

2014 National PETE Annual Report



Chairman: Bill Nash, Barton County Community College

Executive Director: Kirk J. Laflin, National PETE

PETE ORGANIZATION

National PETE is a nonprofit, IRS section 501(c)(3) educational organization that operates under the day to day direction of a National Executive Director and is advised by the National PETE Board of Directors as well as the Executive Committee, covering each of the six regions. The National Board of Directors meets once a year and consists of representatives from all over the country. 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 and technical colleges. PETE holds 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

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

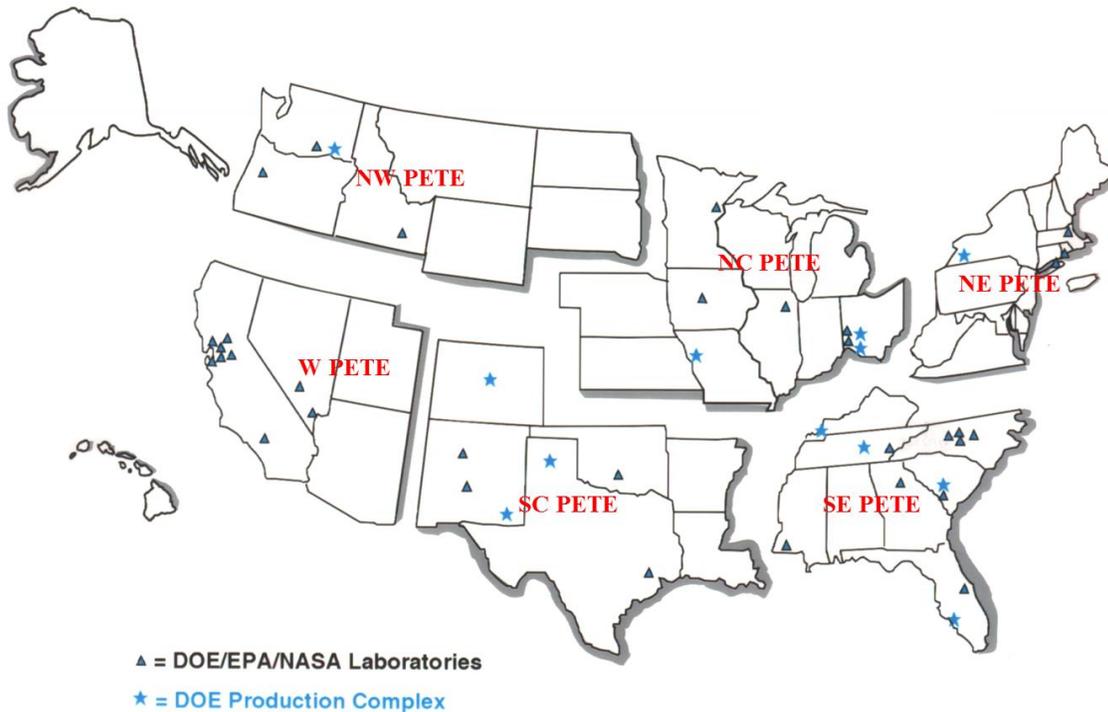
NATIONAL GOALS

- Support the development and implementation of quality education and training programs at community and technical colleges.
- Increase access by underrepresented populations to PETE supported programs.
- Facilitate and promote articulation among educational programs at the high school through postgraduate levels.
- Promote the integration of Science, Technology, Engineering, and Math (STEM) into program curricula.
- Support the use of sustainable practices and technologies in workforce and economic development and global competitiveness to meet the demand of a greening economy.
- Advocate global environmental stewardship and literacy through national and international programs and partnerships in education and training.

PETE PROGRAMMATIC FOCUS

- Contribute to workforce development through the establishment and presentation of curricula for training environmental, health, safety, and energy 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.
- Assist foreign institutions in developing their own environmental education and training capabilities.

Six Regional PETE Programs



PETE NETWORK

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

- Faculty to faculty, college to college, and college to business and industry communication.
- Development of a wide range of environmental, health, safety, energy (and 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 (MOU's) 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 nonprofit organizations.

2014 PETE HIGHLIGHTS

2014 PETE Sponsored & Co-Sponsored Training Opportunities

March 18-20, 2014

Environmental Health and Safety (EHS) – Past, Present, and Future - held at Barton County Community College, Junction City, KS. This conference was put together differently than past conferences in that PETE merged the conference content with the CCCHST Refresher content; the Refresher was not held on a separate day. This model was so well received by participants that PETE will use the new format for all conferences moving forward. The conference included an optional OSHA Permit Required Confined State Standard Training session. The PETE conference included presentations from local environmental professionals, special guest speakers, PETE Member Instructors and highlighted PETE projects. There were 33 attendees.

June 17-19, 2014

Environmental Health and Safety (EHS) – Past, Present, and Future - held at Columbus State Community College, Columbus, OH. The PETE conference included presentations from local environmental professionals, special guest speakers, PETE Member Instructors and highlighted PETE projects. There were 45 attendees.

July 29 – July 31, 2014

Environmental Health and Safety (EHS) – Past, Present, and Future - held at the Portland Harbor Hotel, in Portland Maine (PETE's headquarters). The conference included our first joint Conference with NESHTA. The PETE conference included presentations from local environmental professionals, NESHTA member presentations, special guest speakers, PETE Member Instructors and highlighted PETE projects, as well as the NESHTA organization. NESHTA's Board Meeting adjoined the conference. There were 77 attendees.

Projects and 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. ATEEC provides PETE with a networking outreach tool by highlighting National PETE news through their quarterly publication, *ATEEC News* that is distributed to over 3,500 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. ATEEC contracts with PETE to conduct professional development programs each year for instructors on environmental and energy topics. 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.

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.

National Institute for Environmental Health Sciences Department of Energy Grant

National PETE, in partnership with the Hazardous Materials Training and Research Institute (HMTRI), located at Eastern Iowa Community Colleges, Davenport Iowa, runs the Community College Consortium for Health and Safety Training (CCCHST) to serve Department of Energy (DOE) environmental restoration and waste management sites across the United States. The intent of CCCHST-DOE is to provide convenient, consistent, and cost-effective NIEHS-approved worker training to DOE contractors, subcontractors and public officials serving DOE facilities. 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.

The five-year goal of the project 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 Savannah River Site, SC. The University of Tennessee, Knoxville, TN, and Amarillo Community College, Amarillo, TX are sub-awardees delivering training at these sites.

II. Training Accomplishments:

Each year, 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.

During FY'14, CCCHST-DOE collectively delivered 187 courses to 3,107 students for a total 17,586 contact hours of instruction.

2014 training data follows:

UT, Knoxville, TN at Oak Ridge, TN; Portsmouth, OH; and Paducah, KY:

78 courses; 1,041 workers; 6,948 contact hours

Savannah River Site, SC

63 courses; 1,502 workers; 4,362 contact hours

Savannah River, SC offered by Greenville Technical College

9 courses; 61 workers; 484 contact hours

Amarillo Community College at the Pantex Plant, Amarillo, TX

37 courses; 503 workers; 5,792 contact hours

Included in these numbers are 78 workers who completed the 24-hour Moderate Risk HazWoper or 8-hour HazWoper Refresher on-line delivered by the University of Tennessee.

CCCHST-DOE has completed nearly 90 percent of its five-year training goal. Over the first four years of the five-year award, 761 courses have been provide for contractors, subcontractors and public officials serving DOE facilities resulting in a head count of 11,842 workers (95% of the five-year goal) and generating 67,446 contact hours (90% of the five-year goal). Online, 249 students have been served (62% of the five-year goal.)

PETE provides hazardous materials curriculum, developed by HMTRI and adapted and maintained by PETE. HMTRI provides students online access to curriculum. HMTRI provides consortium members with quality, up-to-date, technically accurate curriculum. The 40-hour HazWOPER course (24-hours are available online) was revised during FY'13. A Spanish translation of the 40-hour HazWOPER book and online course has been developed.

DOE sites and online students have immediate access to PETE instructors through instructor cell phones and the NationalPETE.org/CCCHST website.

PETE records DOE training numbers in the NIEHS data management system; curriculum changes are forwarded to the NIEHS Clearinghouse; the Advisory Committee met in Amarillo, TX April 30 7, 2014. A site visit was conducted at Amarillo College, November 11-12, 2013 and December 16, 2013 at the University of Tennessee with no reportable findings.

PETE provides fiscal grants management services for the grant. PETE is in full compliance with NIEHS fiscal grants management reporting.

NIEHS Hazardous Material Worker Health and Safety Training (HWWT) Project

The goal of the Community College Consortium for Health and Safety Training (CCCHST) is to make National Institute for Environmental Health Science (NIEHS)-approved worker training nationally available through over 100 CCCHST partners, prepared through a Train-the-Trainer model program, to offer hazardous materials instruction (Hazwoper 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, and 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.

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. From 1992 to 2013, CCCHST grew from five members to 133 training organizations with 197 trainers in 34 states and one U.S. territory. The number of CCCHST members, the number of courses delivered by members, and the number of students and workers enrolled in these courses have grown 1,000 percent over the past 21 years of NIEHS support — 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 aides, 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.

Accomplishments:

Over a five year period, 2010-2015, 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.

Well over 20% of the projected five-year number of contact hours, courses and students was achieved in FY’14. As of July 30, 2014 instructors from CCCHST organizations have delivered 3,774 classes providing 26,885 hours of instruction to 65,164 workers, generating 383,684 contact hours of training.

<u>Topic Area</u>	<u>Contact Hrs.</u>	<u>Percent of Total</u>
Waste Site Worker, Refresher, and Related	89,482	23%
RCRA TSD Site Worker and Refresher	3,041	1%
Emergency Response to Hazardous Chemicals	90,730	24%
Hazard Communication	17,602	5%
Respiratory Protection	2,366	1%
Disaster Site Worker	1,373	0%
DOT HazMat Transportation	21,671	6%
OSHA Confined Space	15,869	4%
OSHA Gen. Industry Safety	80,567	21%
OSHA General Construction Safety	54,848	14%
OSHA Lockout/Tagout	6,135	2%

Annually, PETE and HMTRI/Eastern Iowa Community Colleges 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 FY'14 Train-the-Trainer was held June 2-13 at Eastern Iowa Community Colleges in Davenport with twenty-one instructors registered.

Annually, PETE and HMTRI provide Instructor Refresher Training for 80 member instructors through a minimum of three (3) 2.5-day GreatEST Refreshers held in conjunction with regional PETE conferences.

- The first FY '14 GreatEST Refresher program was hosted by Barton Community College in Junction City, Kansas, serving Fort Riley, March 18-20, 2014 with 15 instructors in attendance.
- Columbus Community College, OH, hosted the second refresher, June 17-19, 2014 with 20 instructors registered.
- The third was held in Portland, ME, the site of PETE headquarters, July 29-31, 2014 with 39 CCCHST instructors and 24 NESHTA members registered.

Also, Eastern Iowa Community Colleges, Davenport, IA, hosted a workshop for CCCHST Online instructors, May 28-29, with 6 registrations. The purpose of the workshop was to teach instructors how to navigate the Moodle electronic platform while customizing up to 24 hours of HMTRI's 40-hr HazWoper course to meet the specific needs of their audiences.

A significant activity at all GreatEST Refreshers in FY'14 involved curriculum updates. PETE has updated both its 24- and 40-hr hazardous materials curriculum; and 24 hours of the HMTRI 40-hour course are now available online through PETE.

At all Refreshers, CCCHST instructors were also prepared to deliver Work Zone Safety Training prepared by the American Road and Transportation Builders Association (ARTBA). PETE has partnered with ARTBA, receiving Federal Highway Administration SAFETEA-LU funding, to offer Work Zone Safety training across the nation.

Refresher participants also enjoyed Round Robin networking where they shared "ah-hah" moments, close calls and/or best training techniques in small groups. Instructors learned about advanced training technologies including Sims-U-Share software, a product of an NIEHS SBIR grant, which is made available to CCCHST members who submit training numbers. Refreshers involved instruction on understanding occupational exposure limits; developing a proactive safety culture at work or in the classroom; decon; incident command; health and safety plans.

For quality control purposes, a significant effort at Refreshers was given to impromptu Teach-backs. Instructors are given a random topic and allowed five minutes to prepare for a three- minute minimum, five-minute maximum, classroom presentation. The evaluation form contains ten critique items which are listed below. The form was provided to attendees during their preparation. Items were scored on a three point scale: 1 = Needs additional support (Low), 2 = Demonstrates ability, 3 = Shows strength (High). The items which received the highest scores related to presentation skills. Instructors received top marks in maintaining regular eye contact (mean 2.92) and speaking clearly and distinctly (mean 2.96). The lowest marks were in presentation content. The instructors scored lowest in presenting objectives clearly (mean 1.86) and recapping the main points (mean 2.04). It is believed this was due to the short length of the presentation and the possibility that the instructors may have approached the assignment in the context of answering a spur-of-the-moment classroom question. Overall the presentations were very good. The instructors scored a mean of 2.47 on delivering an effective presentation and the mean of the total points scored was 25.87 out of a possible 30 points.

No.	Presentation Goals	Mean
1	Presented objectives clearly	1.86
2	Elicited audience participation	2.66
3	Kept presentation within time limit	2.84
4	Recapped main points	2.04
5	Displayed topic knowledge	2.76
6	Expressed enthusiasm	2.71
7	Maintained regular eye contact	2.92
8	Spoke clearly and distinctly	2.96
9	Respected audience diversity	2.65
10	Delivered effective presentation	2.47
	Total Points out of 30:	25.87

Upon successful completion of the GreatEST Train-the-Trainer and Refresher Institutes, PETE licenses CCCHST members to use curriculum, textbooks and teaching aids, developed by HMTRI, and adapted and maintained by PETE. PETE conducts site visits at a minimum three organizations each year to assure quality control. PETE currently holds licenses with 215 CCCHST instructors in 35 states and Puerto Rico and Guam. A site visit was conducted at Amarillo Community College, November 11, 2013, and at Barton Community College, Grand Junction, KS, March 18-19, 2014.

PETE provides basic financial support, at an amount not to exceed \$.50/contact hour, to consortium members to reimburse costs associated with collecting, tracking and reporting student demographics, training evaluations and performance. PETE distributed funds on July 15, 2014 to CCCHST organizations, each of whom have provided over 1500 contract hours of training in FY'14. The funds reimburse organizations for their time and effort spent collecting and reporting student course data.

PETE provides centralized record keeping for members and submits to NIEHS the number of workers trained, related demographics, and a summary of the effects of training on workplace safety and health. PETE collects data on all courses delivered by CCCHST instructors using HMTRI curricular material developed with NIEHS funding. PETE enters all training data on the NIEHS Data Management System. Anecdotal information regarding the effects of training on the health and safety of workers is provided by the third-party evaluator.

PETE facilitates an external HWWT technical advisory committee to provide overall technical policy guidance to program staff and administrators. The committee bases its guidance on the NIEHS Minimum Health and Safety Training Criteria. The HWWT Advisory Committee meeting was held April 17, 2014, at the Sheraton O'Hare Chicago, IL.

PETE provides fiscal grants management services for the grant. PETE is in full compliance with NIEHS fiscal grants management reporting.

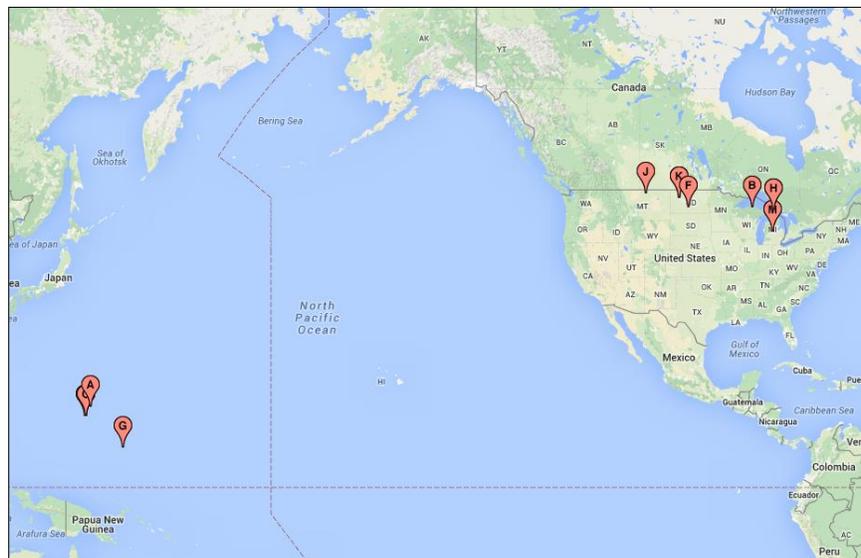
Connecting Tribal and Pacific Rim Colleges to Improve Indigenous Environmental Technology Education NSF ATE Grant (Due# 1204627) – 2012-2015

National PETE is assisting Tribal and Pacific Rim colleges in improving their Environmental Technology programs as a means to provide education to build an informed and up-to-date environmental "green" workforce. National PETE has and will continue to reach out to the 37 Tribal colleges and colleges in the Pacific Rim (U.S. Territories). Educators are being provided with technical and pedagogical skills 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.

Faculty Development: A week-long workshop for up to 15 STEM instructors, of which five spots are made available for Tribal and Pacific Rim high school instructors, is held each summer. Faculty are then eligible to apply for mini-grant funds to help implement the curriculum/hands-on activities they develop based upon Institute experiences.

- June 3-7, 2013 Institute, which focused on Resource Management, was held at Guam Community College in Guam. There were eleven community college teachers in attendance, and three high school teachers participated. The week involved presentations by a wide variety of groups, such as the Nature Conservancy, NOAA, the University of Guam, Guam Coastal Management Program, Government of Guam Military Buildup Office, and Guam Department of Agriculture. The group also went on several field trips to learn about stream bank stabilization, the limestone forest on Guam, and the impacts humans have had on Guam’s unique natural environment. Additionally, Fellows each presented information about their home Institutions and research interests.
- July 21-25, 2014 Institute was held at Fort Berthold Community College in New Town, ND. There were twelve community college teachers and one high school educator in attendance. The Institute focused on the Impacts of Energy Resource Development. The week involved presentations by a number of different individuals representing a variety of departments from Fort Berthold Community College, the Mandan, Hidatsa, and Arikara (MHA) Environmental Department, and many of the Fellows gave presentations on research and/or hands-on activities pertaining to the theme. The Fellows also each presented information about their home Institutions.
- June 8-12, 2015 Institute will be held at Honolulu Community College in Hawaii, which is a strategic location located between the Pacific Island colleges and Tribal colleges. The 2015 Theme is Climate Change: Its impacts on Indigenous populations.



Map depicting distribution of 2014 Fellows Participants

Technical Assistance: College-specific technical assistance is being provided to a minimum of eight Tribal and/or Pacific Rim colleges. The outcomes are pulled together in a report, which will be made available through the project website for other schools to use as a guide for improving their own programs. Recipients of Technical Assistance will also be provided the opportunity to present findings at applicable national conferences.

- 2013 Technical Assistance Awardees:
 - Northern Marianas College (Saipan) – Natural Resource Management Program Assessment services were provided.
 - Guam Community College (Guam) – New Program Assessment: Environmental Technician Certificate services were provided.
 - Nebraska Indian Community College (Nebraska) – New Program Assessment: Environmental Studies/Natural Resources/GIS services were provided.
- 2014 Technical Assistance Awardees:
 - Fort Berthold Community College (North Dakota) – An Environmental Technology Jobs Chart was developed for their Environmental Science program.
 - Diné College (Arizona and New Mexico) – Program Assistance services were provided for their proposed School of Water and Agriculture.
 - College of Menominee Nation (Wisconsin) – Recruitment and Retention Strategic Planning services were provided.
 - Stone Child College (Montana) – Recruitment and Retention Strategic Planning services were provided.
 - American Samoa Community College (American Samoa), was awarded services based on their 2014 application, however the services will be performed in 2015 so as to potentially alleviate costs by utilizing the Hawaii Fellows Institute location.

Website: A section of the PETE website has been dedicated to the project (www.nationalpete.org/nsf-indigenous-education/). It has links to information from PETE's first three-year Tribal College NSF ATE project. It also provides information on the Fellows programs, recorded webinars, and Technical Assistance reports (as they become available).

PETE's New York City Youth in the Environment Initiative

Funding for this initiative was through a competitive contract with the New England Interstate Water Pollution Control Commission (NEIWPCC) located in Lowell, MA (EPA Region 2 funds). PETE conducted its thirteenth annual summer youth environmental education, training, and summer employment program during FY'14. 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, Inc., and Bronx Community College, to place thirteen 13 Bronx youth ages 15-21, into the summer employment program. The youth worked at multiple New York City Department of Environmental Protection water and wastewater host sites at Wards Island and the South Bronx. The youth worked under the leadership of a Bronx Community College "Summer Youth Coordinator" employed by PETE and assigned to NYC DEP to be a liaison with the host sites and Woodycrest Center for Human Development, Inc. Students worked at wastewater treatment facilities, research laboratories, process laboratories, warehouse departments, administrative offices, 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. NYC DEP offered water/wastewater and safety training before the students started working and EPA Region 2 staff conducted a full day of current EPA Region 2 environmental issues workshop along with EPA career exploration session, and Woodycrest Center for Human Development presented workshops on basic work skills. At the end of the seven week summer program PETE held a Recognition Day at Bronx Community College. Local dignitaries,

including the Vice President of Bronx Community College, Deputy Bronx Borough President Aurelia Green, NYC Council Member, District 16, Vanessa Gibson, Representative of State Senator Serrano 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 by both U.S. EPA Region 2 and the NYC DEP. PETE’s current two-year contract with NEIWPC runs through 2014. The partners are hopeful that EPA Region 2 will continue to support the NYC Youth-in-the-Environment beyond this contract.

Bristol Community College, Fall River, MA – External Evaluator

NSF ATE SAGE Project: Sustainable and Green Energy across the Curriculum (SAGE) Project -- 3 year agreement (one year no-cost extension) 2010-2014

The goal of the SAGE project was 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 focused to:

- Restructure BCC’s Engineering Technology 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, served as the External Evaluator for this project. External Evaluator duties included:

- Providing 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 per year).
- Conducting two focus group and/or interviews annually with students who participated in at least two SAGE activities.
- Conducting an Impact focus session at the end of Year 4 to assess the students overall evaluation and impact of the SAGE project from classes to preparation for transfer to 4 yr. institution and the job market.
- Conducting one focus group and/or survey with faculty and program partners at the end of year 4.
- Submitting an annual and final evaluation report.

eERL: Environmental and Energy Resources Library – an ATEEC initiative

EERL is a project of the Advanced Technology Environmental and Energy Center (ATEEC) at Eastern Iowa Community Colleges. It is supported in part by a National Science Foundation (NSF) grant. In 2014, ATEEC revamped the database and vetting system, and asked National PETE Program Coordinator Sarah Gross to oversee eERL’s function. Applications were received from 24 potential resource vetters, and seven applicants were chosen to serve on a vetting team. Since April 2014, 146 new resources have been approved and added to the eERL database (resources are added monthly).

The electronic Environmental and Energy Resources Library (EERL) collects STEM (Science, Technology, Engineering, and Math) resources tied to environmental and energy technology resource information.

All resources are reviewed and validated by expert community college educators and practitioners prior to inclusion in the database.

EERL compiles resources from classroom-ready materials to regulatory information and global environmental and energy issues. Some of the areas include: air quality, emergency preparedness and response, energy, natural resources management, safety and health, and sustainability. Vocational areas are covered also, from agriculture, automotive, and green building to manufacturing technology.

<http://www.eerl.org>

Other PETE Contributions:

Kirk Laflin, PETE's Executive Director represents PETE by serving on the Interstate Renewable Energy Commission's National Credentialing Committee for delivery of Solar Energy Training.

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

Executive Committee

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American Association of Community Colleges
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Position: Board Member – National

Michael Holmes, Executive Director
SLATE Missouri Career Center
St. Louis, MO
Position: Board Member – National

PETE Funding Sources for 2014

- National Institute for Environmental Sciences (NIEHS)
- New England Interstate Water Pollution Control Commission (NEIWPCC) – EPA Region 2 Funding
- National Science Foundation (NSF)
- Eastern Iowa Community College District (EICCD)
- Advanced Technology Environmental and Energy Center (ATEEC)
- Bristol Community College, Fall River, MA

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)

Sarah Gross, Program Coordinator and Environmental Analyst (9/2/08 to present)

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

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

National PETE

584 Main Street

South Portland, ME 04106

Phone: (207) 771-9020 Fax: (207) 771-9028

Email: natlpete@maine.rr.com

Website: www.nationalpete.org

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