

2015 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.

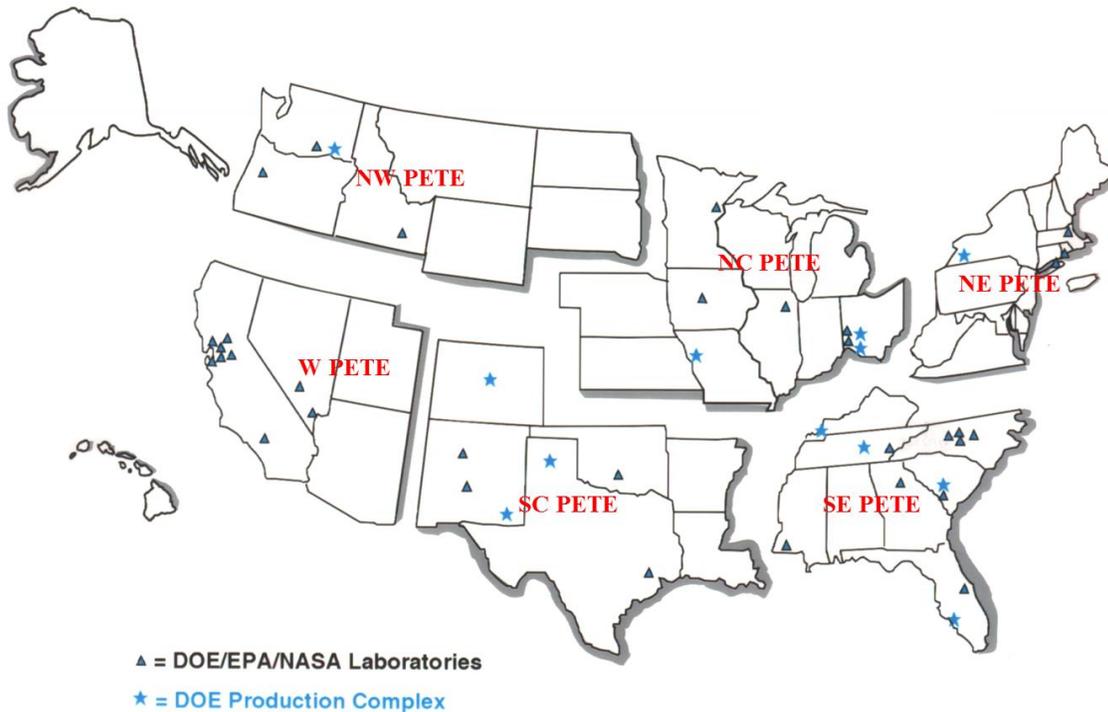
NATIONAL GOALS

- 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.

2015 PETE HIGHLIGHTS

2015 PETE Sponsored & Co-Sponsored Training Opportunities

January 5-8, 2015

2015 Joint PETE Regional Instructor Conference, CCCHST Refresher & NESHTA Regional Conference, Theme: “Environmental Health & Safety (EHS) – Past, Present & Future”, held at and hosted by Mission College, Santa Clara, CA. This conference was held in conjunction with the PETE’s Community College Consortium for Health and Safety Trainers – Refresher Training and NESHTA Regional Conference. The PETE Conference included presentations from local environmental professionals, special guest speakers, PETE member instructors and highlighted PETE projects. This conference was attended by 30 individuals.

June 1-12, 2015

“PETE Community College Consortium for Health and Safety Training (CCCHST) – GreatEST 2-week Train-the-Trainer Workshop” Selected CCCHST members (Community College faculty) are prepared through a 10-day **Train-the-Trainer** Program called the GreatEST (Great Environmental Safety Training) to deliver required certifications for public and private responders and workers including: 40-hour Waste Site Worker Health and Safety, 24-hour Industrial Emergency Response, DOT Haz Mat, Confined Space, Hazard Awareness and Communication, Disaster Site Worker. PETE offers this 10 day TtT program in collaboration with the Advanced Technology Environment & Energy Center (ATEEC) which is hosted by Eastern Iowa Community Colleges at their safety training center in Davenport, IA. ATEEC is a PETE strategic partner. This training is by application only. 20 attendees were selected.

June 16-18, 2015

2015 Joint PETE Regional Instructor Conference, CCCHST Refresher & NESHTA Regional Conference, The held at and hosted by Hennepin Technical College – Eden Prairie Campus, Eden Prairie, MN. This conference was held in conjunction with the PETE’s Community College Consortium for Health and Safety Trainers – Refresher Training. The PETE Conference included presentations from local environmental professionals, special guest speakers, PETE member instructors and highlighted PETE projects. The conference was attended by 35 attendees.

June 8-13, 2015

2015 NSF PETE's Connecting Tribal and Pacific Rim Colleges to Improve Indigenous Environmental Technology Education FELLOWS INSTITUTE The final Institute was held June 8-13, 2015 at Honolulu Community College in Hawaii (a half-way point for Tribal Colleges and Pacific Rim Colleges). The theme of the 2015 Institute was Climate Change: Its effects on Indigenous communities. The week involved presentations by a wide variety of groups, such as The Nature Conservancy of Hawai'i, University of Hawaii at Manoa, Hawaii Department of Health, Hawaii Public Health Association, and the Office of Conservation and Coastal Lands, Department of Land and Natural Resources. Fellows also presented information about their own programs and resources, and participated in sessions led by Honolulu Community College faculty. The week's activities were supplemented by field trips to places such as the Harold L. Lyon Arboretum, the Bishop Museum, the Paepae o He'eia, e'eia Fishpond, the Marine Education and Training Center at HCC, and the Volcano National Park. Fifteen Fellows participated (including five high school instructors), from the following Institutions:

- Lac Courte Oreilles Ojibwe School, Wisconsin
- Navajo Technical University, New Mexico
- Simon A Sanchez High School, Guam
- Northern Marianas College, Saipan
- Dine College, Arizona
- Ilisagvik College, Alaska
- Sisseton Wahpeton College, South Dakota
- College of Micronesia – FSM Chuuk Campus, Chuuk
- Sherman Indian High School, California
- Bay Mills Community College, Michigan
- Southwestern Indian Polytechnic Institute, New Mexico
- Keweenaw Bay Ojibwa Community College, Michigan

Following each Institute, mini-grants were available via application to help implement curricular projects created as a result of the Institute, and webinars are held to highlight what the Fellows learned and the curricular materials they developed.

July 29-31, 2015

2015 Joint PETE Regional Instructor Conference, CCHST Refresher & NESHTA Regional Conference, held at and hosted by Monroe County Community College – Homeland Security Management Institute, Rochester, NY. This conference was held in conjunction and collaboration with the National Environmental Safety and Health Training Association (NESHTA), a long standing partner of PETE's, as well as PETE's Community College Consortium for Health and Safety Trainers – Refresher Training. The Conference included presentations from local environmental professionals, special guest speakers, PETE member instructors and highlighted PETE projects. The conference was attended by 55 individuals.

Projects and Programs

Advanced Technology Environmental and Energy Center (ATEEC) – P.E.T.E. strategic partner:

The Advanced Technology Environmental and Energy Center (ATEEC) is a national resource center, funded by the National Science Foundation (NSF) Advanced Technological Education (ATE) Program and sponsored by Eastern Iowa Community Colleges in Davenport, Iowa. NSF has funded ATEEC to advance environmental and energy technology education through curriculum, professional, and program development throughout the nation. PETE and ATEEC are longstanding strategic partners, leveraging the expertise and services of both organizations to support our college network and faculty in the environmental technology, health, safety, energy, and other related areas. Kirk Laflin, PETE's Executive Director, serves as ATEEC's Board Chair on this NSF Project and as a member of the ATEEC National Visiting Committee.

ATEEC is one of the original NSF ATE Centers that has been in operation since 1994, and is currently in the second year of a four-year continuance grant. ATEEC's focus is on the following objectives:

☐ Provide support and mentoring for institutions that wish to start or improve educational programs in environmental science and sustainable energy technologies.

- Provide mentor services to ATE projects.
- Establish and support additional industry, business, and academic partnerships.
- Promote technician careers, visibility, and the public image of environmental and sustainable energy technology.
- Address technician knowledge, skills, and competencies needed for the evolving, converging, and emerging technical workplace.
- Screen, validate, update, and broadly distribute exemplary materials, curricula, and pedagogical practices adapted or designed by ATE centers and projects and other sources.

During this past year, ATEEC provided professional development activities on website; conduct defining the field forums and occupational and task analyses for business, industry, and educational institutions; created and disseminated the *Defining Environmental Technology*; conducted professional development webinars; supported NSF ATE projects; conducted "Defining the Field" forums and occupational and task analyses; revised the national directories of environmental, energy, and water technology programs; conducted DACUM (Developing A Curriculum) sessions across the country; presented at three PETE regional conferences; and updated the Environmental and Energy Resource Library (EERL) website. ATEEC provides funding to PETE to support their efforts in communication and outreach to the PETE college network. ATEEC supports PETE's regional Instructor Conferences and provides articles for PETE newsletters. PETE and ATEEC provide input for their respective annual work plans and regularly meet to discuss additional ways of collaboration. PETE and ATEEC have developed multiple proposals with various agencies for funding support of curriculum and professional development for the PETE college network. For more information, visit the ATEEC website at www.ateec.org, or contact ATEEC at 201 N. Harrison Street, Suite 101, Davenport, IA 52801, or by phone at 563.441.4082.

The Electronic Environmental and Energy Resources Library (EERL)

EERL (www.eerl.org) 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. National PETE currently oversees the function of the database for ATEEC.

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 a team of expert community college educators and practitioners prior to inclusion in the database, using an online vetting system per the criteria below:

- Accuracy: Materials describe environmental and energy conditions, problems, and issues, in a way that is factual or opinion open to inquiry.
- Authority: Authors are identified with qualifications and reputation available.
- Depth: Materials foster understanding and appreciation of environmental and energy concepts, conditions, and issues that focus on concepts in context with attention to different scales.
- Fairness: Resources describe environmental and energy conditions, problems, and issues, in a way that reflects diversity with a balanced presentation of differing viewpoints.
- Instruction: Resources rely on instructional techniques and strategies that create an effective learning environment that matches local and state standards.
- Legality: eERL is legally entitled to present the content under copyright and fair-use guidelines.
- Reliability: Materials display properly in the browser, provide a text-only version if primarily graphic, and are consistently available over time.
- Usability: Resources are well designed and easy to use, with clarity and logic that are adaptable to different situations and accompanied by instructional support.
- Political Agenda: No materials will be included that support, endorse, or lobby for a political agenda.

Resources are added monthly.

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. For more information, visit the ATEEC website at www.ateec.org, or contact ATEEC at 201 N. Harrison Street, Suite 101, Davenport, IA 52801, or by phone at 563.441.4082.

National Institute for Environmental Health Sciences (NIEHS) Worker Training Grant Program

The Community College Consortium for Health and Safety Training (CCCHST) is one of twenty model worker training programs recognized and funded by the National Institute of Environmental Health Sciences (NIEHS). The reauthorization of the Superfund program in 1986 directed OSHA to develop worker protection regulations for handling hazardous waste. This resulted in what is commonly referred to as the HazWOPER regulation, covering Hazardous Waste Operations and Emergency Response. The reauthorization also directed NIEHS to develop model worker training programs. CCCHST is the only community college consortium sponsored by NIEHS. Congress intended these programs prepare a highly trained workforce capable of safely handling the cleanup of hazardous waste sites and other incidents in which hazardous materials are involved. CCCHST is sponsored by the Partnership for Environmental Technology Education (PETE) and received a five-year extension to the NIEHS award.

CCCHST Member Colleges: In 2014/2015, membership numbered 132 training organizations with 237 trainers in 34 states and two U.S. territories. In 2014-2015, CCCHST instructors offered 3,995 courses, trained 66,579 workers who completed 418,601 total contact hours of instruction.

In August 2015 National PETE was granted a new 5 year award from the National Institute for Environmental Health Science (NIEHS) Community College Consortium for Health and Safety Training (CCCHST).

The goal of CCCHST is to make NIEHS-approved worker training nationally available through 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 annually train 30,000 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 300,000 contact hours of instruction each year. PETE and HMTRI train trainers across the U.S. who do this worker training. PETE does not do direct worker training. PETE and HMTRI provide management, instructor training and certification, curriculum, textbooks, instructional aides, quality control, and evaluation for members of the CCCHST national consortium.

PETE and HMTRI/EICC provide an intensive 10-day Great Environmental Safety Trainers (GreatEST) Train-the-Trainer Institute for 20 CCCHST instructors, supplemented with Internet-supported instructor training. This is an annual training. PETE and HMTRI also provide Instructor Refresher Training for 80 member instructors through a minimum three (3) 2.5-day GreatEST Refreshers held in conjunction with regional PETE conferences. 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.

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 core program that all trainers are enrolled in is the Hazardous Waste Worker Training Program (HWWTP). Its 2015-2020 training goals are:

- To provide 300,000 contact hours, 30,000 students and 3,000 courses delivered annually by the CCCHST consortium of 150 organizations and 215 trainers in 35 states and two territories.
- To sponsor a Veterans Worker Training Program for 200 retiring service personnel, offering 10 programs/year at four (4) different Army bases, offering 76-hours of credit programming including Hazardous Waste, OSHA2015 Hazardous Chemicals, and OSHA10 General Industry. The training will be conducted by Barton Community College who currently trains at Fort Riley, Kansas. They will acquire a trailer to transport equipment to bases and it will also serve the CCCHST Disaster Preparedness Training Program.
- To provide a Haz Mat Disaster Preparedness Training Program (HDPTP) with a six-person response training team ready to train at any national disaster. Participating trainers will annually provide 100 disaster preparedness courses to 1,000 students, offering 10,000 contact hours of training. PETE will:

- Offer a 60-hr Disaster Preparedness Train-the-Trainer Program at the National Preparedness Institute, Indian River State College, and Fort Pierce, FL for 20 CCCHST trainers each year and support annual Refresher Training.
- Partially support a CERT High School in Racine, WI, which is an alternative high school and Americorps member, preparing students with the credentials to be disaster-ready.
- Provide support to OAI's Boat People SOS in Bayou La Batre, AL; Biloxi, MS; and Houston, TX who will annually prepare the Vietnamese in these cities to be disaster-ready.

PETE provided a direct worker training program for Army personnel transitioning to the public sector. Annually, 200 US Army personnel leaving the service from Fort Riley (KS), Fort Leonard Wood (MO), Fort Sill (OK), and Fort Carson (CO) participated in 76 hours of training, leading to certificates in 40-hr HazWoper, 26-hr OSHA 2015 Haz-Mat course, and OSHA 10-hr General Industry class.

Attendees of the GreatEST return every other year for **Instructor Refresher** training offered at colleges across the nation. Members use CCCHST curriculum to train workers and responders in their local area and report to PETE the number of courses they provide, for which they are provided a small reimbursement.

NIEHS-CCCHST entered into an agreement with the American Road & Transportation Builders Association (ARTBA), one of the nation's oldest and largest association representing road and bridge construction, to join their Federal Highway Administration (FHA) 3 year grant on Workzone Safety Practices that started in 2013. Under this ARTBA agreement CCCHST members will be trained on their FHA Workzone Safety training package to allow them to offer this FHA approved training to their college students and clients. PETE/CCCHST will be responsible for collecting the data and reporting it to ARTBA on the training delivered and student numbers.

National Institute for Environmental Health Science (NIEHS) Worker Training Grant Program - DOE Sites

A second NIEHS-funded program, sponsored by PETE/HMTRI received funding from the Department of Energy (DOE). It supports Amarillo Community College (TX), Greenville Technical College (SC), and the University of Tennessee who provide training to workers at the DOE Pantex facility in Texas, the Savannah River Site, and the Oak Ridge DOE complex. Collectively, 2015-2020, the partners will offer 250 courses for 2,500 students providing 15,000 contact hours each year.

The partnership serves the following DOE locations: BWXT Pantex, TX; Paducah Gaseous Diffusion, KY; Oak Ridge Operations, TN. The University of Tennessee, Knoxville, TN, and Amarillo College, Amarillo, TX are sub-awardees delivering training at these sites. Specific aims of the five-year program are listed below.

1. 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.
2. Over a five-year period a minimum 12,500 students will successfully complete 75,000 contact hours of hazardous materials training provided by CCCHST-DOE for contractors, subcontractors and public officials serving DOE facilities. Online, 375 students were served.

3. PETE provided hazardous materials curriculum, developed by HMTRI and adapted and maintained by PETE.
4. PETE provides CCCHST-DOE sites and student's immediate technical assistance through access to master instructors and a website that links all sites, instructors and students.
5. 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's National Science Foundation ATE Project *Connecting Tribal and Pacific Rim Colleges to Improve Indigenous Environmental Technology Education 2012-2015* (DUE# 1204627)

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 15 STEM instructors, of which five spots were held for Tribal and Pacific Rim high school instructors, was held each summer.

- The final Institute was held June 8-13, 2015 at Honolulu Community College in Hawaii (a half-way point for Tribal Colleges and Pacific Rim Colleges). The theme of the 2015 Institute was Climate Change: Its effects on Indigenous communities. The week involved presentations by a wide variety of groups, such as The Nature Conservancy of Hawai'i, University of Hawaii at Manoa, Hawaii Department of Health, Hawaii Public Health Association, and the Office of Conservation and Coastal Lands, Department of Land and Natural Resources. Fellows also presented information about their own programs and resources, and participated in sessions led by Honolulu Community College faculty. The week's activities were supplemented by field trips to places such as the Harold L. Lyon Arboretum, the Bishop Museum, the Paepae o He'eia, e'eia Fishpond, the Marine Education and Training Center at HCC, and the Volcano National Park. Fifteen Fellows participated (including five high school instructors), from the following Institutions:
 - Lac Courte Oreilles Ojibwe School, Wisconsin
 - Navajo Technical University, New Mexico
 - Simon A Sanchez High School, Guam
 - Northern Marianas College, Saipan
 - Dine College, Arizona
 - Ilisagvik College, Alaska
 - Sisseton Wahpeton College, South Dakota
 - College of Micronesia – FSM Chuuk Campus, Chuuk
 - Sherman Indian High School, California
 - Bay Mills Community College, Michigan

- Southwestern Indian Polytechnic Institute, New Mexico
- Keweenaw Bay Ojibwa Community College, Michigan

Following each Institute, mini-grants were available via application to help implement curricular projects created as a result of the Institute, and webinars are held to highlight what the Fellows learned and the curricular materials they developed.

Technical Assistance: College-specific technical assistance will be provided to a minimum of eight Tribal and/or Pacific Rim colleges.

- 2015 Technical Assistance Awardees:
 - American Samoa Community College (American Samoa) – Recruitment, Tracking and Retention services are being provided for their Marine Science program.
 - Bay Mills Community College (Michigan) – Program Assessment services are being provided to assist with the development of a new Environmental Science program.
 - Palau Community College (Palau) – Recruitment, Tracking and Retention services and are being provided for their Environmental Marine Science program.

Outcomes are pulled together in a report, which is made available through the project website for other schools to use as a guide for improving their own programs. Recipients of Technical Assistance are also provided the opportunity to present findings at applicable national conferences.

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 (including developed curricula), contains links to recorded webinars and conference sessions, Technical Assistance reports (as they become available), and other applicable information.

PETE's New York City Youth in the Environment Initiative

Funding for FY-15 for this initiative was suspended due to last minute budget cuts within EPA Region 2 although there remains significant interest within the agency to restore the funding in future years. The PETE long term partners, New England Interstate Water Pollution Control Commission (NEIWPCC), New York City Department of Environmental Protection, U.S. EPA Region 2, Woodycrest Center for Human Development, Inc., and Bronx Community College have worked over the past year to provide justification to EPA Region 2 in order to secure the funding. We have been informed that EPA Region 2 has included 2 years' worth of funding in the FY-16 budget and we are hopeful to reinstitute the program in the summer of 2016.

National Environmental, Safety and Health Training Association (NEHSTA)

In July 2015 PETE entered into a management services agreement with both Association Board's support to assume NESHTA's association operation. NESHTA has been a long term strategic partner and at one time the incubator for the PETE organization formation. Between July - December 2015 PETE Executive Director and NESHTA's will develop a transition strategy to assume the day-to-day operation of NEHSTA commencing January of 2016. NEHSTA is a non-profit society for educators and trainers, most specializing in environmental, safety, occupational health, and emergency response fields. Founded in 1977 as the National Environmental Training Association, Inc. (NETA), with support and assistance from the U.S. Environmental Protection Agency Office of Water. NESHTA advocated competent training as a cost-effective tool for achieving regulatory compliance, productivity, and the protection of workers,

public health, and our environment. PETE's Executive Director will serve as NESHTA's Executive Director under this agreement. For more information on NESHTA, go to www.neshta.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)
Board of Directors
January 2013 – January 2016**

Executive Committee

Mike McKay, Consultant
Mckay Enterprise
Breckenridge, TX
Board Position: Past Chair

Bill Nash, Dean
Barton County Community College
Junction City, KS
Board Position: Chair

C.L. Rick Richardson, Executive Director
National Environmental Safety & Health
Training Association (NESHTA)
Phoenix, AZ
Board Position: Treasurer

Ellen Kabat-Lensch, PI
EICCD/ATEEC
Bettendorf, IA
Board Position: Secretary

Board Members

James Hutcherson, Director
Southeastern Community College
Whiteville, NC
Position: Board Member – SE Region

Matthew Hise
Texas State Technical College
Breckenridge, TX
Position: Board Member - SC

Russell Smith, Discipline Coordinator
El Paso Community College
El Paso, TX
Position: Board Member – SC Region

Jim Shepherd, Associate Professor
Zane State College
Zanesville, OH
Position: Board Member – NC Region

Keith Bird Ph.D., Chancellor
Kentucky Community Tech College Dist.
Versailles, KY
Position: Board Member – SE Region

Dr. Donald Doucette, Chancellor
EICCD
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Position: Board Member – National

Joseph Hilliard
Red Oak Environmental
Harlingen, TX
Position: Board Member – National

Zetra Wheeler, Program Manager
Salish Kootenai Community College
Pablo, MT
Position: Board Member – National

Jennifer Worth, Senior Vice President

Michael Holmes, Executive Director

Center for Workforce and Economic Development
American Association of Community Colleges
Washington, DC

Position: Board Member – National

SLATE Missouri Career Center
St. Louis, MO

Position: Board Member – National

PETE Funding Sources for 2015

- National Institute for Environmental Sciences (NIEHS)
- National Science Foundation (NSF)
- Eastern Iowa Community College District (EICCD)
- Advanced Technology Environmental and Energy Center (ATEEC)
- American Road & Transportation Builders Association (ARTBA)

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)

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

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

Sarah Gross, Program Coordinator and Environmental Analyst (9/2/08 to 8/7/2015)

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