



# TAB

Technical Assistance  
to Brownfields

# ESTABLISHING A SUCCESSFUL BROWNFIELDS JOB TRAINING PROGRAM

**THANK YOU** for joining us for this webinar. We will get started in a moment.

Note: None of the statements made by KSU JT-TAB during this webinar constitute official EPA advice, interpretations, or positions.

**KANSAS STATE**  
**UNIVERSITY**

# Welcome to the Webinar

## Blase Leven, KSU TAB

### Brownfields Job Training (BJT) Programs

- Understand the benefits to communities revitalizing brownfields
- Identify, compare, and interpret BJT components
- Evaluate and determine appropriate path forward for pursuing an EPA BJT grant



# Technical Notes

**If you experience technical difficulties with your connection:**



Dial (309) 798-9732



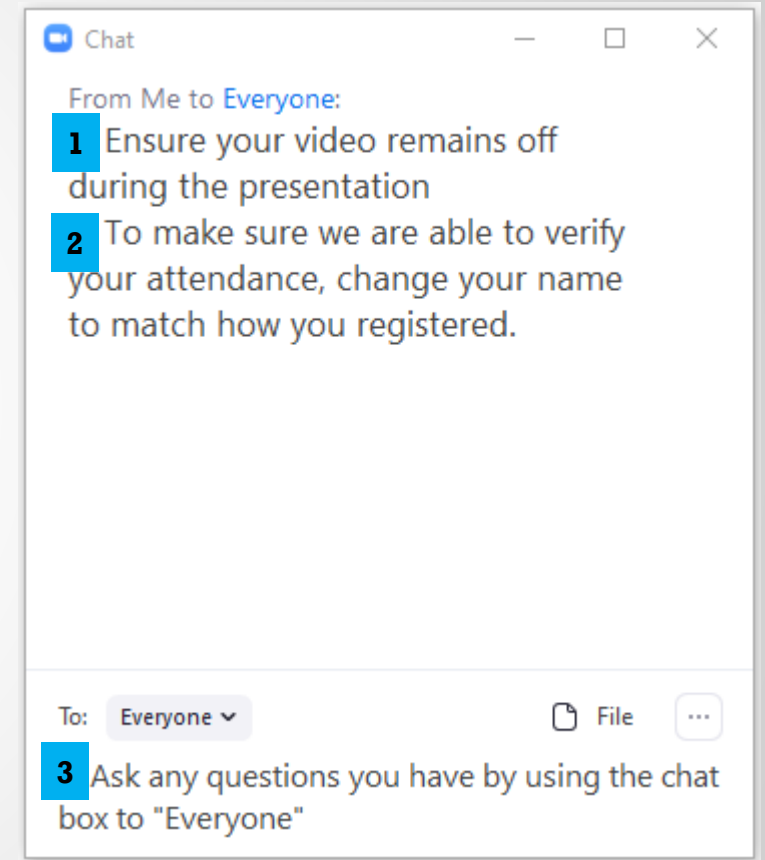
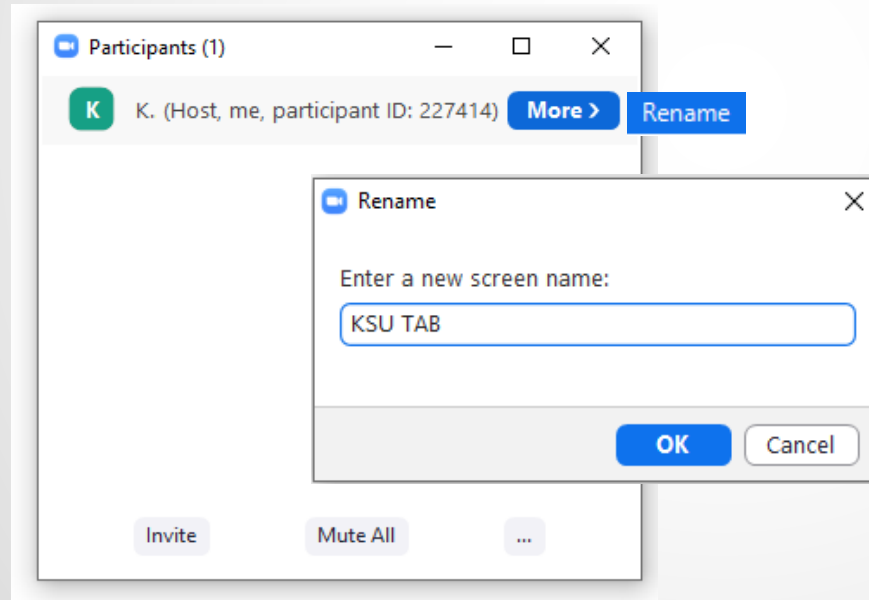
Email [tim@lucidway.com](mailto:tim@lucidway.com)

**Additionally, Please note:**



The presentation is being recorded and will be available on the website. The link has also been placed in the chat box.

# Using Zoom -- The Basics



# Agenda

- **Introduction**
- **Starting Your Program**
  - *Starting Your Program*
  - *Community and Labor Market Assessment*
  - *Partnerships and Leveraging Program Resources*
- **Conducting and Sustaining Your Training Program**
  - *Screening and Selection of the Student Cohort*
  - *Student Safety, Training Curriculum, Facilities, and Trainers*
  - *Student Support - Support Services and Student Retention*
  - *Graduation, Placement, and Tracking*
  - *Program Sustainability*
- **Success Story**
- **Wrap Up and Q&A**



# Brownfields

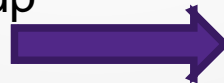
Brownfields are abandoned, idled, or underused industrial and commercial properties where expansion or redevelopment is complicated by real or perceived environmental contamination.

- For more information go to [www.epa.gov/Brownfields](http://www.epa.gov/Brownfields)



EPA Brownfields Resources Support:

- Identification
- Community Input
- Assessment
- Cleanup



For desired site reuses that benefits the community



# Environmental Justice

Environmental Justice is the fair treatment and meaningful involvement of all people, regardless of income, race, color, national origin, Tribal affiliation, or disability in decision-making and other Federal activities that affect human health and the environment.

- For more information go to [www.epa.gov/environmental\\_justice](http://www.epa.gov/environmental_justice)



# Bipartisan Infrastructure Law (BIL) & Inflation Reduction Act (IRA)

The BIL and IRA are once-in-a-generation investments to help communities across the country implement infrastructure, clean energy, climate resilience, and other projects, while creating good-paying jobs, addressing environmental justice, and boosting local economies.

- You can learn more about the BIL & IRA at:  
<https://www.whitehouse.gov/build/technical-assistance-guide/>





# Community-Based Brownfield Job Training

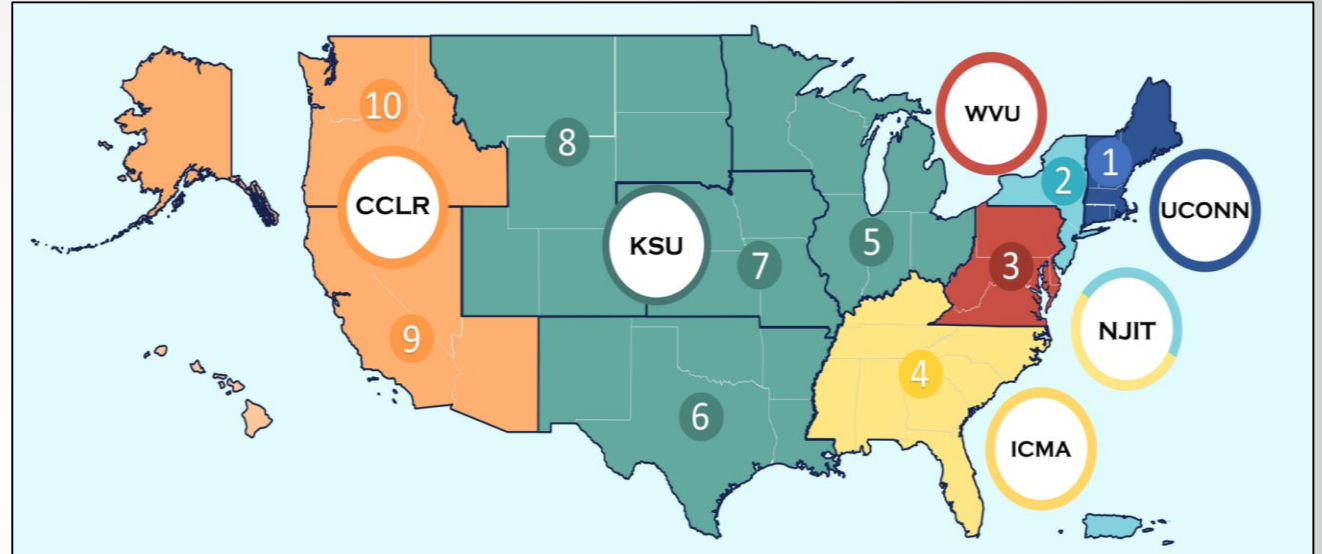
Fueled by BIL and IRA funding -- we have the unprecedented opportunity to employ citizens and help identify, assess, and clean up brownfields as part of community-led revitalization.



# Technical Assistance to Brownfields Program – TAB Providers

- Funded by EPA
- TA for communities and tribes revitalizing communities via brownfields redevelopment
- Services are **free** and tailored to meet specific needs

Includes review of  
draft JT Grant  
applications!



[University of Connecticut](#) - EPA Region 1

[New Jersey Institute of Technology \(NJIT\)](#) - EPA Region 2 and **Region 4**

[The West Virginia University](#) - EPA Region 3

[The International City/County Management Association](#) - EPA Region 4

[Kansas State University](#) - EPA Regions 5, 6, 7 & 8

[Center for Creative Land Recycling \(CCLR\)](#) EPA Regions 9 and 10



# Overview of the Brownfields Job Training (JT) Program

Matt Wosje, EPA OBLR



# Overview of the Brownfields Job Training (JT) Program

Since 1998, with the first eleven job training pilots, EPA has recognized the importance of community participation when revitalizing abandoned, contaminated properties. It made little sense to invest in infrastructure and economic development when surrounding communities continued to experience high levels of poverty, crime, and a lack of employment opportunities.





# Overview

## History and Background

- **1998:** EPA awards its first 11 Brownfields Job Training Pilots to entities including cities, community colleges, universities, and non-profits.
- **As of March 2024:** EPA has funded 414 Job Training Grants totaling approximately \$105.5 million.
  - *Approximately 21,700 individuals completed training*
  - *Over 16,200 obtained employment in the environmental field,*
  - *Average starting wage of over \$15 an hour.*
    - Over the last 5 years, the average starting wage was approximately \$21 an hour
  - *Cumulative placement rate since inception = 75%*

# Overview: Goals and Objectives Associated with the Brownfields Job Training

- The Brownfields Job Training program was designed to recruit, train and place unemployed and under-employed residents from communities impacted by brownfields.
- The program also promotes environmental justice (EJ) by ensuring that residents who live in the community benefit from the revitalization efforts in their communities.
- Helps graduates develop wider skill sets that improve their ability to secure full-time, sustainable employment in various aspects of hazardous and solid waste management and within the larger environmental field, including water quality improvement and chemical safety.

# Overview: Brownfields Job Training Program Requirements

- Must target unemployed and under-employed individuals that are residents living in or near an area adversely impacted by the presence of brownfield sites
- Must be an eligible entity
- Must not duplicate other federally funded environmental job training programs
- Must provide OSHA 29 CFR 1910.120 40-Hour Hazardous Waste Operations and Emergency Response to all trainees
- Must meet all other threshold criteria as outlined in Section III.B of the RFA

# Meet the Presenters

## KSU JT-TAB Partners



**Michael Senew**

**Nolan Curtis**

**Steve Fenton**



# Starting Your Program

Nolan Curtis  
KSU JT-TAB



# Eight Components of Establishing A Successful Brownfields Job Training Program

- **Starting Your Program**
  - 1) *Starting Your Program*
  - 2) *Community and Labor Market Assessment*
  - 3) *Partnerships and Leveraging Program Resources*
- **Conducting and Sustaining Your Training Program**
  - 4) *Screening and Selection of the Student Cohort*
  - 5) *Student Safety, Training Curriculum, Facilities, and Trainers*
  - 6) *Student Support - Support Services and Student Retention*
  - 7) *Graduation, Placement, and Tracking*
  - 8) *Program Sustainability*

# The Opportunity: EPA Brownfield Job Training Grant Request for Applications (RFA)

- EPA Brownfield Job Training grant - up to \$500,000 for 5 years
- Request for Applications (RFA) issued May 17, 2024 (EPA-I-OLEM-OBLR-24-02)
- Application deadline is August 15, 2024
- For more information go to [www.epa.gov](http://www.epa.gov)



# Before You Start a Job Training Program

- Identify essential program partners
- Establish a JT working group
- Consider workloads and time frame
- Establish a roadmap for developing your job training program (timeline and template)





# Build a JT Development Team

- Find a Project Manager
- Demonstrate Community Need
- Establish a Working Committee



# Identification of Resources that will be Required to Implement a Successful Job Training Program

- Governmental support
- Partnership and leveraging opportunities
- Community involvement and support
- The availability of project staff familiar with critical components of job training programs



# Ad Hoc Early-Stage Formation Group

- Project coordination and project management
- Community outreach
- Governmental outreach
- Partnership development and leveraging opportunities
- Employer and advisor outreach
- Student recruitment and assessment
- Graduate placement and job development
- Technical training
- Student services and case worker support
- Grant writing
- Administration and legal support



## Early-Stage Formation (Cont.)

- Because of the unfunded nature of proposal development, efforts need to be supported with in-kind contributions.
- It is important that roles, responsibilities, and time commitments are made clear as program development proceeds.
- Underestimation of the time and effort needed by team members can easily derail the entire project.





# Community and Labor Market Assessment

Steve Fenton  
KSU JT-TAB



# Community and Labor Market Assessment

- Community and labor market assessment overview
- Identifying target communities best suited for a job training program
- Conducting community assessments
- Conducting labor market assessments





# Community and Labor Market Assessment

Two questions need to be answered when selecting a community in which to operate:

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



# Identifying Target Communities

There are several tools that will help to provide generalized information about the economics and demographics of the community

- EPA's Environmental Justice Screening and Mapping Tool (EJSCREEN)
- EPA's Cleanups in My Community screening tool
- The Climate and Economic Justice Screening Tool (CEJST)





# Conducting Community Assessments

Comprehensive community assessments include additional activities including:

- Assess neighborhoods
- Identify community stakeholders
- Locate community organizations
- Identify and establish leveraging opportunities
- Secure training locations and access to transportation
- Determine special factors



# Conducting Labor Market Assessments

Labor Market Assessment is a broad term that includes:

- General economic development data
- Detailed surveys of organizations
- Neighborhood studies
- One-on-one interviews with potential employers



# Labor Market Assessments

Examples of the types of employers who may be looking for job training graduates with environmental remediation skills and certifications:

- Local unions
- Local government organizations
- Temporary employment firms
- Consultants—remediation and service providers
- Manufacturing, chemical, and refining facilities
- Municipal facilities and utilities
- Asbestos and lead abatement firms
- Construction and deconstruction companies
- Transportation and material handling operations
- Scrap, recycling, storage, and landfill operations.
- Current city and municipal contractors

# Labor Market Assessments (Cont.)

Methods for conducting a comprehensive Labor Market Assessment

- Survey instrument
- Focus group
- One-on-one interview





# Labor Market Assessments (Cont.)

Possible Issues to be addressed with employers:

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

# Labor Market Assessments (Cont.)

Always leave with an action plan, commitment, or closure.

Always invite the employer to attend classes, graduations, and social events.



# Partnerships and Leveraging Program Resources

Mike Senew  
KSU JT-TAB



# Partnerships and Leveraging Program Resources

- Subgrantees vs fiscal partners
- Partnerships leverage limited resources and expand services provided to participants
- Partnerships contribute to virtually every program activity, including applicant recruitment, screening, student services, training, and placement
- Partnership development begins in the earliest stages of program development and continues throughout the grant



# Partnerships and Leveraging Program Resources (Cont.)

- Resources provided by in-kind partners
  - *Wrap around services – childcare, transportation, housing, and counseling*
  - *Life skills and technical training*
  - *Administrative support*
- Philanthropic and volunteer support
  - *Discretionary funding*
  - *Student support*
- Facilities and equipment



# Partnerships and Leveraging Program Resources (Cont.)

- The value Advisory Boards bring to JT programs
- Employers as leveraging partners
- Both Advisory Boards and employer relationships should be involved in the development of and written into the grant application



# Screening and Selection of the Student Cohort

Mike Senew  
KSU JT-TAB



# Screening and Selection of the Student Cohort

Selection and screening of incoming students is a critical component of successful job training programs.

A primary reason for program failure is often attributed to a lack of attention to student recruitment and screening.





# Screening and Selection of the Student Cohort (Cont.)

The recruitment and screening plan should include:

- Best Practices to reach and attract potential applicants
- Community partners who are familiar with potential applicants
- Applicant orientation
- Candidate screening and assessment strategies
- Applicant acceptance and student contracts



# Student Safety, Training Curriculum, Facilities, and Trainers

Steve Fenton  
KSU JT-TAB



# Health and Safety During Job Training

It is essential that job training programs promote safety and health standards in the classroom, as part of the curriculum, and after graduation.

When seeking potential employers, it is vitally important that they are following appropriate safety and health procedures.



# Training Supported with Brownfields Job Training Program Funds

Aside from HAZWOPER additional training topics supported by Brownfield Job Training Grants can involve the following areas if appropriate:

- Assessment and cleanup of solid and hazardous waste
- Chemical risk management
- Stormwater management relating to site cleanup
- Planning and site preparation for low impact development activities
- Planning and site preparation for green infrastructure installation and maintenance
- Vulnerability assessment and contamination mitigation planning



# Other Examples of Technical Training Supported by the Grant

A partial list demonstrates the diversity of technical curriculum offerings that have been delivered by job training programs over the years.

- OSHA 40 Hazardous Site Worker Protection and Emergency Response (HAZWOPER)
- OSHA 30 Construction Safety
- OSHA 10 Hour General Construction
- OSHA Confined Space Operations
- OSHA Fall Protection Certification
- EPA Asbestos AHERA Worker Certification
- Forklift Driver (Hazardous materials handling)



# Other Examples of Technical Training Supported by the Grant (Cont.)

- Commercial Driver's License (CDL- DOT HAZMAT)
- Disaster Site Worker / Spill Response
- Underground Storage Tank Operations
- Green Infrastructure and Stormwater Management
- 40-hour Lead Remediation (RRP)
- Basic First Aid & Adult CPR
- Chemical Safety and Awareness



EPA has published an extensive list of eligible and ineligible training courses under the grant. Go to:

[List of Eligible and Ineligible Brownfield Job Training Courses | US EPA](#)

# Important Training and Education Not Supported by the Grant

In addition to remedial math and science, here are examples of life skills training provided as part of the job training life skills curriculum:

- Teambuilding
- Financial literacy
- Career management
- Family living
- Work readiness training
- Anger management
- Application and report writing
- Personal appearance and presentation



# Finding Qualified Trainers, Facilities, and Equipment

- Trainers and facilities from a local college (as leveraged partners, sub-grantees or contractors)
- Instructors from other grant supported programs offering training and/or services to underserved and/or unemployed community residents
- Facilities, trainers, and equipment from local governmental agencies or social service organizations
- Local businesses, religious organizations and community centers donating facilities that can be used for training





# Finding Qualified Trainers, Facilities, and Equipment (Cont.)

- Potential employers providing facilities, equipment, and instructors as leveraged partners
- Contractors and training organizations providing specialized technical training
- Fire Departments are an excellent source of trainers and can potentially bring equipment or use their facilities as an in-kind donation to the program
- Occupational Safety and Health Administration (OSHA)  
Go to:  
[https://www.osha.gov/dte/outreach/outreach\\_trainers.html](https://www.osha.gov/dte/outreach/outreach_trainers.html)

# Student Safety, Training Curriculum, Facilities, and Trainers

Many EPA Job Training grantees are familiar with the Partnership for Environmental Technology Education (PETE) <https://nationalpete.org/>.

PETE also includes the Community College Consortium for Health and Safety Training (CCCHST), which is one of eighteen model worker training programs recognized and funded by the NIEHS. Each summer CCCHST invites Brownfield Job Training grantees to a **Train-the-Trainer Program called the GreatEST (Great Environmental Safety Training) Institute**.

For more information, go to: <https://nationalpete.org/ccchst/>

# Student Safety, Training Curriculum, Facilities, and Trainers - Summary

In summary, here is a checklist for establishing a curriculum, locating facilities, recruiting trainers, finding equipment, and ensuring the safety of students during training:

- ✓ Make the health and safety of students and graduates the top priority.
- ✓ Determine employer needs first. Curriculum should be driven by employer needs first then other factors need to be considered. Let the labor market assessment and employer advisors guide the curriculum.
- ✓ Ensure EPA will support training to address those needs. Only specific types of assessment, remediation, cleanup, health, and safety training are supported by EPA.

# Student Safety, Training Curriculum, Facilities, and Trainers - Summary (Cont.)

- ✓ Provide a broad enough curriculum to provide awareness training for a variety of workforce skills.
- ✓ Life skills training and student services are essential but must be supported with leveraged funding.
- ✓ Begin early, recruiting qualified trainers, facilities, and equipment.

**Certified Employee Finder:** <https://www.epa.gov/system/files/documents/2023-10/2023-certified-employee-finder.pdf>



# Student Support - Support Services and Student Retention

Mike Senew  
KSU JT-TAB



# Student Support - Support Services and Student Retention

Recruitment and screening strategies by themselves will not guarantee 100 percent student retention rates.

Personal issues that play an important role in the ability of students to attend class include:

- Child and dependent care obligations
- Financial burdens
- Personal and legal issues
- Transportation issues
- Housing issues
- A need for remedial education



# Resources Providing Student Support

Support services not supported by the EPA Job Training Grant can be provided by social services, religious, corporate, and nonprofit organizations as leveraging partners.

- Local banks – In-kind financial counseling
- HHS and Faith based services – Child and dependent care services
- Department of transportation – Reduced or free transportation to training
- Legal aid and re-entry nonprofit organizations – Legal assistance
- Corporate and foundation support – Stipends during training
- Prospective employers and corporate partners
  - Part time jobs and internships during training
- Local community centers and fast-food restaurants
  - Free lunches during training



# Resources Providing Student Support (Cont.)

Additional support can take many forms that include individual counseling, teambuilding, and mentoring strategies.

- Peer-to-peer student support
- Dress and exercise routines
- Circles and mentorships
- Peer-to-peer counseling
- Peer-to-peer training
- Peer-to-peer encouragement
- Graduate lessons learned and encouragement presentation





# Resources Providing Student Support (Cont.)

Student populations with special needs add additional challenges to student retention.

The pathway to higher retention rates begins with careful recruitment and screening practices.

Student support can take many forms that include individual counseling, teambuilding, and mentoring strategies.



# Graduation, Placement, and Tracking

Steve Fenton  
KSU JT-TAB



# Student Graduation

Graduation should be a celebrated event with the following individuals on the invitation list:

- Local elected officials
- Family and friends
- Former graduates
- Potential employers



# Student Placement

Here are some examples of ways placement staff can establish lasting relationships with potential employers:

- Seek guidance from employers regarding curriculum development
- Include employers in job training social events
- Conduct employer informational meetings where they can interact and learn about current job training events
- Engage potential employers in the grant writing and review process.
- Seek volunteer employers to work as mentors and advisors
- Ask potential employers to volunteer as instructors or guest speakers
- Request letters of support referencing a commitment to consider job training graduates for employment



# Examples That Contribute to a Multifaceted Placement Strategy:

- Additional program job placement activities
- Career One-Stop Centers
- Internships, pre-apprenticeship programs and company visitations
- Professional employment services
- Personal networking
- Job fairs



# Graduate Tracking

Additional reasons for maintaining close relationships with former students include:

- Successful graduates can be excellent resources in guidance, placement, and mentoring of current students. Graduates often become role models and advocates regarding the value of the program.
- Graduates with certifications may need refreshers or recertification to keep credentials current. Some grantees offer free refresher and recertification training to help track former graduates.
- Graduates may become a resource for training as instructors or guest lecturers.
- When expectations of employment are not fulfilled, job training programs can assist former students with placement assistance and/or additional training.

# Strategies for Tracking Students

Other strategies that can be used to track graduates include:

- Establishing alumni nights and other social events.
- Sending invitations to program graduates to become guest speakers.
- Providing job search and counseling services to former graduates.
- Maintaining current contact list for past program participants and including them in program announcements.
- Tracking progress of former graduates including pre-apprentice candidates entering union employment.
- Offering incentives including refreshers and professional development activities to all graduates.
- Asking former students to be advocates for the program and serving on the advisory board.
- Hiring former graduates as program staff.

# Program Sustainability

Nolan Curtis  
KSU JT-TAB





# Program Sustainability

EPA permits prior grantees to recompete for additional grants.

Partnership development, resource leveraging, and sustainability considerations remain an essential part of the program with the possibility of continued EPA support.



# Program Sustainability (Cont.)

Example strategies for maturing programs interested in continuing the job training program after the current EPA grant comes to an end include:

- Consider resubmitting another application for EPA job training assistance
- Seek funding related to the EPA Job Training program from other governmental agencies
- Pursue philanthropic funding sources
- Seek state legislative and other governmental support
- Operate as a social enterprise
- Merge with other training and social service organizations



# Program Sustainability (Cont.)

Sustainability is closely related to partnership development and resource leveraging. Grantees should always consider developing relationships with organizations capable of continuing their involvement with the program into the future.



# Success Story - Santa Fe Community College

Janet Kerley

Director of EHS Contract Training



- Project Manager for SFCC's Environmental Technician Job Training Program
- SFCC is currently beginning its 4<sup>th</sup> EPA Brownfields Job Training Program Grant
- Email: [Janet.Kerley@sfcc.edu](mailto:Janet.Kerley@sfcc.edu) Phone: 505 800 8765



# SFCC EPA Brownfields Job Training Grant Awards

## Performance Goals

Grant #	Project Period	Funds Expended	Participants Trained	Participants Placed	% Placed F.T.
JT-00F47101-0	2011-2014	\$300,000	78 (127%)	56	71%
JT-01F39901-0	2017-2020	\$200,000	61 (135%)	32	53%
JT 01F94401-0	2021-2024	\$160,000	30 (52%)	20	67%
JT 02F52701-9	2024-2029	\$500,000	140!		

# Advantages for SFCC:



HAZWOPER students in Community College Journal (Dec/Jan 2021 Edition). Photo by Chris Corrie. Students: Ernest Trujillo and Aron Galindo.

- Purchase of specialized equipment to expand environmental, health and safety training
- Allowed us to connect with our community through partnerships and leveraging
- Graduates return for additional training
- Provided trained local workers for environmental projects in New Mexico

# Reality Check

- Granting process is competitive and time consuming...but worth it!
- Requires a team of people to manage
- Tracking students after graduation is challenging
- Utilize the resources provided by EPA through the entire process







**The most meaningful way to  
succeed is to help others succeed.**

Adam Grant

quote fancy



# Establishing a Successful Brownfields Job Training Program - Q&A / FAQ

## Q&A or Frequently Asked Questions

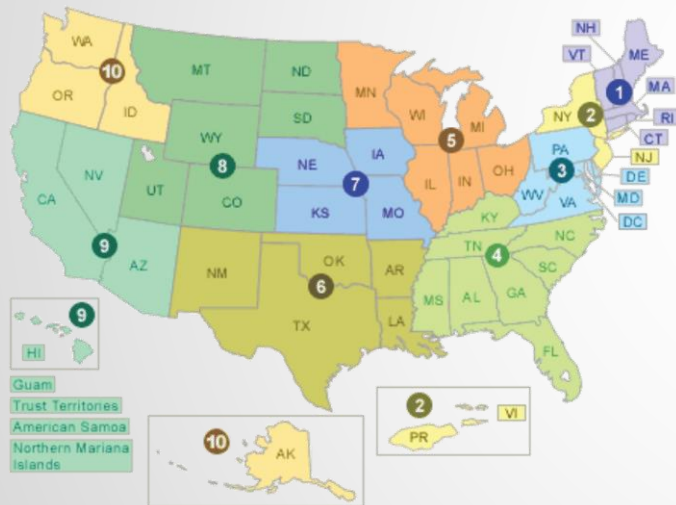


# Critical Points to Remember

- **Starting Your Program**
  - *Starting Your Program*
  - *Community and Labor Market Assessment*
  - *Partnerships and Leveraging Program Resources*
- **Conducting and Sustaining Your Training Program**
  - *Screening and Selection of the Student Cohort*
  - *Student Safety, Training Curriculum, Facilities, and Trainers*
  - *Student Support - Support Services and Student Retention*
  - *Graduation, Placement, and Tracking*
  - *Program Sustainability*
- **Application Deadline - August 15, 2024**

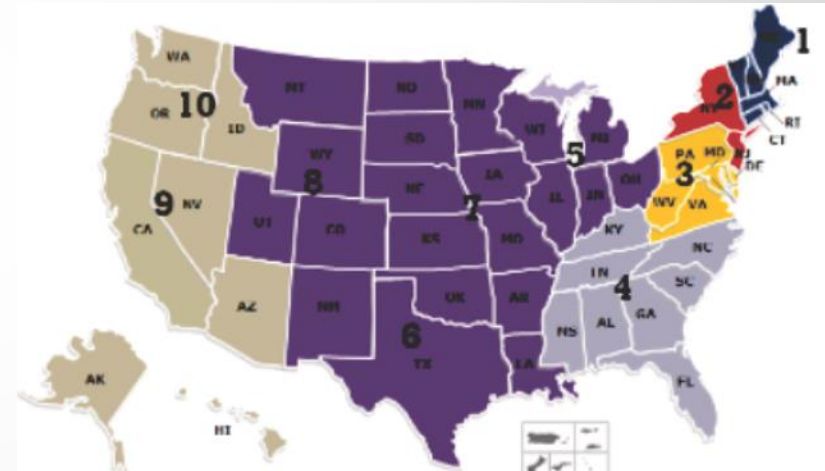
# Establishing a Successful Brownfields Job Training Program - Resources

## EPA Brownfields Job Training Coordinators



EPA Regions

## TAB Regional Directors



Technical Assistance to Brownfield (TAB) Communities

# Resources -- EPA JT Coordinator POCs

## **EPA Region 1** (CT, ME, MA, NH, RI, VT)

William “Bill” Lariviere: Phone: (617) 918-1231: e-mail: [lariviere.william@epa.gov](mailto:lariviere.william@epa.gov)

## **EPA Region 2** (NJ, NY, PR, VI)

Schenine Mitchell: Phone: (212) 637-3283: e-mail: [mitchell.schenine@epa.gov](mailto:mitchell.schenine@epa.gov)

## **EPA Region 3** (DE, DC, MD, PA, VA, WV)

Nancy Shannon: Phone: (215) 814-3175: e-mail: [Shannon.Nancy@epa.gov](mailto:Shannon.Nancy@epa.gov)

## **EPA Region 4** (AL, FL, GA, KY, MS, NC, SC, TN)

Olga Perry: Phone: (404) 562-8534: e-mail: [perry.olga@epa.gov](mailto:perry.olga@epa.gov)

## **EPA Region 5** (IL, IN, MI, MN, OH, WI)

Linda Morgan: Phone: (312) 886-4747: e-mail: [morgan.linda@epa.gov](mailto:morgan.linda@epa.gov)



# Resources -- EPA JT Coordinator POCs (Cont.)

## **EPA Region 6** (AR, LA, NM, OK, TX)

Emily Jimenez: Phone: (214) 665-2176: e-mail: [jimenez.emily@epa.gov](mailto:jimenez.emily@epa.gov)

## **EPA Region 7** (IA, KS, MO, NE)

Alma Moreno Lahm: Phone: (913) 551-7380: e-mail: [moreno-lahm.alma@epa.gov](mailto:moreno-lahm.alma@epa.gov)

## **EPA Region 8** (CO, MT, ND, SD, UT, WY)

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## **EPA Region 9** (AZ, CA, HI, NV, AS, GU)

Amanda Pease: Phone: (415) 972-3068: e-mail: [pease.amanda@epa.gov](mailto:pease.amanda@epa.gov)

Jasmine Williams: e-mail: [Williams.Jasmine.A@epa.gov](mailto:Williams.Jasmine.A@epa.gov)

## **EPA Region 10** (AK, ID, OR, WA)

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# Resources -- Regional TAB POCs

**Region 1** (CT, ME, MA, NH, RI, and VT) University of Connecticut

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**Region 2** (NJ, NY, PR, and VI) New Jersey Institute of Technology

Sean Vroom: [svroom@njit.edu](mailto:svroom@njit.edu)

**Region 3** (DE, DC, MD, PA, VA, and WV) West Virginia University

Carrie Stanton: [carrie.stanton@mail.wvu.edu](mailto:carrie.stanton@mail.wvu.edu)

**Region 4** (AL, FL, GA, KY, MS, NC, SC, and TN) International  
City/County Management Association

Chris Harrell: [charrell@icma.org](mailto:charrell@icma.org), New Jersey Institute of Technology (NJIT)

Sean Vroom: [svroom@njit.edu](mailto:svroom@njit.edu), New Jersey Institute of Technology (NJIT)

**Region 5** (IL, IN, MI, MN, OH, and WI) Kansas State University

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# Resources -- Regional TAB POCs (Cont.)

**Region 6** (AR, LA, NM, OK, and TX) Kansas State University

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**Region 7** (IA, KS, MO, and NE) Kansas State University

Blase Leven: [jt-tab@ksu.edu](mailto:jt-tab@ksu.edu)

**Region 8** (UT, MT, WY, CO, ND and SD) Kansas State University

Blase Leven: [jt-tab@ksu.edu](mailto:jt-tab@ksu.edu)

**Region 9** (AZ, CA, HI, NV, AS, and GU) Center for Creative Land Recycling

Claire Weston: [claire.weston@cclr.org](mailto:claire.weston@cclr.org)

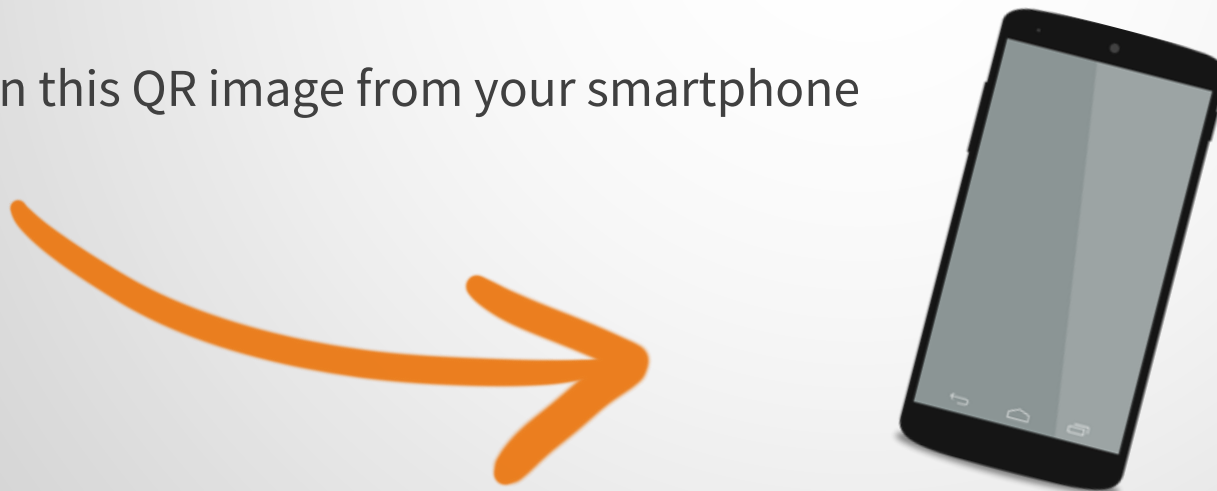
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# Acknowledgements

**Thank you** to the many minds and hands that made this production possible...  
especially:

Matt Wosje, EPA OBLR

Blase Leven, Director, KSU TAB Program

Janet Kerley, Director, EHS Contract Training, Santa Fe Community College

Tim Hunter, Lucid Way Solutions, Inc., for IT and Technical Support

My KSU JT-TAB colleagues Mike Senew and Steve Fenton

**and to all of you**

**THANK YOU.**

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# Establishing A Successful Brownfields Job Training Program



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