National Institute of Environmental Health Sciences
Your Environment. Your Health.

FOA Applicant Information Briefing
for
Hazardous Materials Worker Health and Safety Training (U45)
RFA-ES-14-008
and
Hazmat Training at DOE Nuclear Weapons Complex (UH4)
RFA-ES-14-009



NIEHS Rodbell Bldg
September 18, 2014



Introduction and Welcome

Joseph T. Hughes Jr.
Director
Worker Education and Training Program
Division of Extramural Research & Training

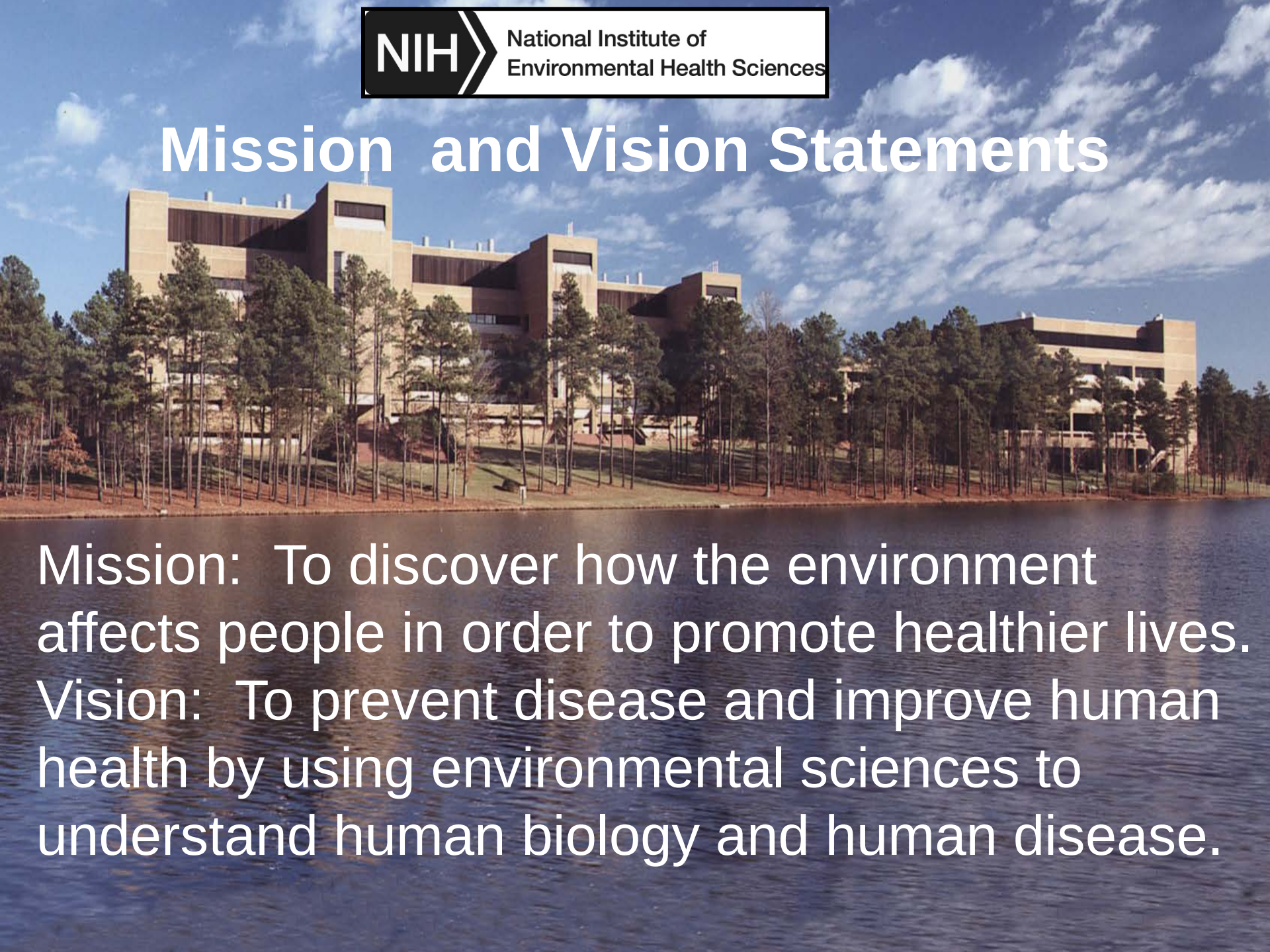
Briefing Meeting Guidelines

- Agenda
- Site Logistics
- Handout Information
- Questions & Answers
- Question Forms

Link to RFA;s: http://grants.nih.gov/grants/guide/rfa-files/RFA-ES-14-008.html and http://grants2.nih.gov/grants/guide/rfa-files/RFA-ES-14-009.html
Link to RFA Information Page:
http://www.niehs.nih.gov/careers/hazmat/funding/current_funding/index.cfm

Agenda

1:00 pm	Introduction and Welcome	Joseph “Chip” Hughes
1:10 pm	Hazardous Materials FOA Program Component Descriptions and Guidelines	
	• WTP Overview and Program Components	Joseph “Chip” Hughes
	• Program Component HWWT	Joseph “Chip” Hughes
	• Program Component – ECWTP & Ongoing Initiatives	Sharon D. Beard
	• Program Component – HDPTP	James Remington
	• DOE FOA – Hazmat Training at DOE Nuclear Weapons Complex	Chip Hughes and Sharon D. Beard
	• Tips for a Successful Application	Kathy Ahlmark
	• ASSIST Video Presentation	
2:15 pm	Break	
2:30 pm	Questions and Answers of Program Issues	NIEHS WTP Staff
3:15 pm	FOA Review Process and Considerations /Guidelines	Sally Tilotta
3:30 pm	FOA Fiscal and Administrative Issues/Guidelines	Pamela Clark & Donald Ellis
3:45 pm	Questions and Feedback	Sally Tilotta & Pamela Clark
4:15 pm	Conclusion	Joseph “Chip” Hughes



Mission and Vision Statements

Mission: To discover how the environment affects people in order to promote healthier lives.

Vision: To prevent disease and improve human health by using environmental sciences to understand human biology and human disease.

Program Overview

Joseph T. Hughes Jr.
Director
Worker Education and Training Program
Division of Extramural Research & Training

Goals

Goals: The major objective of these cooperative agreements is to prevent work-related harm by assisting in the training of workers in how best to protect themselves and their communities from exposure to hazardous materials, waste and chemical emergency response. Includes the Department of Energy (DOE) Nuclear Complex Program.



Need: There are literally thousands of sites that pose severe health and safety concerns to workers and the surrounding communities.

The Hazardous Materials Worker Health and Safety Training FOA: Three distinct program areas including the Hazardous Waste Worker Training Program, Environmental Careers Worker Training Program, and the Hazmat Disaster Preparedness Training Program.

FOA PROGRAM COMPONENTS

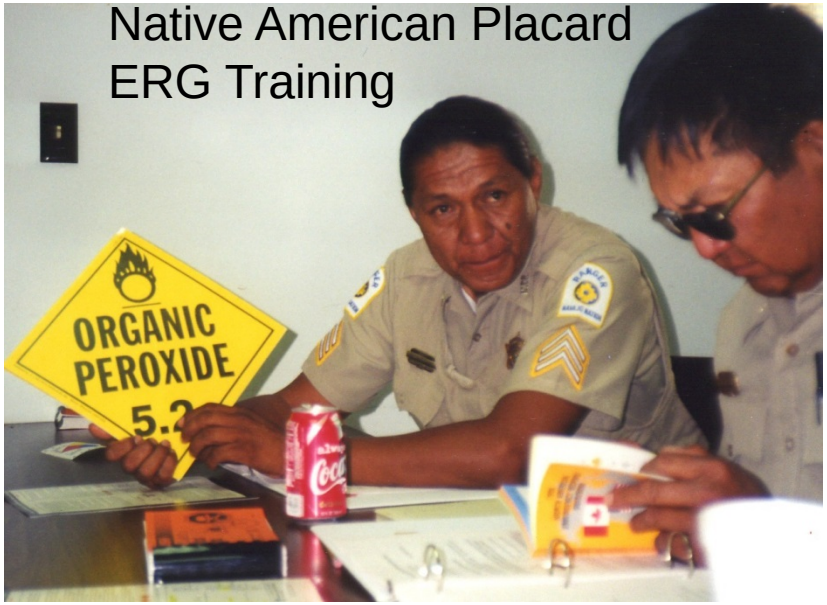
- Hazardous Materials Worker Health and Safety Training (U45) RFA-ES-14-008
  - **HAZARDOUS WASTE WORKER TRAINING - Mandatory**
  - **ENVIRONMENTAL CAREERS WORKER TRAINING – Optional**
  - **HAZMAT DISASTER PREPAREDNESS TRAINING - Optional**

- Hazmat Training at DOE Nuclear Weapons Complex (UH4) RFA-ES-14-009
  - **DOE NUCLEAR WEAPONS HAZMAT TRAINING**

Accomplishments

Partnerships: The NIEHS WTP operates these two programs in partnership with HHS, DOE, OSHA, EPA primarily, and with over 100 non-profit training organizations across the country.

- The Hazardous Waste Worker Training Program is our Core Program



Native American Placard ERG Training

Major Successes:

- Each year 175,000 to 200,000 workers receive critical safety and health training.
- Over 2.5 million workers trained in every state and province.
- Program leverages resources to respond to multiple emergencies & disasters.
- For MWTP, 10,000 trained in 30 communities across 20 states with 70% employment.
- Since 1993 the DOE program has offered 33,490 courses, 479,597 workers with 6,448,305 contact hours of training

Program Components

Environmental Careers Worker Training Program:

- Train unemployed or underemployed individuals by delivering holistic and comprehensive training to disadvantaged and underserved communities;
- Program addresses the risk of occupational health disparities;
- Provides job readiness training such as remediation education and life skills;
- Prepare and place them for employment in the fields of environmental restoration, construction, and hazardous materials/waste industries; and
- Exploring name change to reflect the expanding diversity of the program.

Hazmat Disaster Preparedness Training Program:

- Develop specific training and specific tools for preparing workers for response to future natural and manmade disasters in a wide variety of facilities and high-risk operations.
- Closely coordinate training with Department of Homeland Security (DHS), OSHA, FEMA, and USACE.
- Response efforts include September 11, Hurricanes Katrina, Rita, Sandy, California wildfires, Deepwater Horizon Gulf Oil Spill, etc.

DOE/NIEHS Worker Training Program:

- NATIONAL DEFENSE AUTHORIZATION ACT: Section 3131 created the Worker Training Program in 1993 for NIEHS and DOE as a partnership.
- Interagency Agreement with DOE to develop model worker safety and health training programs at DOE facilities.
- Support worker safety training for the purpose of DOE site clean up activities, waste management and hazardous materials response.


DOE- IAFF HAMMER Training


Tank Cleaning Operation

Anticipated Awards

- HAZARDOUS WASTE WORKER TRAINING PROGRAM (HWWTP) -- $20 M. approx.
- ENVIRONMENTAL CAREERS WORKER TRAINING PROGRAM (ECWTP) -- $3.5M approx.
- HAZMAT DISASTER PREPAREDNESS TRAINING PROGRAM (HDPTP) -- $2.5M approx.
- DOE-NUCLEAR WEAPONS HAZMAT TRAINING (DOE-WTP) -- $9.5M approx.





- Why Cooperative Agreements?
  - national coordination, and to avoid duplication of efforts and overlap in program development and delivery;
  - facilitate the ongoing exchange of relevant scientific and technical information;
  - ensure regulatory compliance with applicable federal worker health and safety requirements and national consistency in the delivery of training curricula;
  - the need to have a timely and appropriate response to events of national significance.





PROGRAM GOALS

- Diffusion of NIEHS WTP awardee model programs and best practices
- Creation of national safety and health training benchmarks and guidance
- Integration of safety and health training with work practices, skills development & workplace OSH programs
- Establishment of innovative program evaluation protocols to demonstrate training effectiveness and impact
- Development of worker-centered education & training delivery to support lifelong learning, workplace protections, ease of accessibility & new opportunities for hazardous waste workers & emergency responders

Overall Component

- Research & Related Other Project Information
  - Program Summary/Abstract – state problem(s) and how the Center will address target problems related to hazardous waste training
  - Project Narrative –Public health relevance of the training and ability of Center to conduct training
- Other Attachments
  - Training Center Organizational Structure



- Research Plan
  - Specific Aims for the Center as a whole, target populations and what the Center proposes as a whole
  - Research Strategy:
    - Overview of the Center especially institutional capacity to conduct the training and provide an overview of the entire application and explain how the components work together.
    - State relevance and connection to NIEHS and WTP Strategic Plans

NIEHS Hazardous Waste Worker Training Program -HWWTP

- The Superfund Amendments and Reauthorization Act of 1986 (SARA), Section 126(g), authorizes an assistance program for training and education of workers engaged in activities related to hazardous waste generation, removal, containment or emergency response and hazardous materials transportation and emergency response.

- Long-term goals of the model training programs should be to assure that workers become and remain active participants in determining and improving the health and safety conditions under which they work and that avenues for collaborative employer-employee relationships in creating safe workplaces are established.

Program Concerns

- Domestic non-profit organizations and higher learning institutions
- Demonstrated expertise and experience in worker training & education
- Demonstrated ability to reach and involve target worker populations that is national or regional in scope
- Target HAZWOPER populations covered by 29 CFR 1910.120 of OSHA

NIEHS WTP:TRAINING EVALUATION COMPONENTS

- Strong and detailed consortia alignment
- Competent program management
- Adequate training facilities
- Access to target population
- Requirement for outside evaluations of each grantee program
- Independent NIEHS program evaluation
- Effective program training plan with course evaluation

NIEHS WTP QUALITY ASSURANCE

- Cooperative agreement terms and conditions
- Compliance with NIEHS Minimum Criteria (Appendix E of 1910.120)
- Advisory boards
- Review of progress reports
- Technical meetings and workshops
- Connection to NIEHS and WTP Strategic Plan Elements

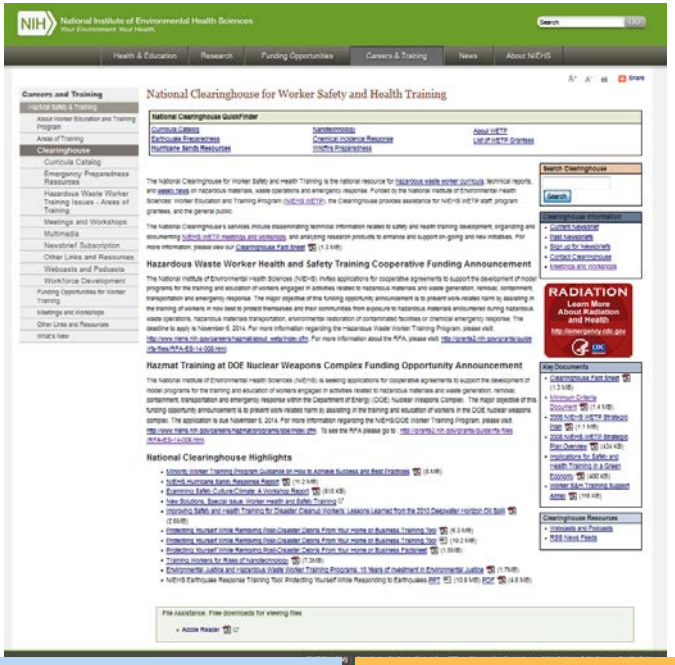
NIEHS WTP Strategic Plan Priorities

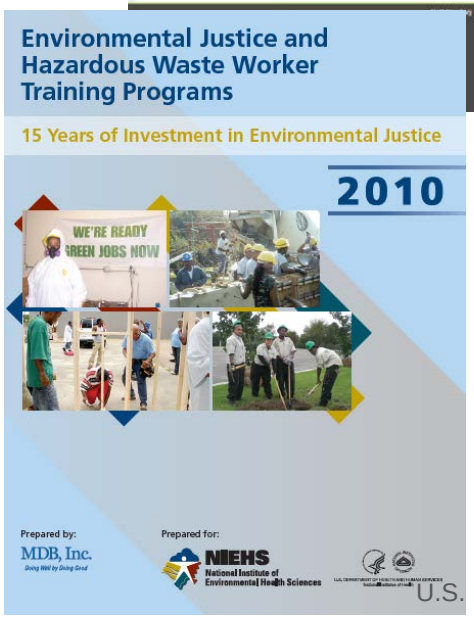
- Continually seek and encourage opportunities to collaborate with organizations (at all levels) that share the common goal of protecting workers and their communities.
- Advocate for the health and safety of emergency responders and skilled support personnel through actively participating in all phases of the national response to disasters.
- Oversee and manage the expansion of a national network of trainers with diverse specific skills grounded on a common training doctrine. These trainers will become a national resource for providing health and safety education and will prepare responders to perform their duties in a hazardous environment.
- Expand opportunities for minority and underserved populations in cities and surrounding communities by providing life skills, construction, and career training in the handling and remediation of hazardous materials.
- Leverage and actively integrate technology and innovation to improve the delivery of education and training to workers performing duties in a hazardous environment.

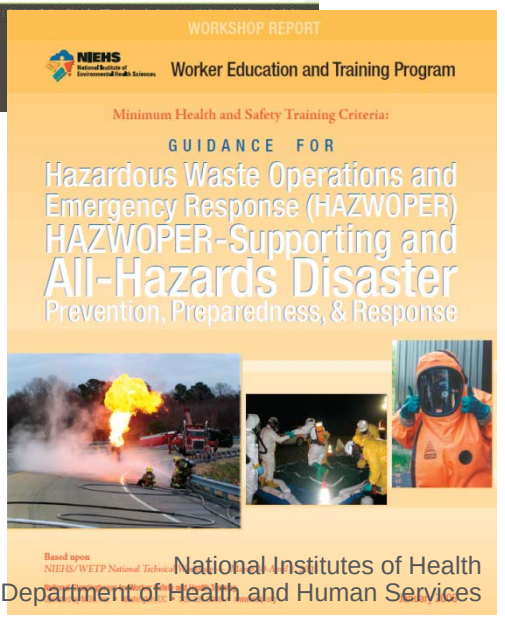
National Clearinghouse for Worker Safety and Health Training

MANY RESOURCES!

- NIEHS Minimum Criteria (Appendix E of 1910.120)
- Contact information for non-profit training providers
- Curricula Catalog for hundreds of courses
- Weekly E-Newsbrief
- Calendar of Important Conferences and Events
- Special Reports and Additional Resources
- Links to OSHA and those other agencies

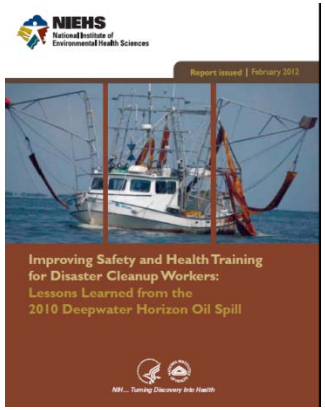






WTP Technical Workshops





- **Worker Training in a New Era: Responding to New Threats**
- **Eliminating Health and Safety Disparities at Work**
- **Deepwater Horizon Lessons Learned Workshop: Improving Safety and Health for Disaster Cleanup Workers**
- **Global Safety and Health Issues and Their Impact on Worker Training**
- **Implications for Safety and Health Training in a Green Economy**
- **Safety Culture/Climate**
- ***Prove It Makes a Difference: Evaluation Best Practices for Health and Safety Training***
- **National Trainers' Exchange for Department of Energy (DOE) and National Trainers Exchange**

HWWT Program Concerns

- Consortia arrangements and training partnerships are encouraged
- Balance and inclusion of priority training areas as listed in new program initiatives
- Programs must be multi-state or national in scope to reach broad worker populations
- Training should encourage peer-learning, hands-on activities, & critical thinking skills
- Training evaluation should measure student learning, assess training impact

Upgrade Work Practices & Technical Skills

Simulation of Hazards





Environmental Career Worker Training Program (ECWTP) Program Component- formerly the Minority Worker Training & Ongoing Initiatives

Sharon D. Beard

Industrial Hygienist/Program Administrator

Worker Education and Training Branch

Division of Extramural Research & Training

ECWTP - Training to reach underserved communities



ECWT Optional Program Component



- Environmental Careers Worker Training Program (ECWT)
  - use focused strategies to recruit, train and employ underserved residents living in disadvantaged communities for construction and environmental remediation work.
  - promote long-lasting and effective partnerships in minority and underserved communities that help reinforce occupational health and worker education, and mitigate health disparities at the community level.

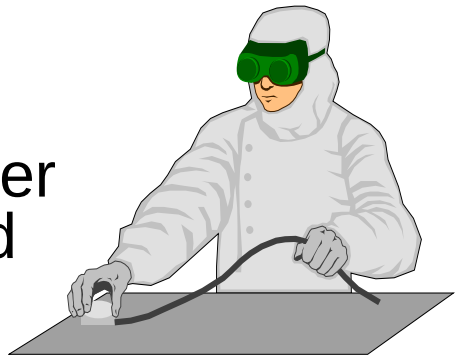
History of ECWTP

- MWTP established in 1995 by HUD, VA Conference Report
- 3,000,000 + direct appropriation to:
    - train under represented adults for environmental & construction jobs
    - teach life skills training and health and safety
- Accomplishments
    - 10,000 trained in 30 communities across 20 states with 70% employment.

ECWTP Major Program Goals

- No age restrictions for participants
  - Strongly encourage recruitment of underrepresented and disadvantaged adults and increase participation of women
- Target training for distressed communities

  (at least 2 separate cities/communities each year)
- Job placement in various construction trade, hazardous waste & environmental industry
- Promote partnerships with academic and other institutions, i.e. historically black colleges and universities (HBCUs), public schools and community-based organizations



ECWTP Partnerships

- **Center for Construction Research and Training**
  - New Orleans, LA; St. Paul, MN; and East Palo Alto, CA.
- **OAI**
  - Chicago, IL; Dallas, TX; and Wyandotte County, KS/Eastern Jackson County, MO.
- **University of California, Los Angeles-Western Regions University Consortium**
  - Los Angeles, CA and Seattle, WA
- **Rutgers, The State University of New Jersey-NJ/NY Consortium**
  - Newark, NJ and New York City, NY
- **Dillard University**
  - New Orleans, LA; Savannah, GA; Houston, TX; and Detroit, MI.



15 Communities



ECWTP Update

NIEHS ECWTP formerly MWTP Update Fifteen-Year Summary of Training For Budget Period 09/01/1996-07/31/2013 Final			
Year	**Students Trained**	**Placed in Jobs**	**Percentage of Students Placed in Jobs**
1996-2006	3,499	2,346	67%
2007	385	241	63%
2008	317	222	70%
2009	379	285	75%
2010	531	372	70%
2011	396	291	73%
2012 2013	366 367	274 279	75% 76%
Total	**6,240**	**4,310**	**69%**

National, Strong & Effective Consortia

Department of Environmental and Occupational Health Sciences
Continuing Education Programs

CENTRAL SOUTH CARPENTERS REGIONAL COUNCIL APPRENTICESHIP & TRAINING PROGRAM

BuildingWorks

UCLA-WRUC

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY

NIH National Institute of Environmental Health Sciences
Worker Training Program

DILLARD UNIVERSITY LOUISIANA

OAI OPPORTUNITY ADVANCEMENT INNOVATION in WORKFORCE DEVELOPMENT

greendoor initiative

JOBTRAIN
JOB TRAINING THAT WORKS
CELEBRATING 45 YEARS OF TRANSFORMING LIVES

CitySquare
Formerly Central Dallas Ministries

TSU
TEXAS SOUTHERN UNIVERSITY

MERRICK COMMUNITY SERVICES
Where People Count

CPWR
THE CENTER FOR CONSTRUCTION RESEARCH AND TRAINING

Minority Workers Training Program: Success and Best Practices Report

- Purpose: To document the importance of the MWTP and illustrate the program's best practices and major successes
  - **How the MWTP works: Components of the program and why is it successful (best practices)**
    - Life skills and social support network
    - Holistic approach to promote capacity building and promoting environmental justice.
    - Partnership development: *joint partnerships with communities, unions, universities (e.g. HBCUs)/academia and contractors/employers*
    - Sustainability - *ability to sustain itself through leveraging funds (e.g. drawing in funds from other organizations)*
    - Approaches to addressing impediments or barriers to successful program implementation
    - Evaluation component (Results of the Program): Impacts and Outcomes

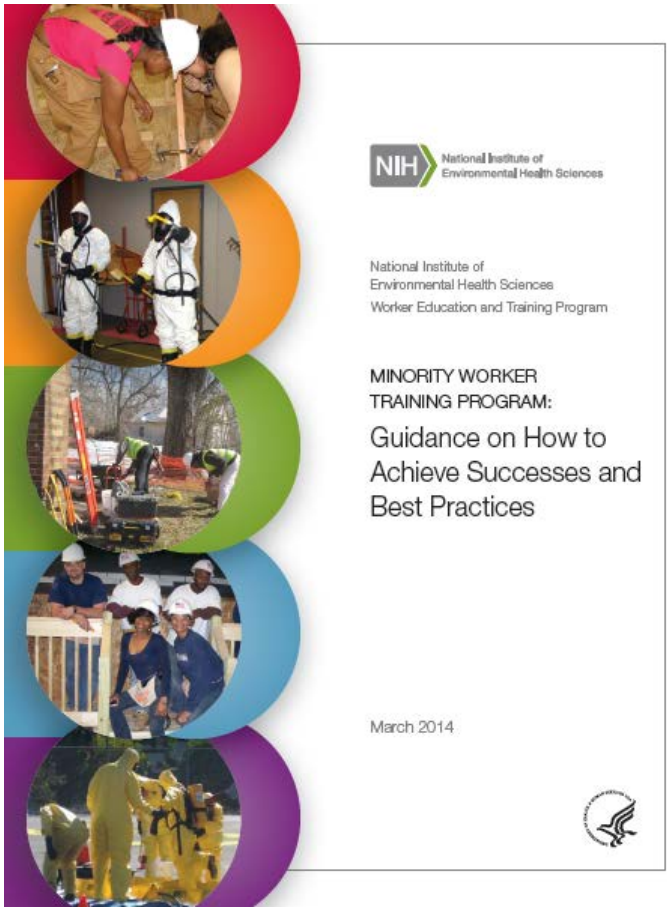






Minority Workers Training Program: Success and Best Practices Report –Continued

- **SUMMARY**: Since 1995, the MWTP trained approximately 10,000 people in more than 30 communities across 20 states with nearly 70% employment.
- Address the significant impediments to training and employment that challenge underserved and disadvantaged people.
- Increase sustainable employment opportunities, promote economic development, address health disparities, and advance environmental justice
- Transformed the lives of trainees, families, and communities traditionally overburdened by economic distress and exposures to hazardous environmental conditions.
- Provides significant contributions to environmental justice by providing training and increasing job opportunities.
- The MWTP provides a model and useful guidance for other federally-funded worker training programs.



Key Findings

- Program benefited thousands of trainees and families in underserved and disadvantaged communities.
- Life skills training, other pre-employment training, and mentoring and counseling are fundamental to the
- Awardees established numerous valuable partnerships such program advisory boards which are critical to individual and overall program success.
- Program provides alternatives to costly incarceration and effectively supports ex-offender rehabilitation and reductions in recidivism.
- Individual program evaluations are essential to improving the effectiveness and impacts of the MWTP.
- Program advances environmental justice and address environmental/occupational health disparities in the workplace and at the community level.
- Program graduates have helped support several significant national disaster response efforts in multiple states.
- Served as a model for other federally funded worker training programs.



Key recommendations and next steps


OAI trainees receive general classroom instruction.

- NIEHS should:
  - Continue to provide funding for critical life skills and other job readiness instruction.
  - Expand the scope of performance measures to account for graduates who pursue further educational opportunities, other certifications, and/or achieve job promotion.
  - Provide training and facilitate opportunities for awardees to conduct outreach to other organizations that might provide additional funding for these programs.
  - Disseminate this final guidance report to other federal agencies
  - Assist MWTP awardees gain access to additional funding sources and employment opportunities for program graduates.
  - Conduct a follow-up evaluation of the significant contributions to minority worker training and job creation provided by all WTP Awardees.

Key recommendations and next steps

- MWTP Awardees should:
  - Continue to expand relationships with the judicial and corrections systems to identify suitable ex-offenders for the training program.
  - Continue to expand training to include additional areas of green industry and consider the growing concerns about climate change when working to identify new areas of training.
  - Explore partnership opportunities with cities working to implement Clean Water Act consent decrees.
  - Consider working more with local government and private contractors to include program graduates as a part of first source hiring agreements and project labor agreements.
  - Increase efforts to recruit greater percentages of other minority and underserved populations, such as Native Americans, Pacific Islanders, and women, into the program.



Dillard University trainees exhibit new skills in community service-learning project.



CPWR – Center for Construction Research and Training trainee receives confined-space training.

ECWTP Priorities and Emphasis Areas

- You must apply and receive funding for the hazardous materials worker training program to apply for a environmental careers worker training component
- Recruitment of under employed or un employed under represented residents of all age groups
- Job Placement/collaborations around Brownfield sites are encouraged
- Discourage overlap/duplication in training with other Federal training programs
- Health and safety/environmental training
- Life skills, mentoring, & remedial education
- Job Skills based training (trade and or craft specific)
- Strong job placement and tracking of trainees

Construction



Environmental



Hands on Training/On the Job Training



Objectives

- Access to target population (no overlap)
- Appropriate adult education (life skills)
- Detailed training plan
- Incorporation of best practices and lessons learned
- Qualified key personnel
  - i.e. technical, trade, and adult education
- Retention/tracking of Students
- Partnerships critical

Ongoing Initiatives

- Targeted Model Training Programs
- Models for Low Literacy, Limited English Language Fluency
- Advanced Training Technology
- Training Partnerships and Building Effective Consortia
- Trade and Occupational Specific Models
- Community Involvement & Outreach
- Training & Integration with Workplace Safety & Health Programs
- Specific Technical and Professional Model Training

NEW INITIATIVES

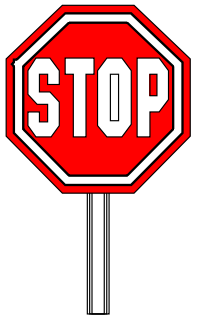
- The NIEHS WTP has and will continue to encourage new and emerging initiatives/issues by program awardees.
- These have included developing training responses for emerging technologies such as
  - nanomaterials
  - hazards to workers associated with hydraulic fracturing
  - green jobs and green chemistry
  - chemical security, inherently safer technologies and toxic use reduction
  - responding to the challenges of climate change and sea level rise, as well as occupational health disparities
  - identifying and meeting the needs of new training audiences such as citizen recovery workers during disasters, or returning veterans
  - http://www.niehs.nih.gov/careers/hazmat/funding/past_funding/rfaguidelines/hwwt2009_rfa_links/index.cfm



American Samoa ER Training

Important things to remember...

Please read the FOA's and talk to NIEHS staff
Use the WTP web site: **http://www.niehs.nih.gov/careers/hazmat/index.cfm**
Use the web version of the FOA and the ASSIST Instructions. Go with FOA first if they differ!!!!
Send questions to **wetp@niehs.nih.gov**
Frequently asked questions (FAQ's) will be posted on the Worker Training web-site



WTP Resources

- NIEHS Worker Training Homepage
  - http://www.niehs.nih.gov/careers/hazmat/index.cfm
- NIEHS WTP Current Funding Opportunities Page
  - http://www.niehs.nih.gov/careers/hazmat/funding/current_funding/index.cfm
- NIEHS WTP National Clearinghouse Page
  - http://tools.niehs.nih.gov/WTP/
- NIEHS Additional Information
  - SF424 (R&R) Application Guide
  - Supplemental Grant Application Instructions
  - Applying Electronically - Finding Help

NIEHS Hazmat Disaster Preparedness Training Program

Jim Remington

Program Analyst

Worker Education and Training Program

Division of Extramural Research & Training

What is it?

- Program enhances the safety and health of current hazardous materials workers and chemical responders to create materials and deliver training to workers responding to disaster.
- Augments prevention preparedness efforts to ensure responders are aware of site specific hazards and mitigation techniques prior to and during response activities.
- Extension to the HWWTP for the purpose of preparing a cadre of experienced workers for prevention and response to future disasters.
- Emergency Support Activation Plan (ESAP)

Complement the DHS' national planning scenarios enhancing the safety and health training capacity of hazmat workers and emergency responders responding to terrorist incidents as well as natural disasters.







Training for skilled response personnel

Training initiatives should support the development of a nation-wide cadre of well-trained environmental response workers and emergency responders to ensure that the nation is prepared to respond to future disasters of national significance.

NIEHS will support development of awareness and operations level training programs that will prepare in-plant workers to react quickly to interface with the emergency response system, to prevent the release of hazardous materials during normal operations and to limit damage at the plant and to protect themselves, their fellow workers and the general public.

New training modules may be developed to address different biological, radiological, and chemical agents that can be incorporated into Hazardous Waste Refresher courses or can stand alone as part of a larger all hazards preparedness disaster training program

Provide training and courses in other appropriate languages and literacy level based off Minimum Criteria principles

HDPTP Applied

- Since the program started in 2005, awardees have responded and trained workers after Hurricanes Katrina, Rita, and Sandy, the 2007 California wildfires, and Deepwater Horizon Gulf Oil Spill with approximately 5,473 courses offered, for 79,288 workers, representing 801,977 contact hours of training. For 2013, approximately 825 courses were offered for 12,465 workers representing 112,668 contact hours of training.
- Course examples:
  - Native American first responders
  - Public Safety in medical response
  - Disaster Responder and Disaster Site Worker with building trades and Community Emergency Response Teams
  - Longshoremen and First Responder Awareness
  - Emergency Response to terrorism, illicit drug labs, chemical process for firefighters

ESAP

- Cooperative agreement
- Resource of prepared trainers who could be deployed to assist in the health and safety of responders
- Local contacts within disaster areas with contractors, city, state, local government, community organizations, Environmental Justice, etc.
- Familiar with unique cultural needs for the impacted areas
- Familiar with Incident Command System (ICS) under the National Incident Management System (NIMS)
- Be physically and mentally prepared

NIEHS
Disaster Worker Resiliency Training





Gulf Responder Resiliency Training Project





Ongoing Disaster Response Projects

- Super storm Sandy Recovery and Resilience
- Improving Chemical Facility Safety and Security (E.O 13650)
- Preparing the United States for the Impacts of Climate Change (E.O. 13653)
- Disaster Research Response

One Last Point

- We encourage the updating and revising of existing curricula as a first priority.
- New training modules should only be developed if there is significant justification to address different biological, radiological, and chemical agents that can be incorporated into Hazardous Waste Refresher courses
- Or can stand alone as part of a larger all hazards preparedness disaster training program as an important step toward creating a cadre of disaster prepared remediation and response workers.
- Work with or partner with your fellow awardees
- Materials created through the grant are public domain
- National Clearinghouse for Worker Safety and Health is a great resource




Dangers.com






EPA
EMERGENCY RESPONSE

HAZMAT TRAINING AT DOE NUCLEAR WEAPONS COMPLEX UH4 (ES-14-009)

Joseph 'Chip" Hughes & Sharon D. Beard

Worker Education and Training Branch

Division of Extramural Research & Training

GOOD ADVICE WHEN READING OUR RFAs…



- **Main Points from FOA**
  - PURPOSE OF THIS RFA
  - BACKGROUND INFORMATION and LINKS
  - PROGRAM DESCRIPTION and LINKS
  - GENERAL TRAINING GOALS AND OBJECTIVES
  - ONGOING PROGRAM INITIATIVES
  - COOPERATIVE AGREEMENT

DOE/NIEHS Health and Safety Training Program

- NATIONAL DEFENSE AUTHORIZATION ACT: Section 3131
- Interagency Agreement with DOE to develop model worker safety and health training programs at DOE facilities.
- New Mechanism for DOE Program – UH4 - The UH4 Cooperative Agreement is the single project equivalent to the U45.

What Is the Goal of the Program?

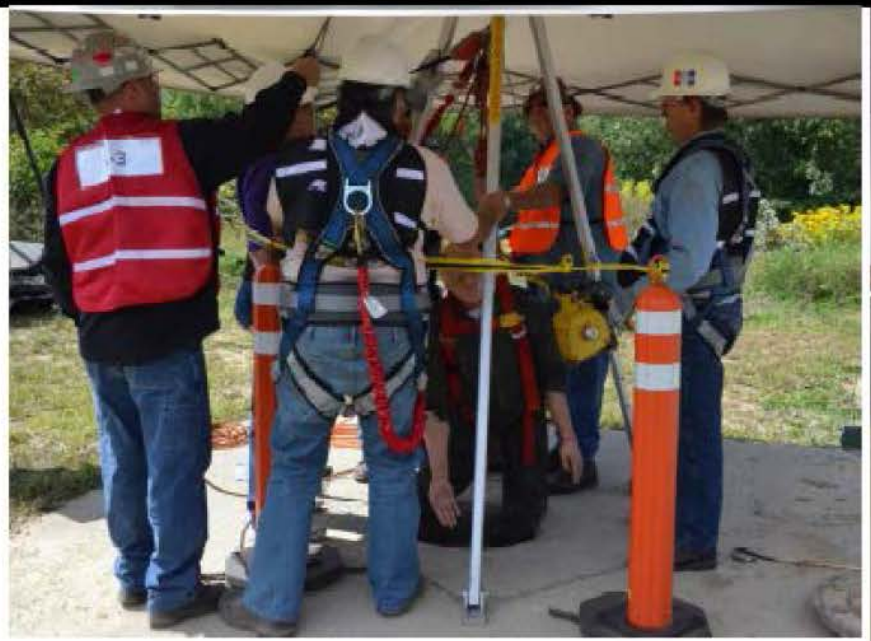
- To provide safety and health training that is both site specific and trade-specific in view of the fact that DOE sites are complicated, featuring a combination of nuclear, industrial, demolition, and construction activities
- To ensure that DOE site workers are prepared to work safely in hazardous environments
- To provide workers with sufficient knowledge to identify hazardous situations and to take appropriate actions to protect themselves, fellow workers, and the environment.



DOE NIEHS Program Objectives

- Create training partnerships with DOE contractors drawing on skilled workers
- Promote a culture of continuous learning and integrated safety management
- Blend advanced training technology with classroom and hands-on learning
- Reduce redundancy and draw on DOE lessons learned in training delivery

National Institute of Environmental Health Sciences
Worker Education and Training Program (NIEHS WETP)





Confined Space Rescue Training by the International Union of Operating Engineers

Department of Energy and NIEHS WETP Nuclear Worker Training Program

Accomplishments and Highlights September 1, 2012– August 31, 2013

Who Are the Awardees of the DOE Worker Training Program?

- International Association of Fire Fighters
- International Union of Operating Engineers
- United Steelworkers of America
- International Chemical Workers Union Council
- LIUNA Training and Education Fund
- International Brotherhood of Teamsters
- CPWR - Center for Construction Research and Training
- PETE – Partnership for Environmental Training & Education

How Many Are Trained?

- Across the DOE complex 6,448,305 contact hours of safety and health training were delivered by the NIEHS/DOE awardees between 1993 and 2012.
- During this period awardees have trained 479,597 workers and presented 33,490 classroom and hands-on training courses.
- In 2012-2013, 27,737 workers received 309,977 contact hours of training in 1,790 classes.



DOE/NIEHS Training Delivery

- 25,000-35,000 DOE workers trained annually at over 30 cleanup sites
- Over 5,000 workers trained at Hanford and Oak Ridge with LANL at 4260 and Savannah River at 2615
- Over 1000 workers trained at Nevada Test Site, and Portsmouth with Paducah over 500.
- Wide range of hazardous waste & emergency response classes offered

DOE Safety Training Collaboration

• HAMMER, NIEHS and the DOE National Training Center coordinated Safety Training Collaboration meetings at Oak Ridge, Los Alamos and Savannah River.

•The focus of these meetings was on health and safety training to meet the requirements of Title 10 CFR Part 851. To this end, the collaborators conduct a self-assessment in order to identify training gaps that may exist in the NTC/site/union/etc. training that is available to site workers.

•The expected outcomes of the meetings include:

· Strengthening the safety of site operations

· Enhancing the quality and efficiency of safety training programs

· Reducing the redundancy/duplication of safety training

Workshop Background

- Worker S&H Training Integration Collaborative Workshops
  - Collaboration of NTC/NIEHS/HAMMER and DOE sites
  - Federal, contractor, union staff involvement
  - HAMMER participation (lessons learned/successes)
  - Focus on safety training efficiencies and challenges

- Workshop Sites
  - Oak Ridge/Y-12 - July 21-22, 2009
  - Savannah River – December 8-9, 2009
  - Los Alamos – July 26-27, 2010
  - Idaho – October 19-20, 2010

DOE Safety Training Workshop Results

General Conclusions

- Workers receive appropriate hazard-based training
- Significant training redundancy across projects, sites, facilities, and contractors
- Lack of standardized criteria for evaluating training courses & providers

Critical Needs Identified

- Improved training quality
- Enhanced training standardization
- Improved training portability for workers

Post Workshop Activities

- NTC/NIEHS/HAMMER Activities
  - Reported workshop results
  - Developed a “straw man” program and path forward to expand collaborative training
- Impressive Progress at ORR
  - Lessons learned could benefit other DOE sites
  - Documentation of ORR experience and achievements to share across DOE

DOE Safety Training Collaboration

- Training Integration Model Elements
  - Workers training workers
  - Blended learning (e-learning/hands on)
  - Training transportability
- Benefits
  - Enhance worker safety and health
  - Training standardization – reduce redundancy & cost savings
  - Training transportability – increased worker mobility
  - Labor union buy-in and support of site safety programs
  - Worker involvement in the development and delivery of site safety programs
  - Communication – networking/collaboration

Notice that…

- Total project period must be 5 years.

- A new applicant may request a budget for direct costs of up to $700,000 dollars for the first year.

For Current Awardees…

- Applicants submitting renewal (competing continuation) applications may request up to a ten percent increase above the budget level (direct cost) of the last year of their continuation project (non-competitive renewal).

- Renewal (competing continuation) applicants who intend to request more than a ten percent increase above the budget level must request in writing to the Program staff prior approval to submit the application

10 CFR 851

During 2006, the DOE established a new safety and health program under Rule 10 CFR 851, Worker Safety and Health Program.

-Established worker safety and health requirements that govern the conduct of contractor activities at non-nuclear, as well as nuclear sites.

- To accomplish this objective, the Rule establishes management responsibilities, worker rights, safety and health standards, and required training.

DOE Order 440.1A

Rule 10 CFR 851 incorporates DOE Order 440.1A that provides the basic foundation for a worker protection program.

Rule 10 CFR 851 should be a central part of any training activities at DOE sites and may be referenced at http://www.hss.energy.gov/HealthSafety/WSHP/rule851/851final.html.

DOE Order 440.1A may be referenced at http://www.directives.doe.gov/pdfs/doe/doetext/neword/440/o4401a.pdf

DOE FOA Concerns

- Create training partnerships with DOE contractors drawing on skilled workers
- Promote a culture of continuous learning and integrated safety management
- Blend advanced training technology with classroom and hands-on learning
- Reduce redundancy and draw on DOE lessons learned in training delivery

Other Concerns

- Domestic non-profit organizations
- Demonstrated expertise and experience in worker training & education
- Demonstrated ability to reach and involve target worker populations

Guidelines and Instructions

Kathy Ahlmark

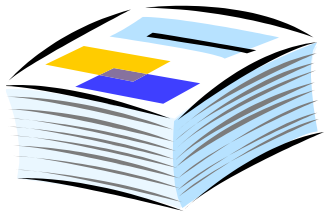
Program Analyst

Worker Training Program

Division of Extramural Research and Training

Tips for a Successful Application

- Make it easy for the reviewers, follow the instructions in the RFA
- Application should be well organized, clearly written, and complete in all details
- Closely follow the Guidelines



General Information

- Two separate solicitations and supplemental instructions (RFA ES-14-008 and RFA ES-14-009)

- Applicants should submit only one application per organization/institution, which contains separate budget pages and a training plan for up to a five-year period (8/1/2015 – 8/31/2020 for RFA 008 and 9/1/2015 – 9/30/2020 for RFA 009).

- If applying for more than one program component (HWWT, ECWTP, and HDPTP) under the RFA ES-14-008, separate budget pages and a separate training plan must be submitted for EACH program component in one application.

RFA ES-14-008

- It is required that each application have the HWWT component.

- It is optional for applications to have ECWTP and/or HDPTP components

FOR Both RFA's

- It is very important to include strong organizational charts for the Program, as well as Consortia interrelations

Training Plan

- Follow the plan of the Table of Contents
- Each topic in the Table of Contents should be addressed.
- Page Limits are **12** for the overall program and **12** for each program component
- This means that if you are applying for more than one program (HWWT, ECWTP, and HDPTP) under the RFA ES-14-008, each Training Plan must keep within the 12 page limit.

Target Populations

- Identify, describe, and document access to target populations to be trained
  - size of the target population
  - worker profiles
  - types of hazardous materials
  - trades and job categories to be trained
  - geographic locations of workers
  - degree of health and safety training already received
  - persons who live near hazardous waste site (ECWTP)

Training Program

Proposed training program should include…

- Duration of training
- Number of training courses to be held
- Number of students to be trained

Type of Course	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		Total	
	CRS.	STD.	CRS.	STD.	CRS.	STD.	CRS.	STD.	CRS.	STD.	CRS.	STD.
40-Hour Hazardous Waste Worker	50	1,000	50	1,000	50	1,000	50	1,000	50	1,000	250	5,000
8-Hour Hazardous Waste Worker Refresher	100	2,000	100	2,000	100	2,000	100	2,000	100	2,000	500	10,000
80-Hour Train-the-Trainer	10	100	10	100	10	100	10	100	10	100	50	500
Total	160	3,100	160	3,100	160	3,100	160	3,100	160	3,100	800	15,500

*CRS. = Courses and STD. = Students

Training Program

- Describe curriculum to be used
  - Use existing curricula
  - Do not include copies of actual curriculum as appendix material.
  - Outline each curriculum (not to exceed two pages in length and should be included in appendix only).

Make the Reviewers Job Easy!

- Be Clear
- Be Complete but Concise
- Be Organized
- Be on time – Application due November 6, 2014, by 5:00 PM local time of applicant organization

Best of Luck!

Next we will watch the
ASSIST Video Presentation

http://www.youtube.com/watch?v=j9BCvEo7J8s

(-**Published on Sep 8, 2014** - This video provides a high-level overview for using ASSIST to submit multi-project applications to NIH.)

Another Video of Interest (Not shown today)

Tips to submit a successful application

http://www.youtube.com/watch?v=p79xDP5zz10

(**Published on Sep 4, 2014 -** This video reviews 10 simple tips to avoid common errors and successfully submit your electronic grant applications to NIH)

Afterwards
We Can Take a Break….

Coffee and other refreshments are

available for nominal fee.

Email question to: wetp@niehs.nih.gov

Questions & Answers of RFA Program Issues

Application Process and Peer Review

Sally E. Tilotta, Ph.D.

Scientific Review Officer

Scientific Review Branch

National Institute of Environmental

Health Sciences

(919) 541-1446

Sally.Tilotta@nih.gov

Letters of Intent

- Letter of Intent (LOI) due October 6, 2014
- Separate LOIs for Hazmat (HWWTP, ECWTP, HDPTP), and DOE; indicate which FOA and components submitting to
- Email to Sally.Tilotta@nih.gov is preferred, or hard copy to me at address in FOA or fax to 301-480-3719
- Include PI name, address, telephone number, email address; key personnel; and participating organizations.

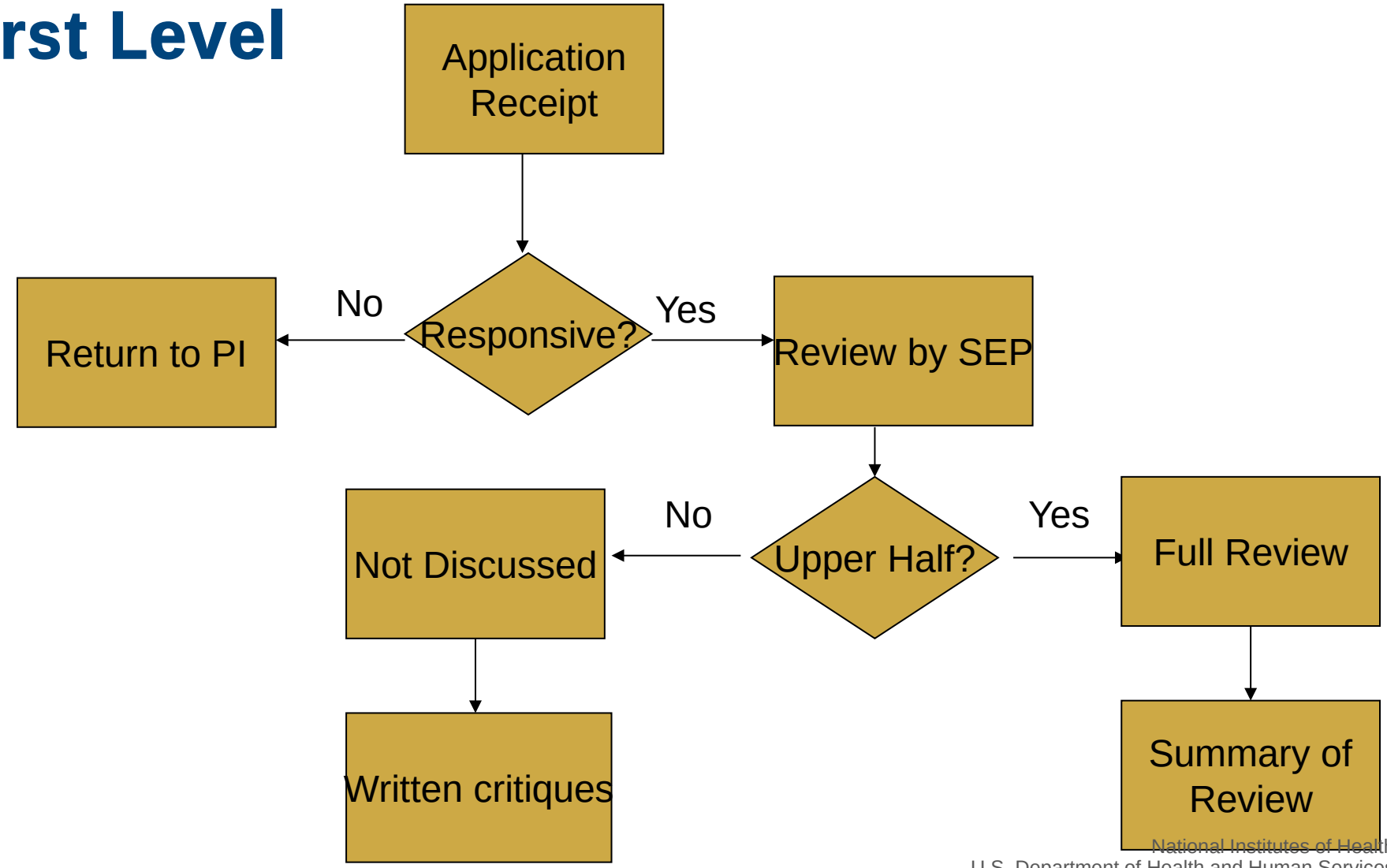
Application Process Pointers

- Applicant organizations register in NIH Commons and Grants.gov, register PIs https://commons.era.nih.gov/commons/
- Receipt Date, 5:00 pm local time, November 6, 2014 (firm)
- Electronic submission through ASSIST is only acceptable submission process

More Pointers

- ASSIST system still new, but well tested, contact helpdesk with problems
- ASSIST built with flexibility for different FOA requirements so not all errors will be prevented
- **Start early!**

Peer Review Process – First Level



Peer Review Process – Second Level

- Funding plan prepared by program officers
- Submitted to National Advisory Council for concurrence
- Council meets May 2015
- Funding decisions communicated with PIs

Special Emphasis Panels (SEPs)

- Two SEPs, one for each FOA, recruited ad hoc
- Composed of experts with expertise relevant to the applications and the FOA
- Reviews are confidential, panelists are required to disclose potential conflicts of interest
- Applications with full review will be given priority score between 1 (best) and 9

Peer Review Scoring

- Scoring system focuses on impact of the application on the field, what it will accomplish if successful
- Scores 1 through 9, reported as average X10, between 10 and 90
- Described in detail at http://grants.nih.gov/grants/peer_review_process.htm

Special Emphasis Panel -2

- Multi-component applications submitted to ES14-008 will receive an overall priority score as well as a priority score for each component.
- DOE FOA allows only single component applications
- PIs will receive summary statement with written critiques in Commons; discussed applications will include summary of discussion

Review Criteria

- Reviewers will evaluate the technical merit of the applications based on the review criteria presented in FOA.
- They will assess Significance, Investigators, Approach, Innovation, and Environment.
- Individual criterion scores are reported in the summary statement.
- Budgets will be reviewed for their appropriateness to scope of work and level of effort for key personnel, but not scored.

Additional Points to Consider

- Protection of human subjects in research is reviewed but generally doesn't affect scores.
- Human subject research generally does not occur in training, but if it is proposed, protections must be addressed.
- Competing renewals have additional requirements to demonstrate progress in previous grant periods.

Applications that review poorly…

- Lack clarity. Reviewers are unable to determine what you are planning to do.
- Lack sufficient detail. Specificity generates confidence.
- Are poorly prepared. Typos, misspelled words, small font size, poor grammar irritate reviewers.
- Are poorly thought out. Reviewers can tell a first draft when they see one.

Applications that review well…

- Specifically address all the essential components of the FOA. Tell the reviewers what they need to know.
- Are clearly written, well organized, and prepared according to instructions. Again, don't make the reviewers work too hard.
- Demonstrate rather than assure. "Trust me" attitude is kiss of death.

Sally E. Tilotta, Ph.D.

Scientific Review Officer

National Institute of Environmental Health Sciences

(919) 541-1446

Sally.Tilotta@nih.gov

FOA Applicant Information Briefing

for

Hazardous Materials Worker Health and Safety Training (U45)

RFA-ES-14-008

and

Hazmat Training at DOE Nuclear Weapons Complex (UH4)

RFA-ES-14-009

Budget

NIEHS GRANTS MANAGEMENT

Pam Clark

Don Ellis

Electronic Budget

- Webinar for Applicants: Initial Look at the Electronic Submission Process of Multi-Project Applications

  http://grants.nih.gov/grants/webinar_docs/webinar_20121213.htm
- SF424 (R&R) Detailed Budget forms differ from Paper PHS398 Budget Forms in both look/feel and substance
  - Some items in different places
  - Some items not collected as specific line items
- Budget data collected at component and subaward levels only
  - Component and subaward budget data used to auto-calculate "Cumulative" (Composite) budget

Budget Preparation

- Form Pages, Approvals, Other Support, Notices

- Forms (http://grants.nih.gov/grants/forms.htm)
  - SF424 R&R (Research & Related) electronic submission

- Approvals
  - IRB Approval (Human Subjects)
  - Begin process at time of application, but final approval will be requested for Just In Time*
- Other Support
  - "0%", "Varies", "As Needed", etc., are not acceptable
  - Total time commitment cannot exceed 12 calendar months

*Just in Time: Request for information required prior to award.

Budget Preparation

- **Provide detailed categorical budgets**
- Each Project
- Each Subaward/Consortium (**Note: SF424 will not allow Subawards on Subawards**)

Escalation

Budgets submitted in subsequent years may request an escalation on recurring direct costs. (Note: Currently NIH does provide an escalation in subsequent years)

Must be justified:

- Is the amount of escalation requested supported by institutional policies?
- Is the amount clearly stated?

Travel to Annual Meetings

Budget: Funds for travel by appropriate staff (i.e., PI, Business Official, Project Leaders /Administrators, etc.) to attend the WTP annual meeting shall be included in the Parent budgets and subsequent subawardee budgets for each year.

Budget Preparation

- Parent Grant Direct Costs
  - Consideration of *equipment* in the out-years will be based upon justification and availability of funds
- Subawards/Consortium
  - must follow same guidelines as parent; budget pages required and should follow associated project or core
  - Subawards/consortium direct costs are included in the parent grant Subtotal Direct Costs, which may be subject to budget caps
  - F&A of subawards/consortium is included in Total direct Costs of parent grant , but will not count against budget cap
- Budget Justifications (Be detailed and specific)
  - Are all costs itemized?
  - Are all additions and changes in subsequent/future years fully justified and identified clearly; specifically changes in personnel effort?

Expiration Date: 06/30/2011

RESEARCH & RELATED BUDGET - SECTION A & B, BUDGET PERIOD 1

ORGANIZATIONAL DUNS: Use DUNS of organization responsible for the component.

Budget Type: ☐ Project ☐ Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period 1

Every Sr./Key listed must have measurable effort in either Calendar Months or a combination of Academic and Summer Months.

Senior/Key Person

Prefix	* First Name	Middle Name	* Last Name	Suffix	* Project Role	Base Salary ($)	Cal. Months	Acad. Months	Sum. Months	* Requested Salary ($)	* Fringe Benefits ($)	* Funds Requested ($)
					Project Lead							

Role should reflect the Sr/Key persons role on the specific component.

Base Salary can be left blank for submission, but is required prior to award.

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

Additional Senior Key Persons: Add Attachment Delete Attachment View Attachment

If more than 100 Sr./Key, use attachment and enter total funds requested for additional Sr./Key persons.

Other Personnel

* Number of Personnel	* Project Role	Cal. Months	Acad. Months	Sum. Months	* Requested Salary ($)	* Fringe Benefits ($)	* Funds Requested ($)
	Post Doctoral Associates						
	Graduate Students						
	Undergraduate Students						
	Secretarial/Clerical						

Aggregate information should be provided in section B. More detailed information should be provided in Budget Justification.

Total Number Other Personnel

Total Other Personnel

Total Salary, Wages and Fringe Benefits (A+B)

R&R Budget Sections A & B

Personnel separated into 2 sections:

- A. Senior/Key Person
  - First field must be completed, even if person on a component given role of “Project Leader” and not PD/PI

- **B. Other Personnel**
  - Postdocs, Grad Students, Undergrads: Only number of personnel required (not specific names)

*Include only personnel employed by (e.g., receiving salary from) your organization.

R&R Budget Sections F - K

Close Form

RESEARCH & RELATED BUDGET - SECTION F-K, BUDGET PERIOD 1 Next Period

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

Delete Entry Start Date: * End Date: Budget Period 1

F. Other Direct Costs **Funds Requested ($)**

1. Materials and Supplies
2. Publication Costs
3. Consultant Services
4. ADP/Computer Services
5. Subawards/Consortium/Contractual Costs
6. Equipment or Facility Rental/User Fees
7. Alterations and Renovations
8.
9.
10.

Total Other Direct Costs

Subaward/Consortium/Contractual Cost not pre-populated. Include both Total Direct and Indirect cost

G. Direct Costs **Funds Requested ($)**

Total Direct Costs (A thru F)

H. Indirect Costs

	Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base ($)	* Funds Requested ($)
1.				
2.				
3.				
4.				

Total Indirect Costs

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

I. Total Direct and Indirect Costs **Funds Requested ($)**

Total Direct and Indirect Institutional Costs (G + H)

J. Fee **Funds Requested ($)**

K. * Budget Justification Add Attachment Delete Attachment View Attachment

(Only attach one file.)

RESEARCH & RELATED Budget {F-K} (Funds Requested)

R&R Budget Sections F-K

- **Tuition remission**
  - Include in Item F, Other Direct Costs (boxes 8, 9 or 10)
- **Supplies**
  - Not a major line item on 424 budgets
  - Included as line F.1 (Other Direct Costs: Materials and Supplies)
- **Alteration and Renovations**
  - Not a major line item on 424 budgets
  - Included as line F.7 (Other Direct Costs: Alterations and Renovations)

Cumulative budget is automatically calculated based on budget period data provided.

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals ($)
Section A, Senior/Key Person		
Section B, Other Personnel		
Total Number Other Personnel		
Total Salary, Wages and Fringe Benefits (A+B)		
Section C, Equipment		
Section D, Travel		
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
Section G, Direct Costs (A thru F)		
Section H, Indirect Costs		
Section I, Total Direct and Indirect Costs (G + H)		
Section J, Fee		

OMB Number: 4040-0001

Expiration Date: 06/30/2011

R&R SUBAWARD BUDGET ATTACHMENT(S) FORM

If submitting an application with >30 subaward budgets, budgets 31 and above should be converted to PDF and included as part of the Budget Justification of the parent budget in Section K of the R&R Budget form.

The sum of all subaward budgets (e.g., those attached separately on this form and those provided as part of the budget justification), must be included in Line F.5 Subawards/Consortium/Contractual Costs of the parent budget.

When submitting subaward budgets that are not active for all periods of the project, fill out the subaward R&R Budget form and include only the number of periods for which the subaward is active. The budget period start/end dates reflected in each period of the subaward should match the project budget period start/end dates that correspond to the active periods.

ASSIST provides the ability to add up to 30 subaward budgets per component using the SF424 RR budget form. ASSIST will automatically include the subawards with the application so there is no need to attach them as separate files.

Resources

- SF424 (R&R) Application and Electronic Submission Information" webpage:
  - http://grants.nih.gov/grants/funding/424/index.htm
- Applying Electronically to Multi-project Applications:
  - http://grants.nih.gov/grants/ElectronicReceipt/com_index.htm
- Need help with ASSIST?
  - http://grants.nih.gov/grants/ElectronicReceipt/faq_full.htm#about

eRA Commons - https://commons.era.nih.gov/commons/index.jsp
Registered PD/PIs can check assignment/contact information, review outcome, and other important information.

eRA Commons Help Desk:
Hours: Mon-Fri, 7AM-8PM EDT/EST Web: http://era.nih.gov/help/ Toll-free: 866-504-9552. Phone: 301-402-7469. TTY: 301-451-5939.

U45/ UH4 Multi-Projects

- NIEHS Contacts:

- Program:
- Chip Hughes, hughes3@niehs.nih.gov, (919) 541-0217
- Sharon Beard, beard1@niehs.nih.gov, (919) 541-1863
- Jim Remington, remingtonj@nih.gov, (919) 541-0035
- Kathy Ahlmark, ahlmark@niehs.nih.gov , (919) 541-7825

- Grants Management:
- Pamela Clark, evans3@niehs.nih.gov, (919) 541-7629
- Donald Ellis, donaldellis@niehs.nih.gov, (919) 541-1874

- Scientific Review:
- **Sally E. Tilotta, sally.tilotta@nih.gov, (919) 541-1446**

Email question to: wetp@niehs.nih.gov

Questions & Answers of
Fiscal/Review Issues