change of subgrantees requires approval from EPA. Contractors and consultants are not usually considered subgrantees. A community college or governmental organization may be a subgrantee or a contractor.

### Contractors and Consultants

Contract partners are organizations (not including subgrantees) that are paid. Contract partners may include suppliers, trainers, consultants, and other vendors. When EPA grant funds are used for goods or services, specific procedures must be followed. EWDJT grantees are required to purchase goods and services in accordance with the minimum EPA requirements, even if their own procurement system has less stringent standards. Some organizations may have more stringent purchasing requirements than required by EPA. Since obtaining competitive bids and administering the procurement process

takes time to implement, it is important to plan for and start the requisition process early.

Generally, EPA will not allow sole source procurement contracts for professional services or goods that are available in the commercial marketplace. At a minimum, the procurement process must include a public competition with at least three participating bidders. The award does not need to go to the lowest bidder, but justification needs to be recorded supporting the final award.

It is not necessary that the procurement process wait for the EWDJT grant award. In fact, it is helpful to have trainers and consultants in place so they can be written into the grant proposal. This is a simple process in that the Request for Proposals (RFP) should include a statement that the award is contingent on receiving EPA funding and an approval of the budget and work plan. RFPs can be conducted electronically, via website, or in print. It is important that winning contractors deliver services in accordance with EPA's procurement requirements in addition to meeting the proposed training schedule.

During the planning stages of a new program, it is wise to obtain access to counsel, accounting, and auditing staff experienced in working with fiscal partnership agreements.

## **IN-KIND PARTNERS**

Not all support requires the exchange of currency. In-kind partners, also called leveraged partners, provide goods and services at no cost to the program. Organizations and individuals may offer materials, classroom space, or services, and can be just as valuable as funders, paid suppliers, or paid contractors. In-kind assistance comes in many forms.

- Facilities.
- Equipment.
- Recruitment and screening assistance.
- Instructional materials.
- Instructional assistance.
- Student support.
- Placement assistance.
- Staffing.
- Marketing/public relations.
- Consultation and advice.

In-kind partners may require formal partnership agreements similar to those of fiscal partners. For example, donated property may have audit controls that require tagging and tracking. In-kind partners may require progress reports and site visits, or they may choose to provide support on an informal, unrestricted basis. A good practice is to tag and track all donated material and generate regular progress reports regardless of grant requirements. As with fiscal partners, each partnership is unique.

*“It would cost potential employers approximately \$4,500 in initial training costs to give an employee the skills and certifications our students received as part of the EWDJT program.”*

*—Janet Kerley; Santa Fe Community College; Santa Fe, NM*

Sharing facilities is an excellent way to stretch program dollars. Some organizations may see a public relations benefit by allowing EWDJT programs to use of meeting rooms, laboratories, hazardous materials practice facilities, or classrooms. If these facilities happen to be on the grounds of a potential employer, the benefit is two-fold.

In-kind staff support is a common and valuable source of assistance for EWDJT programs. An employee from a partnering organization may be loaned as an advisor on marketing, public relations, management, or other areas where their expertise would be helpful. Terms detailing the loan of individuals are usually more formal than with other contributions because of issues such as employee compensation, benefits, and indemnification.

A Memorandum of Understanding (MOU) is a popular vehicle for providing guidelines to in-kind partnerships, especially among governmental organizations. The MOU summarizes the nature of the partnership and states, in general terms, the expectations of each party in achieving a common goal.

Since the inception of the Brownfields program, the EPA has recognized the value of partnerships and resource leveraging to the success of its EWDJT program. The *2017 Brownfields Federal Programs Guide* identifies federal Brownfields partners and their contributions to Brownfields redevelopment.

## CLIENT PARTNERS

Training and employment organizations often refer to their students as clients. Expanding the definition, EWDJT programs serve additional client populations including community stakeholders, students, and prospective employers. Each is

equally important. Without their support, there could not be an EWDJT program.

Agreements may be formal or informal with client partners. For example, some programs ask student recruits to sign a contract or partnership agreement before commencing the program. Such an agreement identifies expectations of both client and service provider. In some cases, violation of this contract is used as a basis for removing an individual from the program.

Partnership agreements with prospective employers are often less formal and less binding. Employer partnerships are commitments with conditions to hire or to consider hiring qualified students upon their graduation. It is difficult for employers to guarantee there will be work when graduates become available, so a firm commitment may not always be feasible. However, it may be possible to get a commitment from employers stating that EWDJT graduates will be given first preference in hiring. EWDJT programs should maintain flexibility in prospective employer partnerships. Potential employers should be offered the opportunity to attend EWDJT events and consider program graduates when openings arise.

Maintaining community support for workforce training is an essential part of the recruitment process. Stakeholders should be treated as clients. While their support is informal and not binding, it is critical in finding the best participants and communicating the value of EWDJT to the community.

Most successful EWDJT programs will use all of the partnership approaches just described. It is important to develop a management and tracking system to capture all of the contributions made by various partnerships. A combination of diligent recordkeeping and use of management tracking systems (some of which are available at minimal to no cost for nonprofit organizations) should be employed and included as part of EPA quarterly reports.

## RESOURCES

*2017 Brownfields Federal Program Guide*,  
[https://www.epa.gov/sites/production/files/2017-06/documents/final\\_2017\\_bf\\_fed\\_guide\\_5-8-17.pdf](https://www.epa.gov/sites/production/files/2017-06/documents/final_2017_bf_fed_guide_5-8-17.pdf)

Brownfields Toolbox website > Start a Program > Building Partnerships,  
<http://brownfields-toolbox.org/building-partnerships-introduction/>

*Federal Register*, <https://www.federalregister.gov/>

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## LEVERAGING FOR ADDITIONAL SUPPORT

Based on interviews with job training coordinators, many communities have been able to start environmental training programs because of seed money provided through the EWDJT program. By design, grantees receiving EPA support are required to leverage additional support in order to fulfill program goals. EWDJT grants are limited (currently \$200,000 for three years) and must only be used for specific training targeted to environmental remediation. Support for life skills training, remedial education, student assistance, and other technical skills must come from **leveraged partners**.

All EWDJT programs need additional support from a variety of sources to fulfill commitments in their grant applications. Program coordinators constantly stress the importance of tapping into supplemental resources and services already available in the community, many of which are supported by federal, state, and local funding.

Leveraged partners provide the support needed that is not funded by the EPA grant. Assistance comes in many forms.

- Supplemental and matching grants that expand program offerings.
- Recruitment, screening, student support, and placement services from governmental employment agencies.
- In-kind contributions of staff and volunteers for day-to-day operation.
- Training services from education, municipal, and private sector partners.
- Equipment and facilities from education, municipal, and private sector partners.
- Services and support from other existing grant and assistance programs.

Because EPA funds are limited to environmental remediation training, programs must reach out to organizations such as community colleges, community assistance programs, and labor organizations. Fortunately many programs already exist with a mission to provide community support in many areas.

- Remedial education.
- Life skills training.
- Job readiness training.
- Construction skills.
- Ex-offender support.

- Drug testing services.
- Veterans Affairs (VA) assistance.
- Student support including equipment, transportation, and child care.
- Student recruitment and placement (in some cases).

## FEDERAL SUPPORT

The U.S. **Department of Labor** (DOL) has many agencies associated with employing, upgrading, and protecting the nation's workforce. A few of the agencies and programs associated with workforce development and training are listed below.

- **Employment and Training Administration** (ETA)—Includes **CareerOneStop**.
- **Occupational Safety and Health Administration** (OSHA).
- **Mine Safety Health Administration** (MSHA).
- **Veterans Employment and Training Service** (VETS).
- Youth programs.
- People with disabilities programs.
- **Job Corps**.
- Dislocated worker programs.



EWDJT Program: Detroit Environmental Employment Program; Detroit, MI

To understand how these programs and funding streams operate, consider the massive size of the DOL. While many DOL programs are administered nationally, in most cases employment and workforce development assistance is provided to states for administration. Accordingly, much of the responsibility for workforce development and training goes to local **Workforce Investment Boards** (WIBs), also called



Workforce Development Boards. WIBs determine how resources will be directed on a local level. For this reason, WIBs across the country can vary greatly in the programs and type of assistance they provide. It is important to learn what services and programs the local WIB provides and how supportive they will be in leveraging EWDJT activities.

CareerOneStop Centers are designed to provide a full range of assistance to job seekers under one roof. CareerOneStop Centers offer training referrals, career counseling, job listings, and other employment-related services. The CareerOneStop Center system is coordinated by one of the DOL's larger workforce programs, the ETA. CareerOneStop Centers are important to EWDJT programs in that they can recruit, screen, and test prospective applicants. However, it is important that EWDJT program staff use CareerOneStop Center assistance only as a supplement to their internal screening and testing process. Most EWDJT programs use several paths for entry into the environmental training program, one of which is the CareerOneStop Centers.

The primary goal of the [National Institute of Environmental Health Sciences \(NIEHS\) Worker Training Program \(WTP\)](#) is to prevent work-related harm by assisting in the training of workers to protect themselves and their communities from exposure to hazardous materials. NIEHS provides training grants through the [Environmental Career Worker Training Program \(ECWTP\)](#), formerly the [Brownfields Minority Worker Training Program \(BMWTP\)](#). The [NIEHS National Clearinghouse](#) also provides technical information and curriculum related to safety and health training.

Some EWDJT grantees have received funding from both the EPA and NIEHS training programs. These programs have demonstrated that their offerings address different needs and do not overlap service communities. For example, [OAI, Inc.®](#), funded in part by both of these organizations, does not operate in the same communities and delivers different services to their clients. The EPA and NIEHS worker training programs are fundamentally different in that the EPA program focuses on remediation and the NIEHS program focuses on worker health and safety. They are similar in that all EPA remediation training stresses the importance of health and safety as part of the remediation process. It is important to note that these two programs provide similar training, but cannot overlap in scope or target communities. As long as these conditions are met,

NIEHS support can complement EWDJT programs through cost sharing in areas of administration, curriculum, and facilities.

**AmeriCorps** is part of the **Corporation for National and Community Service**. **Volunteers in Service to America** (VISTA) members serve full-time for a year in nonprofit organizations, public agencies, and faith-based groups. AmeriCorps also has a **Retired and Senior Volunteer Program** (RSVP), a network of national service programs that provide older Americans the opportunity to apply their life experience to meeting community needs. RSVP volunteers serve in a diverse range of nonprofit organizations, public agencies, and faith-based groups. While AmeriCorps and Senior Corps may have costs associated with them, they can be an excellent source of experienced professionals.

The U.S. **Department of Housing and Urban Development's** (HUD) **Notice of Funding Availability** (NOFA) Forecast lists competitive grant opportunities. When funding is available, HUD will issue a NOFA, which is available on Grants.gov and HUD's NOFA Forecast website. Each NOFA provides guidance on how to apply for funding. Opportunities for HUD funding is primarily in the areas of lead and asbestos remediation and training. HUD additionally provides assistance through block grants to states and communities. It is important to become familiar with state and local housing authorities, especially for EWDJT programs that focus on lead and/or asbestos remediation.

The U.S. **Department of Health and Human Services** (HHS), the U.S. **Department of Veterans Affairs**, and other federal agencies, also operate programs that may be useful to EWDJT programs. They occasionally award individual grants, but most funds are administered through larger programs that provide a multitude of services on the local level. In addition to assistance for disadvantaged families, HHS also works with disabled and general veteran populations. Many EWDJT programs recruit disabled and former veterans from these programs.

## **LOCAL BUSINESS, FOUNDATIONS, NONPROFIT AND LABOR ORGANIZATIONS, AND COMMUNITY DEVELOPMENT CORPORATIONS**

Private companies provide leveraged support by serving on advisory boards, and recommending and/or conducting portions

of the environmental training. Construction, demolition, scrap, and recycling firms, recognizing the value of the EWDJT program, donate facilities and equipment to the program. Additionally, local environmental, engineering, and remediation firms that work on Brownfields sites have a vested interest in hiring trained and certified EWDJT graduates. In some states, utilities are granted monopoly status in return for community development assistance. Some public utilities in California, for example, provide support for local workforce programs.

Private philanthropy has become a popular way to support community projects including environmental training and education programs. Online fundraising entities, such as [GoFundMe®](#), provide organizations and individuals with a mechanism for funding programs and projects of their choosing. GoFundMe was launched in 2010, raising over \$2 billion last year. Several EWDJT programs have registered at the site. In the last several years, environmental philanthropy has become one of the fastest growing sectors of charitable giving.

Family foundations should not be overlooked. Locally, many non-governmental organizations, trusts, charities, and foundations provide resources to community organizations. [GuideStar®](#), for example, lists over 20,000 nonprofit organizations and charities associated with environmental conservation and education.



In most cases, EWDJT programs that partner with established nonprofit organizations have an easier time developing leveraged partnerships. The value of additional support provided by established community nonprofit organizations cannot be overstated. Those interested in starting an EWDJT program should first examine community programs located in the target community. Most are already working with disadvantaged residents and provide life skills training, participant recruitment, screening, transportation, child care, and placement services.

Organized labor organizations are important to EWDJT programs, especially in localities with large federal projects or where organized labor has a large representation in the community. Organized labor can provide leveraged assistance by establishing pre-apprenticeship programs and pathways to union employment. Union locals have provided facilities and equipment, recognizing the EWDJT program as a feeder organization into union employment.

Community Development Corporations (CDCs) are a type of nonprofit organization formed by residents, small business owners, congregations, and other local stakeholders to revitalize low- and/or moderate-income communities. CDCs typically produce affordable housing and create jobs for community residents. Because of their experience in grant submission and administration, leveraging with a CDC as the lead grantee makes sense for less experienced organizations.

## **STATE AND LOCAL GOVERNMENT SUPPORT**

EWDJT programs interested in accessing state or local funds need to investigate how funds are distributed in their community. Sources of state and local government support may include legislative appropriations, inclusion in federal block grants, or distribution of environmental fines and judgments against polluters. Discretionary funds may also exist for environmental training depending on state and local community priorities. A good place to search for available assistance is the mayor's office in the departments of economic and/or community development, human resources, or environmental quality. Often, existing programs can provide services and assistance that leverage activities in EWDJT programs.

Empowerment zones and other special community designations are important to prospective EWDJT grantees because they provide special consideration as part of the EPA grant application process. Learn about and consider targeting communities with special circumstances such as low employment, economic and/or environmental distress, or plant closures. Those designations are best identified by working with the mayor's office of economic development. Partnerships with ARC grantees can provide abundant information and in-kind support.

State environmental agencies can provide expertise and training in Brownfields site assessments, cleanup techniques, and environmental regulations. Most EWDJT advisory boards

include representatives of state environmental agencies. State environmental agencies provide a good introduction to potential employers as well as leveraged partners.

Two- and four-year colleges and universities are generally willing to provide in-kind support.

- Offer the use of their classroom facilities.
- Provide technical assistance in designing the job training curriculum.
- Conduct portions of the training.
- Offer marketing services.
- Provide assistance with LMAs.
- Provide pathways to business and industry contacts.

Some academic institutions have taken proactive roles in screening, testing, and placement of EWDJT participants. Most two- and four-year colleges and universities have established development, accounting, and administrative staff. Those with experience in environmental-related training and federal grant administration are excellent candidates to take the lead as primary grantee.

Fines, penalties, and judgments associated with environmental litigation should not be overlooked as a source of leveraged funding. EWDJT grantees need to routinely check with the U.S.

**Department of Justice** regarding disposition for fines and penalties, which often go to educational organizations.

## RESOURCES

AmeriCorps, <https://www.nationalservice.gov/programs/americorps>

Brownfields Minority Worker Training Program (BMWTP), [http://s3.amazonaws.com/bftoolbox/wp-content/uploads/2012/04/01075658/NIEHS\\_BMWTP.pdf](http://s3.amazonaws.com/bftoolbox/wp-content/uploads/2012/04/01075658/NIEHS_BMWTP.pdf)

Brownfields Toolbox website > Start a Program > Funding Sources (leveraged partners), <http://brownfields-toolbox.org/funding-sources-introduction/>

CareerOneStop, <https://www.careeronestop.org/?ES=Y&EST=CareerOneStop>

Corporation for National and Community Service, <https://www.nationalservice.gov/>

Department of Health and Human Services (HHS), <https://www.hhs.gov/>

Department of Housing and Urban Development (HUD), <https://portal.hud.gov/hudportal/HUD>

Department of Justice (DOJ), <https://www.justice.gov/>

Department of Labor (DOL), <https://www.dol.gov/>

Department of Veterans Affairs (VA), <https://www.va.gov/>

Employment and Training Administration (ETA), <https://www.doleta.gov/>

GoFundMe, <https://www.gofundme.com/>

GuideStar, <http://www.guidestar.org/nonprofit-directory/environment-animals/conservation-environmental-education/1.aspx>

HUD Notice of Funding Availability (NOFA) Forecast, [https://portal.hud.gov/hudportal/HUD?src=/program\\_offices/spm/gmomgmt/grantsinfo/fundingopps](https://portal.hud.gov/hudportal/HUD?src=/program_offices/spm/gmomgmt/grantsinfo/fundingopps)

Job Corps, <https://www.jobcorps.gov/>

Mine Safety and Health Administration (MSHA), <https://www.msha.gov/about/program-areas/educational-policy-and-development>

National Institute of Environmental Health Sciences (NIEHS), <https://www.niehs.nih.gov/>

NIEHS Environmental Career Worker Training Program (ECWTP), [https://www.niehs.nih.gov/careers/hazmat/about\\_wetp/ecwtp/index.cfm](https://www.niehs.nih.gov/careers/hazmat/about_wetp/ecwtp/index.cfm)

NIEHS National Clearinghouse, <https://tools.niehs.nih.gov/wetp/index.cfm>

OAI, Inc., <http://oaiinc.org/>

Occupational Safety and Health Administration (OSHA), <https://www.osha.gov/>

Retired and Senior Volunteer Program (RSVP), <https://www.nationalservice.gov/programs/senior-corps/senior-corps-programs/rsvp>

Veterans Employment and Training Services (VETS), <https://www.dol.gov/vets/>

Volunteers in Service to America (VISTA), <https://www.nationalservice.gov/programs/amicorps/amicorpsvista>

Workforce Investment Boards (WIB), <http://www.nawb.org/>

# STUDENT RECRUITMENT, SCREENING, AND ASSESSMENT

Over time, the reputation of EWDJT programs is established by the quality and motivation of graduates. The single most important step for success in training, retention, placement, and job satisfaction is mindful **recruitment and selection of applicants**. EWDJT programs with major failures can usually attribute their biggest mistake to hurried recruitment or inadequate screening. First-year grantees often have a difficult time recognizing the need to be very selective in choosing their first cohort. Without a proven track record, prior successful graduates, and a reputation in the community, new grantees can have difficulty recruiting a large pool of applicants to screen. This is why community awareness is especially important in the first years of EWDJT operation.

With limited seats available in each training cohort comes a responsibility to provide opportunities for those applicants most likely to succeed.

- Are the candidates motivated?
- Will they work well in a team?
- Do they demonstrate an ability to learn from their training and experience?
- Will they be employable?

## STUDENT RECRUITMENT

For best results, it is desirable to screen the largest applicant pool possible. Urban and large target communities have a distinct advantage over rural or smaller service areas where the number of potential applicants is much smaller. EWDJT programs with established reputations also have an advantage over new and less established programs. As programs mature, graduates spread the word resulting in an abundance of friends and neighbors interested in environmental careers. During the first year of operation, without graduates or a track record, new programs need to spend considerable effort developing community awareness.

EWDJT general program awareness materials may take several forms. The most common include:

- Public service announcements.
- Press releases.
- Newspaper articles and general interest stories.
- Videos and YouTube presentations.
- Television or radio interviews.
- Announcements at public hearings and community meetings.
- Websites.
- Printed materials—brochures, flyers, etc.
- Social media.
- Communications from community/faith-based organizations.
- Word-of-mouth advertising.



Career centers can start the process by providing a supply of interested applicants. Almost all EWDJT programs find it necessary to supplement career center referrals with direct recruitment activities including open house events, awareness sessions, presentations, word-of-mouth advertising, and marketing promotions. These strategies work well together. Additional referrals come from other nonprofit, community, and governmental organizations.

The next step in the recruitment/awareness process is developing an information packet. Information packets should contain specific and detailed program information about environmental careers and what to expect before, during, and after training.

- Program length.
- Training dates, times, and location.
- Courses offered and supplemental courses available.
- Financial and support services available.
- Time commitment and cost.
- Expectations of the program staff.
- Participant expectation of the program.
- Entrance requirements.
- Program guidelines and rules.
- Drug testing and policy guidelines.
- Application and acceptance procedures.



Information packets can be sent in response to requests for additional information, and used as handout materials for presentations and at open house recruitment events. They can be as comprehensive as resources permit. Some packets also

include information about the instructors and/or the institution, and may include a website, video, or YouTube presentation. Websites with all of the above information, forms, and schedules are an effective way to make the program easily accessible and transparent.

## **STUDENT SCREENING AND ASSESSMENT**

Working with the local WIB or career center is a great way to start, but it should not be the only recruitment/screening strategy. Finding applicants who will complete the program, attend all classes, pursue opportunities presented, and most likely be hired requires a multi-level screening process.

The screening and application processes go hand-in-hand, in order to find applicants who are best suited to fill the limited number of available seats and successfully complete training.

Screening can involve a variety of tools and strategies. Many governmental and community agencies have a standard application that participants must complete. Due to the special nature of some environmental jobs, additional or supplemental questions may be necessary on the standard forms.

Example questions specific to EWDJT environmental jobs include those listed below. Some of these questions may not be possible to ask, depending on state and local application policies. However, they are important when placing graduates and may assist in the type of training they are provided.

1. Do you have a driver's license? Often employers will require a commercial driver's license (CDL) for employment.
2. Are you an ex-offender? Some programs work with ex-offenders. Some employers will not hire ex-offenders because of the nature of the job.
3. Can you work in confined spaces?
4. Are you afraid of heights?
5. Do you have physical handicaps that might prevent you from performing the job you wish to fill?
6. Would a physical condition prevent you from wearing a self-contained breathing apparatus (SCBA)? Physicals are required to wear SCBAs.
7. What is your work experience?
8. Can you pass a drug test?

It is important that students have a clear understanding of program expectations prior to acceptance. Therefore, each applicant should be given a student handbook and contract along with the application. Student handbooks spell out program expectations, and disciplinary and expulsion policies including drug use and anti-harassment policies. Equally important is a clear understanding of graduation requirements. Many EWDJT programs use a contract to verify that the student understands and agrees to comply with program policies.

The next level of applicant screening may be an assessment of skills and knowledge to determine if applicants meet minimum



standards for entry into the program. Student assessments can provide a road map for developmental and life skills training. Minimum entrance requirements vary from program to program. Some require GEDs or high school diplomas. Others require a minimum score on Tests of Adult Basic Education (TABE), WorkKeys, or the Comprehensive Adult Student Assessment System (CASAS). Programs are free to target special groups, such as

disabled, chronically unemployed, or underemployed. Entrance requirements should be determined on a program-by-program basis, depending on the curriculum and type of jobs targeted.

Over the years, EWDJT grantees have used a variety of strategies for applicant screening in addition to analytical and subjective applicant assessment. The techniques listed below are some of the advanced screening techniques used by grantees to determine motivation and the ability to work well in teams.

- Tryouts where applicants work in teams as part of the screening process.
- One-on-one and group interviews.
- Family visits.
- Open house and working sessions.
- Multi-tiered application process.
- Pre-training (training such as life skills or construction trades not related to environmental training, with the best and most motivated students offered advanced environmental training opportunities).

Personal interviews should always be conducted before accepting a student into the program. Experienced staff who participate in the recruitment and assessment process will develop initial impressions about the candidates' capabilities and attitudes. One-on-one interviews give candidates a chance to ask questions that have arisen during the application process. It also allows staff the opportunity to learn about special issues, circumstances, or problems that might develop during the training and placement processes. In addition to addressing specific questions, expectations should be discussed at this time. By the end of the interview process, staff will usually have an impression regarding candidates' attitude, determination, and ability to complete the EWDJT program.

Subjective applicant qualities, while the most important, are hardest to screen. Subjective assessment is best evaluated by EWDJT trainers and staff rather than the local career center, and includes several applicant attitudes.

- Sticking with the program.
- Being determined to attain established goals.
- Working well in groups.
- Attending all classes.
- Accepting new and difficult challenges.
- Having a passion for their new career.
- Having a positive attitude toward potential employers.

## INFORMING UNSUCCESSFUL CANDIDATES

It is important to inform unsuccessful candidates why their selection at this time may not be the best fit. In some cases, qualified students may be eligible for a placement or waiting list. Others may be advised to reapply or pursue another program better suited to their interests and abilities. Rejected applicants, especially those passing several filters, need to have alternative opportunities recommended to them. Perhaps

another trade or occupation, with feedback to the career center for additional assistance, is in order. When there are too many qualified applicants, a reasonable approach may be waiting lists for the next cohort or offers to take the place of early drop-out students.

Often applicants pass assessment tests, but do not appear to have the desire or interest required of successful participants. It cannot be assumed that applicants will understand the limitations of resources associated with EWDJT programs. Some residents may view the EWDJT program as somewhere to go, better than nothing, or a right rather than an opportunity.

This is one of the reasons to establish a policy for documenting acceptance and rejection of applicants. This policy may additionally expand to the development of an objective and documented methodology for student recruitment. Use of ranking criteria, similar to the EPA's selection of EWDJT grantees, may provide a starting point for such conversations.

## RESOURCES

Brownfields Toolbox website > Start a Program > Recruitment and Assessment, <http://brownfields-toolbox.org/recruitment-and-assessment-introduction/>

Comprehensive Adult Student Assessment System (CASAS), <https://www.casas.org/>

Tests of Adult Basic Education, <http://tabetest.com/>

WorkKeys, <http://www.act.org/content/act/en/products-and-services/workkeys-for-educators.html>

## DEVELOPING A CURRICULUM

### CORE CURRICULUM, AWARENESS TRAINING, AND LIFE SKILLS

Once the community and labor market assessments have been conducted, the next step to **developing an effective curriculum** for an EWDJT program is to identify knowledge, skills, and credentials students need for successful employment in the environmental field. Input from prospective employers is essential in determining the skills and certifications they are looking for when recruiting new employees. Additional input comes from the **community and labor market assessments**, **advisory boards**, content experts/trainers, and guidance from the EPA in its **EWDJT RFP**.



Environmental remediation is a broad term that includes a variety of activities and occupations. Workforce needs can vary greatly based on weather conditions, site characterization, cleanup requirements, and the nature of contamination. Skill and certification demands may vary from year-to-year and season-to-season depending on project activity and remediation schedules.

Local training needs may also be influenced by economic considerations and employer priorities. A “one size fits all” curriculum will not address employment prerequisites for every locality and remediation priority. For this reason, students

must be flexible and trained for multiple job opportunities. The EWDJT program allows for a flexible environmental remediation, health, and safety curriculum with supplemental awareness training. Awareness training provides graduates basic knowledge and awareness of additional environmental remediation technologies.

Of equal importance to secure and maintain permanent employment are life skills, adult literacy, job readiness, and abilities that allow employees to be successful on a sustained basis. Life skills are essential, but EPA funding only supports environmental remediation, health, safety, and awareness training in specific areas as noted in the RFP. Fortunately, many federal, state, and local programs offer additional types of training not supported by EPA, which can be incorporated into the EWDJT program. Student services can be leveraged with other governmental programs and contributions from non-governmental partners and stakeholders.

## ENVIRONMENTAL REMEDIATION, HEALTH, AND SAFETY TRAINING

Worker health and safety are essential elements of environmental remediation. For this reason, training in 1910.120 40-hour **Hazardous Waste Operations and Emergency Response** (HAZWOPER) is a mandatory part of all EPA-supported training. Other OSHA training is also in demand such as first aid, general construction, and confined space. These health and safety certifications provide worker protection guidance to students across a variety of environmental remediation jobs.

Additional offerings should be guided by local demand. The LMA, employer advisors, and advisory board members provide this guidance. “Train to local demand” is the advice from experienced EWDJT grantees. Below are a few examples of the topics associated with certificates and certifications. These offerings may change with each class depending on local priorities, schedules, and employment opportunities.

- **Asbestos Worker Certification**
- EPA **Lead Renovator, Repair, and Paint (RR&P)**
- Hazard Awareness and Communication
- American Red Cross First Aid, CPR, and AED
- OSHA **Disaster Site Worker**
- OSHA **10- or 30-hour Construction Industry Outreach Training**
- OSHA **10- or 30-hour General Industry Outreach Training**

- OSHA **Maritime Industry**
- OSHA **Confined Space Entry**
- OSHA **Bloodborne Pathogens**
- DOT Hazardous Materials Training
- FEMA: **National Incident Management System (NIMS) IS-700.A**
- FEMA: **Introduction to Incident Command System, ICS-100**
- OSHA 24-hour Hazardous Materials Technician
- Collections and Wastewater Training
- Stormwater, Erosion, and Sedimentation Control
- Environmental Sampling and Analysis
- Mold Remediation
- Commercial Driver's License (CDL)
- Forklift Training

OSHA certificates and other credentialed training are regulated, such as EPA's RR&P, lead, and asbestos training. As such, they may require authorized instructors and/or approved curriculum. It is important that program administrators understand and verify that training is delivered in accordance with federal and state requirements.



Awareness training is not as comprehensive and provides a working knowledge of environmental remediation topics that are important to many employment opportunities. Advice from experienced EWDJT grantees suggests that awareness training should provide a broad enough curriculum to allow for a variety of workforce skills and certification requirements. Again, awareness training should be driven by employer guidance, current remediation activities, and LMAs.

Below are a few examples of the topics associated with awareness training.

- Environmental Justice (EJ).
- Chemical safety.
- Solid waste: Deconstruction, recycling, and green remediation technologies.
- Environmental math.
- Green technology: Urban agriculture.

- Leaking Underground Storage Tank (LUST).
- Underground Storage Tank (UST) removal.
- Meth lab cleanup.
- Geographic Information Systems (GIS).
- Building trades related to constructing beams, caps, synthetic barriers, pumping facilities, and similar structures to remediate contamination.

## CURRICULUM DELIVERY METHODS

As with traditional pedagogy, EWDJT programs use a variety of instructional methods, depending on what works best with students and instructors. The combination of textbooks with team building, demonstrations, and hands-on instruction is common in most EWDJT programs. Tablets and YouTube® videos have been successfully employed to replace printed materials with demonstrated cost savings and improved communications among students. For extensive information about digital classroom technologies, go to “[Google Classroom™](#).” Another excellent review of classroom tools was provided by [Limitless Vistas at the 2017 Annual Environmental Job Development All-Grantee Meeting](#).

## SCHEDULING TRAINING

Just as there is flexibility in curriculum, scheduling classroom time varies depending on student circumstances, work schedules, travel distances, and instructor availability. Community and applicant assessment is important in scheduling classroom instruction. Some programs train in the evenings, and others part-time during the day. Many EWDJT programs prefer training schedules that simulate a work week. For unemployed participants, a full-time, simulated work week makes sense. Some programs have students holding part-time positions. Others have students with daytime commitments or issues that make full-time training impossible. For these programs, evening training works best with training spread over longer periods. In rural and disbursed target communities, students attend classes and dorm at centralized training facilities with breaks between sessions.

To retain students, training delivery needs to be synchronized with the schedules of potential applicants and included as an element in program marketing. The schedule that is adopted must be incorporated into the recruitment/screening process. In some cases, alternating between day and evening classes



and/or weekend offerings for each cohort provides the best opportunity for community residents to receive environmental training.

## **FINDING AND RECRUITING TRAINERS**

Large organizations, including community colleges and nonprofit organizations, may have staff and facilities able to provide some or all of the instruction necessary for a comprehensive environmental curriculum. However, it is more likely that some technical instruction will need to be provided by consultants and/or contractors who are qualified and available to train in their fields of expertise.

When using outside trainers, it is important to recruit and vet instructors before the curriculum has been finalized. Consultant/contractor procurement requires a minimum of three bids and often must additionally comply with organizational policies and procurement regulations. Contracting for instructional services should include the stipulation that acceptance is dependent on budgets and scheduling. Some grantees recruit potential employers as guest instructors and speakers. In addition to serving on advisory boards, employers who also serve as instructors provide several benefits to the program.

- Train to current labor market needs.
- Get to know EWDJT participants on a personal level.
- Hire program graduates.
- Serve in advisory, support, and even leveraged roles in the EWDJT program.

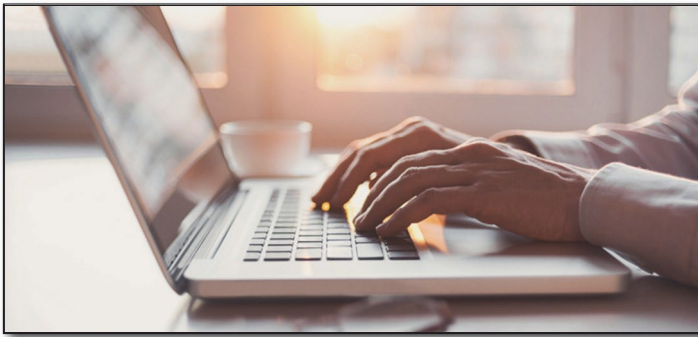
## **SAFETY AND HEALTH IN THE CLASSROOM AND ON THE WORKSITE**

It is essential that EWDJT programs train and enforce safety and health standards in the classroom, laboratory, and worksite. This is true whether training is conducted by program staff or contracted trainers. Several environmental, health, and safety courses commonly offered in EWDJT programs require that students have a medical waiver or physical examination. HAZWOPER and some other courses require program participants to sign a Participant Liability Waiver and Release of All Claims form. This is especially true if an SCBA will be used during the training.

Many programs provide a list of safety and health rules for students. Students are asked to sign and date this document stating that they agree to comply with all of the rules.

## **ADULT LITERACY, LIFE SKILLS, AND EMPLOYABILITY SKILLS TRAINING**

Adult literacy is sometimes used as an umbrella term for adult basic education. Curriculum may include:



- Reading
- Writing
- Listening
- Speaking
- Mathematics
- Computer skills
- Financial literacy

Life skills are the skills and abilities needed to complete everyday tasks such as:

- Developing and keeping regular routines.
- Being reliable and on time.
- Appearance.
- Accepting personal, family, and academic responsibilities.
- Goal setting.
- Decision-making.
- Time management.
- Problem-solving.
- Teamwork and cooperation.

Employability skills involve the development of attitude, experience, and mindset that are increasingly necessary for success in the workplace. Many EWDJT programs include employability skills training as part of their curriculum and include activities such as:

- Completing a job application.
- Creating a resume and keeping it current.
- Conducting mock job interviews.
- Stressing the importance of attendance and punctuality.
- Conducting exercises to improve skills and work ethic.
- Developing a list of references during training.

- Teaching general decision-making skills.
- Dressing for the job and use of proper etiquette.
- Settling past traffic and other fines.
- Discussing civic responsibility.
- Improving communication skills.
- Reinforcing first impressions that establish a solid foundation for future employment.
- Stressing the importance of drug testing.
- Providing an understanding of employer liability for employee behavior.
- Understanding of discriminatory, intimidating, harassing, and hostile behaviors.
- Incorporating conflict management skills.
- Sending participants to multiple interviews to get practice and improve interview skills.
- Videotaping interviews to provide feedback.

As part of recruitment, assessment, and screening, EWDJT staff need to evaluate each applicant's ability to complete the program, find employment, and become a successful environmental technician. Although adult literacy, life skills, and employability skills training are not the focus and are not supported by EWDJT funds, they play an important part in the student's ability to complete training and obtain employment. The degree to which EWDJT programs offer this training depends on their ability to secure the resources needed and leveraged partners to provide the training.

Minimum educational requirements for acceptance into EWDJT vary from program-to-program. Most require a high school diploma or enrollment in a GED program. It is important to match training availability with minimum educational standards.

When adult literacy, life skills, and employability skills training are not available, acceptance standards into the EWDJT program must be raised. Failure to do so results in setting students up for failure, leading to low retention and placement rates.

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## RESOURCES

1910.120 Hazardous Waste Operations and Emergency Response (HAZWOPER), [https://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_table=standards&p\\_id=9765](https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=9765)

Asbestos Training, <https://www.epa.gov/asbestos/asbestos-training>

Bloodborne Pathogens, [https://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_id=10051&p\\_table=STANDARDS](https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_id=10051&p_table=STANDARDS)

Brownfields Toolbox website > Start a Program > Community and Labor Market Assessments, <http://brownfields-toolbox.org/labor-market-introduction/>

Brownfields Toolbox website > Start a Program > Developing Training Programs, <http://brownfields-toolbox.org/developing-training-programs-introduction/>

Brownfields Toolbox website > Start a Program > Functional Advisory Boards, <http://brownfields-toolbox.org/functional-advisory-boards/>

Confined Space, <https://www.osha.gov/confinedspaces/index.html>

Disaster Site Worker, <https://www.osha.gov/dte/outreach/disaster/index.html>

EWDJT Request for Proposals, <https://www.epa.gov/brownfields/types-brownfields-grant-funding>

Google Classroom, <https://edu.google.com/intl/en/products/productivity-tools/classroom/>

Introduction to Incident Command System ICS-100, <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.b>

Lead Renovator, Repair, and Painting (RR&P), <https://www.epa.gov/lead/renovation-repair-and-painting-program>

Limitless Vistas Presentation on Classroom Tools, [http://brownfields-toolbox.org/download/2017-grantee-files/2017-grantee-powerpoints-and-resources/grantee\\_powerpoints\\_and\\_resources/Limitless\\_Vistas\\_LA\\_Google\\_Classroom.pdf](http://brownfields-toolbox.org/download/2017-grantee-files/2017-grantee-powerpoints-and-resources/grantee_powerpoints_and_resources/Limitless_Vistas_LA_Google_Classroom.pdf)

Maritime Industry, <https://www.osha.gov/dte/outreach/maritime/index.html>

National Incident Management System (NIMS) IS-700A,  
<https://training.fema.gov/is/courseoverview.aspx?code=IS-700.a>

Outreach Training Program, <https://www.osha.gov/dte/outreach/>

# LIFE SKILLS, REMEDIAL TRAINING, SUPPORT SERVICES, AND STUDENT RETENTION

The primary focus of the EWDJT program is to provide skills, knowledge, and certifications necessary for community residents to enter the environmental workforce. EPA funds a core curriculum including environmental assessment, remediation, and safety, but does not support services that students often need during training.

Life skills and remedial training are a necessary part of the curriculum but must be provided with leveraged resources. Additional **support services** must also be leveraged with outside assistance from partners, stakeholders, and existing social service organizations.

Support services include all of the activities and assistance that students need to supplement their environmental and life skills training while on the path to meaningful environmental employment. Addressing legal and personal issues can be as important to student success as technical skills, and can be the primary factor that influences student retention, attitude, willingness to learn, and ultimately, sustained employment.

Nothing discourages an instructor more than to see a good, deserving student drop out as a result of an unforeseen external event. External events often include:

- **Child care**—Sickness, vacation, or other lapse in child care services.
- **Financial literacy and support**—Part-time work conflicting with class schedules or events.
- **Personal and legal issues**—Court dates conflicting with certification tests.
- **Transportation**—Training and instructional events become difficult to attend.

Fortunately, existing programs funded by the **DOL** and the U.S. **Department of Health and Human Services** (HHS) are available to provide assistance to students in environmental job training programs. Community colleges and faith-based and community organizations also provide resources and support to EWDJT participants.

Student services supported by the federal government are usually part of large assistance programs. Block grants establish social service and employment agencies. Often, federal grants are matched or supplemented with local funds. Statewide programs provide additional resources to counties and communities to support local programs.

It is important to contact each state and local agency independently since every community operates differently. Federal, state, and local websites are useful tools in researching services offered, eligibility requirements, and contact information for supplemental services.

## CHILD AND DEPENDENT CARE

Funding for child care services is usually provided by the HHS [Office of Child Care](#) (OCC) through block grants to each state. The best places to start looking for child care assistance are the state or county Department of Human Services, Child Care Services, or Family Services.

If a student is on public assistance, [Temporary Assistance for Needy Families](#) (TANF) is a state and federal program that provides funds for support services and family assistance.

The DOL [Employment and Training Administration](#) (ETA) provides assistance to qualified dislocated workers. A similar program includes the [Workforce Innovation and Opportunity Act](#) (WIOA) which supports state WIBs.

Funding to Tribal and Native American organizations may also be available from DOL. The [Institute for Urban and Minority Education](#) is a website that addresses support issues related to Native Americans.

## FINANCIAL LITERACY AND SUPPORT

Financial literacy and support is becoming a significant factor in retaining students during training and job performance after graduation. During training and after graduation, EWDJT participants sometimes find themselves hopelessly in debt, unable to secure housing and provide for emergencies as they arise.

The importance of financial assistance during training has been recognized with numerous leveraged opportunities from federal

and nonprofit organizations as well as local banks, foundations, and faith-based community organizations. [About MyMoney](#), from the [Financial Literacy and Education Commission](#), and the [U.S. Federal Reserve](#) website also provide curricula, guidance, and other helpful tools. EWDJT programs that are part of larger organizations often have financial guidance counselors to assist students with the support they need to succeed. Work study opportunities, pre-apprenticeships, scholarships, and stipends provided by enterprise partners should not be overlooked as important resources.

## PERSONAL AND LEGAL ISSUES

Fortunate students can often work around financial and child care demands with assistance from family and friends, but personal issues may still prevent them from being successful. Personal issues can disrupt the entire EWDJT process of training, retention, and placement. Several personal and legal issues may need to be addressed to help students be successful.

- Attitude.
- Learning and physical disabilities including medical conditions.
- Access to computers and learning resources.
- Anger management.
- Prior convictions.
- Drug and/or alcohol abuse.
- Student living assistance (for example, paying rent or finding housing).
- Driver's license suspension and outstanding tickets or warrants.
- Prior judgments and punitive awards.

EWDJT programs have handled legal and personal support services in a variety of ways. Every student is likely to require a different level of support. Some students are secure and independent, requiring little or no assistance. Others have numerous issues, responsibilities, and obligations that must be addressed if training and sustained employment is to be successful.

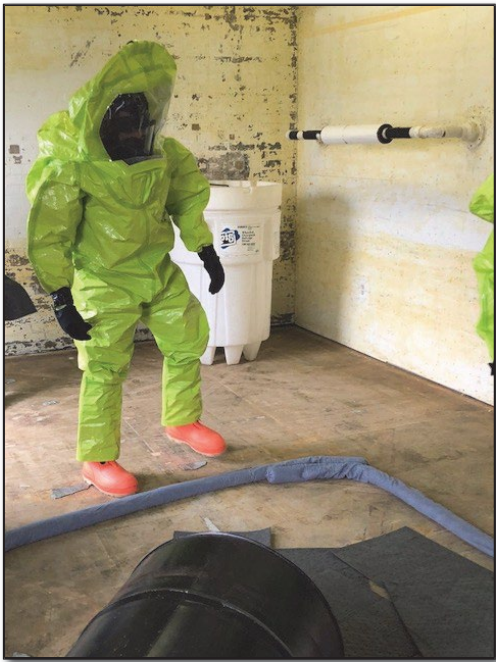
Failure to be sensitive to student personal and legal issues can result in low program completion and employment rates. Working with local courts, probation programs, and parole officers are important factors in retaining capable students who have made mistakes in their past or were associated with the



wrong peer group. Anger management, working in groups, proper presentation, and attitude adjustment can greatly influence student retention, placement, and post-graduate success.

Drug use is a growing and contentious issue, especially in communities where marijuana is legal. Most employers require drug-free employees including marijuana—legal or illegal. It must be made clear that applicants may be tested during the application process and at any time during training. Personal and legal issues can best be addressed by ensuring that every EWDJT participant has an advocate or case worker who he or she can confide in regarding personal issues. EWDJT grantees maintain a drug-free policy. Many programs work with participants who have drug issues, but none will graduate students testing positive for drugs.

## TRANSPORTATION



EWDJT Program:

Auberle, Employment Institute;  
McKeesport, PA

Transportation is a support service that is often overlooked and can become a major issue concerning student retention, placement, and sustained employability. Urban communities with good public transportation services provide for more flexibility. Students can commute to training and secure sustainable jobs within the community's transportation network. In smaller and rural communities, transportation to training and employment becomes problematic.

EWDJT programs have leveraged transportation support in a number of ways. It is not uncommon for students to receive free or discounted public transportation passes to and from class. In some communities, auto dealerships and transportation companies such as Uber have provided discounts to EWDJT graduates. In rural communities, reservations, and urbanized communities with an underdeveloped transportation infrastructure,

EWDJT programs may need to require transportation (between home and training and between home and

work) as a condition of acceptance. An alternative is to provide transportation services during training with the understanding that post-graduation transportation will become a responsibility of the participant. In extreme cases and remote locations, such as in an oil drilling community, students may dorm at a central location for training and then be employed while living in work

camps where all transportation is provided. In most cases, the cost associated with a driver's license would be considered a life skill and not supported with EPA funds. A commercial driver's license (CDL) could be supported with grant funds if it was part of an environmental remediation job.

## RESOURCES

About MyMoney, <https://www.mymoney.gov/Pages/default.aspx>

Brownfields Toolbox website > Start a Program > Support Services, <http://brownfields-toolbox.org/support-services-introduction/>

Department of Health and Human Services (HHS), <https://www.hhs.gov/>

Employment and Training Administration (ETA), <https://www.doleta.gov/>

Federal Reserve, <https://www.federalreserve.gov/>

Financial Literacy and Education Commission, <https://www.treasury.gov/resource-center/financial-education/Pages/activities.aspx>

Institute for Urban and Minority Education, <http://iume.tc.columbia.edu/>

Office of Child Care (OCC), <https://www.acf.hhs.gov/occ/parents>

Temporary Assistance for Needy Families (TANF), <https://www.acf.hhs.gov/ofa/programs/tanf>

Workforce Innovation and Opportunity Act (WIOA), <https://www.doleta.gov/wioa/>

## PLACEMENT AND TRACKING

**Placement and tracking** of graduates defines the success of an EWDJT program. Resources allotted for placement, and especially for tracking, can easily be underestimated as the task must begin with the first LMA and can extend years after graduation. Ultimately, the goals of placement and tracking are to:

- Find sustainable jobs for graduates in environmental technology.
- Maintain contact with alumni and provide post-placement guidance and services as needed.
- Engage graduates to support the EWDJT program with recruitment, placement, and mentoring of future participants.

### FINDING SUSTAINABLE JOBS FOR STUDENTS IN ENVIRONMENTAL TECHNOLOGY

Good placement practices result in safe, sustainable environmental jobs for program graduates. Effective placement creates goodwill and a positive reputation among graduates, employers, and the community. Successful EWDJT grantees suggest that placement efforts need to begin before training starts when advisory boards and prospective employers are identified. Attitudes, training, presentation, teamwork, and networking all need to be focused on the final goal—employment.

A single placement strategy is not sufficient when attempting to find meaningful jobs for a graduating class. Below are a few examples that can contribute to a multifaceted placement strategy.

- Internal EWDJT placement efforts.
- CareerOneStop Centers.
- Internships, pre-apprenticeship programs, and company visitations.
- Professional employment services, temporary staffing, and labor contract services.
- Personal and professional networking, and joining various professional organizations and societies.

**Internal EWDJT placement efforts**—Placement efforts by EWDJT staff, partners, and stakeholders can be the most effective vehicle for several reasons. Those associated with the program know the subject matter and can answer questions first-hand regarding student abilities and credentials. They are familiar with students and can provide references and recommendations. Engaging instructors, guest speakers, advisory board members, and visits to prospective employers can serve as a learning experience as well as a placement strategy. Participation in public events, job fairs, and cold calls to human resource personnel may uncover new employers that otherwise would have fallen through the cracks during the normal placement process. Close relationships with state and local governmental agencies often result in a variety of state and municipal job opportunities.

**CareerOneStop Centers**—The importance of partnering with WIBs cannot be overstated. In addition to student recruitment, screening, and support services, CareerOneStop Centers provide job placement services with staff and resources allocated to that function. Governmental employment services should be used only as a supplement—not a replacement—for EWDJT in-house program placement.



EWDJT Program: Northwest Regional  
Workforce Investment Board;  
Waterbury, CT

**Internships, pre-apprenticeship programs, and company visitations**—When students work with prospective employers, a mutual information exchange occurs regarding company culture, work environment, and expectations. Establishing co-op programs can be a very effective vehicle for placing graduates, and may include work-study, internship, job shadowing, or formal pre-apprenticeship programs. Occasionally, EWDJT programs have been able to leverage stipends and scholarships which bring donors and students together. When possible, using organized labor and remediation contractors as advisory board members broadens employment opportunities.

**Professional employment services, temporary staffing, and labor contract services**—Professional employment services locate and employ candidates with specialized, high-demand skills. Instances often exist when firms must quickly ramp up environmental remediation capabilities in order to fulfill contract terms or respond to natural disasters. For that reason, EWDJT program staff should establish long-term relationships with national

remediation contractors, professional employment, and temporary staffing services specializing in environmental workers. Even though they are referred to as “temporary staffing,” many jobs can last for years and lead to full-time employment and permanent sustainable careers.

**Personal networking**—Networking has always been an effective approach to identifying employment opportunities. Networking can take many forms but is essentially connecting those interested in employment with those looking to expand their workforce. A few networking opportunities used by EWDJT programs include the types of events listed below.

- Alumni reunions and mixers—EWDJT graduates can mix with former graduates to network and share experiences. As with prospective employers, involving former graduates in EWDJT activities provides networking opportunities for new graduates.
- Employer open houses—Invite prospective employers and graduates to tour facilities, exchange ideas, and discuss topics of mutual interest.
- Environmental conferences—Environmental conferences provide an excellent venue for networking and provide an introduction to prospective employers interested in EWDJT graduates. Throughout the year, many state and regional Brownfields associations convene workshops and conferences. Students are usually given special consideration regarding membership and conference fees. Members attending these events are stakeholders and contractors who often bring with them new employment opportunities.
- Job Fairs—Many communities and employment service organizations sponsor periodic job fairs. Job fairs address a variety of occupations so they become excellent opportunities for networking and identifying companies not normally recognized for employing environmental technicians. Larger EWDJT programs may organize their own open house and job fair while others may participate in a larger, community-wide event.

## **MAINTAINING CONTACT WITH ALUMNI AND PROVIDING POST-PLACEMENT SERVICES**

Graduate tracking is both social and administrative in nature, and follows each student’s progress, including promotions, salaries, and commendations. An effective tracking

program establishes a method for capturing post-graduation training and work experiences. There are several good reasons for graduate tracking.

- Graduates with some certifications may need refreshers or recertification classes to keep credentials current.
- Sometimes expectations of the worker or employer are not fulfilled, resulting in an unemployed graduate who needs placement assistance and/or additional training.
- Feedback from former students can be valuable in maintaining a current and relevant curriculum.
- Many programs have found that tracking with social media can build an effective alumni program benefiting former graduates and current participants.
- Tracking graduate employee statistics and employer satisfaction provides definitive information regarding the success and opportunities provided by the EWDJT program.

Most EWDJT grantees have found that maintaining and updating current email and contact information can be difficult as

graduates move, change employment, and migrate into new jobs. The example strategies below have been shown to be effective.

*Cypress Mandela [EWDJT grantee] changed my life for the better. It guided me in the right direction. Now I'm working for a major gas and electric company going on my 5th year. Thank you Cypress Mandela!*

*—John Barcala-Felix,  
former Cypress Mandela  
Training Center student,  
from Facebook*

- Encourage using a social networking platform, such as Facebook, LinkedIn, or Twitter, for all program participants and graduates.
- Maintain a regular newsletter that includes employment opportunities and current events.
- Track pre-apprenticeship candidates into union employment.
- Continue social events that include alumni and current students.
- Offer incentives including refreshers and professional development activities to all graduates.
- Provide employment and placement opportunities to all graduates.

As graduates are placed, prospective employers should be briefed on the tracking process in consideration of placement. This step is very important, but often overlooked. It is also necessary to instill in graduates an obligation to report his or her progress after graduation. Maintaining an active EWDJT Facebook site for all program participants, past and present,

appears to be one of the most effective approaches to maintaining contact with students.

## ENGAGING GRADUATES TO SUPPORT THE EWDJT PROGRAM

Successful graduate engagement requires close relationships with the students and their employers. Historically, graduates have contributed to successful EWDJT programs in a variety of ways.

- Becoming part of the staff.
- Providing instruction as guest speakers.
- Serving on advisory boards.
- Providing employment leads for recent graduates and alumni.
- Assisting in development activities and leveraging opportunities.
- Serving as community awareness advocates for the EWDJT program.



Graduates can become excellent resources in guidance, placement, and mentoring for other graduates and for current students. They often become role models, providing testimony regarding the worthiness of the program to potential recruits, employers, supporters, and partners.

Building a culture that welcomes, values, and promotes continued participation by program graduates is the prerequisite for a working, post-graduation tracking strategy. Sometimes, however, incentives are necessary to bring information back after students have graduated. Example methods that have been used to maximize graduate participation in EWDJT activities and provide tracking opportunities may include several approaches.

- Free or discounted refresher courses.
- Opportunities for additional and supplemental training.
- Invitations to participate in EWDJT events and conferences.
- Offers to sit in or monitor current training.
- An opportunity to pay-it-forward by mentoring current EWDJT participants.

## **DRUG USE AND GRADUATES WITH INCARCERATION HISTORIES**

At some point, issues of drug use and graduates with incarceration histories need to be addressed when discussing placement strategies.

In recent years, drug use has become a predominant issue with regard to graduate recruitment, screening, and placement. Regardless of local ordinances, the use of federally prohibited drugs remains a crime. As such, most employers have strict drug use policies for recruitment and ongoing employment. Program participants need to be aware of zero tolerance drug policies, even when local use may be permitted.

Grantees have addressed drug use issues in a variety of ways, including testing as an acceptance criteria, random testing during training, and testing prior to graduation. During the recruitment and screening process, applicants need to be informed that they will be subject to random testing. Some EWDJT programs will accept applicants that fail drug testing on the condition that they work with counselors to become drug-free during the training program and as a condition of graduation. Tests need to be randomly separated and spaced to ensure effectiveness. The comprehensiveness of drug tests vary from program to program depending on the administering agency.

Most EWDJT programs work with ex-offender populations and are extremely successful in placing graduates in good jobs.



Others have struggled with placement. When placing ex-offenders, program staff must be sensitive to employer

attitudes and company re-entry policies. Successful placement of graduates with criminal records needs to begin with LMAs. In communities where the LMA cannot identify employers willing to work with individuals having criminal histories, the EWDJT curriculum and perhaps screening criteria need to be revisited. Experienced grantees advise new programs to find employers where graduates will be respected and appreciated. This is accomplished by understanding the employment policies of prospective employers. Always check that a company has second-chance or re-entry programs before sending candidates on interviews. If no such policies exist, redirect placement efforts to employers willing to work with graduates who need a second chance. Before placement, employers need to sit down with program staff and the EWDJT graduate to determine conditions under which the new hire may miss work to meet with parole officers or make court appearances. Never send an ex-offender to an interview without knowing the organization's ex-offender hiring policy.

## RESOURCES

Brownfields Toolbox website > Start a Program > Placement and Tracking,  
<http://brownfields-toolbox.org/placement-and-tracking-introduction/>

CareerOneStop Centers, <https://www.careeronestop.org/>

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## PROGRAM SUSTAINABILITY

**Program sustainability** addresses issues, activities, and organizational structures related to the continued operation of an EWDJT program. Developing long-term relationships and financial support is critical to creating a sustainable training program. The timeframe of EPA EWDJT awards is three years, at which time program staff must decide to apply for another round of funding, replace EPA dollars with support from other sources, merge environmental training with other local workforce programs, or terminate the program. Some of the best EWDJT programs combine these strategies to create sustainable training programs.

*In order to continue the healthy operation of an EWDJT program, outcomes must demonstrate quality and value to all parties—trainees, stakeholders, employers, and the community.*

Sustaining a quality EWDJT program requires continuous evaluation and updating to ensure that training is current, relevant, and fulfills community needs. Program accomplishments

must exceed the expectations of partners, supporters, and public officials in addition to capturing the attention of employers and new stakeholders.

## APPLICATION TO EPA FOR CONTINUED FUNDING

EWDJT grantees have demonstrated that communities can develop and deliver comprehensive, quality environmental training with seed money from EPA, combined with assistance from leveraged local resources. However, EPA did not design the program as a perpetual source of federal assistance. After programs become established, they are encouraged to support themselves with state and local resources, in addition to assistance from leveraged partners. Some grantees have been successful in developing fully sustainable organizations. Others have not been able to achieve that goal. Because of the continued positive impact on communities, EPA has chosen to give EWDJT grantees the option to re-compete for additional rounds of funding.

Unfortunately, with limited funding and new communities seeking support, it is not possible for EPA to renew every existing successful program. A few EWDJT programs have been funded several times. Many others have not. As the number of communities interested in EWDJT expands, the level of competition during each funding cycle increases. Applications



## REPLACING EPA DOLLARS WITH SUPPORT FROM OTHER SOURCES

Even before the EWDJT application is considered, programs need to focus on partnerships, leveraging, and other long-term funding sources if they wish to continue their program when EPA funding is no longer available. As startup assistance begins to subside, the key to sustainability is establishing an institutionalized, long-term training plan that maintains relevance and contributes to the community. Below are some of the sources that may, individually or in combination, replace EPA assistance on either a short- or long-term basis.

- Legislative support.
- Public and private partnership support.
- Environmental penalties and judgments.
- Philanthropic grants.
- Foundation and nonprofit organization grants and contributions.
- Contracts and fee-for-service agreements.
- Other federal and state grant programs.

*Legislators and private supporters have little interest in funding programs perceived as ineffective, inefficient, or a drain on limited resources.*

Replacing EPA funding with another source requires the development of long-term relationships and demonstrated success with government, community, and private sector decision-makers. Demonstrating the value of EWDJT to future supporters begins during initial planning stages as the first grant application is being written.

## MERGING ENVIRONMENTAL TRAINING WITH OTHER LOCAL WORKFORCE PROGRAMS

EWDJT programs that stand by themselves or attempt to go it alone often have a difficult time sustaining their program. Stand-alone programs are not able to benefit from economies of scale and multi-program synergies. Instead they are required to seek outside assistance for all of the infrastructure, and administrative and support services not funded by the EWDJT grant.

To share the burden, some grantees choose to become part of a larger job training or social services program, thereby contributing only a portion of overall costs. In this

arrangement, programs share facilities, organizational infrastructure, administrative obligations, and staff resulting in classrooms, facilities, and instructors that are better utilized.

Affiliating with other organizations dramatically reduces the economic burden on the Brownfields portion of the overall program and provides a stronger magnet for attracting community support and leveraged financial assistance. A good analogy is adding another car to a train, rather than building an entirely new train.

In the absence of resources to replace EPA funding, a sustainable approach may be to transition the EWDJT program into an existing institutionalized program. Legacy programs are those that are already supported by ongoing city, county, or state government. They may also include community colleges, community and nonprofit organizations, organized labor, or established workforce organizations funded by the DOL. Merging an EWDJT program with an existing legacy program allows mature workforce programs to add one more service (environmental training) to existing offerings. It also allows the EWDJT program to continue, regardless of future EPA funding decisions. Sustainability plans need to be included in the program planning and grant writing process.

Each of the strategies described above are not mutually exclusive. Perhaps the best sustainability strategy is to pursue all strategies available to active EWDJT programs. The time to begin those strategies is before the first EWDJT proposal has been written.

## RESOURCES

Brownfields Toolbox website > Start a Program > Program Maintenance & Sustainability, <http://brownfields-toolbox.org/program-maintenance-and-sustainability-introduction/>

## COMMONLY USED ENVIRONMENTAL ACRONYMS

ARC	Assessment, Revolving Loan Fund, and Cleanup
BMWTP	Brownfields Minority Worker Training Program
CASAS	Comprehensive Adult Student Assessment System
CDL	Commercial Driver's License
DOL	US Department of Labor
ECWTP	Environmental Career Worker Training Program
EJ	Environmental Justice
EJSCREEN	Environmental Justice Screening and Mapping Tool
EPA	US Environmental Protection Agency
ETA	Employment and Training Administration
EWDJT	Environmental Workforce Development and Job Training
GIS	Geographic Information Systems
HAZWOPER	Hazardous Waste Operations and Emergency Response
HHS	Department of Health and Human Services
HMTRI	Hazardous Materials Training and Research Institute
HUD	US Department of Housing and Urban Development
LUST	Leaking Underground Storage Tank
MOU	Memorandum of Understanding
MSHA	Mine Safety Health Administration
NIEHS	National Institute of Environmental Health Sciences
NIMS	National Incident Management System
NOFA	Notice of Funding Availability
OSHA	Occupational Safety and Health Administration
PLC	Professional Learning Community (HMTRI)
PSA	Public Service Announcement
RFP	Request for Proposals
RR&P	Renovation, Repair, and Painting
RSVP	Retired and Senior Volunteer Program
SCBA	Self-Contained Breathing Apparatus
TABE	Tests of Adult Basic Education
TANF	Temporary Assistance for Needy Families
UST	Underground Storage Tanks
VA	Department of Veterans Affairs
VETS	Veterans Employment and Training Service
VISTA	Volunteers in Services to America
WIB	Workforce Investment Board
WIOA	Workforce Innovation and Opportunity Act



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