

**NIEHS/OSHA JOINT GRANTEE MEETING & WORKSHOP  
BEST PRACTICES FOR WORKER TRAINING  
CHICAGO, ILLINOIS  
HYATT HOTEL  
APRIL 17-19, 2001**

**Tuesday, April 17, 2001**

8:30am - 12:30pm NIEHS Grantee Business Session  
Ballroom A

12:30 - 2:00pm Lunch  
Ballroom B

\*\*Symposium Co-chairs to meet in room Columbus B for lunch\*\*

2:00 - 3:15pm **Opening Plenary**  
**Ballroom A**

This workshop represents the first joint meeting of the NIEHS and OSHA funded training grant awardees. The focus of the workshop is on best practices in worker training as experienced and developed by the grantee organizations under the prevailing guidance of the NIEHS and OSHA grant administration offices. The workshop is organized into four mini-seminar concurrent breakout sessions. These breakout sessions focus on four of the primary topics of the best practices: "Core Concerns," "Partnerships," "Skill Enhancements," and "Use of Advanced Training Technologies." Within each mini-seminar, there are five sub-topical presentations by individuals experienced in the sub-topic area.

An opening plenary session will set the stage for the mini-seminars. Keynote addresses by Paula White, OSHA, Director of the OSHA Directorate of Federal-State Operations, and Anne Sassaman, NIEHS, Director, Division of Extramural Research and Training, will provide the institutional perspective with regard to worker training. A subsequent panel presentation with Ruth Ruttenberg, Ruttenberg & Associates; Ronald Mouw, Deputy Director, OTE; Marieanne Brown, UCLA, and James Warren, Laborers-AGC, will provide the overview, background, and program history of the NIEHS and OSHA training grants programs with emphasis on the development and emergence of best practices.

## **Welcome**

- *Joseph Hughes, Jr. Director, NIEHS Worker Education & Training Program (10 min)*
- *Henry Payne, Director, OSHA Office of Training and Education (10 min)*

## **Keynote Presentations**

- *Paula White, Director, OSHA Directorate of Federal-State Operations (15min)*
- *Anne Sassaman, Director, Division of Extramural Research and Training, NIEHS (15 min)*

## **Introduction to The Workshop Agenda**

- *Michael Baker, Director, NIEHS Clearinghouse, Moderator (10 min)*

3:15 - 3:45pm

Break

3:45 - 5:00pm

## **Overview, Background and Program History of NIEHS and OSHA Training Grants**

### **The Road to Best Practices, An Introduction**

- *Dr. Ruth Ruttenberg, President, Ruth Ruttenberg & Associates (20 min)*

### **Panel to present on the history of the programs with discussion of the needs that have been the drivers to the best practices.**

- *Ronald Mouw, Deputy Director, OSHA Office of Training and Education (10 min)*
- *Marianne Brown, UCLA (10 min)*
- *James M. Warren, L-AGC (10 min)*

**Introduction to the four mini-symposiums –  
The Charge to the Participants**

- *Donald Elisburg, Consultant, NIEHS  
Clearinghouse (15 min)*

6:00pm All Dinner Cruise Participants to meet at the Hyatt Registration Desk for the walk to Duck Cruises. Boarding is at 6:15pm.

7:00 – 9:00pm Social Event: Evening Cruise

**Wednesday, April 18, 2001**

7:45 - 8:30 Continental Breakfast

8:30 - 10:15 **SESSION 1 Concurrent Mini-Symposiums I-IV**

Participants have been assigned to specific symposiums. Effectively, each participant will have the opportunity to attend two of the four offered symposiums.

Each of these symposiums will consist of panel and group discussions focusing on the sub-issues within each main topic, which will correspond to the principal topics of the Best Practices Document.

**Symposium I - Core Concerns  
North**

**C**

**Co-Chairs**

- *Judy Jarrell (OSHA/Director, Continuing Medical Education, Univ. of Cincinnati College of Medicine)*
- *David Treanor (NIEHS/IUOE Hazmat Program)*

The NIEHS Worker Training Grant Program has been established in accordance with the legislative mandates in the Superfund Amendment and Reauthorization Act (SARA) of 1986. The intent of the legislation was to provide a cadre of properly trained workers to engage in the national effort associated

with hazardous waste clean up, treatment/storage/disposal, and emergency response. The Act also required that OSHA (and EPA for those workers not within OSHA jurisdiction) develop and promulgate standards for the protection of workers engaged in such activities and, in addition, establish standards with respect to the training requirements established within the worker protection standards. OSHA promulgated the worker protection standards at 29 CFR 1910.120 entitled “Hazardous Waste Operations and Emergency Response.” EPA likewise promulgated an identical standard at 40 CFR 311 applicable to public workers not under OSHA jurisdiction. In accordance with SARA, OSHA promulgated a Notice of Proposed Rulemaking specific to the training programs required in the 29 CFR 1910.120 standard. This was embodied within 29 CFR 1910.121. To this day, OSHA has not advanced the proposed rule to a final standard.

The NIEHS Worker Training Grant Program was launched in 1987. The intent was to apply the training program requirements established in the OSHA training criteria standards under the final rule emerging from the rulemaking process under 29 CFR 1910.121. As it became apparent that this rule would not become a final rule for some period of time, NIEHS undertook efforts to develop criteria applicable to the training grant programs being awarded pursuant to the SARA legislation. NIEHS approached this matter by conducting a National Technical Consensus Workshop for all of the NIEHS Worker Training Program grantees and selected external participants representing the diverse stakeholders in the hazardous waste arena. The workshop, the first of many such consensus workshops, produced a “Minimum Criteria” guideline document that was applicable to the training providers and the training curricula developed under the NIEHS Training Grants Program. The “Minimum Criteria” guidance was subsequently adopted by OSHA as a non-mandatory guidance to the 29 CFR 1910.120 standard as Appendix E.

The grantees have reached consensus on a number of additional factors, termed “core values,” that have served as additional criteria governing the training programs and curriculum. These include emphasis on hands-on training owing to the skills requirements unique to hazardous waste operations and emergency response work, utilization of experienced peer trainers and instructors, and compliance with the training requirements established within the OSHA 29 CFR 1910.120 standards.

The NIEHS Training Grants Program has had an ongoing additional activity associated with quality control and evaluation of the grantees training curricula and programs. Experienced, independent, external experts on a periodic basis conduct this aspect of the NIEHS Program.

With a focus on “best practices,” the following points will be addressed in this session:

### **NIEHS Minimum Criteria**

- *Richard Dwyer (NIEHS/NY-NJ Consortium)*

*Best practice:* A comprehensive consensus training and curriculum guideline applicable to all NIEHS grantees that meets or exceeds OSHA requirements.

In January 1990, OSHA held hearings on a proposed regulation to establish training standards for HAZWOPER training required by 29 CFR 1910.120. The proposed standard, 29 CFR 1910.121, was never adopted and as a result legal education standards regulating RCRA/TSD, emergency response, and hazardous waste site training never materialized. Later in that year, NIEHS sponsored a conference for all of the grantees from the worker training section. These training providers gathered in Washington, D.C. and developed a consensus document providing Minimum Training Criteria for all of the grantees conducting training under 1910.120. Today this Minimum Criteria is incorporated in 1910.120 as non-mandatory Appendix E “Training Curriculum Guidelines.” This presentation will analyze the critical training guidelines from this Minimum Criteria Document. Issues such as participatory training techniques, hands-on instruction, different student-faculty ratios depending on the type of instruction and quality assurance will be addressed.

### **Model Curricula Development**

- *Craig Slatin (NIEHS/Dept. of Health and Clinical Sciences, Univ. of Massachusetts Lowell)*

*Best practices:* Application of Minimum Criteria guidelines specific to hands-on, skill development, evaluation/assessment, and peer instructors in training curriculum development.

Following an opening discussion about the NIEHS Minimum Criteria for Worker Health and Safety Training at Hazardous Waste Operations and Emergency Response, this presentation will review the sections on minimum generic training curriculum guidelines, aspects of the core criteria, and principles of adult education. Elements from the NIEHS Interpretive Guidance Document, which was largely incorporated into non-mandatory Appendix E of the OSHA

standard, 29 CFR 1910.120, will be discussed. Although the 1910.120 standard will be the focus of this discussion, many of these criteria are transferable to training regarding other work environments. Critical areas to be discussed will include: adherence to worker training principles and characteristics of excellence; incorporation of hands-on activities; skill development; and evaluation/assessment. The presentation will use the example of the 24-hour Emergency Responder H&S training curricula developed by the New England Consortium. The curriculum development process, its successes and obstacles, will be reviewed. "Lessons Learned" from this experience will be presented as recommendations for curriculum development by other organizations.

### **Peer Training & Instructor Development**

- *Les Leopold (NIEHS/OSHA/PACE)*

*Best practices:* Methods for training experienced workers as peer instructors and methods developed to support such instructors in the field.

This presentation reviews the origins, evolution and current practice of peer training within the PACE-OCAW WETP program. The basic elements of our training of trainers and the trainer support program will be described. The main challenges peer trainers face in the field and explorations underway to help peer trainers meet these challenges will also be a point of focus. An examination of attempts to help peer trainers understand and use a framework based upon systems of safety will be discussed. Lessons learned in tackling the key issues of peer training will be shared.

### **Certification/Successful Completion for OSHA requirements**

- *Ernest Thompson, (OSHA/Program Coordinator, Office of Training and Education)*

*Best practices:* Ongoing interpretive guidance and policy defining "certification," "instructor qualifications" and "successful completion" of Hazwoper training.

This presentation will provide an overview of the OSHA training requirements for hazardous waste operations as found in 29 CFR 1910.120. Certification issues, instructor qualifications and what successful completion entails will

also be addressed.

### **Quality Assurance & Training Evaluation**

- *Thomas McQuiston & Tobi Lippin (NIEHS/PACE)*

*Best practices:* Independent quality assurance review and evaluation of grantee programs.

The NIEHS Worker Education and Training Program (WETP) and its awardees have worked for over a decade to build cooperative models that involve both funders and awardees in developing and implementing programs for quality assurance and evaluation. These efforts have established minimum criteria while at the same time they have provided awardees with the latitude to tailor their evaluations to meet their own information needs. The evaluations that have resulted from these efforts have provided abundant evidence of program achievements across a broad scope of programs, course, measures and trainee populations. This cooperative relationship has also fostered important innovations in evaluation practice among awardees. Initiated at the NIEHS WETP technical workshop in 1996, awardees developed an evaluation handbook edited and published by the George Meany Center. This handbook is both a document of prior evaluation efforts as well as a guide for new initiatives. The NIEHS WETP has spawned the Self-sufficiency Research and Evaluation Project, a multi-program initiative that has sought to develop a model for collaborative evaluations involving workers, staff and external evaluators. This session will proceed in two parts. First, it will briefly present the background and history of evaluation efforts within the NIEHS WETP. It will then address possibilities for new directions in evaluation that focus on the strategic uses of participatory forms of evaluation that integrate program planning, development of understanding about how programs work, and how findings can lead to program improvement.

### **Symposium II – Partnerships**

**D North**

#### **Co-chairs**

- *Teresea Madden-Thompson (OSHA Southwest Education Center)*
- *Janis Heple NIEHS/UC DAVIS*

The intent of the NIEHS Worker Training Grant Program is to provide training that is national in scope to workers engaged in the highly hazardous and often

unique aspects of work involved in hazardous waste operations and emergency response. The Program funds training grants to a variety of entities in order to assure comprehensive coverage and availability of such training. These include labor organizations representing the primary crafts involved in hazardous waste operations and emergency response and academic consortia constructed to meet the needs of those workers without labor affiliations.

The NIEHS Training Grant Program has fostered extensive collaboration and cooperation among the grantees over the past 13 years of the Program as well. This has been achieved largely through the extensive number of consensus workshops that have focused on topics of relevance to all of the grantees. In addition, the Program and the grantees have developed additional partnerships to foster training program outreach and acceptance. Additional efforts have been devoted to reaching additional worker populations, developing interactions with communities involved in or impacted by hazardous waste activities, and have extended the reach of the Program through formal relationships with other agencies, which provide additional resources to facilitate Program expansion.

This session will focus on these diverse best practices aspects of the Training Grant Program. Specifically:

### **Consortia Arrangements**

- *Carol Rice, Ph.D (NIEHS/CIH)*

*Best practices:* Development, funding, management, maintenance and delivery of complex Hazwoper training programs by large multi-state academic consortia.

The Midwest Consortium for Hazardous Waste Worker Training is one of the original groups funded by NIEHS in 1987. The motivation for forming a group in the mid-west region resulted from an evaluation of regional needs, strengths in worker training in a multi-state area, and the recommendations from the funding agency to form consortia. Approximately 20% of the U.S. workforce is in the region, including workers in all jobs included in 29 CFR 1910.120. Substantial experience in worker training existed at university and union-affiliated labor training groups, several of which had been funded through the New Directions program at OSHA. Additional technical expertise could be found in academic units with a commitment to public health principles. Rather than compete, organizations from six states met in 1986 and forged a plan to



address the training needs of site workers, employees at treatment, storage and disposal facilities and emergency responders.

Initial organizational challenges included: setting up a structure, determining responsibilities, resolving funding priorities, and how to trouble shoot on a daily basis. Open lines of communication proved to be one of the most important components of success. A bi-weekly newsletter was initiated for program directors; a monthly newsletter was developed for trainers. Quarterly meetings of program directors and committees fostered a closer working relationship and an annual trainer meeting allowed the essential core members of the group to exchange ideas and improve skills. Special topical meetings were on issues including trainer burnout and marketing. Throughout the 13 years of the organization, there have been a number of memberships changes, two of which resulted in national organizations receiving direct funding. Others have included new states, and three changes of training center location within one state. Shrinking real dollars of funding have resulted in changes in procedures to monitor training delivery. Long-range planning was used in Year 11 to reassess our commitment to the process and determine core goals for the future. This appeared to energize the groups and focus future activities. The new challenge is to balance the results of striving toward self-sufficiency that has resulted in more diversified training capabilities of the groups with the mission of delivering the NIEHS program. A major lesson-learned: Stay focused, but be flexible.

### **Community Outreach**

- *Mark Holdbrooks (NIEHS/ Dir. Of Programs for the NJ/NY Environmental Worker Training Consortium - UMDNJ)*

*Best practices:* Methods incorporated in providing training support at the community level.

This presentation will review specific experiences associated with the development of effective community outreach programs that provide training support at the community level. Emphasis will be on the description of approaches utilized with an analysis of hindrances and barriers and the best approaches to overcoming them. Consequential successful outcomes and benefits will be articulated.

### **Training & Outreach to Multi-cultural Populations (Hispanic and others)**

- *Betty Szudy(OSHA/Coordinator—Hazardous Waste Worker Training*

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“Best Practices

*Project, Labor Occupational Health Program/California Arizona Consortium)*

*Best practices:* Identification of learning difficulties based upon language barriers and developing solutions to overcome those barriers.

Headlines scream the news: Latinos risk life and limb to work in unsafe U.S. factories and face a higher job-injury risk. Yet immigrant workers often have less training than other workers because it is not available in their native language. There is increasing interest among NIEHS and OSHA grantees in developing effective outreach and training programs in languages other than English. Over the past ten years, the Labor Occupational Health Program at UC Berkeley has developed an effective outreach and training program targeted towards Spanish-speaking workers. This presentation will focus on how we developed the program, what worked, challenges we faced, and lessons learned.

### **Employer Partnerships**

- *Don Ellenberger (NIEHS/Training Manager, The Center to Protect Workers' Rights)*

*Best practices:* Approaches to meeting employer training needs.

The Center to Protect Workers' Rights, CPWR, is the research and development institute of the Building and Construction Trades Department, the construction unions in the AFL-CIO. CPWR works with 11 of the unions to provide safety and health training for construction workers who are active at DOE and Superfund sites, as well as trainers, and some managers and site technical staff. The primary financial support is provided by NIEHS, which uses EPA and DOE funding. But key support comes also from employers and century-old joint-apprenticeship training committees in the form of funding and in-kind support, such as the use of training facilities. More than 400 hands-on courses are taught yearly. The program faces obstacles unique to construction, such as the mobility of the labor force and the cyclical nature of employment. It thus can be difficult to locate potential trainees and the follow-up with them. Workers may be reluctant to take time for training during boom times and may not have employer support for training at other times. Nonetheless, close cooperation with the employers through the joint apprenticeship programs has enabled CPWR to maintain interest and participation in the training and to help ensure that construction workers involved in hazard abatement across the U.S. have received top-quality safety and health training.

## **Joint Funding with other Agencies: Superfund, JTI, Brownfields and DOE**

- *Myra Blakely, EPA Brownfields Program*
- *Richard Brancato, DOE*
- *Marian Flum, University of Massachusetts-Lowell, Brownfield Minority Worker Training Program*

*Best practices:* Meeting multi-agency and targeted worker populations Hazwoper training needs through a single training grant administration entity, approaches used to build local job training initiatives, and examples of additional leveraged funding from other entities.

The EPA Brownfields Job Training and Development Pilot Program, initiated in 1998, was established as a way of ensuring that local communities share in the short and long term benefits of brownfields cleanup and redevelopment efforts. To date, EPA has awarded 37 pilots which are providing training in the handling and removal of hazardous substances related to the implementation of alternative or innovative treatment technologies. The pilot program encourages building partnerships with public and private entities to provide resources to leverage the grant. Activities supported by these partners include: recruitment, case management, day care, transportation, counseling, placement and follow-up of newly employed trainees. The pilots, administered by non-profit universities, community colleges, cities, counties and federally recognized Indian Tribes, have leveraged funds through foundations, other federal, state and local governments and the private sector. This presentation will provide information on how to develop sustainable, local job training initiatives through partnership building.

The DOE Office of Environmental Management provides resources to the NIEHS WETP to award and administer worker training grants specific to DOE environmental remediation needs. NIEHS-DOE grantees provide HAZWOPER training at nearly all of the DOE field sites. This presentation will discuss the partnering between DOE and NIEHS on the DOE hazardous waste worker training program. The discussion will focus on the interaction between the two agencies and what levels of interaction are needed between the DOE field offices, DOE contractors and the grantees.

Laborers-AGC's Brownfield Minority Worker Training Program owes its success to building strong partnerships with the University of Massachusetts Lowell who manages the program and its strong partnerships with community-based organizations and city agencies in Lowell and Boston. These

relationships, based on a strong sense of commitment from all parties, a basis of equity, and a determination by the University to break down barriers of mistrust and misunderstanding have led to new projects and new funding with program partners. The Environmental Justice on Brownfield Sites (Environmental J.O.B.S.) program includes partnerships with the Coalition for a Better Acre (CBA), a community development corporation based in Lowell's poorest community, the Cambodian Mutual Assistance Association, Lowell Adult Education, and Jobs for Youth-Boston. Through continuing dialogue and a willingness to develop and change, the program has added new components and improved the quality of services over its two-and-a-half year history.

Through these partnerships, new opportunities for funding have emerged, which have provided needed funds for program improvement. Many of the funding opportunities would not have been available to the university alone. Based on the success of the program, our community partners have been able to gain more funding and expand their own services. We have developed better ties with the City government, and have been able to gain more funding for our program and for CBA. This presentation will discuss how the partnerships were established, the successes and challenges, and the opportunities for new funding that have resulted as a by-product.

### **Symposium III - Skill Enhancements**

**C South**

#### **Co-chairs**

- *Tom Broderick (OSHA/CSC)*
- *Sharon Beard (NIEHS/ Industrial Hygienist)*

The NIEHS Training Grant Program addresses two primary training audiences: those workers with existing craft or job skills and those with no current relevant job skills. The former are represented by construction crafts such as operators and laborers, chemical plant operators, and full and part time fire fighters. Inner-city minority workers, for example, who may seek work at Brownfields projects, represent the later.

As the Program has continued to develop and mature, emphasis has expanded to address issues associated with the development of hazardous waste work as a career path rather than simply a job. Long range skills development options, acceptance and integration of hazardous waste training as an element of specialized skills careers such as environmental technician,

and entry into apprenticeship programs based upon successful completion of NIEHS grantee training are but a few examples.

This session will focus on several specific examples including:

### **Instrumental Enrichment Integrated With Hazwoper Training**

- *James Kinard (NIEHS/DePaul University)*
- *Jack Huenefeld (NIEHS/Director, Environmental Health and Safety, DePaul University)*

*Best practices:* Integration of a dynamic educational model with Hazwoper training requirements.

Feuerstein's Instrumental Enrichment (FIE) is a dynamic cognitive education program that helps all individuals correct learning difficulties, construct higher-order thinking processes and build intrinsic motivation regardless of previous barriers or perceived limitations. It was developed by the education psychologist Professor Reuven Feuerstein, who defines human intelligence as a dynamic process of structural cognitive modifiability that is promoted by the same dynamic that transmits culture from one generation to another. This dynamic is called Mediated Learning Experience (MLE) and it drives the FIE process.

The Office of Applied Innovations (OAI) at DePaul University has developed an environmental remediation technician training model that integrates FIE with HAZWOPER training. This integrated training model enhances the quality of mathematical-scientific thinking and conceptual development in all trainees. In addition, FIE can bring about motivational and attitudinal changes in the trainee's approach to reality. This presentation will outline the features of this integrated paradigm; the challenges addressed during its development and delivery; its efficacy as a model for integrating life skills, critical thinking, and HAZWOPER training; lessons learned; and, recommendations for dissemination.

### **Career Path Development**

- *Donna Gross McDaniel, (Program Administrator, Laborers-AGC Education and Training Fund)*

*Best practices:* Hazwoper training as an element in career path development.

The Laborers-AGC's experiences and lessons learned with the Minority Worker and Brownfields Minority Worker programs has allowed them to improve their programs and formulate best practices for overall program success and, more importantly, for individual participant success in choosing a career path that works best for them. The Construction Craft Laborer (CCL) work is divided into three categories: 1) Heavy/Highway and Utility Construction, 2) Building Construction, and 3) Environmental Remediation. Each category involves a myriad of jobs and tasks. The variety of work tasks often leads to informal links to other skilled construction crafts such as the Operating Engineer, links to higher education which allows movement to safety professions and construction management, and movement to construction architecture, engineering and company ownership. Other possible career paths include construction equipment and materials manufacturing, labor union leadership or industry training and education.

This segment of the session will focus on career path development for the construction worker with the vast array of employers and opportunities available in the Construction Industry. The discussion will focus on the Construction Craft Laborer, the Laborers CCL Apprenticeship Program, links to higher education and how these career path options relate to the Laborers-AGC MWTP and BMWTP.

### **Apprenticeship Programs**

- *Kizetta Vaughn (NIEHS/Director, Specialized Training Programs, The Center to Protect Workers' Rights)*

*Best practices:* Hazwoper training as entry qualifications to union apprenticeship programs for minority workers.

This presentation will address the question "why is apprenticeship an important component of the minority worker training programs" with a focus on best practices. Is a "master of one trade" rather than a "jack of all trades" a good thing? Apprenticeships have been the construction industry's cornerstone of career development and the gateway into employment for graduates of the Minority Worker Training Programs (MWT). The union apprenticeships have enabled many of the MWT and BMWTP program participants to launch long-term careers in the craft trades. This presentation will describe how the mastering of one trade via apprenticeship has created a ladder of opportunity for the programs' graduates how to become involved with union apprenticeship programs.

### **Job Skills and Life Skills**

- *James Kojo Livingston, (NIEHS/Xavier University)*

*Best practices:* Job placement approaches for Hazwoper trained workers in the non-union environment.

The presentation will focus on job readiness and job placement efforts associated with job opportunities in a right-to-work state. The presentation will provide a clear description of right-to-work legislation and its impact on job availability. It will also provide an overview of how our job placement efforts have had to be modified to interact with non-union contractors and non-union work in the environmental remediation arena.

### **Trainee and Graduate Tracking**

- *Cindy Herleikson, (NIEHS/L-AGC)*

*Best practices:* Development and integration of complex databases to meet the needs of both the NIEHS WETP, the training provider, and the trainees in a complex national remediation industry sector.

Grantees under the NIEHS Worker Education and Training Program are required to report several types of data. Included are such items as the number and types of courses conducted; how many workers attended the courses and their home state, age, race, and gender; and the hazardous waste sites where these workers have been employed. To simplify the data compilation and reporting task, Laborers-AGC is in the process of developing an integrated database. Data from sites across the country, the International Brotherhood of Teamsters, and from existing databases, will be batch fed into the new database for analysis and reporting. In addition, job site search capabilities will enable easy identification of where trainees worked and will automatically classify the sites according to NIEHS criteria. Data acquisition methods and examples from the database will be presented.

### **Symposium IV - Use of Advanced Training Technology South**

**D**

#### **Co-chairs:**

- *Scott MacKay (OSHA/Director, University of Washington, Region X, OTI Education Center)*

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“Best Practices

- *Scott Solomon (NIEHS/Director, International Association of Fire Fighters)*

The NIEHS WETP has been actively involved for more than two years in the Advanced Training Technologies (ATT) arena with respect to the utilization of such technologies by the worker training grantees under the provisions of their individual training grants. The grantees represent an enormous diversity of training providers serving unique, geographically dispersed national training target audiences. In addition, the grantees organization encompasses labor organizations, multiple labor organization partnerships, academic institution consortia, unique minority training providers, and training in support of targeted federal projects such as Brownfields.

Recognizing this diversity and the challenge associated with developing an ATT program applicable to the all of the grantees, the NIEHS WETP undertook an ATT awareness and guidance development effort in several stages starting with an initial ATT workshop during the annual meeting of the grantees in April 1999. Subsequent stages included supplemental grant awards to several grantees to develop ATT approaches specific to their training program needs, conduct of a lessons learned workshop with those grantees to gain a detailed perspective on the challenges faced and met and the successes that emerged during the supplemental award project period. Subsequently, an NIEHS ATT Guidance document was issued that provided that framework for the NIEHS supported application of ATT methods by all of the grantees. During the last annual grantees meeting in October 2000, another ATT workshop was conducted that focused on the advancement of the key elements of the Guidance with emphasis on development of mentoring, collaborative, and technical support aspects as a means to advance the ATT program within the WETProgram.

One of the key drivers in the development of the NIEHS ATT Guidance has been the training requirements established within the OSHA Hazardous Waste Operations and Emergency Response standard and subsequent policy interpretations issued by OSHA with specific respect to the utilization of ATT in hazardous waste training. As an approach to fully addressing this matter, OSHA personnel, including Dr. Henry Payne the Director of the OSHA Training Institute, have been participants in the NIEHS ATT Guidance development process through participation in the ATT-specific workshops.

This session addresses the key aspects associated with the NIEHS-WETP ATT program. It is introduced through a Keynote address by Dr. Henry Payne.



### **Distance Learning Overview**

- *Henry Payne, (OSHA/Director, Office of Training and Education)*  
*“Introduction to Web-based Training Issues.”*

### **Worker Training in a Digital World, OSHA Specific**

- *MaryAnn Garrahan, (OSHA/Team Leader, US Dept. of Labor)*

Review and discussion of the past and emerging policy interpretations specific to the training requirements established in the OSHA Hazardous Waste Operations and Emergency Response standard with emphasis on ATT applications.

### **Smart Classrooms**

- *Michael Glassic, (L-AGC)*

Presentation that addresses the development and application of the “smart classroom” by the Laborers-AGC. This presentation covers the elements that comprise the “smart classroom,” the process for development and application, limitations, and role of the instructional staff, and the technology selection decision process.

### **Hands on Issues**

- *Doug Feil, (OSHA/NIEHS/HMTRI Community College Consortium)*

An NIEHS WETP “core value” is the commitment to hands-on skills training as an element of hazardous waste training. This unique program has developed a program with a mix of Computer Based Training (CBT) and instructor-led hands-on training. A number of best practices have emerged from the process involved in the development and launch of the program. These will be reviewed and discussed with particular emphasis on the hands-on dimension. This presentation should also address, as an information point, the traditional approach to hands-on training utilized by grantees employing fully instructor-led traditional training methods.

## **Lessons from the Lessons Learned Workshop**

- *Brenda Cantrell, (NIEHS/OSHA/Program Director, Rail Workers Hazardous Materials Training Program, George Meany Center-National Labor College) "How We Struggled Through This Effort"*

The Rail Workers training program faced an unusual challenge in reaching their diverse target audience. They met this challenge through the application of ATT methods. Unlike many other organizations, they developed, pilot tested, launched, and maintain their ATT application without outside expert/consultant assistance. Many lessons were learned in this process that led to articulation of best practices based upon in-depth "hands-on" experience.

## **The NIEHS Guidance Document for developing an ATT program.**

- *Donald Elisburg (NIEHS/ Clearinghouse)*

The NIEHS ATT Guidance document was developed over the period of a year based upon three NIEHS-WETP ATT workshops. The Guidance establishes the basis for the funded application of ATT by the NIEHS grantees and provides for various technical support and related activities by the National Clearinghouse.

10:15 - 10:45am    Break

10:45 - 12:00        **Continuation of Morning Symposiums**

\*\* Room Assignments Remain the Same \*\*

12:00 - 1:30pm    Lunch

Ballroom B

1:30 - 3:15pm        **Start of Afternoon Symposiums**

Room Assignments Remain the Same as the Morning Symposiums

3:15 - 3:45pm        Break

3:45 - 5:00pm        **Continuation of Afternoon Symposiums**

\*\* Room Assignments Remain the Same \*\*

## **Thursday, April 19, 2001**

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"Best Practices

7:45 - 8:30am Continental Breakfast

8:30 - 10:15am **Wrap up Plenary**

**Ballroom A**

**Closing Plenary Session**

The workshop closing plenary session addresses two main subjects:

1. Reports from each of the mini-seminar sessions, with particular emphasis on additional best practices emerging during the discussions and dialogue during the mini-seminar sessions.
2. A general session panel discussion focused on ways for enhancing future dialogue and collaboration among the NIEHS and OSHA training grantees.

Moderator **John Moran**, Consultant, NIEHS Clearinghouse

Report from each of the Symposium Sessions Co-Chairs

*These Reports should reflect the discussions and particularly the changes or modifications that each Symposium recommended for the final Best Practices Document. These should be in PPT format and produced by the Clearinghouse.*

10:15 - 10:45am Break

10:45 - 12:00pm **General Plenary Session**

Moderator **Michael Baker**

A panel and group discussion of Next Steps and dialogue on methods and ways of collaboration between NIEHS and OSHA Awardees.

*Participants will be selected from among the workshop co-chairs and presenters during the Symposiums—Consider doing “Feedback to NIEHS and OTI” depending on how the sessions develop.*

Closing Comments

**Joseph Hughes, Jr.** (10 min)

**Henry Payne** (10 min)

1:30pm OSHA Office of Training and Education  
OTI Education Centers Annual Meeting  
Ballroom A

\*\* Annual Meeting participants will have a meeting agenda  
in their registration packet. \*\*