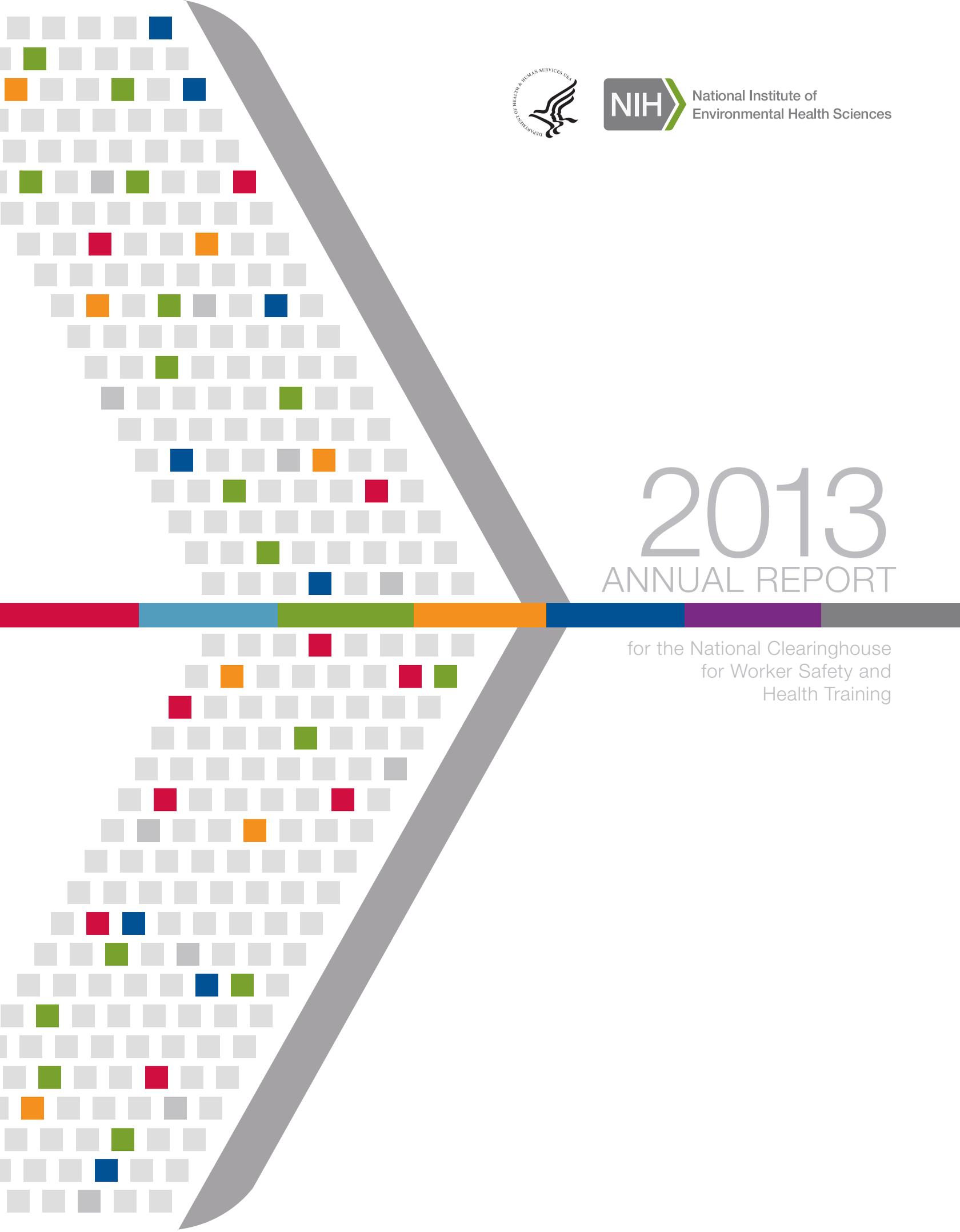


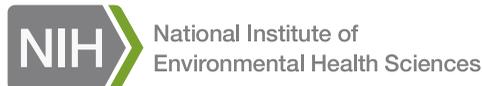


National Institute of  
Environmental Health Sciences

# 2013 ANNUAL REPORT

for the National Clearinghouse  
for Worker Safety and  
Health Training





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Order #273-2010-00083U

2013 Annual Report for the National Clearinghouse for Worker Safety and Health Training  
2012/2013 Year End Report

# 2013 ANNUAL REPORT

FOR THE NATIONAL CLEARINGHOUSE FOR WORKER SAFETY AND HEALTH TRAINING

Annually, MDB, Inc. highlights its work providing an extensive range of communication and technical assistance services to the National Institute of Environmental Health Sciences Worker Education and Training Program (NIEHS WETP) in the Clearinghouse Year-End Report. The 2013 Year-End Report covers NIEHS WETP Clearinghouse activities from September 15, 2012 to September 14, 2013.

MDB Inc. has completed its 3rd year in the contract period providing technical and research support for the NIEHS Worker Education and Training Program and ensuring the smooth operation of the NIEHS WETP National Clearinghouse.

## OVERVIEW

Some of the key activities that took place this contract year included response to Hurricane Sandy and coordinating the Safety Culture/Climate Workshop.

Staff also spent time on several other tasks:

- 1) Finalizing the report for the *Prove It Makes a Difference: Evaluation Best Practices for Health and Safety Training Workshop*;
- 2) Finalizing the Safety Culture/Climate Workshop report;
- 3) Developing a training coordination and outreach process and several health and safety resources for the Hurricane Sandy response and recovery activities (e.g., training coordination and outreach, revisions to hurricane booklets, mold guidance, PowerPoint presentation, and booklet, Hurricane Sandy website); and
- 4) Creating a Resiliency Resource Web page for the Gulf Responder Resilience Training Project.



*Photo courtesy of John Morawetz*

## PRIME TASK ONE:

Establish, manage, and operate an information clearinghouse for the distribution of technical information produced by WETP of the NIEHS

## Monthly Meetings Summaries

Ms. Deborah Weinstock made monthly trips to Research Triangle Park, N.C. to meet with the Worker Education and Training Branch (WETB) staff to discuss the past, current, and future contract activities, as well as examine remaining budget allocations. Each month, Ms. Weinstock disseminates a new report, which includes a budget spreadsheet and a summary of contract tasks to the WETB. This form of reporting maintains accountability for the project, while introducing a necessary degree of flexibility when faced with changing priorities. Other Clearinghouse team members either accompany Ms. Weinstock or join via teleconference as needed. The meetings provide an opportunity to set priorities and move forward on specific projects.

## Health and Safety Library (HASL) and the Curricula Catalog

The MDB IT team updated the HASL and awardees updated the Curricula Catalog.

Between September 1, 2012 and August 1, 2013, 1,607 files have been downloaded from the Curricula Catalog and 45,382 files have been downloaded from HASL.

The table below shows the number of items awardees uploaded to, or changed in the curricula catalog between September 1, 2012 and August 1, 2013:

Consortium	Course/Materials Updated	Files Uploaded/Changed
Alabama Fire College	25	57
CPWR	2	3
IUOE	61	5
LIUNA	9	7
UAW	6	5
United Steelworkers	3	2
University of Buffalo	8	0
University of Cincinnati	3	3

## Advisory Board

The Clearinghouse Advisory Board met on June 10, 2013, prior to the WETP Awardee meeting. In addition to the members listed below, some Clearinghouse staff and all WETB staff participated in the Advisory Board meeting. Mr. Michael Baker welcomed the participants to the meeting. Ms. Weinstock provided an overview of the progress on NIEHS-WETP Operational Matrix, activities related to the response to Hurricane Sandy, the mold remediation guidelines and training tool, the MWTP best practices document, the activities of the DOE Health, Safety, and Security workgroup, and the Gulf Responder Resilience Training Project (GRRTP). A discussion was held on the WETP Strategic Plan 2013-2018, how to integrate SBIRs into the program, and possible future workshop topic ideas. (See Advisory Board Summary, Appendix A.)



### National Clearinghouse Advisory Board—Participants at the June 10, 2013 meeting

Beverly Wright	Dillard University	Craig Slatin	TNEC
Mark Catlin	SEIU	Tippi Reed	OAI, Inc.
Pat Berntsen	PETE	Elizabeth Harman	IAFF
Barb McCabe	IUOE	Carol Rice	Midwest Consortium
Kelly Davis	NOVA	Don Ellenberger	CPWR
Linda Delp	WRUC	Kenny Oldfield	Alabama Fire College
John Morawetz	ICWUC	Mike Gill	SCEO/TMC
Jonathan Rosen	AJ Rosen & Associates, LLC	Pete Wells	Hammer/ Hanford

## WETP/Clearinghouse Retreat

The WETB and Clearinghouse staff held a retreat on December 4-5, 2012 in Charlottesville, VA, to discuss current and future issues, events, deliverables, metrics, and partnerships within the various program areas (HWWT, MWT, DOE, SBIR, HDPT, and OD). A discussion about the current role with DOE and role in disaster preparation and response was also held. The staff also discussed the logic model and how to prioritize activities within the 2013 operational plan.



## PRIME TASK TWO:

Arrange and manage technical meetings and workshops related to scientific, administrative, and regulatory issues that are associated with training for hazardous waste workers and emergency responders.

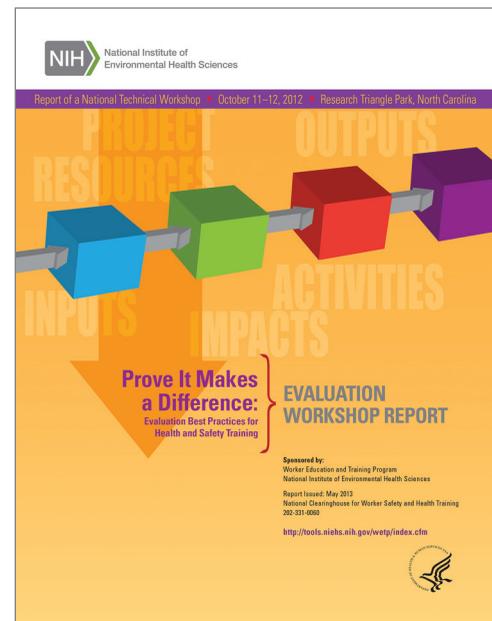
The National Clearinghouse organized and managed numerous technical meetings and workshops over the contract year. In most of the meetings mentioned below, Clearinghouse staff provided logistical support for the meetings and workshops, as well as played a major role in developing workshop and meeting agendas and sessions. Clearinghouse staff also captured PowerPoint presentations and other materials to post online following the workshops.

## Prove It Makes a Difference: Evaluation Best Practices for Health and Safety Training

**October 11-12, 2012 | Research Triangle Park, N.C.**

The Worker Education and Training Program's (WETP) fall awardee meeting was held on October 10, 2012. The workshop, Prove It Makes a Difference: Evaluation Best Practices for Health and Safety Training was held October 11-12, 2012. The workshop brought together WETP awardees and others interested in evaluation of worker safety and health training. The workshop explored the types of evaluation tools being used by WETP awardees in their training programs, and looked at metrics used by other federal agencies to evaluate training. Participants discussed what defines effective safety and health training, and the impact that safety and health training can have.

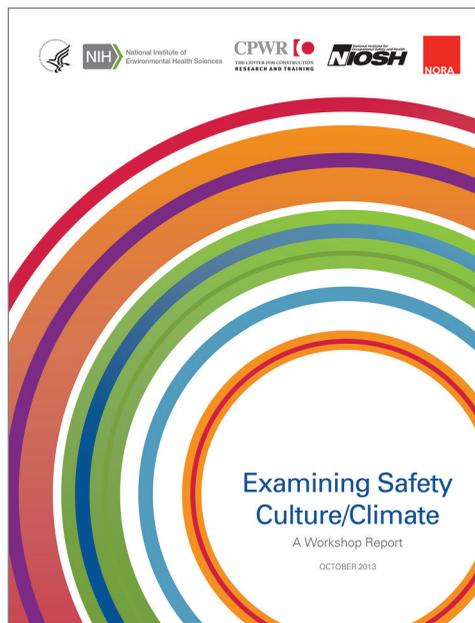
Clearinghouse staff played a critical role in convening the Planning Committee, shaping the agenda, preparing presenters for the workshop and writing the meeting report. The report captures the key highlights from the workshop, as well as best practices and lessons learned. Workshop participants explored and shared different types of evaluation tools used to review training programs and looked at different metrics used to evaluate training. The report provides a brief historical background on NIEHS WETP's training evaluation and an overview of the current trend in training evaluation. It provides summaries of the different presentations given by panel members and outcomes from the various breakout sessions. The report also provides a list of recommended actions that NIEHS and its awardees should take in order to improve the quality of training programs. The workshop was highlighted in an article in the NIEHS' eFactor newsletter.



## Summer 2013 WETP Awardee Meeting and Safety Culture/Climate Workshop

**June 10-13, 2013 | Washington, D.C.**

The summer 2013 WETP Awardee Meeting was held on June 10, 2013. The semi-annual meeting brought awardees together to provide program updates, exchange information regarding training, and discover new areas of interest to awardees. The Safety Culture/Climate Workshop, hosted by CPWR - The Center for Construction Research and Training, in partnership with NIOSH, and NIEHS was held on Tuesday, June 11th and Wednesday, June 12th. The workshop brought together the best available evidence from academics and practitioners to help define and promote the spread of effective interventions to enhance safety culture/climate, promote worker empowerment, and reduce injuries and illness. Clearinghouse staff played a critical role in convening the Planning Committee, shaping the agenda, preparing workshop presenters and plenary presenters for the workshop and writing the meeting report. Clearinghouse staff Ryan Campbell authored an article on the workshop for NIEHS' eFactor newsletter. Dusty Russell prepared a white paper for planning committee members to review.

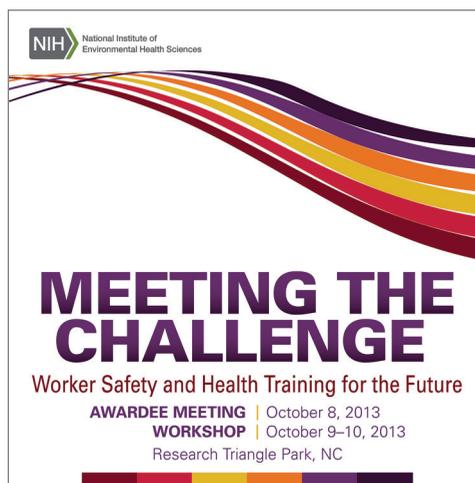


A workshop report was prepared to document the highlights and lessons learned of the meeting. Participants gathered to discuss the definition of safety culture and how to overcome barriers to developing strong safety and health programs, and safety culture. Participants also shared information on how to maintain safety and health programs (normalization of deviance and the erosion of safety practices) and explored how safety and health programs and safety culture fit into the WETP strategic plan and future training activities.

## Fall 2013 Meeting the Challenge: The Future of Worker Safety and Health Training Workshop

**October 9-10, 2013 | Research Triangle Park, N.C.**

Clearinghouse staff has been involved in planning the fall awardee meeting and workshop. Several planning committee calls were held to help shape the agenda and all logistics activities have been handled by Clearinghouse staff in preparation of the meeting.





*Photo courtesy of Marilee Caliendo*

## PRIME TASK THREE:

Facilitate the transmission of technical information related to the development of safety and health training programs for hazardous waste workers and emergency responders.



## Website Development and Maintenance

The following activities occurred during the year:

- Provided technical support to Clearinghouse administrators when HTML input errors or server errors occurred.
- Refined IT security policy to ensure NIEHS criteria is met.
- Troubleshoot and fixed site errors as they occurred.
- Finalized the transition to Cold Fusion 9 for WETCIS and curricula catalog.
- Developed 2012 Fall Awardee Meeting and Workshop and 2013 Summer Awardee Meeting registration, information, and resource pages.
- Nearly completed new administrative reports for the Data Management System.
- Addressed any high security issues flagged during NIEHS security scans.
- Developed the Hurricane Sandy Resource page.
- Organized and updated documents on the Clearinghouse website.
- Deactivated documents that were not 508 compliant.
- Updated the Earthquake Response Web page and links.
- Developed the NIEHS WETP Disaster SharePoint Site.
- Created the Resiliency web page which includes the following documents:
  - [\*Phase 1 Stakeholder Meeting on Mental Health and Training Report\*](#)
  - [\*Meeting Report: Phase 2 Kickoff\*](#)
  - [\*Meeting Report: Phase 2 Behavioral Health Experts Meeting\*](#)
  - [\*Literature Summary and Review of Disaster Mental Health\*](#)

## 508 Compliance

Clearinghouse staff worked to ensure that documents already posted and those to be posted on the Website were made “508 compliant.” In 1998, Congress amended the Rehabilitation Act to require Federal agencies to make their electronic and information technology accessible to people with disabilities. Inaccessible technology interferes with an individual’s ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. ‘794d), agencies must give disabled employees and members of the public access to information that is comparable to the access available to others.

During the year, MDB made numerous documents on its Web pages 508 compliant. MDB also deactivated all the documents that are currently not 508 compliant and is currently replacing these documents with 508 compliant versions or outside links to the same document. (Please see our 508 report, Appendix B.)

## National Clearinghouse Web Statistics

NIEHS began using WebTrends to track web statistics in January 2011. Comparing September 15, 2012 through September 14, 2013 with September 15, 2011 through September 14, 2012, there was a 1.3% decrease in total page visits.

The busiest month by average daily page views was September 2012. November 2012 had the highest total page views. The busiest day of the week by average daily page views was Monday.

The WETP Clearinghouse Homepage was the most requested page on the Clearinghouse website for the 2012-2013 contract year. This was followed by the Hurricane Sandy page, Safety and Training of Oil Spill Response Workers page, the About Worker Education and Training Program page, the Meetings and Workshops page, and the Curricula Catalog.

The top-referring sites by the number of requests are OSHA, NIEHS, Google, and Bing. A list of the top ten is below.

Top Ten Referring Sites		Sum of Page View
1	<a href="http://www.osha.gov/">http://www.osha.gov/</a>	1551
2	<a href="http://www.google.com/url">http://www.google.com/url</a>	1013
3	<a href="http://www.osha.gov/index.html">http://www.osha.gov/index.html</a>	463
4	<a href="http://www.osha.gov/pls/publications/publication.html">http://www.osha.gov/pls/publications/publication.html</a>	199
5	<a href="http://www.bing.com/search">http://www.bing.com/search</a>	187
6	<a href="http://www.osha.gov/pls/publications/publication.athruz">http://www.osha.gov/pls/publications/publication.athruz</a>	179
7	<a href="https://www.google.com/">https://www.google.com/</a>	145
8	<a href="http://www.google.co.in/url">http://www.google.co.in/url</a>	143
9	<a href="http://www.osha.gov/pls/oshaweb/owaredirect.html">http://www.osha.gov/pls/oshaweb/owaredirect.html</a>	134
10	<a href="http://tools.niehs.nih.gov/wetp/index.cfm">http://tools.niehs.nih.gov/wetp/index.cfm</a>	126

The most-used browser to access the site is Internet Explorer, followed by Google Chrome, Firefox, Safari, and the Google Android Browser.

## Weekly Digital Newsbrief

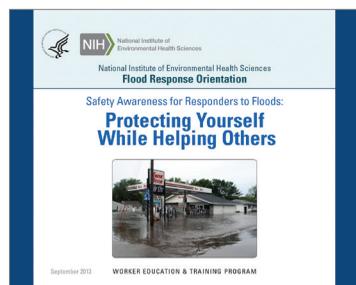
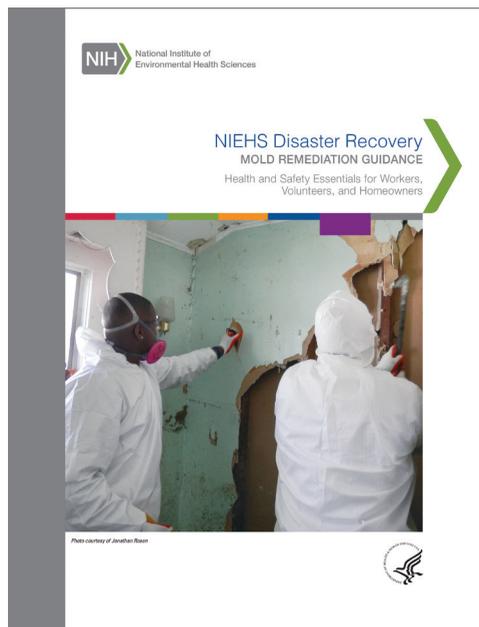
Since its inception, the National Clearinghouse weekly Newsbrief has served as a unique resource for keeping abreast on issues surrounding worker safety, health, and training. The weekly Newsbrief features current news articles, research studies, government reports, upcoming events, and employment opportunities within the topic areas of emergency preparedness and response, homeland security, environmental cleanup, environmental justice, and chemical safety as they relate to worker training and worker safety. The National Clearinghouse weekly Newsbrief is unique for two reasons: it is the only newsbrief distributed by a federal government agency solely devoted to worker training and safety in the areas mentioned, and rather than feature frontliners, its purpose is to feature articles and documents that don't normally make front page news. The Newsbrief is delivered each Friday to more than 1,330 recipients.

## Resource Pages

The National Clearinghouse created and updated resource pages that provide documents and resources that address government and public emergency preparedness, response and recovery from hurricanes.

The Clearinghouse reorganized the Emergency Preparedness Resources Web pages and posted the following materials:

- Safety Awareness for Responders to Hurricanes booklets in English, Spanish, and ePub versions.
- NIEHS Mold Remediation Guidance
- Mold Clean Up and Treatment Orientation Training Tool PowerPoint in English and Spanish
- Guidelines for the Protection and Training of Workers Engaged in Maintenance and Remediation Work Associated with Mold
- Created the Resiliency Web page on the Gulf Responder Resilience Training Project and posted the Phase I and II meeting reports and the Literature Summary and Review of Disaster Mental Health.



## Emergency Response Worker Safety and Health Booklets

To protect responders and workers who participate in the response and cleanup of natural and/or manmade disasters, NIEHS Clearinghouse has produced several awareness-level health and safety resource booklets. The table below displays the number of booklets that were ordered between September 1, 2012 and August 31, 2013:

Booklet Title	Number of booklets ordered		
	English	Spanish*	Vietnamese*
Protecting Yourself from Avian Influenza	100	---	N/A
Protecting Yourself While Responding to Earthquakes	200	---	N/A
Safety Awareness for Responders to Flood: Protecting Yourself While Helping Others	250	N/A	N/A
Safety and Health Awareness for Oil Spill Cleanup Workers	1,614	431	5
Protecting Yourself During a Dirty Bomb Response (RDD)	205	N/A	N/A
Safety Awareness for Responders to Hurricanes: Protecting Yourself While Helping Others	39,409	16,151	290

\* Note: All the booklets are available in English, but not all booklets are available in Spanish and Vietnamese. If the booklets are not available in Spanish and/or Vietnamese, an N/A is noted in the number of booklets ordered column.



*Photo courtesy of Liz Roll*

## PRIME TASK FOUR:

Develop, analyze, and compile program research products to support new training initiatives and the continuation of program efficacy measures.



Major initiatives that took place under Task 4:

## Minority Worker Training Program Guidance on How to Achieve Successes and Best Practices

In order to document the best practices of the Minority Worker Training Program, Clearinghouse staff drafted the Minority Worker Training Program: Guidance on How to Achieve Successes and Best Practices report. The MWTP model is effectively designed to address the significant impediments to training and employment that challenge underserved minorities and other disadvantaged individuals. The program has helped to increase sustainable employment opportunities, promote economic development, address health disparities, and advance environmental justice; transforming the lives of trainees, families, and communities traditionally overburdened by economic distress and exposures to hazardous environmental conditions. The MWTP provides a model and useful guidance for other Federally-funded worker training programs focused on recruiting and training underserved and disadvantaged individuals for sustainable employment opportunities. The report provides major findings as well as recommendations.

## Building the Economic Analysis Team

In order to address NIEHS Strategic Goal Number 10, "Evaluate the economic impact of policies, practices, and behaviors that reduce exposure to environmental toxicants, through prevention of disease and disabilities, and invest in [training and] research programs to test how prevention improves public health and minimizes economic burden," Clearinghouse staff worked to identify labor and environmental economists to evaluate and document the benefits of the WETP. The work plan includes a pilot effort to document benefits of the MWTP during the 2013/2014 contract year. The study approach will be highly interactive involving the grantees, economists, and Clearinghouse staff in the effort.

The economists include Bryan Engelhardt and Robert Baumann from Holy Cross, and Anthony Oliver from University of Illinois.

## Partnerships and Representation

Members of the Clearinghouse staff represent the Clearinghouse and the WETP in various meetings throughout the year.

The Clearinghouse staff attended and represented the Clearinghouse and the WETP in the following meetings throughout this year:

- Deborah attended the IUOE HAZMAT Program's Advisory Board Meeting, September 2012
- Kevin Yesky attended the Science Preparedness Conference, September 25, 2012
- Kevin attended the NIH Disaster Interest Group meeting, September 24, 2012
- Joy Lee participated in a UMDNJ webinar on Hurricane Sandy, November 2012
- Deborah attended the IAFF Instructor Development Conference and presented at the Advisory Board Meeting on NIEHS evaluation, November 2012
- Deborah and Dusty Russell attended the National Worker Safety and Health Conference, Dec 6-7, 2012
- Ryan Campbell and Dusty attended the Good Jobs, Green Jobs Conference, April 16-18, 2013

- 
- Deborah attended the HAMMER Medical Surveillance Subcommittee and HAMMER Steering Committee meetings, May 2013
  - Dusty attended the Brownfields conference, May 15-17, 2013 in Atlanta
  - Deborah attended the Tenth Annual Work, Stress and Health Conference in Los Angeles, CA, May 16-19th, 2013
  - Deborah attended the May 29-30, 2013 HAMMER Steering Committee meeting, Medical Surveillance Subcommittee meeting and training workgroup meeting.
  - Kevin participated in the I-DIG meeting at NIH, June 2013
  - Ryan attended the National Environmental Health Association meeting, Washington, DC, July 9-11, 2013.

# APPENDIX A

## Clearinghouse Advisory Board Meeting Notes

June 10, 2013

### Attendees:

Michael Baker, Clearinghouse	Sharon Beard, NIEHS WETP	John Morawetz, ICWUC
Deborah Weinstock, Clearinghouse	Kelly Davis, NOVA Southeastern	Jonathan Rosen, AJ Rosen & Associates, LLC
Kevin Yeskey, Clearinghouse	Mike Gill, SCEO/TMC	Pete Wells, Hammer/Hanford
Betsy Eagin, Clearinghouse	Craig Slatin, TNEC	Dr. Beverly Wright, Dillard University
Joy Lee, Clearinghouse	Mark Catlin, SEIU	Linda Delp, WRUC
Ryan Campbell, Clearinghouse	Tippi Reed, OAI, Inc.	Elizabeth Harman, IAFF
Chip Hughes, NIEHS WETP	Pat Berntsen, PETE	Barb McCabe, IUOE National Training Fund
Jim Remington, NIEHS WETP	Kenny Oldfield, Alabama Fire College	Beverly Wright, Dillard University
Julie Johnston, NIEHS WETP	Carol Rice, Midwest Consortium	Donald Elisburg, Clearinghouse

### I. Introduction and Welcome (Michael Baker)

### II. Overview of Key issues on WETP 2013 operational matrix. Relationship among the various items and related Clearinghouse deliverables. (Deborah Weinstock)

#### Recent Disasters and Products

##### *Hurricane Sandy*

- The best laid plans for a year are always interrupted by disasters, so we plan for them and build them into our plans, including travel etc. Many activities this year have been around Hurricane Sandy, and we are grateful to have Jonathan Rosen to help with outreach in NY. Joyce Sagi has been assisting with work in New Jersey.
- Jonathan has worked on the mold Remediation document which was completed following a needs assessment. The guidelines and trainings were tailored to the field experience. Jonathan spent time in NY and started by connecting to Volunteer Organizations Active Around Disasters (VOWAD's), which is a coalition of volunteers in disasters. He reported that at this point most of the organizations are doing mold remediation and gutting and mucking. World Cares Center and New York Cares were organized with field managers and had PPE and could do a home assessment prior to deploying volunteers.
- Via those meetings and relationships he was able to go to the field, photograph and learn. He noted that there were a number of disturbing events/actions and he was able to use those lessons and photos to create presentations and guidelines. He also looked at Federal (national) guidelines and those given by NYC. He outlined the differences and similarities between them and noted that NYC allows volunteers to do more remediation than others and that NYC gave out N95's without training or screening. This could be a possible national worry as preparedness systems are not prepared to do respiratory guidance on a larger scale.

- The Mold document is the first of three products that Jonathan is working on. In addition to the document there will be a training tool (to be released shortly in English and Spanish) and a booklet (in the coming year). There will be another order of printed booklets once it is complete and the funding comes through.
- Kerri Moran at the Clearinghouse is doing training coordination in NY/NJ so that the clearinghouse can give monthly updates to Chip and team on what trainings took place, how many people were trained and training type. She will continue in that role.
- John noted that the role of clearinghouse in disasters has gone beyond just booklets, and is interesting. This however opens up more questions on how to programmatically plan for disasters. People should know that there used to be a question of common curricula, which died, but with the books and the muck and guck curricula, it's a good model of where we can go in the future.
- Chip noted that a good point for this group is that through this intervention (exploration) we have reached people who are in the most dangerous health situations are with organizations who have no expertise and are often in the disaster world with no regulations. He noted that it was an interesting example of where front line people are not in an official organization yet that this is a whole new way of how to partner with these groups. He noted how often we think we know what's going to happen in the 'next one' but each situation changes. Now, its not the people who are trained for this work who are involved, yet this is a chance to respond to those situations. With MDB/Clearinghouse we had FEMA mission assignment money and we had to get it out the door quickly. With Grantee involvement, we were able to let everyone 'do their thing' while keeping a somewhat focused/organized effort that involved state, federal and local workers.
- Carol noted that the response in NY is disappointing, particularly given what's known about respiratory protection from 9-11 and the WTC. We are again creating a huge group of people who may have problems down the road and should know better.
- It was noted that there are differences in opinion on the events in NY. Each organization has played a small part of responding to a huge area. Some organization (AmeriCorps etc...) did not have surgical masks, but people had half face respirators (but no medical evaluation or fit test). We now have a list of some people we can follow up with from the contacts we have made and there is an awareness of the hazard.
- Linda Delp noted that one of the coordinators of the National Day Laborers Organizing Network worked to explore experiences of day laborers and noted that experience post Katrina helped them know what they should be looking at post Sandy. The past has helped raise awareness of potential exposures and what their network of centers should be prepared for.
- Other lessons learned include the issues of 'Weekend Warriors'; those volunteers who only come in on a Saturday and who need to be trained. Many organizations will do a 45 min brief then equip them send it out. People don't want to train and equip those types, but there are thousands of people who have this exposure. On a positive note, one mold presentation from New Jersey from NIOSH (on post Katrina respiratory protection) found that even with people putting on N95's backwards etc., the health survey still found less symptoms and illness reported than those with none at all, despite possibly not using correctly.
- It was noted that creating a compendium of health studies and respiratory effects would be helpful (also for convincing people why they need to engage in training and protection) in future disaster planning.

- John noted that a lot has been learned from Sandy and that while mission assignment is flexible for WETP (and the flexibility is appreciated), a collective response can still be mounted without mission assignment. The booklet was targeted for volunteers and helped train them for any hazard, regardless of what OSHA covers.
- Linda announced that there will be a “Lessons learned from Sandy” presentation at APHA, which is jointly sponsored by multiple sections of APHA.
- Lessons learned and future discussions need to also include not being able to reach day laborers, and non-union workers.

#### ***Tornados***

- Deborah announced that after the Joplin tornado, a debris management/cleanup tool was created, and after recent tornados in Oklahoma, OSHA asked for 1000 brochures to be sent to their regional office.
- It was noted that the debris management brochure and training tools are good, but that it would be a great tool to make a booklet as it could be applied to a wide range of disasters.

#### **WETP Operational Matrix and Deliverables**

- The Operational matrix is organized by program areas and activities.
- Deborah noted that the Evaluation Workshop report from last fall’s workshop is online and was announced via NB. The report lays out where we’ve been on evaluation and where we want to go. Some of the thinking is that we should be beyond level 1 and 2 evaluations and should be looking toward level 3 and now it’s time to start thinking about it. Poster sessions and presentations at the workshop helped show that it can be done and many in the community would share what they have been doing.
- Craig suggested that perhaps the Clearinghouse could help coordinate an ‘evaluation support network’ so everyone can coordinate and help take current efforts to the next level.
- Chip commented that cross grantee support would be beneficial.
- An evaluation support network could serve to pool resources and share experience as well as help awardees coordinate and connect in similar situations. Prior to the workshop Hanna (NIEHS Intern) did an evaluation profile of each grantee and those will be posted to the web soon. ACTION ITEM
- Evaluations are most important for internal use, for trainers etc. NIEHS will use data to develop a ‘program defense’ to show where training makes a difference. NIEHS does not dictate a standardized approach and you do not need to ‘tweak’ existing evaluation strategies to ‘fit’ NIEHS’ needs. Quantitative and qualitative methods are encouraged.

#### ***MWTP***

- Currently the clearinghouse is working on a best practices document and the report is currently in draft form. It should be available shortly, and stemmed out of a need for a document to share with those doing similar programs and out of HHS EJ work.
- Dusty should have contacted all MWTP grantees for an interview. The report will be used to document best practices and successes and as it helps meet HHS EJ Strategy goals under Education and Training and we want to share goals and build capacity in community organizations. This report acts to set the stage for the next 5 years of the program in bringing more people interested on board or to expand. If Dusty contacts you, please respond so he can speak with you. This will be a chance to go beyond updates and understand successes of the program.

- The MWTP session at the Brownfields meeting, despite being very late in the conference, was well attended. Many people are interested in best practices and work with community groups who provide training and were having a difficult time. Many are interested in the work done in urban environments and minority communities.

#### ***DOE Activity***

- The Clearinghouse has been working as part of the DOE Health Safety and Security training work group. Julie Johnston has been working via Clearinghouse as a representative of EFCOG (Energy Facility Contractors Group). Julie has been instrumental in keeping the group focused (Pete Stafford and Karen Boardman are the other co-chairs). Training reciprocity is being encouraged (following minimum criteria in ensuring that various providers meet criteria so sites can use our training). She is also working on Safety Culture/Safety conscious work environment and conversations have been productive. Last week was a successful workgroup meeting at Hammer for the steering committee meeting. Following this meeting Wednesday afternoon there will also be a workgroup meeting.
- Ted Outwater noted that reciprocity reviews of HAZWOPER have been important in regards to minimum Criteria and discussions of how we certify instructors on an annual basis. How to implement the certification is up for debate.
- Barb McCabe noted that annual instructor registration/certification is difficult due to funding. Each local training director will be asked to evaluate their instructors each year and to send evaluations to us to keep on file. In terms of funding, we will need more creative ways to do these.
- The lack of a ranking/weighting in the Minimum Criteria gives the appearance of all things being equally important, when in reality that is not the case.
- DOE has a set of standards on evaluation of training programs for nuclear facilities. Around the DOE complex those with nuclear work have an expectation that if they accept your training you have a system for evaluation instructors and evaluate your training programs as a whole. Julie will help point you to their standards and will help review your information so your training is accepted at DOE.

#### ***HDPT***

- The revised National Response Framework is now out. We are not sure yet the impacts it will have on WETP programs. It still contains the Worker Safety and Health Annex, but aren't sure yet if it's changed at all.
- The National Response Framework issue is that it is for 'real' disaster teams which is different from FEMA/DHS, CERCLA, Stafford act etc... All we do as the federal government is in partnership with state and local groups in response. Recovery has shifted federal involvement when local resources are overwhelmed. That's why the focus on resilience and rebuilding. These documents DO impact what we do and how we fit in.
- Regarding previous discussions on money available and the NIEHS role, most money goes to the state, but for instance, other BP follow-up money was negotiated.

#### ***SBIR***

- Many things were discussed at the retreat to better integrate the program. We will start to prioritize those, but there has not been a lot of movement yet. A Webinar might be a good possibility so that grantees can discuss work they are doing and those interested in the program could learn about what they are doing. This may help to integrate them into the larger program.

- Connections to other parts of the program are hard: We need them to understand health and safety issues, but they need a marketable product. They need us to buy their product at the end and usually we can't. It's a hard dynamic to overcome.
- Tippy explained that she attempted to get them engaged at the proposal level but ran into issues about their level of engagement as it hasn't worked well as financially because purchasing of their service is usually out of the price range.
- This year 4 Phase 2 and 1 phase 1 will be funded, which means SBIR is tied up for next 2 years and there will be no RFA this summer. Current Phase 1's will be able to apply via omnibus, which is difficult.
- For future RFP's it should be noted that SBIR's are using fictional scenarios and are missing real examples. CSB is capturing real scenarios, but many of the SBIR products don't use them. People would be more likely to use products if they were based on real scenarios.
- Other SBIR applicants noted that their examples were too realistic however, so there needs to be a balance.
- Nova Southeastern noted similar difficulties and that they had to pay the consultants and write much of the proposal, despite themselves not being the primary recipients. In the end they were able to make a video with the Coast Guard and are implementing the video in the courses, but are not sure where it will go from there.
- Feedback from reviewers of previous applications is that most developers failed to review the literature. Applications were very repetitive.
- At the end of the SBIR grant they (the developers) own the product. You work with them as a sub-contractor.
- University Professors often have a 'consulting' group on the side. Perhaps they could get SBIR in the future?

### III. Gulf Responder Resilience Work (Betsy Eagin and Kevin Yeskey)

- The Gulf Responder Resilience Training Project (GRRTP) was developed due to feedback from an 'after action review meeting' following Deepwater Horizon. The need for mental health services for responders was identified and BP money will help to fund the development of a curriculum to help improve mental health training for workers. The GRRTP aims to create a behavioral health training module to be implemented in existing training programs.
- The program has 3 phases. Phase 1 is complete and included a stakeholder meeting in the Gulf to discuss major issues and concerns in community and mental health. Phase 2 is currently in process. An additional meeting in the Gulf introduced the proposed behavioral health curricula concept and focused on community feedback and buy-in to the program. Community groups were enthusiastic about the idea and offered to review proposed curricula to ensure it would be beneficial. A subject matter experts meeting was held in Washington, D.C. and featured suggestions on content. Psychological First Aid will be the 'acute' response taught in the curricula and SME's seemed to agree after they were presented a literature review of Critical Incident Stress Management and Psychological First Aid. As the next part of phase 2, MDB has drafted 'competencies' for the program, focusing on 3 populations; 1) workers, 2) supervisors, 3) medical providers. Drafts of competencies and curricula review have begun but are currently stalled due to lack of funding. Phase 3 will be pilot testing, distribution and evaluation of the completed curricula. Specific terminology is currently being explored as different words (behavioral vs. mental health etc.) have different connotations that go along with each.

- Funding is supposed to be provided by BP Settlement money via SAMHSA but is currently hung up. Optimistic that things get worked out and the project moves along soon.

#### ***Feedback and Comments on GRRTP***

- State institutions and their use of PFA may be an example of a group that chose PFA over CISM. The logistics of implementing the program and being sure all workers and organizations are aware of it could be informed from their efforts.
- Stakeholder buy-in is critical to this project, at all levels.
- As Vietnamese workers were very involved in the Gulf and Deepwater Horizon, a few Vietnamese organizations have been active stakeholders in this process already.
- This aims to give more detail than mental/behavioral health components of current projects.
- Chip noted that the genesis for this was the Disaster Site Worker module. Ideally we can put this in our programs as well. He also noted that Canada has a standard for psychological safety and health in the workplace now. Go to <http://www.csa.ca/cm/ca/en/news/article/standard-for-psychological-health-and-safety-in-the-workplace> to access the standard.
- Pre-incident stress management remains the 'gold standard' whereas after incident programs are mixed. The firefighters focus on 'wellness' that is comprehensive is also a strong program.
- It's recognized that disaster populations are harder to reach, we realize this isn't going to be easy. That is why we will develop a module, do outreach as possible and encourage its use. Again, ideally this training is done before disasters happen as it's more useful.
- AOEC is working on clinician education as there is often a misconception of clinician's knowledge of mental/behavioral health and Occupational Safety/Health in general.

#### **IV. WETP Strategic Plan (2013-2018) and aligning it with our Logic Model and the NIEHS Strategic Plan (Deborah Weinstock and Chip Hughes)**

As the current Strategic plan 'expires' in 2013, wanted feedback on what is included next. Does it need a full overhaul or are the current mission priorities still working and applicable moving forward.

- Reviewed mission priorities and organizational priorities.
- Craig noted that emergency responders are included but not Hazardous waste workers. Should they be included specifically in the goals again?
- Chip noted that 'skilled support personnel' were intended to be included as hazardous workers and others.
- The lessons from Sandy may encourage us to think broader; BP and Sandy brought very unique programs to different populations.
- Don noted that the strategic plan covers many things in the next 10 years and the logic model helps show how things really work. Looking at changing it is not a question of what's wrong with it. What the parent agency wants to do should be considered but it needs to outline 'what you want out of the program that you aren't getting': what can be done that is new and different? More and better? Out of the box? You can drive the strategic plan. Some roadblocks are present, but collectively we can work around it. Let the process of what you want be written into the document.
- The goals and priorities are not in a specific (priority) order.

- Craig noted that much of the response work is due to changing climate. We see labor splitting on the subject, but it would be important to teach trainers about the changes that they and workers/trainees are responding to. It's great that we have capacity to train workers, but they can be a force for changing things as well. Something about climate change should be built into curricula.
- Environmental remediation market is not a growth industry so we need to consider the parameters on our efforts and how we get MWT into other industries. Also consider new target populations that may be eligible to receive training.
- The HAZWOPER standard has let people show their own evidence for why people should be targeted: "Anyone who may be engaged" (so it's wide open on the types of industries and workers), but you need to provide the evidence that the training is needed in that industry. Looking 5+ years ahead, it's important to look into how expansion could be done. Would like to learn what new industries are so they can be included in the RFA.
- Chip noted that it will be important to build a green presence for the program. Probably a place for climate change and resilience and possibly psychological safety (stress/mental health) and preparedness can be included in these efforts as well. Are they related to ways we have explored issues previously? Perhaps these are areas we can take further in the next 5 years?
- Don reminded everyone not to take the program for granted and not to assume that funding will be available next year. Having vibrant, innovative programs that are unique from what everyone else is doing, that create a niche, is important to survive.
- One thing echoed 'to stay alive' is to have something different than everyone else has. We do have it in the Disaster Site Worker Training. Why not try to get more focus on that? That is one thing we provide, pre-trained workers who can go in right away. We could market this better.
- Deborah asked that anyone interested in trying to work on expanding the disaster site worker course and how to fit it into the National response framework, please contact her.
- As FEMA has independent study courses, could the Disaster Site Worker be included in the IS list series? Leveraging their 'marketing' and the status of their program could be helpful.
- Ideally we pressure OSHA to encourage emphasis of DSW course.
- Jonathan noted that it's important to particularize the trainings on the ground to the new industries and new workers. A major selling point is 'how this applies to my situation'.
- Nova South-Eastern noted that their main trainer looks at the issues specific to that port, and then they create scenarios for that group on the present scenario. When uploaded to the Clearinghouse they just put the generic scenario in, but would appreciate a mechanism to share other examples.
- Focusing on trainer development and their ability to meet the needs of who they are training is important. One concern is the idea, that despite the quality assurance put into trainings, the success of the training is what those people can do when they get to the site and if they can change on the site based on what they learned in training. We know we can train lots of people, but we also know that not all we train are prepared to do more than ask questions when they get back. We get one shot at them with training, but what support do we provide to those who will be active agents of change in the workplace? Do we have the mechanism to support those people when the trainer leaves? This goes back to what Don said and encouraging prevention. How do you train people for success and not just make them knowledgeable. What do you provide after the class?



## **V. Workshop Topics—Ideas to consider for comment and discussion (Deborah Weinstock and Chip Hughes)**

\*Save the dates\*\* The Fall Meeting will be October 8-10 in Research Triangle Park at the EPA building. Accommodation Details will be announced soon.

- Sandy Lessons Learned /Several Recent Disasters Lessons Learned
- e-learning workshop
- Accreditation
- Diversifying training
- Clinician roles
- Emerging industries

## **VI. Other Issues from the Board (Deborah Weinstock)**

Kelly noted that they have a disaster focus, but was curious if it is possible to unlink funding HDPT and HWWTP? Because disasters will continue perhaps they can be unlinked?

# APPENDIX B

## Section 508 Annual Report

HHS Requestor:

Date:

Item(s) Name: NIEHS Worker Education and Training Curricula Information and Data Management System (WETCIS)

Version: 2.0

Vendor: MDB, Inc.

Vendor Contact: Deborah Weinstock

Section 1194.21 Software Applications and Operating Systems		
Refer to <a href="http://www.access-board.gov/sec508/guide/1194.21.htm">http://www.access-board.gov/sec508/guide/1194.21.htm</a> for details on the criteria listed below.		
Criteria	Supporting Features	Remarks and Explanations
(a) When software is designed to run on a system that has a keyboard, Item(s) functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.	Does not support.	Pages do not follow a consistent tab order..
(b) Applications shall not disrupt or disable activated features of other Item(s)s that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the Item(s) developer.	Not applicable	The application does not contain any code that disrupts or disables any accessibility features.
(c) A well-defined onscreen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that Assistive Technology can track focus and focus changes.	Does not support.	While there is an indication of the current Focus when tabbing through the page, the Focus is not programmatically defined so a screen reader does not read the page in the correct order.
(d) Sufficient information about a user interface element including the identity, operation, and state of the element shall be available to Assistive Technology. When an image represents a program element, the information conveyed by the image must also be available in text.	Does not support.	Input fields and buttons lack labels. There is no alternate text for images (buttons). A screen reader cannot read the buttons or the input fields.
(e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.	Not applicable.	Bitmap images are not used in the application.
(f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.	Supports.	The application uses operating system functions for displaying text. The program does not use unique schemes for writing text on the screen

### Section 1194.21 Software Applications and Operating Systems

Refer to <http://www.access-board.gov/sec508/guide/1194.21.htm> for details on the criteria listed below.

(g) Applications shall not override user-selected contrast and color selections and other individual display attributes.	Supports.	The application does not change any display attributes.
(h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.	Not applicable.	The application does not use animation.
(i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	Supports.	All use of color has enough contrast to allow the user to see all text.
(j) When an Item(s) permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.	Not applicable.	The application does not permit the user to adjust color and contrast settings.
(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2Hz and lower than 55Hz.	Supports.	Application does not use flashing or blinking.
(l) When electronic forms are used, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	Does not support.	Input fields and buttons lack id tags and labels. There is no alternate text for images (buttons). A screen reader cannot read the buttons or the input fields.

### Section 1194.22 Web-Based Internet Information and Applications

Refer to <http://www.access-board.gov/sec508/guide/1194.22.htm> for details on the criteria listed below.

Criteria	Supporting Features	Remarks and Explanations
(a) A text equivalent for every non-text element shall be provided (for example, via "alt," "longdesc," or in element content).	Does not support	The application has few non-textual elements but the ones it does have do not have a text equivalent.
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Not applicable.	The application does not use any multimedia presentations.
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example, from context or markup.	Supports	No information is conveyed with color.
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Not applicable.	The application does not contain documents that use stylesheets.
(e) Redundant text links shall be provided for each active region of a server-side image map.	Not applicable.	The application does not use any server-side image maps.
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	Not applicable.	The application does not use any server-side image maps.

## Section 1194.22 Web-Based Internet Information and Applications

Refer to <http://www.access-board.gov/sec508/guide/1194.22.htm> for details on the criteria listed below.

(g) Row and column headers shall be identified for data tables.	Does not support.	The application does not identify row and column headers in generated data tables.
(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	Not applicable.	Tables in this application do not have two or more logical levels of row or column headers.
(i) Frames shall be titled with text that facilitates frame identification and navigation.	Does not support.	The frames in this application are not titled.
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2Hz and lower than 55Hz.	Supports.	All pages were developed to avoid screen flicker. Elements such as <blink> and <marquee> were not used.
(k) A text-only page, with equivalent information or functionality, shall be provided to make a Web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	Does not support.	A text-only version of the application's pages has not been provided.
(l) When pages utilize scripting languages to display content or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology.	Does not support.	The information provided by Javascript pop-ups does not have functional text for the information displayed.
(m) When a Web page requires that an applet, plug-in, or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).	Not applicable.	The application does not use any applets, plug-ins or other applications to interpret page content.
(n) When electronic forms are designed to be completed online, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	Does not support.	Input fields and buttons lack id tags and labels. There is no alternate text for images (buttons). A screen reader cannot read the buttons or the input fields.
(o) A method shall be provided that permits users to skip repetitive navigation links.	Does not support.	The current navigation system does not provide a method that permits users to skip repetitive navigation links.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Does not support.	The application does not alert the user before the application times out.

### Section 1194.23 Telecommunications Item(s)

Refer to <http://www.access-board.gov/sec508/guide/1194.23.htm> for details on the criteria listed below.

Criteria	Supporting Features	Remarks and Explanations
(a) Telecommunications Item(s) or systems which provide a function allowing voice communication and which do not themselves provide a TTY functionality shall provide a standard non-acoustic connection point for TTYs. Microphones shall be capable of being turned on and off to allow the user to intermix speech with TTY use.		
(b) Telecommunications Item(s) that include voice communication functionality shall support all commonly used cross-manufacturer non-proprietary standard TTY signal protocols.		
(c) Voice mail, auto-attendant, and interactive voice response telecommunications systems shall be usable by TTY users with their TTYs.		
(d) Voice mail, messaging, auto-attendant, and interactive voice response telecommunications systems that require a response from a user within a time interval shall give an alert when the time interval is about to run out, and shall provide sufficient time for the user to indicate more time is required.		
(e) Where provided, caller identification and similar telecommunications functions shall also be available for users of TTYs, and for users who cannot see displays.		
(f) For transmitted voice signals, telecommunications Item(s) shall provide a gain adjustable up to a minimum of 20dB. For incremental volume control, at least one intermediate step of 12dB of gain shall be provided.		
(g) If the telecommunications Item(s) allows a user to adjust the receive volume, a function shall be provided to automatically reset the volume to the default level after every use.		
(h) Where a telecommunications Item(s) delivers output by an audio transducer which is normally held up to the ear, a means for effective magnetic wireless coupling to hearing technologies shall be provided.		
(i) Interference to hearing technologies (including hearing aids, cochlear implants, and assistive listening devices) shall be reduced to the lowest possible level that allows a user of hearing technologies to utilize the telecommunications Item(s).		
(j) Item(s) that transmit or conduct information or communication shall pass through cross-manufacturer, non-proprietary, industry-standard codes, translation protocols, formats, or other information necessary to provide the information or communication in a usable format. Technologies which use encoding, signal compression, format transformation, or similar techniques shall not remove information needed for access or shall restore it upon delivery.		
(k)(1) Item(s) that have mechanically operated controls or keys shall comply with the following: Controls and Keys shall be tactilely discernible without activating the controls or keys.		

### Section 1194.23 Telecommunications Item(s)

Refer to <http://www.access-board.gov/sec508/guide/1194.23.htm> for details on the criteria listed below.

(k)(2) Item(s) which have mechanically operated controls or keys shall comply with the following: Controls and Keys shall be operable with one hand and shall not require tight grasping, pinching, twisting of the wrist. The force required to activate controls and keys shall be 5 pounds (22.2N) maximum.		
(k)(3) Item(s) that have mechanically operated controls or keys shall comply with the following: If key repeat is supported, the delay before repeat shall be adjustable to at least 2 seconds. Key repeat rate shall be adjustable to 2 seconds per character.		
(k)(4) Item(s) which have mechanically operated controls or keys shall comply with the following: The status of all locking or toggle controls or keys shall be visually discernible, and discernible either through touch or sound.		

### Section 1194.24 Video and Multimedia Item(s)

Refer to <http://www.access-board.gov/sec508/guide/1194.24.htm> for details on the criteria listed below.

Criteria	Supporting Features	Remarks and Explanations
(a) All analog television displays 13 inches and larger, and computer equipment that includes analog television receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals. As soon as practicable, but not later than July 1, 2002, wide-screen digital television (DTV) displays measuring at least 7.8 inches vertically, DTV sets with conventional displays measuring at least 13 inches vertically, stand-alone DTV tuners, whether or not they are marketed with display screens, and computer equipment that includes DTV receiver or display circuitry shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals.		
(b) Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry.		
(c) All training and informational video and multimedia Item(s)ions that support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content shall be open or closed captioned.		
(d) All training and informational video and multimedia Item(s)ions, which support the agency's mission, regardless of format, that contain visual information necessary for the comprehension of the content shall be audio described.		
(e) Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent.		

### Section 1194.25 Self-Contained, Closed Item(s)

Refer to <http://www.access-board.gov/sec508/guide/1194.25.htm> for details on the criteria listed below.

Criteria	Supporting Features	Remarks and Explanations
(a) Self-contained Item(s) shall be usable by people with disabilities without requiring an end-user to attach Assistive Technology to the Item(s). Personal headsets for private listening are not Assistive Technology.		
(b) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.		
(c) Where a Item(s) utilizes touch screens or contact-sensitive controls, an input method shall be provided that complies with §1194.23 (k)(1) through (4).		
(d) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.		
(e) When Item(s) provide auditory output, the audio signal shall be provided at a standard signal level through an industry-standard connector that will allow for private listening. The Item(s) must provide the ability to interrupt, pause, and restart the audio at any time.		
(f) When Item(s) deliver voice output in a public area, incremental volume control shall be provided with output amplification up to a level of at least 65 dB. Where the ambient noise level of the environment is above 45dB, a volume gain of at least 20dB above the ambient level shall be user selectable. A function shall be provided to automatically reset the volume to the default level after every use.		
(g) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.		
(h) When an Item(s) permits a user to adjust color and contrast settings, a range of color selections capable of producing a variety of contrast levels shall be provided.		
(i) Item(s) shall be designed to avoid causing the screen to flicker with a frequency greater than 2Hz and lower than 55Hz.		
(j)(1) Item(s) which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: The position of any operable control shall be determined with respect to a vertical plane, which is 48 inches in length, centered on the operable control, and at the maximum protrusion of the Item(s) within the 48- inch length on Item(s) which are freestanding, non-portable, and intended to be used in one location and which have operable controls.		

### Section 1194.25 Self-Contained, Closed Item(s)

Refer to <http://www.access-board.gov/sec508/guide/1194.25.htm> for details on the criteria listed below.

(j)(2) Item(s) which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Where any operable control is 10 inches or less behind the reference plane, the height shall be 54 inches maximum and 15 inches minimum above the floor.		
(j)(3) Item(s) which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Where any operable control is more than 10 inches and not more than 24 inches behind the reference plane, the height shall be 46 inches maximum and 15 inches minimum above the floor.		
(j)(4) Item(s) which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Operable controls shall not be more than 24 inches behind the reference plane.		

### Section 1194.26 Desktop and Portable Computers

Refer to <http://www.access-board.gov/sec508/guide/1194.26.htm> for details on the criteria listed below.

Criteria	Supporting Features	Remarks and Explanations
(a) All mechanically operated controls and keys shall comply with §1194.23 (k) (1) - (4).		
(b) If a Item(s) utilizes touch screens or touch-operated controls, an input method shall be provided that complies with §1194.23 (k) (1) - (4).		
(c) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.		
(d) Where provided, at least one of each type of expansion slot, port, and connector shall comply with publicly available industry standards.		

### Section 1194.31 Functional Performance Criteria

Criteria	Supporting Features	Remarks and Explanations
(a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided.	Does not support.	Radio buttons, check boxes and submit buttons are not labeled.
(b) At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for Assistive Technology used by people who are visually impaired shall be provided.	Does not support.	Although IE 7 and Firefox (the currently supported web browsers at NIEHS) allow the user to magnify the screen, screen header information is lost on some screens when magnified for 20/70 visual acuity.

Section 1194.31 Functional Performance Criteria		
(c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for Assistive Technology used by people who are deaf or hard of hearing shall be provided.	Not applicable.	The application does not require user hearing.
(d) Where audio information is important for the use of a Item(s), at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided.	Not applicable.	Audio information is not used in this application.
(e) At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for Assistive Technology used by people with disabilities shall be provided.	Not applicable.	The application does not require user speech.
(f) At least one mode of operation and information retrieval that does not require fine motor control or simultaneous actions and that is operable with limited reach and strength shall be provided.	Does not support.	Radio buttons, check boxes and submit buttons all require clicking a specific item via a mouse or keyboard.

Section 1194.41 Information, Documentation, and Support		
Criteria	Supporting Features	Remarks and Explanations
(a) Item(s) support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge.	Supports with exceptions	On-line, context sensitive help exists but the icons to display the help do not have alternate text to identify their purpose. Telephone numbers and email addresses for user support are provided.
(b) End-users shall have access to a description of the accessibility and compatibility features of Item(s) in alternate formats or alternate methods upon request, at no additional charge.	Supports.	Telephone numbers and email addresses for user support and accessibility and compatibility information are provided.
(c) Support services for Item(s) shall accommodate the communication needs of end-users with disabilities.	Supports.	All support services, i.e. phone and email, can accommodate the communication needs of the end user through common assistive technologies such as phone relay services, screen magnification or screen readers.





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