

# Partnership for Environmental Technology Education (PETE)

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## 2012 National PETE ANNUAL REPORT

*“PETE – A Source for Green Training and Education for Workforce Development”*



### **PETE Organization**

National PETE is a non-profit, IRS section 501(c)(3) educational organization that operates under the day-to-day direction of a National Executive Director and six Regional Directors. The National Board of Directors meets once a year and consists of two community college representatives from each of the six regions and seven other appointed members. At the regional level, each independent PETE regional organization (Northeast, Southeast, North Central, South Central, Northwest & West) is governed by a Steering Committee. PETE is an Affiliated Council of the American Association of Community Colleges (AACC), which connects PETE to the leading national organization representing over 1200 of the nation's community/technical colleges. PETE has a seat on AACC's Workforce Commission and meets annually with their Board of Directors and other Commissions and Councils.

PETE's central belief is that education is the key to long-term environmental quality and economic stability. PETE is the framework which allows education to develop. From the student to the teacher to the environmental professional, PETE provides the resources and knowledge to establish sound environmental practices and programs.

### **PETE Mission and National Goals**

#### **Mission**

To provide leadership in environmental, health, safety, energy education and training through community and technical college (two-year) partnerships with business, industry, government, and other educational providers.

## National Goals

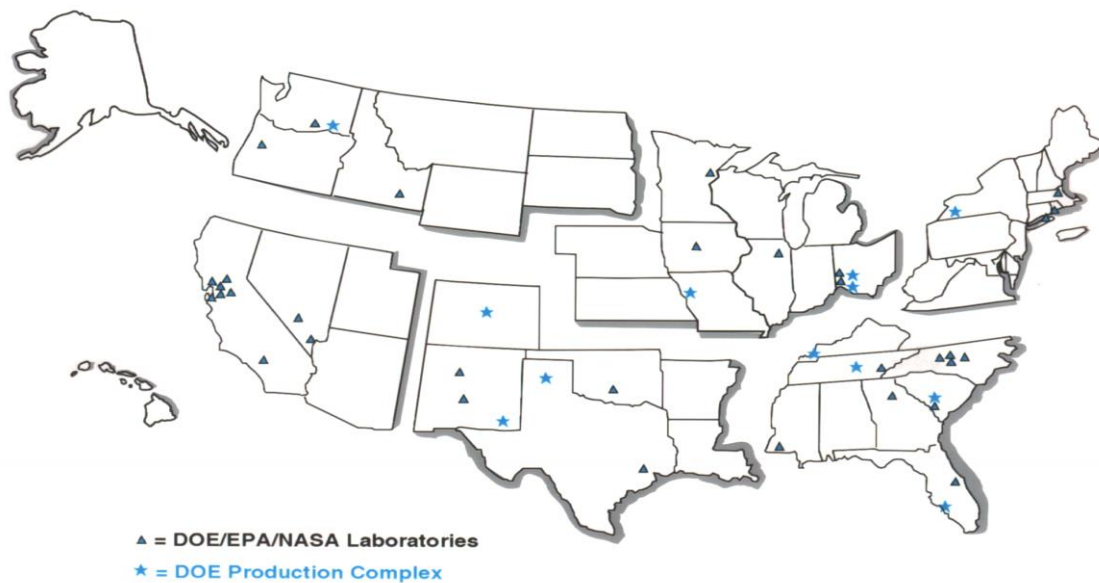
- Meet the nation's environmental education, training, and retraining needs by supporting the development and implementation of quality environmental education and training programs at community and technical colleges.
- Foster the participation of underrepresented populations in environmental education.
- Establish and promote articulation among quality programs at the high school through post graduate levels of environmental education.
- Promote the transfer of environmentally sound practices and technologies to support economic development and international competition.
- A Source for Green Training and Education for Workforce Development.
- Improve global environmental stewardship and literacy through national and international programs and partnerships in environmental education and training.

## PETE programmatic focus

- Contribute to workforce development through the establishment and presentation of curricula for training environmental, health, safety, energy and related technicians;
- Encourage more transfer students to pursue studies in environmental science, engineering and management at four year institutions;
- Support environmental, health, safety and energy workforce development;
- Promote pollution prevention (reduce the environmental footprint) and the use of advanced environmental technologies;
- Conduct special projects designed to enhance the participation of minorities and women in environmental fields; and
- Assist foreign institutions in developing their own environmental education and training capabilities.

## Six Regional PETE Programs

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## Networking Produces Results

Benefits of partnerships and collaborations made possible through the PETE Network include:

- Faculty to faculty, college to college, and college to business & industry communication;
- Development of a wide range of environmental, health, safety, energy (& related) curriculum and instructional resources;
- Numerous train-the-trainer and professional development activities for faculty, business and industry;
- Guidance to a host of educational institutions in developing programs;
- Development of Memorandums of Understanding (MOUs) with business, industry and organizations on collaborative projects;
- Outreach to an international network of environmental professionals and educators;
- Successful completion of numerous environmental education and training grants, contracts, and agreements with federal, state and regional governmental agencies, business and industry and other not-for-profit organizations.

***PETE College Network including more than 400 colleges with Environmental, Health, Safety and Energy Technology Programs (Map prepared by ATEEC—2006 and currently being updated by ATEEC )***



## 2012 PETE HIGHLIGHTS

### 2012 PETE Sponsored & PETE Co-Sponsored Training Opportunities

#### April 12-13, 2012

***“Environmental Technology – What’s in, What’s Out” Technician Skill Preparation for Environmental, Health, Safety, energy, Homeland Security & Related Programs*** held at The Peabody Hotel, Little Rock, AR. This conference was held in conjunction with the PETE – CCCHST Refresher Training Program on Wednesday April 11, 2012. This conference included an environmental tour of the Clinton Presidential Library, and Heifer International. The PETE conference included presentations from local environmental professionals, special guest speakers, PETE Member Instructors and highlighted PETE projects. There were 40 attendees.

#### August 9-10, 2012

***“Environmental Technology – What’s in, What’s Out” Technician Skill Preparation for Environmental, Health, Safety, energy, Homeland Security & Related Programs*** held at Mission College, Santa Clara, CA. This conference was held in conjunction with the PETE – CCCHST Refresher Training Program on Wednesday August 8, 2012. The conference included a sustainability tour of Concannon Vineyard and Winery. The PETE conference included presentations from local environmental professionals, special guest speakers, PETE Member Instructors and highlighted PETE projects. There were 46 attendees.

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### PETE Projects & Programs

#### **The Advanced Technology Environmental and Energy Center (ATEEC)**

The Eastern Iowa Community College District (EICCD) operates the Advanced Technology Environmental and Energy Center (ATEEC). ATEEC was established in 1994 as a National Science Foundation (NSF) Center of Excellence. Its mission is to advance environmental and energy technology education through curriculum development, professional development, and program improvement in the nation’s community colleges and secondary schools. ATEEC’s goals are to:

- Strengthen science, math, and technical curriculum and instructional materials supporting environmental and energy technology education;
- Strengthen the nation's environmental and energy technician programs by providing professional development opportunities for faculty of community colleges and high schools; and
- Strengthen advanced technology environmental and energy education by developing national reports on workforce needs to facilitate program improvement.

The Partnership for Environmental Technology Education (PETE) and ATEEC are longstanding strategic partners, leveraging the expertise and services of both organizations to support the nation’s college network and faculty in environmental technology, health, safety, energy, and related areas. An important aspect of the NSF ATE grant is the establishment of the *ATEEC Fellows Institute*. Annually, PETE promotes and assists ATEEC in selecting outstanding high school and two-year college math, science, and environmental technology teachers to participate in the two-week *ATEEC Fellows Institute* at the University of Northern Iowa. The 2011 *ATEEC Fellows Institute* was held in June with the theme of bioremediation. The instructors studied cutting-edge environmental/energy technology issues, and

engaged in special projects designed to enhance the quality of environmental/energy technology education. ATEEC provides support for PETE by providing outreach activities and instructor conference support. ATEEC provides PETE with a networking outreach tool by highlighting National PETE news through their quarterly publication, *ATEEC News*, which is distributed to over 4,000 community and technical colleges and other interested parties across the country.

ATEEC provides funding to PETE to support efforts in communication and outreach to the PETE college network. In addition, ATEEC supports PETE's Instructor Conferences, and provides articles for PETE news publications. PETE provides input to ATEEC's annual work plan, and PETE's Executive Director serves ATEEC and NSF as the chairperson of ATEEC's National Visiting Committee.

ATEEC and EICCD also sponsor Sustainable Energy Education and Training (SEET), an NSF project grant. PETE supports ATEEC in the development of the annual *SEET Technology Workshop* held during the summer at the Colorado School of Mines in conjunction with U.S. Department of Energy's National Renewable Energy Laboratory (NREL) in Golden, CO. The 2012 *SEET Technology Workshop* will be held at the Colorado School of Mines in Golden, Colorado on June 10 - 22, 2012.

PETE and ATEEC continue to work together on multiple proposals with various agencies for funding support of curriculum and professional development for PETE colleges. PETE is using ATEEC and EICCD facilities to offer its *GreatEST Institute*, a 10-day, hands-on OSHA Hazardous Materials Train-the-Trainer program.

For more information on ATEEC, visit their Web site at [www.ateec.org](http://www.ateec.org).



### **PETE's Maine Non-point Education for Municipal Officials (ME NEMO)**

This year Maine NEMO conducted 32 NEMO presentations attended by 869 people and was the host of a very well received training on creating community support for larger LID projects by Patrick Lindemann the Michigan Drain Commissioner (with plans for follow-up events) as well as a series of LID workshops for towns along scenic highways and several webinars.

Maine NEMO continued to be a leading source of information on Low Impact Development pollutant removal efficiencies and worked on an accredited program for sustainable landscaping, taught a class at Southern Maine Community College and provided professional development opportunities for engineers, code enforcement officers and other stormwater professionals.

Maine NEMO has been actively promoting the use of theoretical buildout, weighted matrices and public participation to judge environmental tradeoffs when planning for future development. The **Suitability of Development Study** for the seven town Bangor region is nearing completion with towns modeling build-out scenarios to estimate potential for preserving open space with conservation subdivisions, potential need for extension of water and sewer lines, and disconnecting impervious area using LID in Urban Impaired Watersheds. By comparing changes to various indicators (such as wetland impacts, access to utilities, or new impervious area) for the different buildout scenarios (varying minimum lot size, required infiltration of stormwater, required open space protection) towns can make better informed choices when choosing regulations to encourage desired change in development patterns. This work has support of the Bangor Area Stormwater Workgroup and follows-up on the Greenprinting project done in the region by Trust for Public Land.

Maine NEMO continues participating in the Salmon Falls Collaborative (with the goals of protecting water supply sources in the Salmon Falls River watershed) which was recognized with the Clean Water Prize by Clean Water America. Through this collaborative several towns within the watershed are adopting LID ordinances including South Berwick ME and Somersworth NH which now requires infiltration of 100% of the 50 year storm event.

### **Hazmat Training at DOE Weapons Complex (U45) - National Institute for Environmental Health Sciences Grant (5 Year Grant- 2010-2015)**

The National Partnership for Environmental Technology Education (PETE), in partnership with the Hazardous Materials Training and Research Institute (HMTRI), located in Davenport, Iowa-was awarded this project-on behalf of the Community College Consortium for Health and Safety Training (CCCHST) serving Department of Energy (DOE) environmental restoration and waste management sites across the United States. The intent of the CCCHST-DOE project is to provide convenient, consistent, and cost-effective NIEHS-approved worker training to DOE contractors, subcontractors and public officials serving DOE facilities. PETE-HMTRI has converted existing hazardous materials curriculum to an open-entry, open-exit format to be electronically delivered to students by CCCHST-DOE colleges. Member colleges complement electronic curriculum with required hands-on training and local instructor support for students.

PETE's five-year goal is to train a minimum 12,500 workers, technicians, and supervisors, through 75,000 contact hours of training to protect themselves, their facilities, and their communities from exposure to hazardous materials encountered during hazardous waste site clean-up, in the transportation of hazardous materials, and in the response to releases of hazardous materials. The partnership serves the following DOE locations: BWXT Pantex, TX; Paducah Gaseous Diffusion, KY; Oak Ridge Operations, TN; Portsmouth Site, OH; and the Savannah River Site, SC.

The University of Tennessee, Knoxville, and Amarillo Community College, Amarillo, TX are sub-awardees delivering training at these sites. The number of CCCHST-DOE training providers may increase in future years as new members request participation.

Specific Aims and Training Accomplishments for the project: 2,500 students will successfully complete 250 courses for a total 15,000 contact hours of training. Annually, an average 75 courses will be delivered online. Over the past year students completed on-line courses delivered by the University of Tennessee, including: 40-hr Hazwoper; 24-hr Hazwoper Moderate Risk; CCCHST Refresher. Most students prefer to take the coursework at their offices or homes. The instructor provides hands-on training and proctors the final online exam at UT locations or at a third-party site monitored by a UT selected instructor. CCCHST-DOE completed more than 20 percent of its five-year training goal and anticipates the demand for online courses to increase. PETE will provide hazardous materials curriculum, developed by HMTRI and adapted and maintained by PETE. HMTRI at Kirkwood will provide students online access to curriculum. HMTRI provides consortium members with quality, up-to-date, technically accurate curriculum. A Spanish translation of the 40-hour Hazwoper book and online course has also been developed.

PETE provides centralized record keeping and quality control for the consortium, submitting to NIEHS the number of students trained at CCCHST-DOE sites and their demographic data, conducting site audits, reviewing student evaluations, acting upon the guidance of the advisory committee, and mediating the

delivery of training with other NIEHS-supported consortia. PETE records DOE training numbers in the NIEHS data management system; curriculum changes are forwarded to the NIEHS Clearinghouse.

To ensure training effectiveness PETE has contracted with Steve Fenton, of Fenton Associates to serve as an External Evaluator and provides an annual evaluation to PETE for submission to NIEHS.

The CCCHST-DOE project is served by an Advisory Board which meets to review work and evaluation results from worker training activity. Using the *NIEHS Minimum Health and Safety Training Criteria Guidance* document, the Advisory Board evaluates the overall quality and appropriateness of the CCCHST training. The committee makes recommendations for improving future programming and suggests collaborative work with other NIEHS consortia. Members include: Chairman Denny Dobbin, occupational hygienist and retired Director of the NIEHS Worker Training Program; Gabriel Bohnee, NezPierce Tribe, Director of Environmental Restoration; Bill Carter, Ph.D., CIH, a Certified Environmental Trainer (CET) and retired Chair of Environmental Management, Findlay University, Findlay Ohio; Nolan Curtis, Contractor-Manager of Med Ops and Services, Savannah River Site; Don Elisburg, retired D.C. labor lawyer and current advisor to the NIEHS Clearinghouse; Dan Marsick, Ph.D. Industrial Hygienist with the U.S.DOE, Office of Worker Protection Policy and Programs, EH-5; Alice Murphy, retired Executive Director of the East Tennessee Environmental Business Association, prior experience with the Department of Energy, serving as Deputy Director for National Energy Technology Laboratory, CFO for DOE's Hanford site in Richland, WA and CFO for DOE's Ohio Field Office; and Ruth Ruttenberg Ph.D., instructor at the Labor College. The CCCHST DOE Advisory Board met in Oakridge, TN, March 15, 2011. All Advisors were present. Bruce Lippy attended as a guest contractor who will add 851 requirements to the existing CCCHST DOE curriculum.

### **Hazardous Material Worker Health and Safety Training (HWWT) Project - National Institute for Environmental Health Sciences (NIEHS) Grant (5 year Grant 2010-2015)**

The National Partnership for Environmental Technology Education (PETE), in partnership with the Hazardous Materials Training and Research Institute (HMTRI), located in Iowa, sponsors the Community College Consortium for Health and Safety Training (CCCHST). CCCHST membership consists of community colleges partnered with business and industry, universities, and community-based organizations offering a consistent and quality response to the national training need for hazardous waste workers and emergency response personnel.

The goal of CCCHST is to make NIEHS-approved worker training nationally available through over 100 CCCHST partners, prepared through a Train-the-Trainer model program, to offer hazardous materials instruction (Hazardous Waste and related 29CFR 1910.120 training) in nearly all states of the nation. CCCHST instructors, prepared and supported by PETE and HMTRI, annually train a minimum 20,000 students, workers, and supervisors to protect themselves and their communities from exposure to hazardous materials encountered during hazardous waste site cleanup, Brownfields redevelopment, transportation of hazardous materials, and response to spills and releases of hazardous materials. CCCHST members collectively offer a minimum 200,000 contact hours of instruction each year.

From 1992 to 2011, CCCHST grew from five members to 156 training organizations with 256 trainers in 38 states and one U.S. territory. The number of CCCHST members, courses delivered by members, and the number of students and workers enrolled in these courses have grown 1,000 percent over the past 19 years, an indication of CCCHST's success and of the nation's continuing and growing demand for quality training for hazardous waste workers and emergency response personnel.

HMTRI has received NIEHS funding since 1992 to provide management, instructor training and certification, curriculum, textbooks, instructional aids, quality control, and evaluation for members of the CCCHST national consortium. PETE now provides administrative sponsorship for CCCHST, working closely with HMTRI, as it has since PETE's formation in 1993.

#### **Training Accomplishments/Studies and Results:**

Specific aims are listed below for the five-year training grant and this past year.

1. Over a five year period, CCCHST will collectively enroll students, workers, and supervisors in a minimum 1,000,000 contact hours of hazardous materials training, providing 5,000 courses for 100,000 students delivered by over 150 organizations and 250 instructors serving nearly all states of the nation.
2. CCCHST will annually train an average 20,000 workers and supervisors to protect themselves and their communities from exposure to hazardous materials encountered during hazardous waste site cleanup, Brownfields redevelopment, transportation of hazardous materials, and response to spills and releases of hazardous materials. As of May 1, 2008, CCCHST programs reported 26,189 students trained by CCCHST instructors had completed training.
3. Annually, PETE and HMTRI/Eastern Iowa Community College District will provide an intensive 10-day Great Environmental Safety Trainers (GreatEST) Train-the-Trainer Institute for 20 CCCHST instructors, supplemented with Internet-supported instructor training. Another five instructors may attend GreatEST at their own expense. CCCHST's GreatEST 2011 Train-the-Trainer was held June 13-22 at the Eastern Iowa Community College District.
4. PETE and HMTRI will provide Instructor Refresher Training for 80 member instructors through four (4) 3-day GreatEST Refreshers, two held at HMTRI/EICCD and two held in conjunction with regional PETE conferences. The first FY11 GreatEST Refresher course was held in Knoxville, TN March 16-18 in conjunction with PETE's Instructor Conference. The second was held at the Eastern Iowa Community College District, May 18-20 with a third held at Oakland Community College, MI, July 20-22 in conjunction with PETE's Instructor Conference.
5. Upon successful completion of the GreatEST Train-the-Trainer and Refresher Institutes, PETE will license CCCHST members to use curriculum textbooks and teaching aids, developed by HMTRI, and adapted and maintained by PETE. PETE currently holds licenses with 258 CCCHST instructors in 38 states.
6. PETE provides CCCHST instructors with on-going technical assistance through direct contact via telephone. The PETE website will link all members, other NIEHS-supported worker trainers, and the NIEHS Clearinghouse. New in FY 12, PETE will provide a 6-hour OSHA Update course at EPA's annual Brownfields Conference for instructors who are supported by EPA's Brownfields Workforce Development grants. Several of the more than 100 current EPA grantees are CCCHST instructors.
7. PETE provides basic financial support to consortium members to reimburse costs associated with collecting and tracking student demographics, training evaluations and performance.
8. PETE provides a centralized tracking method for members and will submit to NIEHS the number of workers trained, related demographics, and a summary of the effects of training on workplace safety and health.

PETE's mission is to certify and support community college instructors and their partners who offer HazWOPER training across the nation. Program evaluation focuses on the effectiveness of instructor training. PETE's third-party evaluator, Mr. Steve Power, annually evaluates the effectiveness of the PETE/HMTRI GreatEST and reports to the CCCHST-HWWT Advisory Board.



CCCHST instructors access HMTRI curricula at no cost. In FY 11, all texts, test banks, and PowerPoint presentations were provided to instructors on a flash drive for ease of duplication. The academic portion of the 40-hour HazWOPER course is available to CCCHST members over the web for a fee. All curricula had been submitted to the NIEHS Clearinghouse for inclusion in the WETP curricular collection.

<b>HMTRI curriculum includes:</b>	<b>NIEHS #</b>	<b>Hours</b>
Confined Space Awareness	901	4 – 8
Confined Space Entry	901	8 – 24
Emergency Response to Chemical Spills Technician Level	207	24 – 30
Hazardous Material Training Awareness	205	2 – 4
Hazardous Waste Site Supervisor	104	8
Hazardous Waste Site Supervisor Refresher	105	8
Incident Command	313	10 – 24
DOT Job Specific Hazardous Material Training	701 – 702	2 – 8
Mold Awareness and Inspection	120	8 – 12
OSHA 500 Construction	905	10 – 30
OSHA 501 General Industry	904	10 – 30
Operations Level Emergency Response	204	8 – 12
Respiratory Protection	908	4 – 10
Tech. Level Emergency Response Refresher	301	8 – 12
Trenching and Excavation Operations		4 – 16
Waste Site Worker Health and Safety	101	40
Waste Site Worker Health and Safety Refresher	102	8

**Other Curricula supplied to CCCHST trainers includes:**

<b>Course</b>	<b>Source</b>	<b>NIEHS#</b>	<b>Hours</b>
Hazard Communication	OSHA OTI	913	1 – 3
Lockout/Tagout	OSHA OTI	910	1 – 4
Blood Born Pathogens	OSHA OTI	114	1 – 4
CAMEO	EPA	312	12
Incident Management Systems Awareness	FEMA	313	2
Domestic Preparedness Awareness	DOJ	315	2
Domestic Preparedness Operations	DOJ	316	8
Emergency Response Incident Command	IAFF	306	8 – 12
Emergency Medical Services Ops	IAFF	310	12
Emergency Medical Services Awareness	FEMA	308	2 – 4
DOT Hazmat Worker Job	DOT	701	8
DOT Hazmat Worker Awareness	DOT	702	2
16-hour Disaster Site Worker	OSHA OTI	322	16

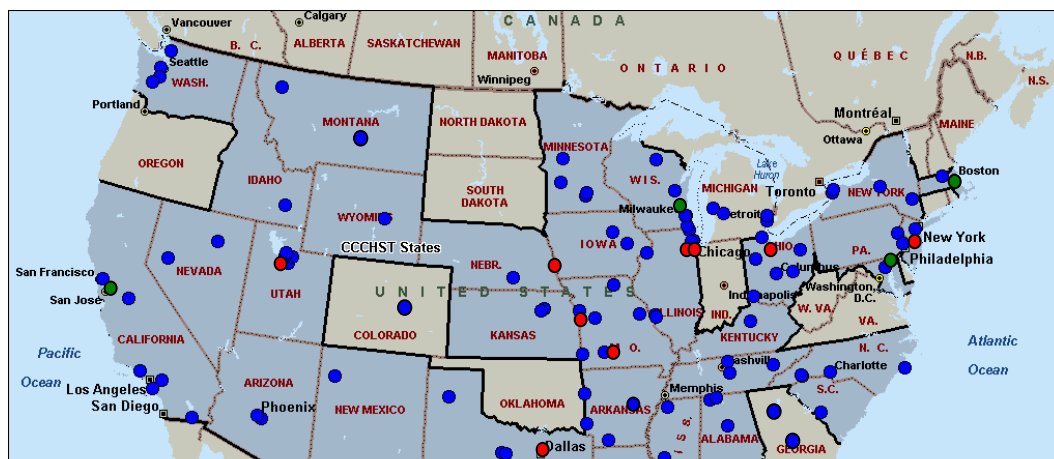
The CCCHST HWWT Advisory Board has eight members: Cindy Baldwin, Senior Industrial Hygienist, Terracon, Inc. (Cedar Rapids, IA); John Conrad, retired Appropriations Director for IA Senator Grassley (Washington DC); Bruce Lippy, President, The Lippy Group, (Baltimore, ME); John Morawetz, Director, Training Center, International Chemical Workers (Cincinnati, OH); Bill Nash, Program Director, Barton County Community College, KS; Charles Richardson, Executive Director of the National Environmental

Health and Safety Training Assoc; Michael Senew, EPA Brownfields Workforce Development Consultant (Raleigh, NC); and Tipawan Reed, PI, OAI Program (Chicago IL).

At their annual meeting, advisors review the CCCHST annual progress report, which is submitted to NIEHS, and the External Evaluator's annual report. Using the *NIEHS Minimum Health and Safety Training Criteria Guidance* document, the Advisory Board evaluates the overall quality and appropriateness of CCCHST training. The FY 11 CCCHST advisory board meeting was held April 20 in Chicago, IL. The HWWT Advisory Board periodically conducts an audit of the CCCHST program at the annual meeting of the Board. The program's Principal Investigator and Co-Principal Investigator, Doug Feil and Pat Berntsen conduct site audits at member institutions to assure compliance with NIEHS Minimum Criteria. In FY 11, site audits were conducted at Central New Mexico CC, Albuquerque; Amarillo Community College, TX; and the University of Tennessee, Knoxville.

PETE's responsibilities include project management and record keeping; instructor recruitment; instructor certification through Train-the-Trainer Institutes and Refresher courses; updating curriculum to incorporate new regulations and technology; developing new refresher training courses for workers and students; offering two annual Refreshers in conjunction with PETE Instructor Conferences; collecting consortium training records and reporting numbers of students trained to NIEHS, communicating and disseminating information through web and print media; working with the Advisory Committee and the external evaluator to determine program effectiveness and outcomes; and collaborating with other NIEHS consortia, and the NIEHS Worker Training and Clearinghouse staff to accomplish mutual goals and objectives. PETE's Executive Director serves as Administrative Official. PETE, in addition to the project's PI and Co-PI, also has Patti Thompson serving as CCCHST Training Coordinator & DOE Program Assistant (maintaining the same commitment of time and effort to NIEHS programming as she has over each of the last 19 years), and Ron Snyder, CET, serving as PETE's Director of Health and Safety Training CCCHST Master Instructor and Training Supervisor. Since 1995, Ron has been responsible for curriculum development and implementation of all Train-the-Trainer and Refresher courses for consortium instructors as well as responding to technical assistance requests from consortium members. Don Ransford is a contract Master Trainer with PETE. He trains and organizes the PETE adjunct teaching team for CCCHST's GreatEST Train-the-Trainer and Instructor Refreshers, as he has done since 1995. PETE commissioned Third Party External Evaluator/Consultant: Steve Power, CCCHST External Evaluator, a position he has held since 1995. He is responsible for developing, designing, and implementing formative and summative activities as necessary for program evaluation; providing reports to PETE staff and the Advisory Committee to assist in program design or change; and preparation and compilation of data for reporting. HMTRI responsibilities include providing space, equipment and personnel for the 10-day Train-the-Trainer program and one Trainer Refresher course to be held annually in Iowa. HMTRI also provides support staff to enter data into the NIEHS Clearinghouse. This is provided through ATEEC and Eastern Iowa Community Colleges through a sub award. ATEEC is the sponsor of HMTRI.

CCCHST Instructor Locations: blue - academic and government, green - community based, red - private



**PETE's National Science Foundation ATE Project "A National Collaboration to Strengthen the Advanced Environmental Technology Education Programs at Tribal Colleges" (Three year grant award \$899,927)**

The goal of this project: to strengthen environmental science and technology programs at Tribal Colleges consistent with the unique needs and traditions of these communities. More specifically, this project has worked to strengthen STEM (science, technology, engineering and mathematics) education at Tribal Colleges while acknowledging that there is a critical cultural component to the study of environmental science by Native Americans. This is a joint project with PETE's strategic partner ATEEC, who provides support for the project website and helps provide the technical assistance outreach elements of the project. PETE also has an established Project Advisory Committee that provides guidance to PETE on the overall project activities. PETE has completed the three-year period of this grant. However, PETE asked for and received a no-cost extension which ends mid-2012 in order to complete project deliverables in a timeframe suitable to the Tribal Colleges. During Years 1 -3 of this project PETE provided an open solicitation for up to three Tribal Colleges each year to apply for a series of Technical Assistance initiatives in which PETE and ATEEC sent out a team to provide technical support on various topics to assist them in their environmental and/or related programs.

**Year 1:**

- **Sitting Bull College, ND** "Job Analysis/Labor Market Assessment"
- **United Tribes Technical College, ND** "Job Analysis/Labor Market Assessment"
- **Keweenaw Bay Ojibwa Community College, MI** "Student Recruitment & Retention"

**Year 2:**

- **Fort Belknap College, MT** "Job Analysis/Labor Market Assessment"
- **Leech Lake Tribal College, MN** "Environmental Program Assessment"
- **Navajo Tribal College, NM** "Student Recruitment & Retention"
- **Tohono O'odham Tribal College, AZ** "Student Recruitment & Retention"

**Year 3:**

- **Fort Peck Community College, MT** "Developing Environmental Technician Job Chart"
- **Little Priest Tribal College, NE** "Conducting a Program Assessment"

In Year 2 of the project PETE hosted a one-week Tribal College & Tribal High School Fellows Institute August 2-7, 2009 at Sitting Bull College in Fort Yates, ND. The theme of the 2009 Fellows Institute was "Water Quality on the Missouri River Watershed." PETE solicited applications to attend the 2009 Fellows Institute from the 34 Tribal Colleges and all Tribal High Schools. PETE selected 18 Fellows to attend the week-long Institute. The Institute was designed to provide the Fellows with 50% hands-on field work and/or laboratory experience with the remainder of the time spent in the classroom listening

to experts in the water quality field. Each attendee received a stipend and was eligible to submit an application for a mini-grant to bring back what they learned from the Institute and purchase equipment and/or supplies for their program.

During the third year of the project PETE offered another Fellows Institute August 1-6, 2010. The institute was hosted by Salish Kootenai College in Pablo, MT, and Water Management/Pollution Prevention was the Institute's theme. The Institute again focused on hands-on activities, supported by lectures from field experts.

During PETE's EPA Tribal Project training mission to the Pacific Rim in May 2010, PETE's Kirk Laflin, Sarah Gross and Steve Fenton (PETE Contractor) conducted their training for the Pacific Rim Territories of Guam, Saipan and American Samoa. The trainings were hosted by Guam Community College at University of Guam, Northern Marianas Community College and American Samoa Community College. While there and through conversations with each of the community colleges, they observed the similarities between Pacific Rim colleges and continental U.S. Tribal Colleges, and perceived there to be similar needs in the Pacific Rim to those provided in the framework for PETE's NSF Tribal Project. Upon return and continued assessment, PETE decided to submit a supplemental funding request to the NSF ATE program to conduct a facilitated environmental program needs assessment for the Pacific Rim as a potential inclusion with PETE's current project and/or a new project submission. PETE was awarded this supplemental money to conduct a two-day facilitated session with representatives from Guam Community College, University of Guam, Northern Marianas Community College, American Samoa Community College, Honolulu Community College and University of Hawaii along with one of PETE's NSF Tribal Project Advisory Committee Members. The *Pacific Rim Community College Environmental Program Capacity Building: Needs Assessment* was held March 2-3, 2011 in Honolulu, HI (a mid-way meeting point). The participants of the Pacific Rim Community College Environmental Program Capacity Building session expressed strong interest in partnering with the NSF Tribal initiative. Particularly, faculty were interested in attending Fellows Institutes and doing local market and job assessment through facilitated sessions with business and industry to highlight jobs and/or improve skill sets for specific training programs. Participants were also interested in resurrecting a former PETE program whereby faculty are provided the opportunity to work in industry for a summer to gain firsthand experience of that for which they are preparing their students.

With unanimous support from PETE's NSF Tribal Project Advisory Committee, PETE developed a new 3-year NSF ATE program proposal that will build from the existing project and expand to include Pacific Rim Community Colleges. This new proposal, entitled *Connecting Tribal and Pacific Rim Colleges to Improve Indigenous Environmental Technology Education*, was submitted in October 2011. If awarded, this project will prepare faculty to advance the cause of sustainable energy and environmental protection on Tribal and Pacific Rim lands by helping faculty acquire the technical and pedagogical skills needed to better instruct indigenous students and prepare them for new and sustainable "green jobs." As a result, Tribal and Pacific Rim colleges will attract high school students, non-traditional students, and undecided majors to enter STEM programming at the collegiate level, increase enrollments in and graduation rates from two-year STEM programs, and provide indigenous workers to perform local "green jobs." NSF makes decisions on new projects in the spring of 2012.

### **PETE's New York City Youth-in-the-Environment Initiative**

Funding for this initiative was designated with a contract with the New England Interstate Water Pollution Control Commission (NEIWPCC) located in Lowell, MA (EPA Region 2 funds). PETE conducted its eleventh annual summer youth environmental education, training, and summer employment

program. Throughout July and August, PETE worked in partnership with the New York City Department of Environmental Protection, U.S. EPA Region 2, Woodycrest Center for Human Development, and Bronx Community College, to place thirty four (34) Bronx youth (ages 15-21) into the summer employment program. The youth worked at multiple New York City Department of Environmental Protection host sites at Wards Island and the South Bronx. The youth worked in conjunction with six (6) summer interns (college students) from Bronx Community College and surrounding NYC colleges and universities with one Youth Coordinator in sponsorship with PETE as a summer employee. The college students served as Youth Coordinators providing guidance and oversight for the project between PETE and NYC DEP. Students worked at wastewater treatment facilities, research laboratories, process laboratories, warehouse departments, administrative offices, marine centers, and the water registry. Students were exposed to potential careers in the environmental area, while learning work skills, college exploration, and other life skills training. At the end of the seven week summer program PETE held a Recognition Day at Bronx Community College headquarters. Local dignitaries, including the President of Bronx CC, and the EPA Region 2 Division Director (representing the EPA Region 2 Administrator) were present. The participating youth were presented with "certificates of achievement/appreciation" for their efforts. PETE's current two year contract with NEIWPC ended September 2011 and NYC Youth-in-the-Environment partners are currently seeking new funding in order to support a program for 2012.

#### **"EPA OGD and OSBP, Grants Management & DBE Rule Training & Technical Assistance Initiative" for Tribes, U.S. Territories and Insular Areas**

PETE is in the fourth year of a five year contract entitled: "EPA OGD and OSBP, Grants Management & DBE Rule Training & Technical Assistance Initiative" with the U.S. Environmental Protection Agency. PETE is in contract with the U.S. Environmental Protection Agency (EPA) to develop and provide a nationwide training program for the Office of Grants and Debarment (OGD) and the Office of Small Business Programs (OSBP). This program involves a multi-faceted approach to provide Tribes, U.S. Territories and Insular Areas with training in the proper management of EPA funds through assistance awards, and OSBP's Disadvantaged Business Enterprise (DBE) rule. PETE provides training and technical assistance nationally through a 10-Module training program available through workshops (disseminated through a trained PETE technical team), webinars, and an asynchronous web version of the training materials. Two Tribal Community Colleges were selected as satellite Training Centers for Grants Management and the DBE Rule Implementation for Tribal Government personnel and potential DBE contractors. PETE selected United Tribes Technical College (UTTC), ND and Leech Lake Tribal College, MN through a national solicitation process during the second year of the project. This year, UTTC provides face-to-face training within their EPA region and assists with other training as necessary. The National PETE Office serves areas of the country not covered by United Tribes plus the U.S. Territories and Insular areas. Detailed information is also available through a dedicated web page on this project at [www.petetribal.org](http://www.petetribal.org).

During this fiscal year PETE continued to use the 10Module *Tribal, U.S. Territories and Insular Areas Administrative and Financial Guidance for U.S. EPA Assistance Agreements* training manual that was approved by EPA as the basis for outreach training to Tribes in the continental U.S., Alaska, U.S. Territories and Insular Areas. PETE and United Tribes Technical College work with EPA Headquarters and EPA Regional Offices to solicit and coordinate training throughout the service area based on the current contractual requirements. PETE is charged to reach out to 80% of the EPA grant eligible tribes within the United States (see map, below, for a pictorial view of Tribes reached so far).



In 2009-2010 PETE solicited and awarded six mini-grants to Tribal Colleges to integrate this training program into their administrative and related programs or to create a new program. However, due to decreased federal funding unfortunately subsequent project years have not had enough funding to continue this element of the initiative.

ATEEC provides assistance on this project. ATEEC helped convert the training into an asynchronous web program offered through the [www.petetribal.org](http://www.petetribal.org) website. The asynchronous online course was launched in the fall of 2010 and is open to any Tribe, U.S. Territory or Insular Area existing or potential EPA Assistance Award Recipient. PETE also provided this training through a successful series of webinars during 2010/2011 with the assistance of contracted and Tribal College Center trainers. During the current contract PETE will once again be working with the EPA Regions to coordinate training for tribes throughout the continental United States and Alaska through face-to-face training, webinars, conference presentations and through the asynchronous web platform. Below is the list of training dates and locations conducted during FY11:



<b>Date</b>	<b>Location</b>	<b>Purpose</b>	<b>Name(s)</b>
October 12 - 13, 2010	Keshena, WI	LLTC EPA Training	LLTC
21-Oct-10	San Francisco, CA	DBE Training	Steve Fenton
October 26 - 27, 2010	Shelbyville, MI	LLTC EPA Training	Sarah Gross
November 2 - 3, 2010	Cass Lake, MN	LLTC EPA Training	LLTC
November 2 - 3, 2010	Atlanta, GA	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
December 14 - 16, 2010	Devils Lake, ND	UTTC EPA Training	Sarah Gross
February 9 - 10, 2011	Albuquerque, NM	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
March 30 - 31, 2011	San Francisco, CA	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
April 5 - 6, 2011	Shawnee, Oklahoma	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
April 21 - 22, 2011	Klamath, OR	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
April 25 - 26, 2011	Toppenish, WA	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
April 28 - 29, 2011	Spokane, WA	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
May 10-12, 2011	Bismarck, ND	UTTC EPA Training	UTTC
May 24-25, 2011	Bethel, AK	EPA Training	Kirk Laflin, Steve Fenton & Sarah Gross
June 7-9, 2011	Lower Brule, SD	UTTC EPA Training	UTTC
7/19/2011	Tulalip, WA	DBE Training	Steve Fenton

### **Department of Homeland Security – FEMA “Community College Citizen Preparedness Program (3CP2)”**

The goal of 3CP2 is to train 500,000 U.S. citizens through a national community college network on specific protective actions to save lives and minimize injuries after a hazardous incident and before the arrival of first responders. The primary objectives are to prepare two-hour curriculum to be delivered to a national audience through community colleges and their partner organizations based on a comprehensive national needs assessment, and prepare 120 strategically-located community colleges through a Train-the-Trainer program offered by five community college leaders with exemplary homeland security programs. PETE staff and Project Team have been widely promoting and disseminating the training through existing AACC and community college sponsored workshops, conferences and related organizations. The target audience for 3CP2 includes students, faculty, employees, families, businesses, community organizations and local governments served by the nation’s community colleges. For over 30 years community colleges have provided training for the nation’s emergency responders, and they are where 85% of the credentialed emergency responders in the U.S receive their education. Many community colleges have existing collaborations and training agreements to deliver community-based programs such as the Community Emergency Response Team (CERT), Medical Reserve Corps (MRC) program. This project is a collaborative project with AACC.

PETE works in collaboration with its Five Lead Colleges delivering two and a half day Train the Trainer workshops over the course of the year. The five Lead Colleges are:

- Monroe Community College, NY
- Westmoreland County Community College, PA
- Oakland Community College, MI
- Pierce College, WA
- Miami Dade College – North Campus, FL

These Leads serve as Train-the-Trainer Centers for the 120 selected Community Colleges to certify them in the delivery of the FEMA Certified 3CP2 outreach training of college students during orientation and business and industry training. During this fiscal year PETE conducted five 2 ½ day FEMA Certified 3CP2

Train-the-Trainer sessions. During FY11 the Leads held a second round of Train-the-Trainer sessions with 52 Hub Colleges in attendance. Hub Colleges, along with the Lead Colleges conducted the 2 hour certified course to their students, faculty and staff through general assemblies, individual classes, faculty/staff training days, orientation, and campus clubs/organizations. Because of the delay in receiving FEMA approval to conduct the Train-the-Trainer sessions in Year 1 FEMA granted PETE a one-year no-cost extension.

The following are the dates and locations of the Year two Train-the-Trainer Sessions:

June 1-3, 2011 at Pierce College, Lynwood, WA

June 22-24, 2011 at Monroe Community College, Rochester, NY

July 18-20, 2011 at Oakland Community College, Auburn Hills, MI

August 3-5, 2011 at Miami Dade Community College, Miami, FL

August 10-12, 2011 at Westmoreland County Community College

August 17-19 Pierce College hosted in Orange County, CA

**Participating Hub Colleges for Year 2:**

Bates Technical College	WA
Baton Rouge CC	LA
CA Community Colleges	CA
Calhoun Community College	AL
Camden County College	NJ
Casper College	WY
Central Ohio Tech College	OH
Columbia Basin CC	WA
Columbus State Community College	OH
Community College of the DC	DC
Delgado Community College	LA
Des Moines Area Community College	IA
Edmonds Community College	WA
Essex County College	NJ
Finger Lakes CC/Monroe Consortium	NY
Fulton Montgomery CC	NY
Gateway Community College	CT
Grays Harbor College	WA
Houston Community College	TX
J Sargeant Reynolds CC	VA
Johnson County Community College	KS
Lawson State Community College	AL
McLennan Community College	TX
Minnesota West Community & Tech College	MN
Mission College	CA
Mott Community College	MI
North Dakota State College of Science	ND
Northwest Connecticut Community College	CT



Norwalk Community College	CT
OCC/Westbloomfield Police Dept	MI
Oklahoma City Community College	OK
Prince William Sound Community College	AK
Renton Tech College	WA
Saddleback CC	CA
Santa Fe Community College	NM
Savannah Technical College	GA
Skagit Valley College	
South Central Louisiana Tech College	LA
Southwest Virginia CC	VA
University of Alaska - Anchorage	AK
Virginia Community College System	VA
Walters State Community College	TN
Washtenaw Community College	MI

The newly trained HUB College faculty/staff will now be responsible for providing the 2-hour 3CP2 course to their students, faculty and staff over the course of the next year through college orientation sessions, individual classes, on-line orientation or other unique opportunities, and then turning in the roster of those trained to the National PETE Office. During Year 2 PETE developed the 2-hour 3CP2 course as an online asynchronous web course, submitted the course to FEMA for review and approval, anticipate launching the course as an alternative delivery venue for the HUB Colleges in 2012. PETE will be working with AACC to solicit the next round of 40 Hub Community Colleges to participate in the Train-the-Trainer Workshops during 2012.

**Bristol Community College, Fall River, MA – External Evaluator for NSF ATE SAGE Project: Sustainable and Green Energy across the Curriculum (SAGE) Project (3 year agreement July 1, 2010 – July 30, 2013) \$36,000:**

The goal of the SAGE project is to build the capacity of Bristol Community College (BCC) and other educational partners in the region to train and prepare young technicians and engineers for careers in the growing green energy sectors. Specifically, the project focuses to restructure BCC's Engineering Technology program's curriculum to include principles of sustainability and green energy technology; build the capacity of BCC and other regional college and high school instructors to teach principles, technologies and materials supporting the use of clean, renewable and efficient energy and other sustainable practices; expand the pipeline of college-ready students electing to pursue career pathways in "green" technical and engineering fields; and increase retention and persistence rates of BCC engineering and technology students through the expansion of support services and SAGE activities.

Kirk Laflin, Executive Director of PETE, serves as the External Evaluator for this project. External Evaluator duties include:

- Provide technical assistance on surveys developed by SAGE staff including review and revision of student surveys, teacher workshop surveys and pre/post course surveys (4 surveys/year).
- Conduct one focus group and/or interviews annually with students who participated in at least two SAGE activities at end of Years one and two.
- Conduct an Impact focus session at the end of Year 3.

- Conduct one focus group and/or survey with faculty and program partners at the end of years 1, 2 and 3 and at the end of the Summer Institutes.
- Submit an annual evaluation report.

### **National PETE Special Initiative**

As charged by the National PETE Board of Directors, PETE launched its new logo in 2010 along with a new PETE Brochure. Subsequently in 2011, PETE updated its website and other promotional materials, which can be seen on PETE's website: [www.nationalpete.org](http://www.nationalpete.org)

### **PETE Funding Sources for 2011**

- ✚ **National Institute for Environmental Sciences (NIEHS)**
- ✚ **U.S. Environmental Protection Agency (EPA) Headquarters**
- ✚ **New England Interstate Water Pollution Control Commission (NEIWPCC) – EPA Region 2 Funding**
- ✚ **Maine Department of Environmental Protection (ME DEP)**
- ✚ **Maine Center for Disease Control – Drinking Water Program**
- ✚ **Maine State Planning Office**
- ✚ **National Science Foundation (NSF)**
- ✚ **U.S. Department of Homeland Security (DHS) – Federal Emergency Management Agency (FEMA)**
- ✚ **Advanced Technology Environmental Education Center (ATEEC)**
- ✚ **Eastern Iowa Community College District (EICCD)**

***National Partnership for Environmental Technology Education (PETE)  
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January 2011 – January 2013***

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Roxanne Fulcher, Director  
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Washington, DC  
**Position: Board Member – National**

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**Position: Board Member – NW Region**

James McKenney, Ph.D. Vice President  
American Association of Community Colleges  
Washington, DC  
**Position: Board Member – National**

Joseph Hilliard  
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Harlington, TX  
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Sharon Flannagan, Ph.D., Assoc. Dean, Bus & Tech  
Baton Rouge Community College  
Baton Rouge, LA

Terri Prichard, Instructor  
Merced College  
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**Position: Board Member – W Region**

Zetra Wheeler, Program Manager  
Salish Kootenai Community College  
Pablo, MT

**Position: Board Member – National**

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**Position: Board Member – SE Region**

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## **National PETE Staff and Contact Information**

**Kirk J. Laflin, CET, Executive Director (10/1/99 to present)**

**Hilary Kessler, Office Manager, (1/24/03 to present)**

**LaMarr Clannon, Maine NEMO Coordinator (1/12/04 to present)**

**Sarah Gross, Environmental Analyst (9/2/08 to present)**

**Patricia Bernsten, Program Coordinator/Co- Principal Investigator (2/1/10 to present)**

**Douglas Feil, Program Coordinator/NIEHS Principal Investigator (11/15/10 to present)**

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***For More Information on PETE programs and activities please visit our website***