

PLC Session 296 - July 5, 2023

Retention, Placement, and Tracking



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With a little less than a month before FY24 Brownfield Job Training applications are due, this week's PLC presented ideas for grant applicants that can make a proposal stand out among others. Wednesday's PLC also discussed student retention, graduation, and tracking which are often overlooked but can be key components of successful applications.

1. Latest News Impacting Brownfield Job Training Programs

The FY2024 Brownfields Job Training Grants solicitation is open. Applications are due **August 2, 2023**. For more information and a copy of the RFA from EPA go to the following link:

[FY24 RFA Guidelines](#)

<https://www.epa.gov/brownfields/fy-2024-brownfields-job-training-jt-grants>



EPA has also prepared a series of Frequently Asked Questions (FAQs) and answers to assist prospective applicants with preparing Job Training (JT) Grant applications. Go to the following link:

[FY24 FAQs](#)

<https://www.epa.gov/brownfields/frequently-asked-questions-about-brownfields-job-training-jt-grants>

You may also go directly to the Grants.gov website for a formal application package - click [here](#). Completed applications are due August 2, 2023, and must be submitted through the grant.gov website.

TAB Providers National Grant Writing Strategies Workshop

Thursday July 13th

2:30 PM Eastern

TAB providers Kansas State University, University of Connecticut, and West Virginia University have partnered up to offer a national grant writing strategies workshop on July 13th.

To register for the webinar. Go to:

<https://www.ksutab.org/events/webinars/details?id=568>.

2023 Environmental Justice Caucus for Brownfields 2023

Monday, August 7, 2023, 5:00 – 7:00 pm

Huntington Place,

Portside Ballroom, Room 260

The EJ Caucus is a locally driven event where people and organizations involved in Environmental Justice convene, share ideas, build relationships, and communicate directly with the Environmental Protection Agency (EPA).

[Click Here to Sign Up](#)

Registration is Still Open for Brownfields 2023

Brownfields 2023 National Conference

August 8 - 11, 2023

Detroit, MI

With over 180 educational sessions, exciting mobile workshops, and inspirational speakers, this event offers a unique opportunity to learn about the latest trends and best practices in brownfields remediation, redevelopment, environmental justice, and sustainability. The conference also offers unparalleled networking opportunities with other like-minded professionals. You'll have the chance to connect with peers from across the country and forge new relationships that could lead to future collaborations.

To subscribe for updates and conference news, go to:
<https://brownfields2023.org/about/conference-overview/>

To register, go to:
<https://brownfields2023.org/registernow/>

Brownfields Job Training Grantees Will Have an Opportunity to Exhibit at Brownfields 2023

HMTRI is sponsoring booth 113 at Brownfields 23 in Detroit Michigan August 9 and 10. The theme of the exhibit will focus on EPA's network of Brownfields Job Training Grantees and opportunities for employers to hire BJT graduates. The booth will act as a "home base" to meet potential employers, display program materials, and network. Grantees are encouraged to bring business cards and informational handouts. For additional information and ideas, contact Steve Fenton, HMTRI at sfenton103@aol.com

Mark Your Calendar for this BJT Panel at Brownfields 2023

Training for the EJ Terrain

3:15 – 4:15 Room 321

Thursday, August 10th, 2023

Abby Wolensky; Thomas Guentner; Gianna Rosati

Track 5: Environmental Justice and Public Participation

Learn how two inspiring and unique Job Training Grantees work cooperatively to trek the diverse needs of the underserved Environmental Justice communities around the urban landscape of Pittsburgh, Pennsylvania. Auberle Employment Institute (AEI) job training focuses on training individuals to assess and mitigate hazardous substances and contaminants at traditional brownfields. The U.S. Department of Labor twice named AEI as the number one workforce development program in the country. Within the same underserved community, Landforce takes a less traditional job training approach focusing job training on Environmental Stewardship that includes vacant lot stabilization, trail building and maintenance, and green stormwater infrastructure maintenance. AEI and Landforce use similar strategies to help prepare students to be leaders and have successfully leveraged multiple funding sources to achieve common goals.

2. Frequently Asked Questions



Question: *What does a commitment letter from a local employer entail? Are we asking them for a commitment to hire our graduates, or for support in other ways?*

Response: Commitment letters vary widely depending on the employers you are working with. In some cases, employers may be ready to commit to interviewing your graduates with the intention of hiring a number of workers. Smaller employers may not be able to provide a firm commitment to hire at this time. In those cases, you might ask them to consider interviewing your graduates for possible employment depending on

projected workloads. As a minimum, ask potential employers to review your graduates for consideration. Inquire if they would be willing to write a note of support with their commitment. Also ask if they might contribute to the program as an advisory committee member, a guest speaker or attend program events. You might be surprised when they offer in-kind support, equipment, or facilities.

Question: *As graduation approaches, can you review incentives for employers to hire our graduates?*

Response: Here are a few incentives that follow BJT graduates.

- Some states have special tax incentives for employing BJT graduates.
- Many large development contracts include first hire or Project Labor Agreements requesting employment from the local workforce.
- BJT graduates are vetted, screened, and trained with technical skills and certifications.
- Applicants from BJT programs have demonstrated interest and motivation in beginning a new career.
- BJT graduates have demonstrated the discipline and teamwork skills required for successful working groups.
- In some cases, graduates have been tested and are drug free.
- Entry level BJT graduates come with about \$5,000 of training and certifications.
- BJT participants have developed a network of other trained professionals available for employment.



Question: *In preparation for graduation. Do you have suggestions for organizing the event?*

Response: Graduations should be major events. They celebrate the beginning of new opportunities and stable jobs for many who previously have been left behind. Graduates need to be recognized for their accomplishments by their families and the community. This is why the best BJT graduations are big events. It goes without saying, family and friends are invited. As a “best practice”, a much larger audience should be considered.

- Begin with alumni. Attending graduations becomes a reunion and tracking opportunity with former instructors and classmates.
- Send an invitation to the mayor’s office. If the Mayor cannot attend, he may send a representative associated with the community. It is assumed that these representatives will speak at the event.
- Invite a local elected official (ward, parish or city councilman or woman). It is important for local elected officials to stay close to their voters. Many seek opportunities for photos, to meet with, and introduce themselves to their constituents.
- Don’t forget to invite employers, potential supporters, and your EPA Regional Coordinator. Wait until you receive a positive response from elected officials before inviting this last group. If it is announced that the mayor will be in attendance, there is a high likelihood that local remediation contractors and potential supporters will be interested.
- Invite Local Media.

Here is another idea: Region 6 just had a graduation that was over Zoom, and was attended by EPA staff, and family and friends who could not make it in person. Student testimonials were an inspiration to all who attended.

3. Tips That Make BJT Applications Stand Out – Things to Do Now

With a little less than a month before BJT applications are due here are some ideas for grant applicants that can make a proposal stand out among others.

- Attend, participate, and document public meetings in the narrative section of the RFA.
- Establish an advisory board prior to application submission. Board members should include representatives from the community, government, training organizations, employers, leveraging partners, and supporters.
- Compete, screen, and select prospective trainers (with the condition of EPA funding) as part of application development process.
- Obtain employer letters of support and commitment to consider program graduates.
- Recruit and commit key partners regarding specific contributions to the program.
- Obtain letters of commitment from partners and governmental organizations leveraging BJT resources identified in the application.
- Ensure that curriculum offerings are supported by the labor market assessment and fundable as presented in BJT guidelines.
- Follow your timeline. Hold contributors responsible for commitments made during planning discussions.
- As the narrative is constructed, avoid generalizations. Be as quantitative as possible.
- A single individual should be responsible for writing the final proposal. Maintain a consistent writing style. This ensures continuity, avoids piecemeal responses and contradictions.
- Circulate program plans to key partners noted above during development of the application. Send drafts of the proposal to advisors and key partners for review.
- Previous performance is not a “slam dunk” or guarantee of continued funding. EPA is aware existing and BJT alumni have an advantage over new applicants. Legacy programs need to demonstrate why their program deserves to be refunded or expanded.
- Because the BJT program was established as “startup funding” Proposal reviewers do not want to fund recycled applications. For this reason, relationships must be updated with new offerings, commitments of support and expanded partnerships.



When in doubt, submit a BJT application even if more preparation could have resulted in a better program plan. Unsuccessful applications will have opportunities to debrief and review their grant with suggestions for improvement. Those not funded this cycle will have a head start in the next competition with additional mentoring and technical assistance between grant cycles.

4. Maximizing Retention Rates

The number of students entering BJT, graduating, and finding employment have varied widely over the years. Some grantees place 100% of their incoming class with others less than 60%.

Today the PLC examined factors that contribute to student retention and issues that may cause participants to leave training before completion.

A. Environmental remediation as “a good fit” for participants

The first issue relating to low retention rates begins with careful applicant screening. Instructors suggest the most challenging classrooms have the following makeup.

- A class with students having to wide a range of math and verbal skills
- Students who place a low priority on the subject matter
- A cohort with students who are disinterested, unmotivated and unwilling to focus on training
- A classroom filled with students with large social, demographic, and cultural disparities



Clearly, diversity can be a positive learning environment, however when a high school graduate sits next to a 48-year-old (who has not been in a classroom for 30 years), instructor sensitivity is in order.

When rival gang members must work together, team building can be a learning experience or a disaster.

Likewise, when a student must travel across town with no apparent means of transportation, support, or encouragement the question must be asked. Is this program a good fit for this individual?

Unfortunately, issues just presented are “glossed over” during the recruitment process. Failure to address them can result in applicants dropping out halfway through the program. The reason for their departure becomes obvious “after the fact”. Addressing these questions appears personal and are reluctant to be addressed, but it should be recognized that failure to consider them may significantly impact retention rates.

B. A training environment that is a welcoming place for students to learn.

When students encounter difficult situations during their learning experience, the decision to stay or leave may often depend on how they relate to classmates. The question for program managers becomes the following. Are we really welcoming to all the students in the class?

- Do instructors demonstrate an interest in their students?
- Do students encountering personal issues have an advocate or individual to help?
- Is the program really gender neutral?
- Are there female instructors, roll models or other female students?
- Do marketing materials demonstrate diversity?
- Has there been enough effort put into team building and nondiscrimination?

Team building is a secret strategy to high rates of retention. When a student cohort bonds as a group, many diversity and disparity issues disappear. Friendships established during BJT can last long past graduation.

The question is “how are these friendships established?” Here are strategies used by grantees that have promoted team building early in their program.

- Try outs as part of the recruitment process – using games and building teams during orientation
- Group projects and open discussions
- Social nights
- Peer to Peer mentoring included as part of instruction
- Social media specifically addressing BJT students and graduates
- Team oriented community service projects

- Classroom discussion, lab projects and team learning games
- Mindful recruiting and evaluation of instructors using teaching methods which promote teamwork

C. Viable opportunities and career paths after graduation.

When applicants enter the BJT program, they are asked to contribute their time and energy with anticipation of a good paying job with career advancement possibilities after graduation.



If halfway through training a student concludes there is no future or career path for them, motivation to continue drops precipitately. This unfortunate perception can be avoided if program managers develop strong relationships with former graduates and potential employers.

- Illustrate across the program, job opportunities and career paths for graduates.
- Plan field trips to active sites early in the program.
- Recruit workers experienced in the field as guests during training.
- For experienced programs, use graduate testimonials to motivate existing students.
- Institute an internship, co-op or “job shadowing” programs.
- Establish pre apprenticeship programs.
- As with team building – require a community service project as a condition of graduation.
- Bring alumni back for social nights, guest speakers, peer to peer trainers and graduations.

D. External factors that cause students to leave BJT.

Nothing discourages an instructor more than to see a good, deserving student “drop out” as a result of an unforeseen external event. While unrelated to brownfield job training, personal issues often trump a student’s desire to start a new career. Those external events may include the following.

- Financial - Lack of support during training
- Scheduling - Part time work conflicting with class schedules or events
- Legal - Court dates conflicting with certification tests
- Childcare - Sickness, vacation or lapse in childcare services
- Dependent care – Dependents needing more attention than training allows
- Shelter – A choice between homelessness and training for a new career
- Transportation - Training and instructional events become difficult to attend
- Drug dependency – Inability to change lifestyles

These are just a few of the external issues that may cause good students to exit a program they really like. Leveraging partners can help with some of these issues. Many resources including health and human services, legal aid, transportation services, employment agencies, faith and community-based organizations are available to help. Without networking and sufficient research, program managers may not be aware of their offerings. Regardless of available resources, it is important that every student in the BJT program has someone interested in their wellbeing. An assigned case worker (in addition to employment services case workers), advocate, counselor or concerned program staff. No student should face external issues alone. Informal chats with each student can go a long way in insuring high retention rates. Peer to peer mentoring has shown to be a good approach in assisting students with personal problems. Students may not feel inclined to share their problems with instructors.

When developing a program, resources should be allocated to working individually with every student on a personal level. Here are some examples of strategies that can help students navigate external issues.

- Offer part-time employment opportunities.
- Establish internships.
- Seek out financial, shelter and dependent assistance providers as leveraging partners.
- Encouraging peer to peer mentoring.
- Include group “chats” and discussion sessions unrelated to training.
- Adjust scheduling to accommodate part time employment.
- Provide scholarships and stipends.

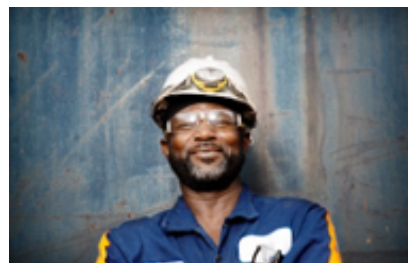
Recent EPA BJT guidelines have recognized some of the external issues that cause motivated students to “drop out” by providing for stipends and childcare expenses in some cases. The best strategy, when possible, is to seek out leveraging partners able to provide the services just discussed.

5. Graduate Placement

With brownfield job training grantees expected to have a placement rate exceeding 70% here are example strategies used by successful grantees.

Welcoming Potential Employers into the BJT Program

As we have discussed in previous PLCs, employer partnership relationships are critical to BJT success. Graduate placement works best when employers have established relationships and interact with BJT managers. The extent that employers can utilize federal and local hiring incentives (first-source or local hiring ordinances, tax incentives, wage subsidies, etc.) to find a trained, certified, and motivated workforce is an excellent reason for maintaining relationships with the BJT program. Most successful grantees have established ongoing relationships with employers who hired or considered previous graduates and have been impressed with the results. It is in the best interest and responsibility of employers that have benefited from the BJT to help maintain and improve this valuable resource. Here are some examples of ways BJT managers can establish lasting relationships with potential employers.



Strategies that Develop Relationships with Potential Employers

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

6. Tracking Considerations

As a conclusion to the discussion on graduate placement, today’s PLC discussed “best practices” that extend beyond graduation. Keeping in touch with students after graduation takes extra effort, can be challenging and is often neglected. All too often, program managers

think of graduate tracking as an administrative effort required by EPA rather than a proactive activity to enhance student and program success. Graduation and alumni tracking is an activity that can last years after students leave the BJT. Increased attention to student tracking is a “best practice” because it is much more than an administrative activity. Tracking provides valuable information regarding the effectiveness of the BJT, but there are several other reasons for maintaining close relationships with former students.

- Successful graduates can be excellent resources in guidance, placement, and mentoring of current students. Graduates often become role models, providing testimony regarding the worthiness of the program.
- Graduates with certifications may need refreshers or recertification to keep credentials current. Some grantees offer free refresher and recertification training to help track former graduates.
- Sometimes the expectations of a graduate or employer are not fulfilled. BJT programs can assist former students with placement assistance and/or additional training.



Strategies for tracking students

In order to be effective, graduate tracking programs require a commitment from program managers, students, and employers. In order to make graduate tracking effective, program managers and instructors have a responsibility making graduates feel welcome, encouraging them to participate in post-graduation events, and giving them a reason to maintain contact. This often-overlooked effort brings graduates into the current training cohort. Integrating graduates with current

trainees takes little effort but has huge benefits. To accomplish this, it is necessary to instill loyalty to the program. Students should graduate with an obligation to remain involved in BJT and to communicate his or her progress after graduation. Relationships developed during training can last a lifetime. An additional tool used by some grantees to track “lost graduates” taps into a database maintained or supported by local Workforce Investment Boards. While unable to provide detailed information, statewide data files can verify the employment status of individuals when given their social security number. In some states, this service is free to nonprofits. Contact the local employment office on the availability of this service for BJT grant recipients. Other strategies to track graduates include the following.

- Establishment of alumni nights and other social events.
- Invitations to become guest speakers.
- Providing job search and counseling services to former graduates.
- Continued use of social media targeted at current and former students.
- Maintain and update current email and contact information for current and past program participants.
- Encourage social media participation for all program participants continuing past graduation.
- Maintain a regular newsletter with employment opportunities and current events.
- Track pre-apprentice candidates into union employment.
- Continue social events that include alumni, employers, and current participants.
- Offer incentives including refreshers and professional development activities to all graduates.
- Employing alumni as program staff.
- Using alumni to provide instruction as guest speakers.
- Asking former students for assistance in program development and leveraging efforts.
- Seek feedback to maintain a current and relevant curriculum

- Ask alumni to serve on an advisory board
- Ask graduates to become program advocates by attending public and recruitment events.

In most cases, former BJT students are happy to be able to contribute to a program that made a difference in their life.

7. Online Zoom Calls and Technical Assistance

Environmental Justice - Meetings and National Environmental Justice Community Engagement Calls

The purpose of these calls is to inform communities about EPA's environmental justice work and enhance opportunities to maintain an open dialogue with environmental justice advocates. As environmental justice continues to be integrated into EPA programs and policies, the Agency hopes that these calls will help reaffirm EPA's continued commitment to work with community groups and the public to strengthen local environmental and human health outcomes.



July 18, 2 - 4 p.m. Eastern
EPA Environmental Justice Initiatives
Listening Session and Dialogue: Q&A about ongoing EJ initiatives
For more information and registration, go to:

<https://www.epa.gov/environmentaljustice/national-environmental-justice-community-engagement-calls>

New EPA Grants Trainings Available from EPA's Office of Grants and

Debarment

EPA's Office of Grants and Debarment periodically hosts webinars for the EPA grants community. EPA's Office of Grants and Debarment is pleased to announce the availability of several new and updated training resources for grant applicants and recipients.

If you are interested in applying for EPA grants or are currently managing an EPA grant, please consider visiting one of these sites.

- NEW—Learn how to [Register in SAM.gov and Grants.gov](#) to apply for EPA grants. This webpage will help you register your organization in SAM.gov, create an applicant profile in Grants.gov, and get familiar with using Workspace.
- The [How to Develop a Budget training](#) was recently updated. This course will help you prepare work plans, budgets, and budget narratives for EPA grants.
- The [EPA Grants Management Training for Applicants and Recipients](#) course introduces key aspects of the grant life cycle starting with preparing an application through closing out a grant. The six modules can be completed individually.

Additional webinars or completed webinars with recordings and powerpoints are available at the following sites:

[Competition Process](#)

This webinar is intended to help grant applicants learn how to find and successfully apply for competitive EPA grants. EPA will also provide an overview of the competition process from application through evaluation and selection.

Training for EPA Pass-Through Grant Applicants, Recipients, and Subrecipients

This training is intended for EPA grant applicants and recipients that plan to use EPA funding to provide grants to other entities through “subawards.” This type of EPA grant recipient is considered a pass-through entity because the goal of the grant is to further award EPA funds.

This training will focus on:

- Oversight responsibilities of EPA pass-through entities
- Federal regulations that govern pass-through entities and the recipients of subawards (subrecipients)
- EPA’s specific requirements for subrecipients

EPA pass-through entities are encouraged to share this training information with their subrecipients.

Procurement, Subawards, and Participant Support Costs

June 27, 2023

1:30-2:30pm ET

This training will cover procurement regulations and requirements. Specific topics include:

- Best practices for contracts, consultants, equipment, and supply purchases
- Review of subawards (grant awards provided by a pass-through entity to a subrecipient)
- Participant support costs (payments to individuals who participate in grant activities but are not employees of the grant recipient)

[Subscribe to the EPA Grants Update Listserv](#) to receive updates about these webinars.

For those who missed the EJscreen webinar

EPA has hosted a webinar titled EJSCREEN 101: Mapping Tools and EPA Competitive Grants. EJSCREEN is an environmental justice mapping and screening tool that allows users to access environmental and demographic information for locations in the United States. Anyone can use this web-based tool to access high-resolution content about environmental justice, and compare data across state, EPA region, and national locations.

This webinar provides guidance on how to use EJSCREEN effectively, as well as how to tailor its usage to specific needs, like responding to competitive grants or other organizational needs. To learn more about EJSCREEN, please [visit the EJSCREEN website](#) and [access the EJSCREEN webinar here](#).

8. In-Person Meetings and Workshops

Northeast Sustainable Communities Workshop (NSCW)

September 19-20, 2023

Worcester, MA

NSCW is the premier conference for brownfield professionals in the northeast. Brownfield Coalition of the Northeast (BCONE) are looking for professionals from throughout the region to share their experiences, best practices, and innovative ideas on ways to revitalize contaminated or underused properties. Their 2023 theme is "Reimagining Brownfields: Strategies for Successful Redevelopment."

[For more information visit the conference website.](#)

The Pennsylvania Brownfields Conference

Save the Date

March 25-27, 2024

Penn Stater Hotel and Conference Center in State College, PA

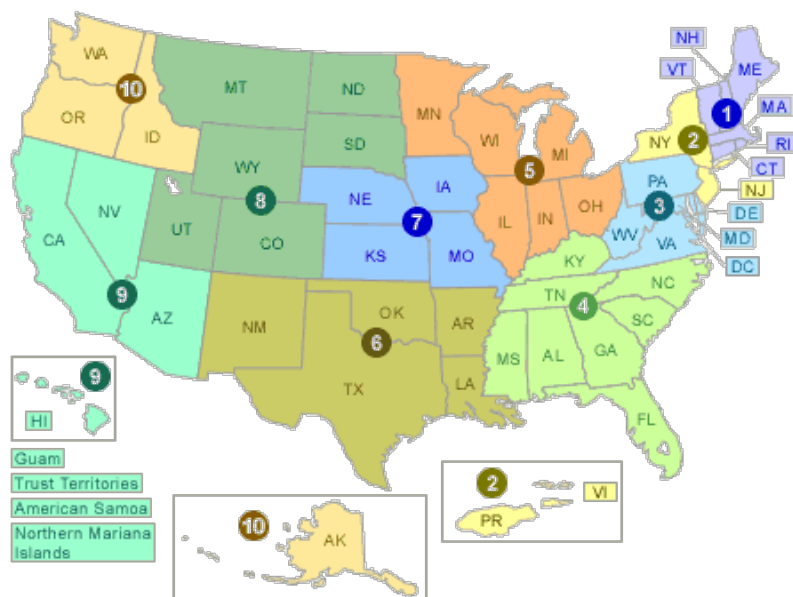
The Pennsylvania Department of Environmental Protection's Land Recycling Program is pleased to partner once again with the Engineer Society of Western Pennsylvania in presenting the 2024 Pennsylvania Brownfields Conference.

More details coming soon.

9. Contact EPA Regional Coordinators

Regional Coordinators are the first place to go regarding questions about BJT grants, extensions, budgets, or work plans. Many Regions maintain a Listserv for past, current, and potential recipients.

EPA Region 1 CT, ME, MA, NH, RI, VT William “Bill” Lariviere Phone: (617) 918-1231 E-mail: lariviere.william@epa.gov	EPA Region 2 NJ, NY, PR, VI Schenine Mitchell Phone: (212) 637-3283 E-mail: mitchell.schenine@epa.gov
EPA Region 3 DE, DC, MD, PA, VA, WV Gianna Rosati Phone: (215) 814-3406 E-mail: Rosati.Gianna@epa.gov	EPA Region 4 AL, FL, GA, KY, MS, NC, SC, TN Olga Perry Phone: (404) 562-8534 E-mail: perry.olga@epa.gov
EPA Region 5 IL, IN, MI, MN, OH, WI Linda Morgan Phone: (312) 886-4747 E-mail: morgan.linda@epa.gov	EPA Region 6 AR, LA, NM, OK, TX Rita Ware Phone: (214) 665-3163 E-mail: ware.rita@epa.gov Emily Jimenez Phone: (214) 665-2176 e-mail: jimenez.emily@epa.gov
EPA Region 7 IA, KS, MO, NE Alma Moreno Lahm Phone: (913) 551-7380 E-mail: moreno-lahm.alma@epa.gov	EPA Region 8 CO, MT, ND, SD, UT, WY Christine Michaud-Tilly Phone: (303) 312-6706 E-mail: MichaudTilly.Christine@epa.gov
EPA Region 9 AZ, CA, HI, NV, AS, GU Noemi Emeric-Ford Phone: (213) 244-1821 E-mail: meric-ford.noemi@epa.gov	EPA Region 10 AK, ID, OR, WA Angel Ip Phone: (206) 553-1673 E-mail: ip.angel@epa.gov



10. Join the Next PLC JULY 19, 2023

Join a conversation with EPA Brownfields Job Training grant recipients, alumni, and interested stakeholders. PLCs are scheduled on Wednesdays, same time, same PLC Zoom link.

To Join PLC Zoom Meetings, go to:

<https://zoom.us/j/93598658578>

Meeting ID: 935 9865 8578

On the road - Computer not available?

You can phone in using the nearest location

- +1 646 876 9923 US (New York)
- +1 301 715 8592 US (Washington DC)
- +1 312 626 6799 US (Chicago)
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)

Meeting ID: 935 9865 8578



The objective of the (PLC) is to promote and share innovative strategies among those interested in establishing community based environmental job training programs. Our sessions allow participants to stay in touch with BJT happenings, ask questions, showcase their programs, and help others. The Environmental Workforce PLC is open to all and there is no cost or obligation to attend. Join us when you can. If you would like to invite a guest, feel free to forward this email.

Showcase your program – Biweekly, the PLC will hear from one of our grantees, discuss opportunities or exchange ideas related to environmental job training. HMTRI is inviting you to participate in the next cycle of Professional Learning Community ZOOMs. If you would like to present at an upcoming PLC contact:

Mike at:

msenew@gmail.com/

PLC notes presented represent individual opinions and ideas from Professional Learning Community participants and BJT recipients. They do not represent EPA policy, guidance or opinions and should not be taken as such.



The Brownfields Training PLC is sponsored under Cooperative Agreement with The US Environmental Protection Agency in association with the Hazardous Materials Training and Research Institute (HMTRI), part of the Eastern Iowa Community Colleges (EICC).

