

Brownfields Job Training

Professional Learning Community (PLC)

January 21, 2026

Disclaimer

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Agenda



1. Introductions & Resource Updates (5 min)
2. Learning Topic: Designing a Program Pipeline (30 min)
3. Open Q&A - Any Topic (Optional - 25 min)

Introductions





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Project Manager



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Sr. Enviro. Health Scientist/
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Eric Eisiminger
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EPA Brownfields MAC Grant Applications Due In One Week!

- The Fiscal Year 2026 Brownfields Multipurpose, Assessment, and Cleanup (MAC) Grant Guidelines are now available
- **Application submission deadline: January 28, 2026**
- Grants may be used to address sites contaminated by hazardous substances, pollutants, or contaminants and petroleum.
- View Solicitations: www.epa.gov/brownfields/marc-grant-application-resources#Open%20Solicitations
- Additional information can be found at: www.epa.gov/brownfields/marc-grant-application-resources



Upcoming National Partnership for Environmental Technology Education (NPETE) training:

May 11- 16, 2026: Great Environmental Safety Training Institute (GreatEST) - Waste Site Cleanup Train-the-Trainer

- Instructors are prepared over 5.5 days to deliver required training for public and private responders and workers including:
 - The initial off-site training required by the OSHA HAZWOPER standard at 1910.120(e) applicable to cleanup operations for general site workers and general site workers delivering training to adult learners
 - Confined Space Non-Entry Rescue
 - Hazard Awareness and Communication
- Held at Scott CC, Bettendorf, IA.
- Travel cost reimbursements and scholarships available
- **Registration open now:** <https://nationalpete.org/events/>
- Interested trainers can contact: Hilary Kesseler, NPETE at hkesseler@nationalpete.org
- **Completed application packages are due March 13, 2026**



New Job Training Grant Quarterly Report Template in ACRES

- Now available in ACRES.
- Comprehensive template includes everything required for submitting quarterly performance reports in accordance with grant Terms and Conditions, ensuring compliance and streamlining the process.
- **When the template is used, completion of the existing JT Form in ACRES will no longer be required, offering a more efficient and consistent reporting method.**
- Training session was held on 12/10/25 to guide recipients through the new template.
 - Recording has been posted here:
<https://www.epa.gov/brownfields/acres-training-tips-and-tools#View%20Recorded%20ACRES%20Training%20&%20Material%20s%C2%A0>



Coming Soon: Participant Tracking Tool

- EPA is preparing an Excel-based participant tracking tool that recipients can use as a resource
- Aiming for completion in early 2026
- Will have recorded training to share



Connect with Us!

- If you or an associate would like to receive notice of upcoming meetings and events, send your contact information to:
brownfieldsjobtraining@adaapta.com
- Submit an inquiry or request for technical assistance at
www.epa.gov/brownfields/forms/brownfields-job-training-program-technical-assistance-inquiry-form



U.S. ENVIRONMENTAL PROTECTION AGENCY

Brownfields Job Training Program Technical Assistance Inquiry Form

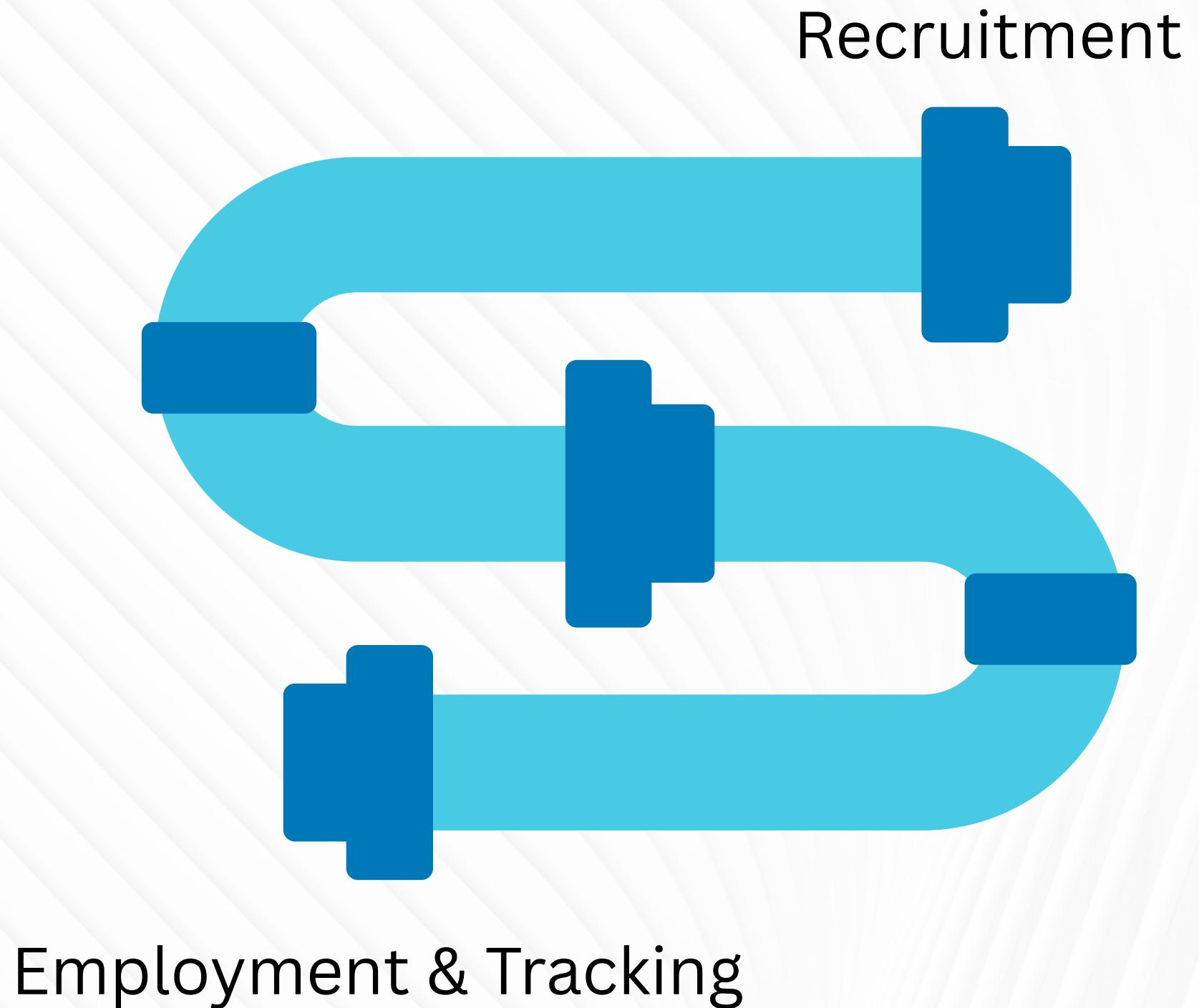
Form to collect requests for technical assistance.

 US EPA / Nov 25, 2025

Learning Topic: *Designing a Program Pipeline*



What is a Program Pipeline?



- An intentionally designed, strategic roadmap from recruitment to employment and graduate tracking.
- It ensures participants move through training successfully and reach job placement.
- Designing a pipeline means planning how participants move forward — and where they may need additional support.
- Supports program outcomes and sustainability.

Component 1: Community & Labor Market Assessment

- Identify target community needs and job opportunities
 - Establish relationships with community leaders and others with influence
 - Identify ongoing and planned development projects in the target community
- Assess employer demand for skills and certifications
 - Engage employers from the start to co-design curriculum and training schedules
 - Early alignment reduces skill mismatches and improves placement outcomes
- Guides program design, recruitment, and curriculum
- Consider that community and employer needs may change and should be updated regularly



Component 2: Partnerships



- Build relationships with employers, workforce boards, nonprofits, and educators
- Identify potential leveraging partnerships in and around the target community
- Partners provide resources, placement opportunities, and co-design input
- Partnerships support scalability and sustainability
 - Well-designed partnerships reduce placement risk
 - Partnerships provide resources not supported by the BFJT grant

Component 2: Partnerships Cont.



- Coordinate with MARC grantees
- Identify using Brownfields Grant Fact Sheet:
https://java.epa.gov/acrespub/gfs/?grant_type_id=1001,1002,1012,1019&year=2023
- **NOTE:** MARC grantees can include specific agency-approved language in RFPs to encourage potential contractors/subcontractors to hire from local workforce development programs.
- “Portions of this project are being funded by a \$XXX U.S. EPA (Insert Grant Type). The Owner will more favorably evaluate contractors who hire staff that have gone through a local/state/federal workforce development program that teaches green remediation techniques/skills.”

Component 3: Recruitment & Screening

- Market the BFJT program, focusing on the target community
 - Establish community awareness regarding BFJT and opportunities for residents
 - Prioritize marketing to demographic consistent with EPA program objectives
 - Recruit various participants from the community with interest and potential to succeed in environmental and brownfields jobs
- Use structured screening to match readiness to program demands
 - Create a recruitment program that ensures enough candidates for final selection
 - Consider activities such as site visits, orientations, tryouts as recruitment tools
- Effective recruitment improves retention and pipeline completion

Component 4: Training & Skills Development

- Develop a curriculum that aligns with local employer needs and is supported with EPA grant funding
 - EPA supports many but not all areas of training as presented in EPA grant guidelines
 - Unsupported curriculum (hard and soft skills) must be supported with leveraged resources
- Determine the types of certifications to be offered consistent with employer requests (e.g., OSHA, HAZWOPER, and State certifications)



Component 4: Training & Skills Development - Continued

- Consider the mix of classroom instruction, laboratory, and hands-on experience that will be available to students.
 - Engagement in practical activities enhances individuals' confidence, skill development, and overall employability
 - Hands-on experience outside the classroom acts as a bridge between training and permanent employment
- Engage committed employer or union partners to provide on-the-job training, hands-on work experience, and structured mentorship (e.g., pairing new trainees with experienced peer mentors).
 - **Collaboration with Employers is worth 20 points in the FY26 NOFO, and will continue to be worth big points in the NOFO.**



Component 5: Participant Support

- Enable participants to successfully complete training and transition to employment
- **Wraparound services:** Remove barriers to participation (transportation, childcare, counseling)
- **Placement support:** Resume prep, interview coaching, employer matching
 - Participant and program work together to find the ideal employment opportunity – it is a group effort!
- **Tracking & alumni engagement:** Follow employment outcomes, certifications, and retention
- EPA BFJT guidelines limit the types and extent of student services that are provided. Additional services can be supported with leveraged funding

Component 6: Placement, Tracking & Employer Relationships

- Establish working relationships with employers and potential graduates
- Graduate placement support: Resume prep, interview coaching, employer matching
- Tracking & alumni engagement: Follow employment outcomes, certifications, and retention
- Post graduation assistance when necessary to improve placement outcomes
- Use data to refine the pipeline, report to EPA, and communicate program impact



Common Barriers

- Recruiting and retaining participants → Trusted community partners
- Aligning skills with employer needs → Labor Assessment
- Limited employer participation → Pilot placements
- Participant Dropout → Wrap around services, stipends
- Funding gaps → Leverage resources & partnerships
- Lesson: plan for iterative improvement and early pilot projects to build trust.
 - Design your pipeline in anticipation of common barriers. Adjust as needed.



Guest Speakers



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