



National Institute of Environmental Health Sciences  
*Your Environment. Your Health.*

# Connecting Job Training, Worker Safety, and Community Revitalization

**THANK YOU** for joining us for this webinar. We will get started in a moment.



# Technical Notes

**If you experience technical difficulties with your connection:**



Dial 785.532.0783



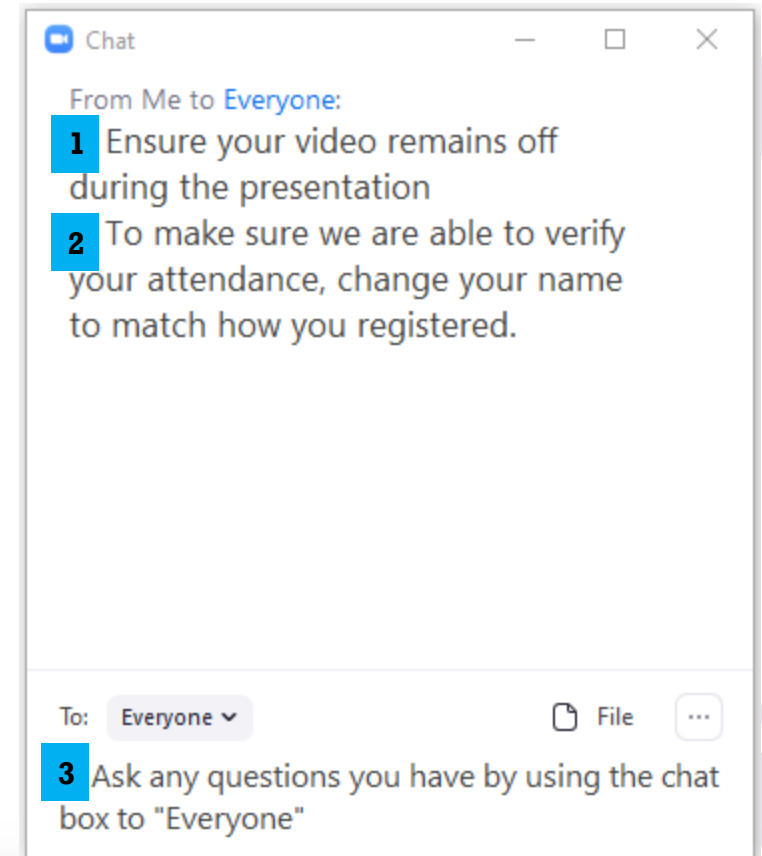
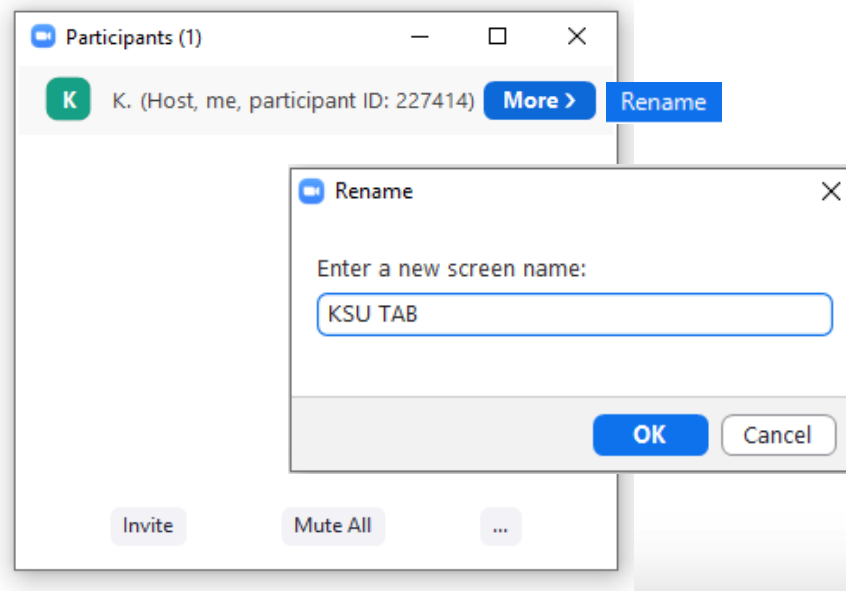
Email [chsr@ksu.edu](mailto:chsr@ksu.edu)

**Additionally, please note:**



The presentation is being recorded and will be available on the website. The link has also been placed in the chat box.

# Using Zoom – The Basics



# Speakers



**Sharon Beard**

*Director of NIEHS  
Worker Training  
Program*



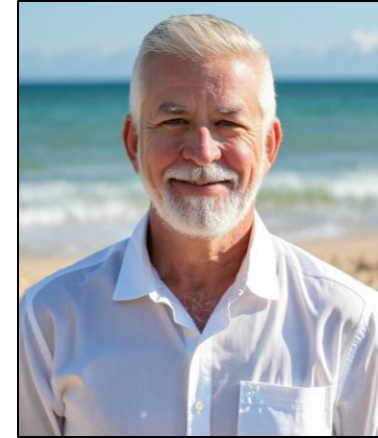
**Matthew Wosje**

*EPA's National  
Brownfields Job  
Training Coordinator*



**Alexandra  
Hughes**

*Founder & Chief  
Executive Officer of  
ECO ED Impact*



**David Casavant**

*Principal  
Investigator for  
Sustainable  
Workplace Alliance*

# Today's Agenda

Welcome and Housekeeping

Primer on NIEHS Worker Training Program and EPA Brownfields Job Training Program

- Sharon Beard, Director, NIEHS Worker Training Program
- Matt Wosje, EPA's National Brownfields Job Training Coordinator

Resources and Technical Assistance

- EPA Brownfields Job Training Technical Assistance – Matt Wosje
- EPA Technical Assistance to Brownfields (TAB Program) – Blase Leven
- Worker Training Program Clearinghouse – Kenda Freeman

Grantee / Awardee Spotlights

- Alexandra Hughes, Eco Ed Impact
- David Casavant, Sustainable Workplace Alliance

Next Steps & Adjourn

# **Primer on NIEHS Worker Training Program (WTP) and EPA Brownfields Job Training Program (BJTP)**

***Overview of Programs***

***Sharon Beard, NIEHS***

***Matthew Wosje, EPA***



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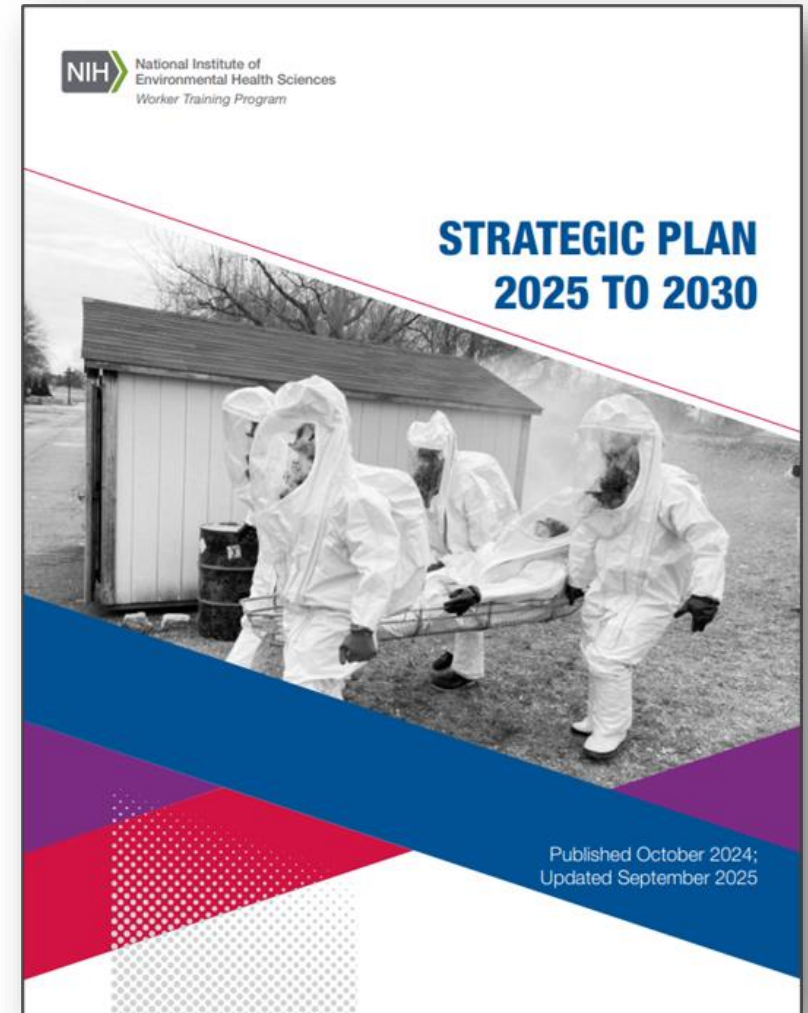
# **NIEHS Worker Training Program (WTP): Building, Protecting, & Training the Hazardous Waste & Construction Workforce**

**Sharon D. Beard, Director, NIEHS WTP**

**Connecting Job Training, Worker Safety, and Community Revitalization**  
Webinar| June 29, 2026

# NIEHS Worker Training Program (WTP) Overview

- Established through **Superfund Amendments and Reauthorization Act** of 1986.
- Funds organizations (award recipients) that **deliver health and safety training for workers** who face risk of exposure to physical, chemical, radiological, and biological hazards.
- **More than 5.2 million workers** trained overall since inception.
- **NIEHS Environmental Career Worker Training** is one of several focus areas.



# WTP Overview



## Worker safety and health

Deliver training to keep workers, worksites, and communities safer

## Disaster preparedness and response

Respond to disasters and emergencies, such as wildfires, hurricanes, and infectious diseases

## Workforce development

Empower underemployed and unemployed individuals with new skills and careers

## Technology and training tools

Develop innovative technologies for worker health and safety training

# WTP Overview

**322,000+**  
courses  
delivered

**5.2 million**  
workers trained

**62 million+**  
contact hours



## Program Areas



Hazardous Waste Worker Training



HAZMAT Disaster Preparedness Training



Environmental Career Worker Training



NIEHS/U.S. DOE Nuclear Worker Training



Small Business Innovation Research (SBIR) E-Learning for HAZMAT

### Reinvigorating the Nuclear Industrial Base

Administer health and safety training to workers at DOE sites

#### Prepare Americans for Skilled Trade Jobs of the Future

Build skills for workers in skilled trades using apprenticeships and other model programs

#### America's AI Action Plan

Adopt AI as a tool to empower workers and enhance the development and delivery of training

#### Build the Workforce, Use Innovation,

Focus on workforce development and use innovative technologies for training

## NIEHS WTP ALIGNMENT WITH ADMINISTRATION PRIORITIES

#### Efficiency through State and Local Preparedness

Focus on preparedness to increase capacity of state and local agencies to respond to and recover from extreme weather events and other incidents

#### Wildfire Prevention and Response

Train workers and communities how to safely respond to and recover from wildfires

#### Make America Healthy Again

Prevent chronic disease by training workers how to prevent or mitigate exposures in the workplace



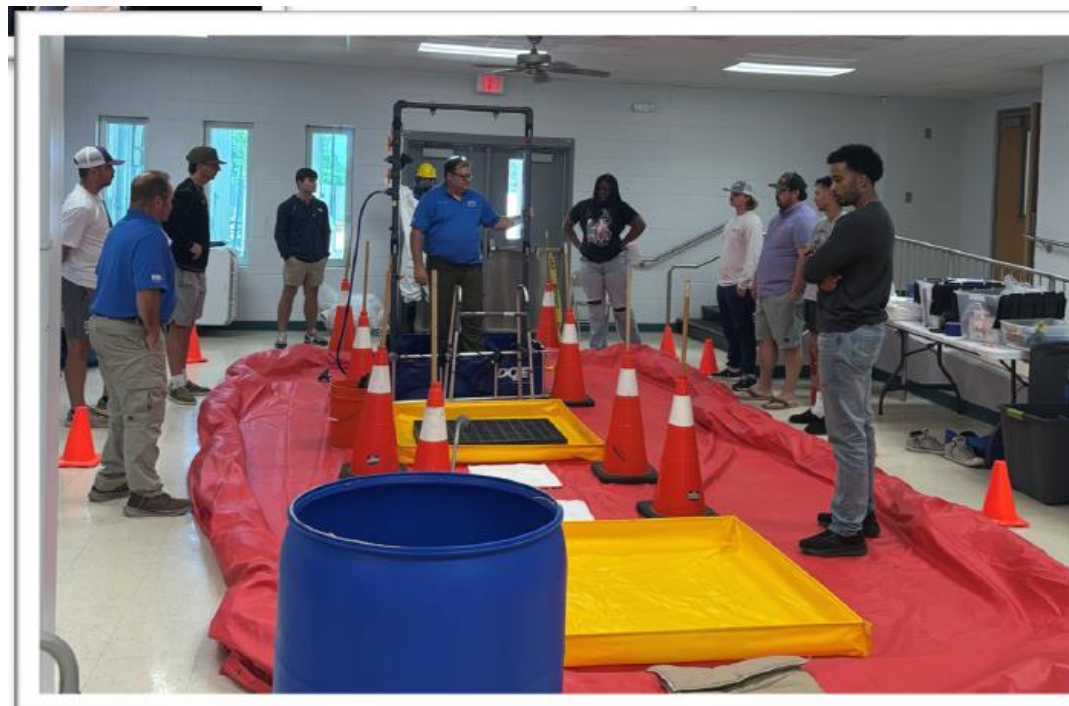
# Hazardous Waste Worker Training Program (HWWTP)

## HWWTP Metrics

<b>Over 4 million</b>	Workers trained since 1987
<b>56,156</b>	Workers trained 2025-2026
<b>3,272</b>	Courses delivered 2025-2026
<b>529,905</b>	Contact hours 2024-2025
<b>13</b>	Current award recipients

**Data as of Feb 28, 2026**

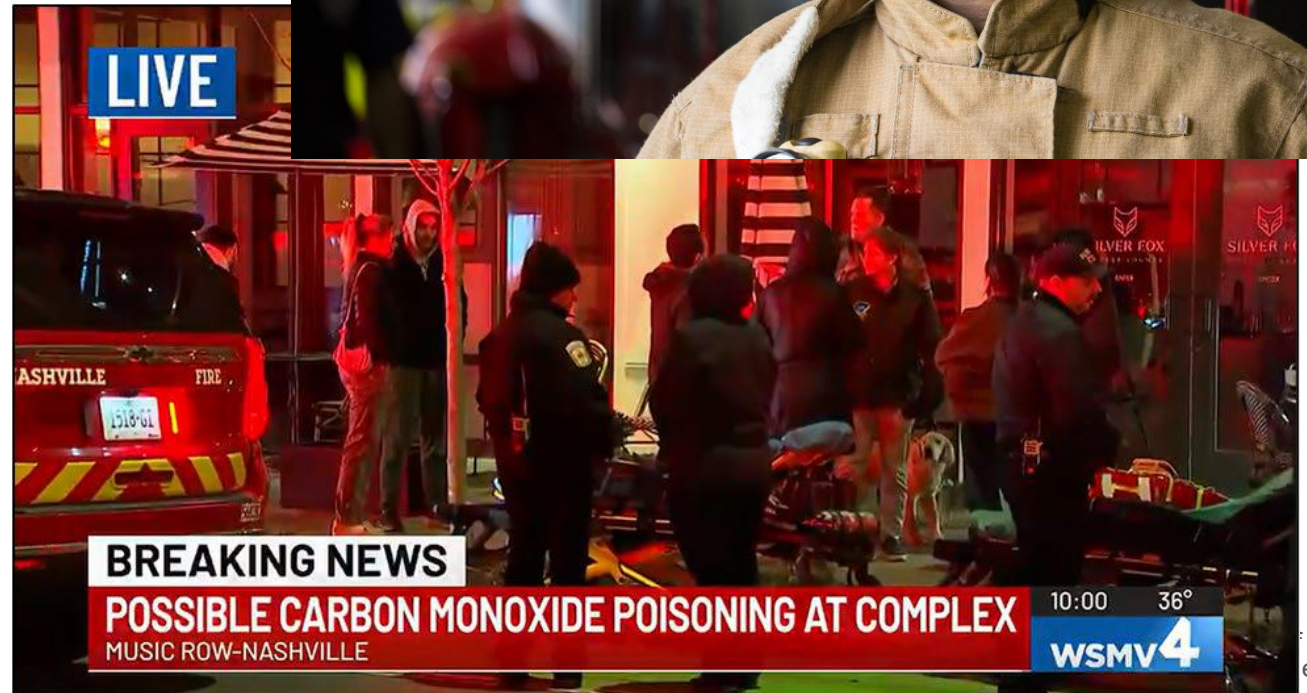
[https://www.niehs.nih.gov/careers/hazmat/training\\_program\\_areas/hwwt](https://www.niehs.nih.gov/careers/hazmat/training_program_areas/hwwt)



Nunez Community College, Chalmette, LA-Training students for roles in refinery/chemical plants (NOVA)

## HWWT Success Story

- IAFF Training for Nashville Fire Department – Incident Jan 22, 2026
- Carbon Monoxide Release in downtown Nashville TN
- From September 8-12, 2025, the IAFF delivered a Confined Space Rescue (CSR) course to 24 members of the Nashville Fire Department.



# Samples of Trainings Provided



**OSHA  
outreach**



**Electrical  
safety and  
NFPA-70**



**First aid  
and CPR**



**Site worker/  
Superfund cleanup  
and refreshers**



**Respiratory  
protection**



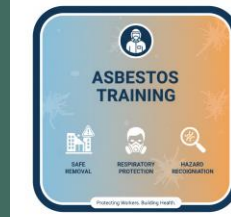
**RCRA/Industrial**



**Chemical  
emergency  
response**



**Confined  
space  
awareness  
and rescue**



**Asbestos  
abatement**



## WTP Responds to Extreme Weather Events and Disasters



WTP is part of the **National Response Framework, the National Disaster Recovery Framework, and the National Contingency Plan.**

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WTP represents a **large network** of organizations and trainers who **deliver health and safety training** and **develop resources.**

---



Disasters leave complex landscape of risks and hazards – **building local capacity for workers and communities is important.**

---

**Partnerships are crucial for success.** Award recipients can be called upon to provide high-quality, no-cost training in all 50 states.

# Environmental Career Worker Training (ECWT) Program Goals & Metrics

Delivers pre-employment and life skills training for un/under-employed individuals and helps them obtain sustainable careers in environmental cleanup and emergency response.

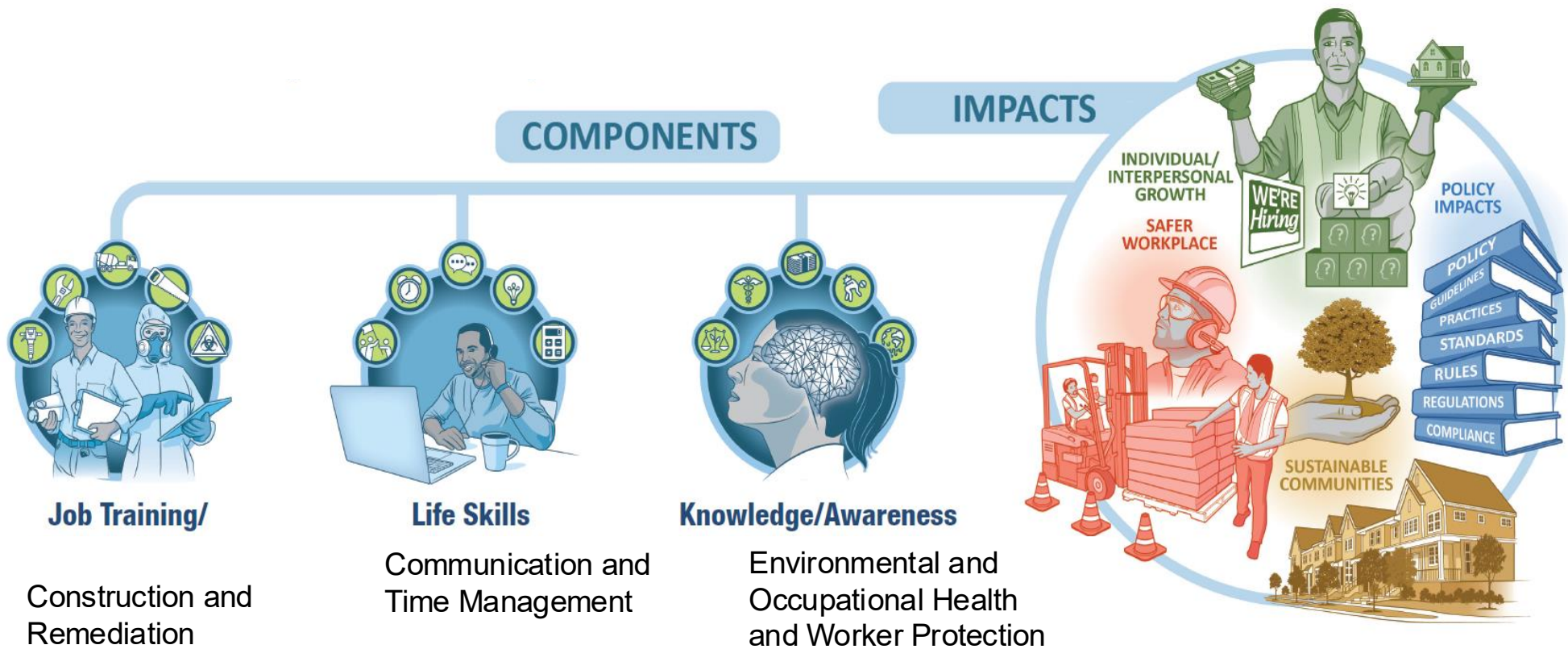
<b>16,064</b>	<b>Workers trained since 1995</b>
<b>2025-2026 Training</b>	
<b>253</b>	<b>Workers Trained</b>
<b>114</b>	<b>Courses Delivered</b>
<b>3</b>	<b>Current award recipients</b>
<b>Job Placement Rates</b>	
<b>70%</b>	<b>Overall</b>
<b>58%</b>	<b>2024-2025</b>



Environmental Career Worker Training Program:  
[niehs.nih.gov/careers/hazmat/training\\_program\\_areas/ecwtp/index.cfm](https://niehs.nih.gov/careers/hazmat/training_program_areas/ecwtp/index.cfm)

Data current as of May 2026

# ECWTP Training Components & Impacts



## ECWTP Impact Evaluation (2014 to 2022): Economic Findings



The figure shows the **approximate monetary (direct) benefits** to the economy that arose from the ECWTP's interventions. The cumulative value added over the study's duration (2014 to 2022) was calculated by summing the program's estimated direct benefits.

The ECWTP returns approximately **28X** the amount invested by the federal government back into the economy.

## ECWTP Impact Evaluation (2014 to 2022): Qualitative Findings



**Partnerships:** Between award recipients and community leaders.



**Basic life skills:** Builds confidence and empowers people.



**Societal benefits:** Gain financial stability, give back to the community, and establish new path to leadership roles.



**Supporting populations:** Women, untrained workers, and formerly incarcerated people.

“



### Building a Life and Career

The ECWT program has this sort of amazing ability to reach participants [who are] coming out of challenging situations. Whether [it's] unemployment, homelessness or correctional facilities, you are giving them tools that they can go out and use in their careers and lives.

—Principal Investigator

”

“



### Partnerships

Partnerships [with businesses] are a critical piece of the program. Partnerships provide supportive services ... and maybe they hire our graduates ... to meet the local workforce needs and demands.

—Program Coordinator

”

“



### Environmental and Societal Benefits

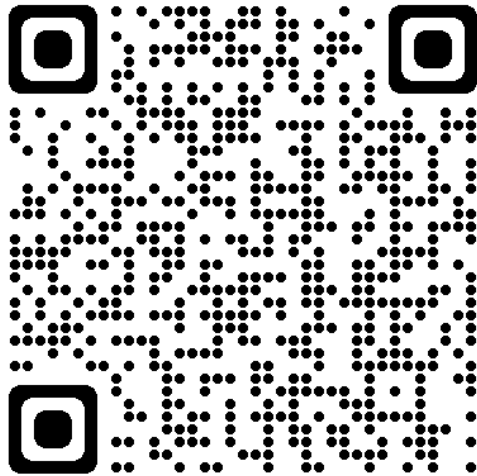
They felt empowered ... women in the profession now are going to make the changes they wanted ... for them[selves] and the people coming behind them. You, NIEHS, created a real community.

— Evaluator

”

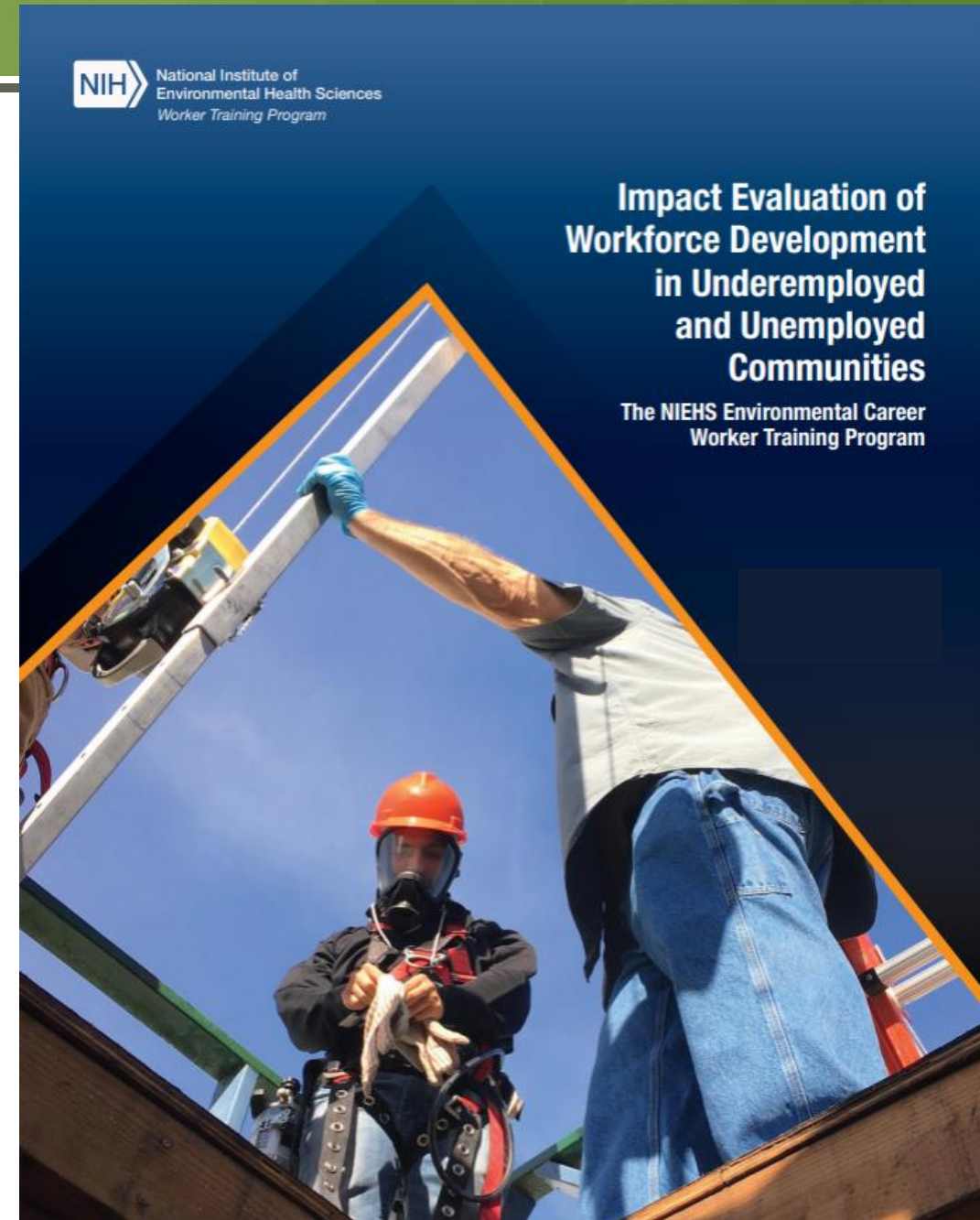
# ECWTP Impact Evaluation: Report

The ECWTP Report is available online with executive summary



QR code links to ECWTP landing page:

[https://www.niehs.nih.gov/careers/hazmat/training\\_program\\_areas/ecwtp](https://www.niehs.nih.gov/careers/hazmat/training_program_areas/ecwtp)



## Atlantic Center for Occupational Health and Safety

Carpenters recent survey



- 50% earning over \$100,000 a year and another 40% indicated they are earning over \$75,000.
- Kevin was living in public housing...previous year earning \$1,440. As a journeyman carpenter now receives full benefits...moved out public housing.

MRNY Graduates described that the training contributed to greater job stability, increased confidence, and stronger engagement in their communities.

## Center for Construction Research and Training (CPWR)



### Pre-Apprenticeship Program

Learn about a career in the trades with 200+ hours of hands-on and classroom training. Building Pathways will provide you with the knowledge and skills you need to enter and succeed in a registered union apprenticeship program.



- **Building Pathways** graduate and member of IBEW Local 103, offered a powerful **full-circle moment** for the program this year.
- While temporarily **laid off**, Suzi **reached out** to Building Pathways—not only for support, but with a desire to give back, **designed and led two hands-on workshops for the pre-apprentices.**

## *United Steelworkers Tony Mazzocchi Center (USW TMC)*

- USW TMC hosts the eight month-long Radiological Control Technician (RCT) Training at the **Portsmouth** and **Paducah DOE sites**. In 2024, **22 students graduated** from the Portsmouth class.
- USW TMC [published a video](#) in 2023 about their program successes at the USW Local 8-550 and Paducah sites.
- Junior Radiological Control Technician (JRT) training to the **Umatilla, Yakima, and Nez Perce Tribes**. The **240-hour JRT training program** emphasizes recruiting Tribal individuals, including Tribal youth, mentors, and health and safety trainers.



*Students and worker-trainers celebrate graduation for the 22 students that participated in the 2024 RCT program at the Portsmouth Site. (Photo courtesy of USW TMC).*

## WTP and Artificial Intelligence in Health and Safety Training



Using **AI to create cloud-based platforms or develop a HAZMAT specialist.**  
*(WTP SBIRs: Spectral Labs, Inc. and inXsol, LLC)*



Developing an **AI guidance document** that organizations and their trainers can use.



Planning a **two-part technical workshop series** focused on AI (May and Oct. 2026).

*WTP is committed to exploring AI as a tool to enhance training curricula and support disaster preparedness and response efforts.*



# Learning about Institutes



## Explore NIH Grant Opportunities

Researchers can use the NIH-specific filters in this search tool to quickly identify potential funding opportunities of interest in [Grants.gov](#) is the [single official source](#) for NIH grant opportunities. Use [Grants.gov Subscriptions](#) for notifications of new opportunities. Find [NIH Tips for NIH Opportunities](#).

**Filters**

Active Opportunities  Expired Opportunities

**Funding Category**

Research Training and Career D... x

[Learn more about Funding Categories](#)

**Funding Organization(s)**

NIHES x

Issuing Organization Only

**Keyword**

Quick Search

Title Only

**Research Training and Career Development Filters**

Program Type: Select... Career Stage: Select... PD/PI Citizenship Requirements:  Yes  No

[Advanced Search](#) [Research Training and Career Development](#) [Active Opportunities](#) [NIHES](#) [Clear Filters](#)

Displaying: 1-20 of 25 [Table View](#) [Detailed View](#)

Title	Issuing Organization	Participating Organization(s)	Activity Codes	Release Date	Expiration Date	Grants.gov Record
Ruth L. Kirschstein National Research Service Award (NRSA) Short-Term Institutional Research Training Grant (Parent T35)	OD	NCCIH, NEI, NHLBI, NIA, NIAAA, NIBIB, NIDCD, NIDDK, NIEHS	T35	January 2, 2025	May 8, 2028	<a href="#">PA-25-280</a>
Ruth L. Kirschstein National Research Service Award (NRSA) Institutional Research Training Grant (Parent T32)	NIH	NHLBI, NIA, NIAAA, NIAID, NIAMS, NIBIB, NICHD, NIDA, NIDCD, NIDCR, NIDDK, NIEHS, NIGMS, NIMH, NINDS, NINR, ORIP, ORWH, NBNR, NCCIH, NCI, NEI, NHGRI	T32	November 15, 2024	May 5, 2028	<a href="#">PA-25-168</a>
Summer Research Education Experience Program (R25 Clinical Trial Not Allowed)	NINDS	NEI, NIDA, NIDCR, NIEHS	R25	June 14, 2024	May 8, 2027	<a href="#">PAR-24-204</a>
Emerging Global Leader Award (K43 Independent Clinical Trial Not Allowed)	FIC	NCI, NEI, NHGRI, NHLBI, NIA, NIDA, NIDCD, NIDCR, NIEHS, NIMH, NINDS, ORWH	K43	October 15, 2024	December 4, 2026	<a href="#">PAR-24-296</a>
Emerging Global Leader Award (K43 Independent Clinical Trial Required)	FIC	NCI, NHGRI, NHLBI, NIA, NIDA, NIDCD, NIEHS, NIMH, NINDS, ORWH	K43	October 15, 2024	December 4, 2026	<a href="#">PAR-24-295</a>

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## Funding

[Back to Find a Fit for Your Research](#)

NIH Institutes, Centers, and Offices

- Fogarty International Center (FIC)
- National Center for Advancing Translational Sciences (NCATS)
- National Center for Complementary and Integrative Health (NCCIH)
- National Cancer Institute (NCI)
- National Eye Institute (NEI)
- National Human Genome Research Institute (NHGRI)
- National Heart, Lung, and Blood Institute (NHLBI)
- National Institute on Aging (NIA)
- National Institute on Alcohol Abuse and Alcoholism (NIAAA)
- National Institute of Allergy and Infectious Diseases (NIAID)
- National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS)
- National Institute of Biomedical Imaging and Bioengineering (NIBIB)
- Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)
- National Institute on Drug Abuse (NIDA)
- National Institute on Deafness and other Communication Disorders (NIDCD)
- National Institute of Dental and Craniofacial Research (NIDCR)
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK)
- National Institute of Environmental Health Sciences (NIEHS)

## National Institute of Environmental Health Sciences (NIEHS)



- On this page:**
- [Mission Statement](#)
  - [Interest Areas](#)
  - [Funding Opportunities](#)
  - [ICO Funding Policies and Considerations](#)
  - [Additional Information by Funding Category](#)

## Mission Statement

The NIEHS Mission is to research how the environment affects biological systems across the lifespan and to translate this knowledge to reduce disease and promote human health.

## Interest Areas

### General Topics

The NIEHS supports research, training and career development programs on the biological response and human health impacts of exposures from environmental sources (see [NIEHS Strategic Plan 2025-2029](#)).

- Environmental exposures include chemical, physical, and biologically derived (non-pathogenic) factors that humans can be exposed to via inhalation, ingestion, or ocular/dermal contact, individually or as mixtures.
- Research supported includes:
  - the development of technologies to assess human environmental exposures and biological impacts of exposure;
  - mechanistic understanding of exposures on biological systems including the use of environmentally derived analytes as probes of fundamental biological mechanisms;
  - epidemiological studies of the health effects of environmental exposures including the interactions between environmental and genetic factors;
  - community engaged research; and
  - the development of strategies to reduce the burden of exposure and mitigate the impacts of exposures to improve human health at the individual and population levels.
- Research must be anchored in human health relevant outcomes
  - Outcomes may be at the molecular, cellular, organ, system, organism or population level.
  - Use of computation and non-human models is allowed, provided relevance to human health is justified
- Through the Superfund Research Program, NIEHS also supports research on environmental science and engineering, including the development and validation of remediation technologies and studies of the environmental fate and transport of chemicals. This work can be removed from a direct relevance on human health and biomedical research efforts.
- Through the Worker Training Program, NIEHS supports the training of workers engaged in activities related to hazardous or radioactive materials and waste generation, removal, containment, transportation, and emergency response. This includes the development of training curricula and materials.

# NIEHS WTP Engagement is National in Scope

## WHERE WE WORK

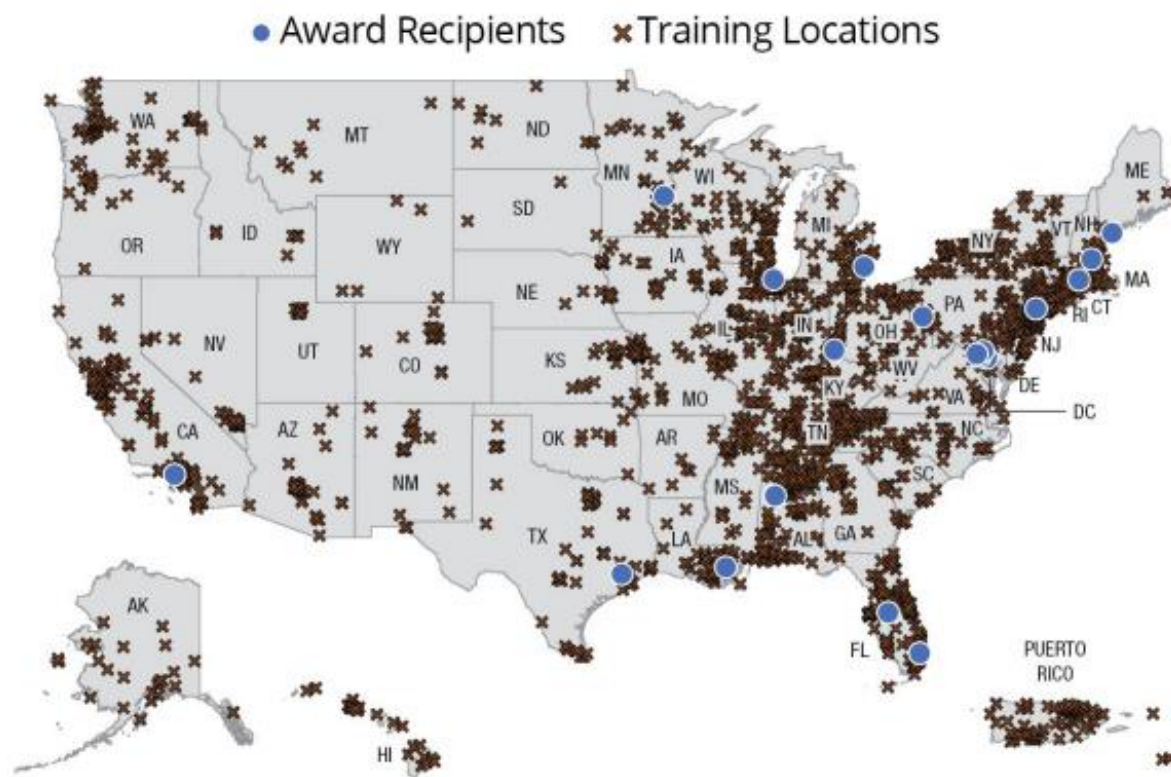
WTP supports a large network of nonprofit organizations that deliver high-quality worker health and safety training programs in **every state and U.S. territory**.

Since 1987, more than 5 million workers have received WTP-supported safety and health training.



Please use the QR code or link to learn about where we train.  
<https://www.niehs.nih.gov/careers/hazmat/locations>

## WTP Award Recipients and Training Locations (2020-2025)





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**Thank you for  
listening!**

**Any questions?**

**Sharon D. Beard**  
**([beard1@niehs.nih.gov](mailto:beard1@niehs.nih.gov))**

# Overview of EPA Brownfields Job Training Program

- **The Brownfields Job Training program is designed to:**
  - Recruit, train, and place unemployed and under-employed residents from communities impacted by brownfields.
  - Further sustainable community revitalization by ensuring that residents benefit from the revitalization and cleanup of brownfields.
  - Help graduates develop wider skill sets that improve their ability to secure full-time, sustainable employment within the larger environmental field.

# Overview of Program

- **Brownfields Job Training Program requirements:**
  - Target unemployed and under-employed individuals that are residents living in or near an area adversely impacted by the presence of brownfield sites
  - Must be an eligible entity
  - Must document that OSHA 29 CFR § 1910.120 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) training will be included in your training, and all graduates must hold a current 40-hour HAZWOPER certificate compliant with OSHA 29 CFR 1910.120(e)/1926.65
  - Must not duplicate other Federally funded environmental job training program activities
  - Must meet all other threshold criteria as outlined in Section 2 of the NOFO

# Overview of BF Job Training Grants

- **Under this funding opportunity:**

- Applicants can apply for up to \$300,000
  - Total estimated funding for FY27 is \$5-\$6 million
- The project period for these grants is three years:
  - Year 1: recruitment and screening/beginning of training
  - Year 2: continued recruitment and screening/continuation and conclusion of training
  - Year 3: placement and tracking of graduates and reporting results to EPA



Region 9, Los Angeles Conservation Corps HAZWOPER Training

# National Statistics



Current Brownfields Job Training Grantees



Past Brownfields Job Training Grantees



77 Current Brownfields Job Training Grantees

- As of February 2026, EPA has awarded 456 grants totaling over \$119 million through Brownfield Job Training Programs.
- More than 23,400 individuals have completed training and over 17,400 individuals have been placed in careers related to land remediation and environmental health and safety.
- Over the last five years, the average starting wage for these individuals is approximately \$23 per hour.

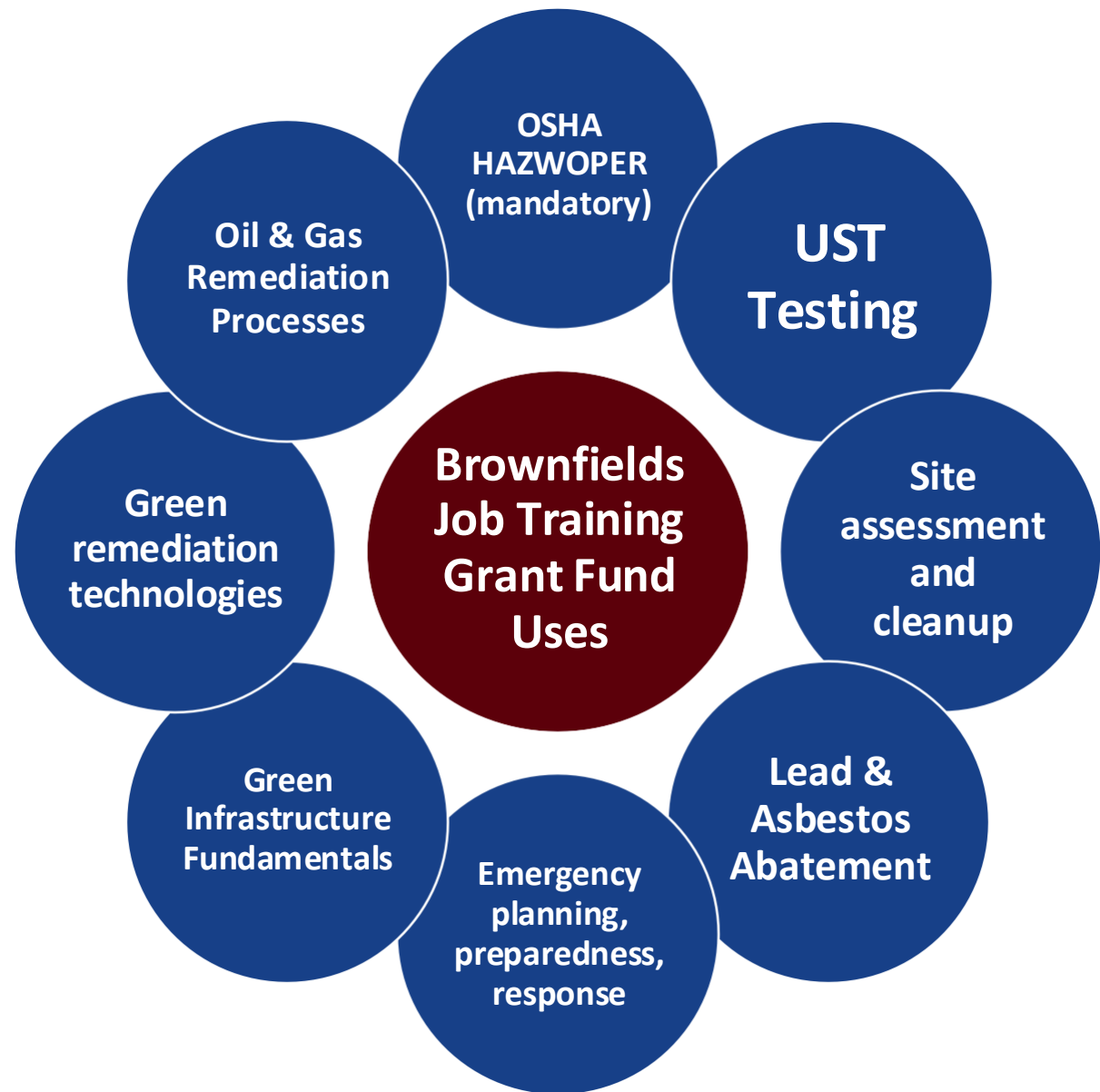


# Brownfields Job Training Coalition

## Key Features

- May be beneficial for non-lead entities that **lack the capacity** to apply for and manage their own EPA cooperative agreement and otherwise would not have access to Brownfields Grant Resources.
- May be beneficial for **City and County governments**, as this approach can expand the jurisdiction of the target area.
- Lead and non-lead entity's co-design and deliver the program and share performance accountability
- Applicants are encouraged to **include eligible community-based nonprofit organizations** as non-lead coalition members to help promote strong local engagement.
- A Memorandum of Agreement (MOA) documenting the coalition's process must be in place prior to the expenditure and draw down of any funds that have been awarded to the lead coalition member.
- One Target Area.

# Eligible Trainings With Brownfields Job Training Grant Funds




**Note:** All the above training can be delivered at awareness, intermediate, or advanced levels. Expanded descriptions of these trainings are available in the [FY27 NOFO](#), the [FAQ's](#), and the [List of Eligible and Ineligible Brownfield Job Training Courses](#) available on the [Brownfields Job Training page](#).

# Uses of Grant Funds



Region 4, Durham North Carolina- Job Training

 **Note:** Section 3.A.2. of the FY27 NOFO provides a list of additional types of direct programmatic costs associated with implementing a Brownfields Job Training program that are eligible uses of grant funds

- **Additional eligible uses of grant funds:**

- Personnel costs for instructors to conduct training, fringe benefits, and/or tasks associated with programmatic reporting requirements
- Costs for screening and placement of students
- Costs associated with health exams, drug testing, licensing fees
- Costs for training materials and work gear associated with the training curriculum
- Outreach activities directed toward engaging prospective employers to be involved in the job training program and to hire graduates
- Participation Support costs

# Use of Grant Funds

- **Grant funds may NOT be used for:**
  - Training in general construction skills and trades
  - Life skills or education activities, such as resume writing, remedial math and reading classes, interview skills, etc.
    - EPA encourages applicants to leverage this training through outside funding
  - Administrative or indirect costs in excess of 5% of total EPA funding

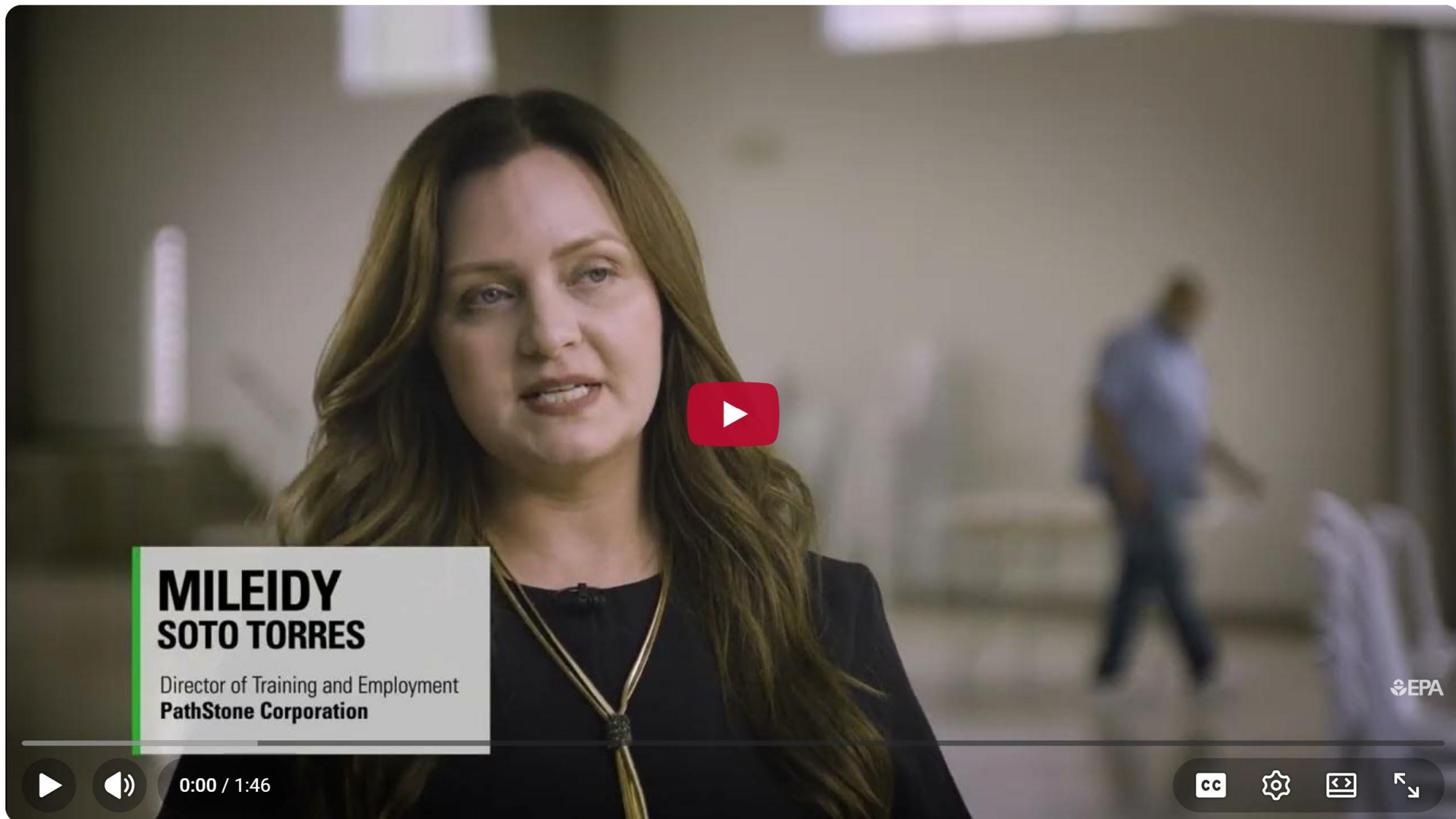


**Note:** Section 3.A.4. of the FY27 NOFO provides a more illustrative list of ineligible uses of grant funds

# EPA Resources

- FY 2027 Brownfields Job Training Grant Guidelines: [FY27 BFJT grant solicitation page](#)
- FY 2027 Brownfields Job Training Frequently Asked Questions: [https://www.epa.gov/system/files/documents/2024-05/fy25-bf-jt-faqs\\_may24.pdf](https://www.epa.gov/system/files/documents/2024-05/fy25-bf-jt-faqs_may24.pdf)
- EPA Brownfields Job Training Grants: Interested in Applying for Funding: <https://www.epa.gov/brownfields/interested-applying-brownfields-job-training-funding>
- List of Eligible and Ineligible Brownfield Job Training Courses: <https://www.epa.gov/brownfields/list-eligible-and-ineligible-brownfield-job-training-courses>





# MILEIDY SOTO TORRES

Director of Training and Employment  
**PathStone Corporation**



0:00 / 1:46



# **EPA & WTP Resources and Technical Assistance**

***Roundtable - How We Help***

***Matt Wosje, EPA***

***Blase Leven, KSU***

***Kenda Freeman and Sharon Beard, NIEHS***



# Brownfields Job Training Support

The U.S. EPA Brownfields and Land Revitalization Program can provide coordinated technical assistance to help plan, prepare, and strengthen local Brownfields Job Training (BFJT) programs. The three complementary support channels described below can help guide an organization from pre-application through program design and capacity building. For more information on the U.S. EPA Brownfields and Land Revitalization Program, visit: [www.epa.gov/brownfields](http://www.epa.gov/brownfields)

## EPA Regional Coordinators

Explain rules, requirements, compliance, and official guidance, including:

- Confirm eligibility or application requirements.
- Clarify grant conditions, deadlines, threshold items, or allowable costs.
- Address reporting and compliance issues.
- Understand regional funding priorities or opportunities.



## Regional Technical Assistance to Brownfields (TAB) Providers

Share perspectives on brownfields, job training connections and application support, including:

- Guidance on navigating the application process.
- Review of draft applications.
- Review training course descriptions.
- General questions about brownfields in your region.
- Connections to regional resources or partners.



## BFJT Technical Assistance

Build capacity for program design, implementation and best practices, including:

- Curriculum planning.
- Employer engagement and partnership development.
- Tracking outcomes, data collection, and performance metrics.
- Program Sustainability planning.
- Access to tools, templates.
- Individualized 1-on-1 consultations for tailored support.

Note: Assistance related to implementation support is not available to applying entities during an open Notice of Funding Opportunity.



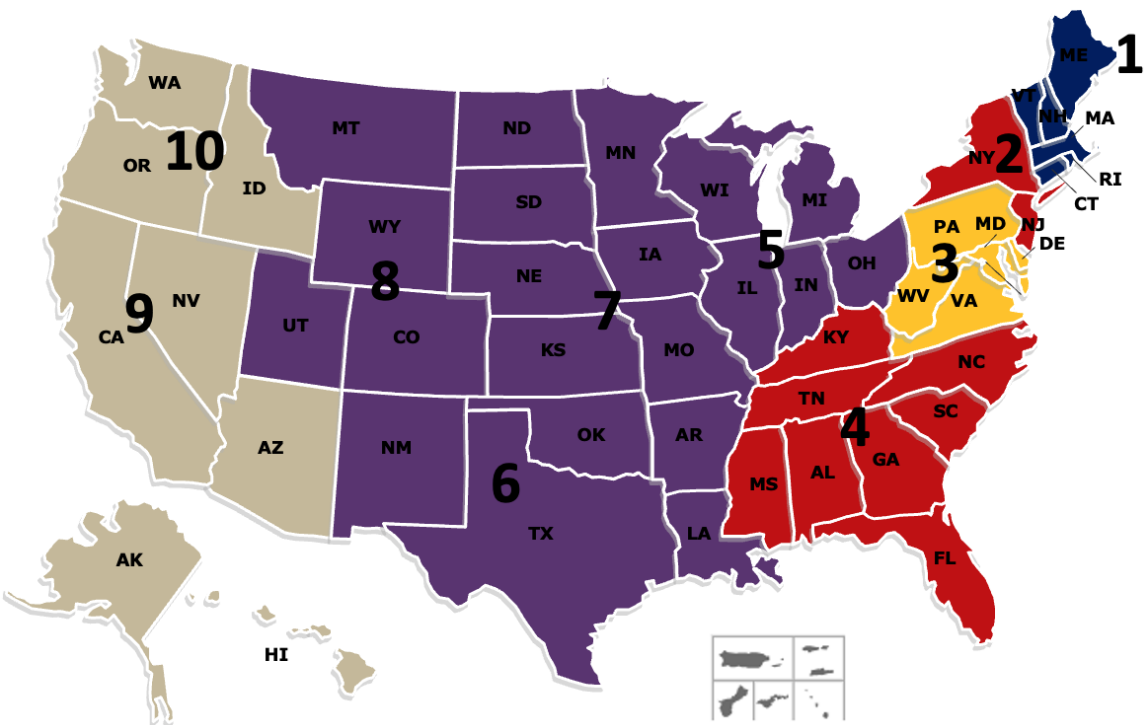
TETRA TECH



# Technical Assistance Resources

- **Professional Learning Community Call - open to everybody**
  - Hosted by EPA Technical Assistance Provider Tetra Tech/Adaapta
  - View past recordings here: <https://www.epa.gov/brownfields/brownfields-job-training-grants-professional-learning-community>
  - Held monthly on Wednesday afternoons
  - To be included on the invites for future PLC calls, submit an [inquiry form](#) and state in the "Inquiry" field a request to "Add me to future PLC call invites."
- **Past Job Training Webinars**
  - <https://www.epa.gov/brownfields/brownfields-job-training-grants-webinars>

# EPA's Technical Assistance to Brownfields (TAB) Providers



## What is TAB?

- A national program funded by U.S. EPA
- Assist communities and tribes with the brownfield assessment, cleanup and redevelopment process
- Planning, environmental and economic development expertise
- Dedicated TAB services provider for each EPA region & a dedicated TAB services provider for all federally recognized Tribes & Alaska Native villages
- Services provided are **FREE** and tailored to address specific community needs
- Webinars, workshop, e-tools (e.g., BiT, TAB EZ) and online resources
- And much, much more...

## Who are the TAB Service Providers?

[University of Connecticut](#) – EPA Region 1

[New Jersey Institute of Technology \(NJIT\)](#) – EPA Regions 2 & 4

[Mid-Atlantic TAB](#) – EPA Region 3

[Kansas State University \(KSU\)](#) – EPA Regions 5, 6, 7, & 8

[Center for Creative Land Recycling \(CCLR\)](#) – EPA Regions 9 & 10

[KSU – ITEP – ANTHC](#) – Tribal TAB



# Tribal TAB

Provides free technical assistance to:

- All federally recognized Tribes
- Alaska Native Villages
- Other Tribal entities

Collaborative partnership between:

**KANSAS STATE**  
UNIVERSITY

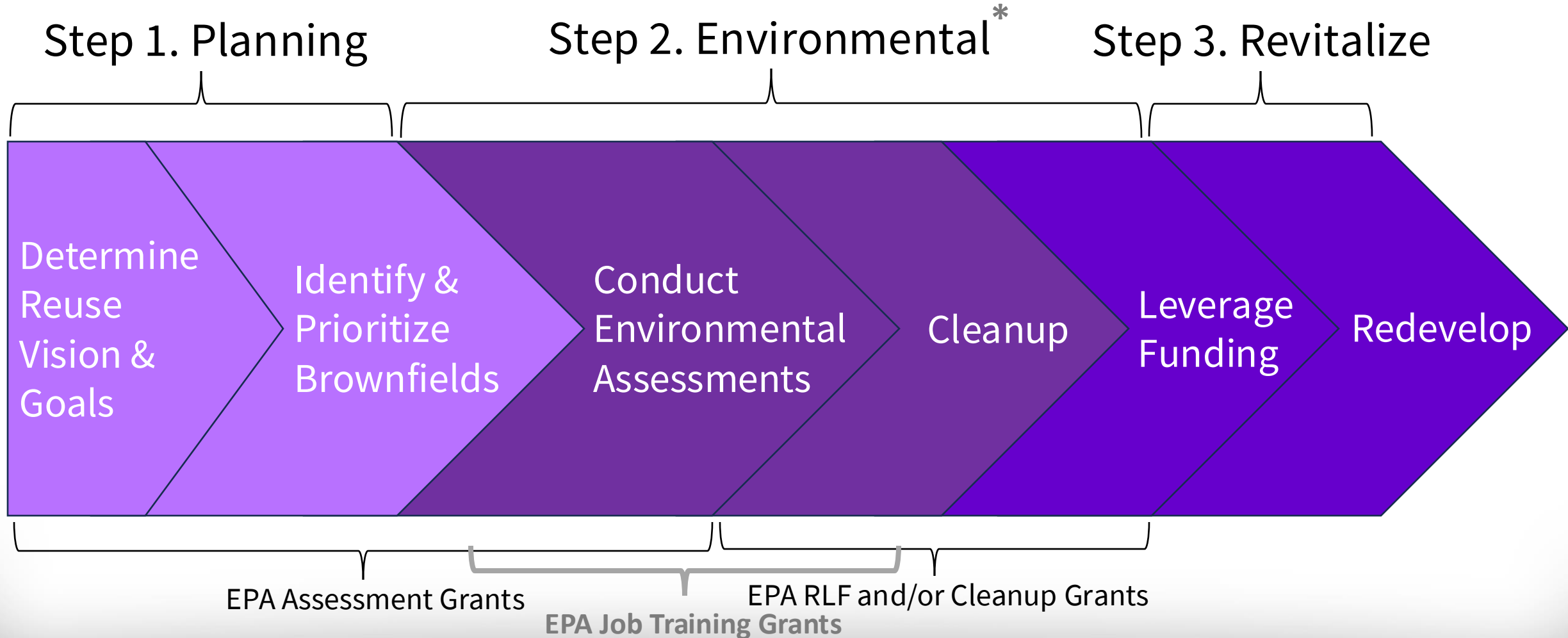


ALASKA NATIVE  
TRIBAL HEALTH  
CONSORTIUM



[tribaltab.org](http://tribaltab.org)

# Connections to Local/Tribal Brownfields Contacts



\* Environmental Technicians, either employed by grant recipients or contractors, typically perform much of the work, especially for Step 2

# Have TAB Review Your BJT Application!

## Regional TAB BFJT Points of Contact

Region	TAB Provider	Point of Contact
Region 1 (CT, ME, MA, NH, RI, and VT)	University of Connecticut	<a href="mailto:randi.mendes@uconn.edu">Randi Mendes</a> randi.mendes@uconn.edu
Region 2 (NJ, NY, PR, and VI)	New Jersey Institute of Technology	<a href="mailto:jm9494@njit.edu">Jessica Miller</a> jm9494@njit.edu
Region 4 (AL, FL, GA, KY, MS, NC, SC, and TN)		<a href="mailto:cailyn.l.bruno@njit.edu">Cailyn Bruno</a> cailyn.l.bruno@njit.edu
Region 3 (DE, DC, MD, PA, VA, and WV)	West Virginia University	<a href="mailto:carrie.staton@wvu.edu">Carrie Staton</a> carrie.staton@wvu.edu
Region 5 (IL, IN, MI, MN, OH, and WI)	Kansas State University	<a href="mailto:roxanderson@ksu.edu">Roxanne Anderson</a> roxanderson@ksu.edu
Region 6 (AR, LA, NM, OK, and TX)		<a href="mailto:scottnight@ksu.edu">Scott Nightingale</a> scottnight@ksu.edu
Region 7 (IA, KS, MO, and NE)		<a href="mailto:maggiejessie@ksu.edu">Maggie Belanger</a> maggiejessie@ksu.edu
Region 8 (UT, MT, WY, CO, ND and SD)		
Region 9 (AZ, CA, HI, NV, AS, and GU)	Center for Creative Land Recycling	<a href="mailto:claire.weston@cclr.org">Claire Weston</a> claire.weston@cclr.org
Region 10 (AK, ID, OR, and WA)		

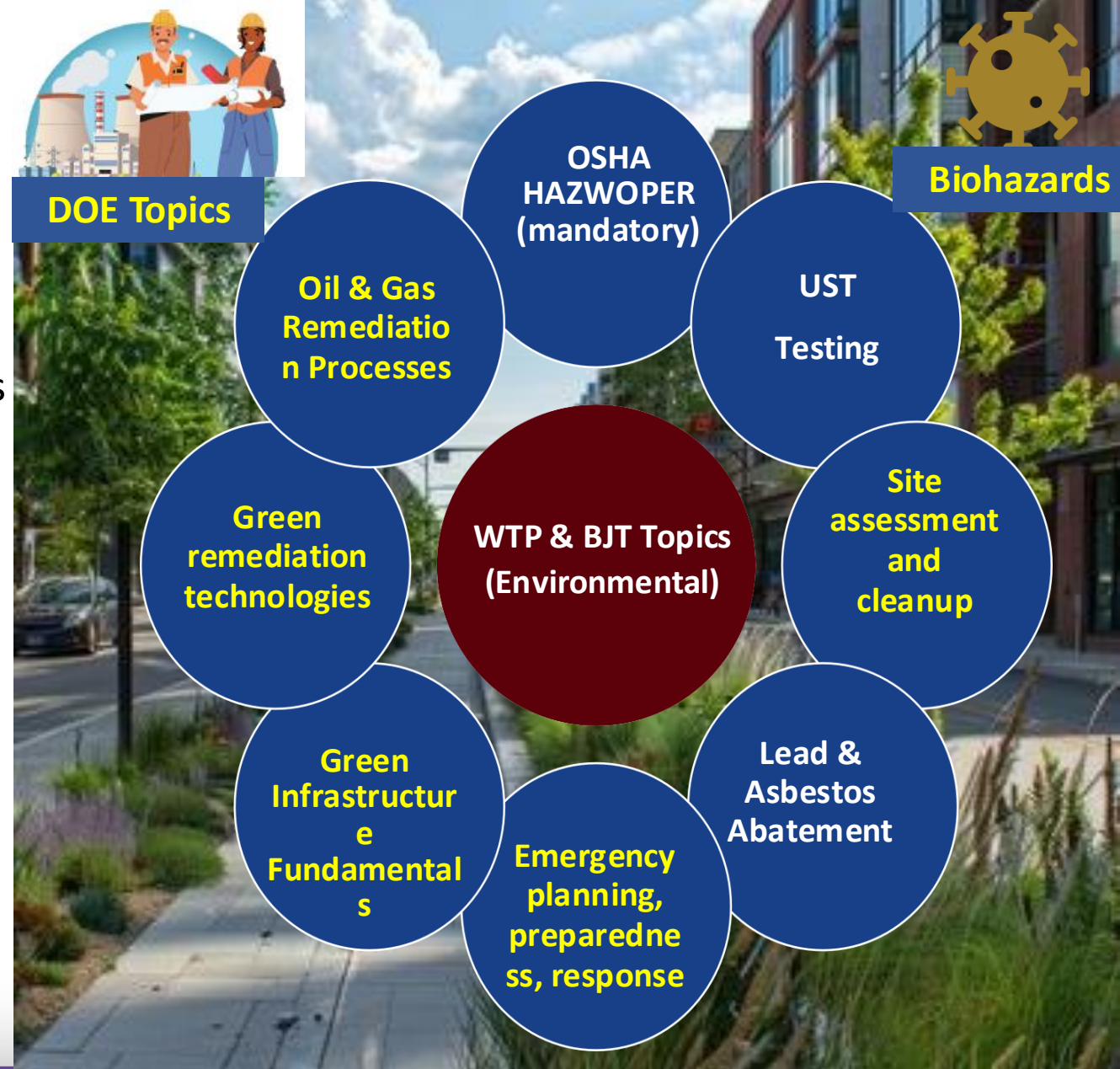
Check out TAB's May 2026 webinar on [Crafting Compelling Brownfields Job Training Grant Applications](#)

# Review of Training Course Descriptions & TAB Expertise

TAB can review all trainings proposed in a Brownfields Job Training application

KSU has expertise and can conduct one-time workshops on select BJT and WTP topics, including:

- GIS and databases for inventorying and prioritizing sites for restoration and redevelopment; and solar, active transportation, and other re-uses
- Community involvement
- Nature-based solutions for eco restoration, long-term control, green infrastructure, etc.
- Preparing sites for resilient/healthy uses, regenerative agriculture, and other uses

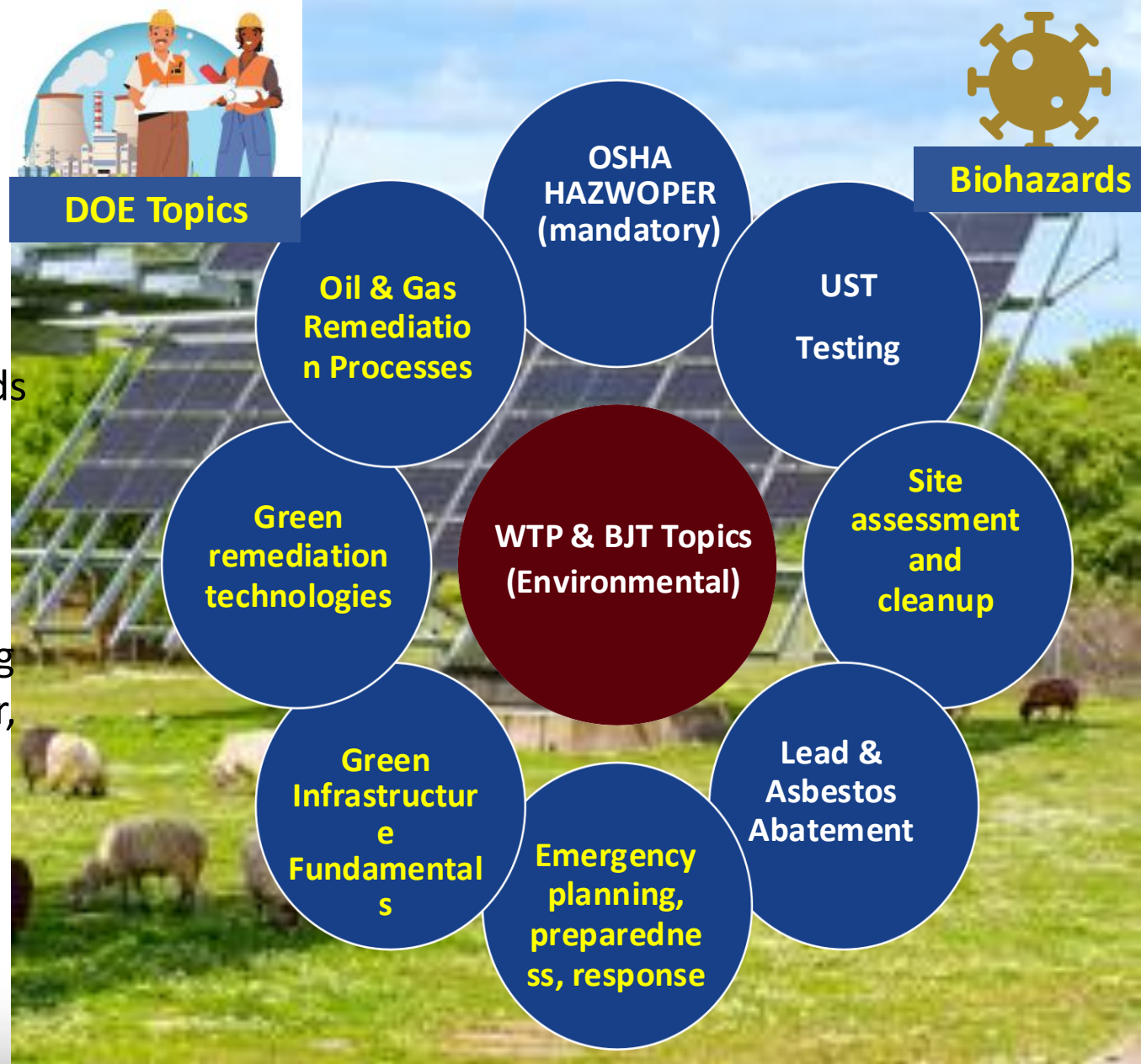


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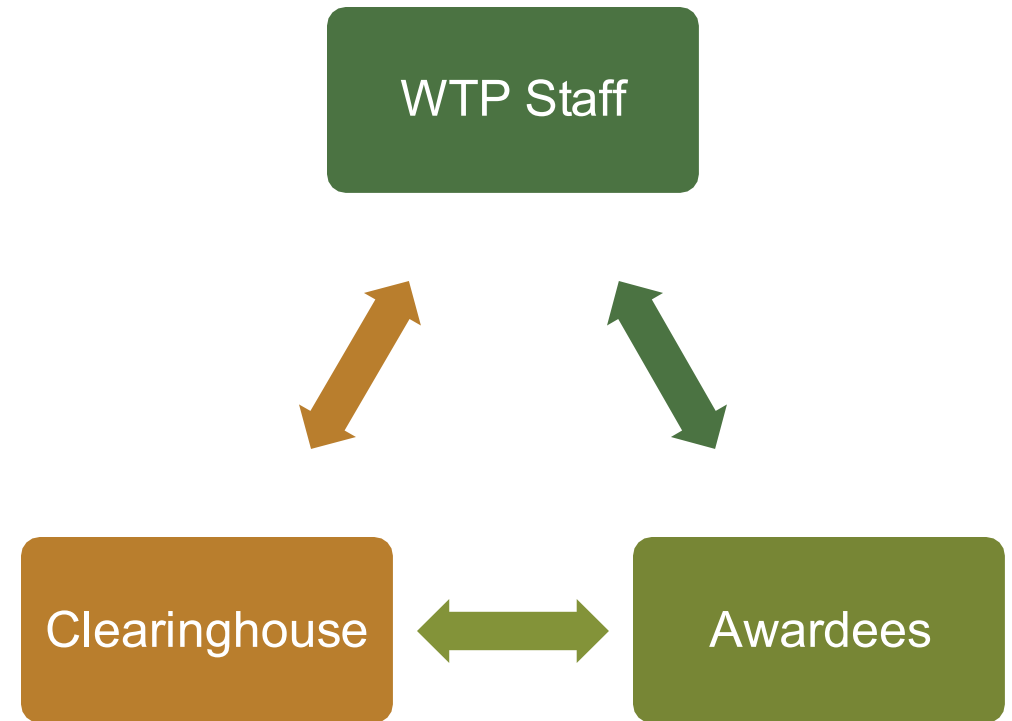


National Institute of Environmental Health Sciences  
*Your Environment. Your Health.*

# **NIEHS WTP National Clearinghouse for Worker Safety and Health Training**

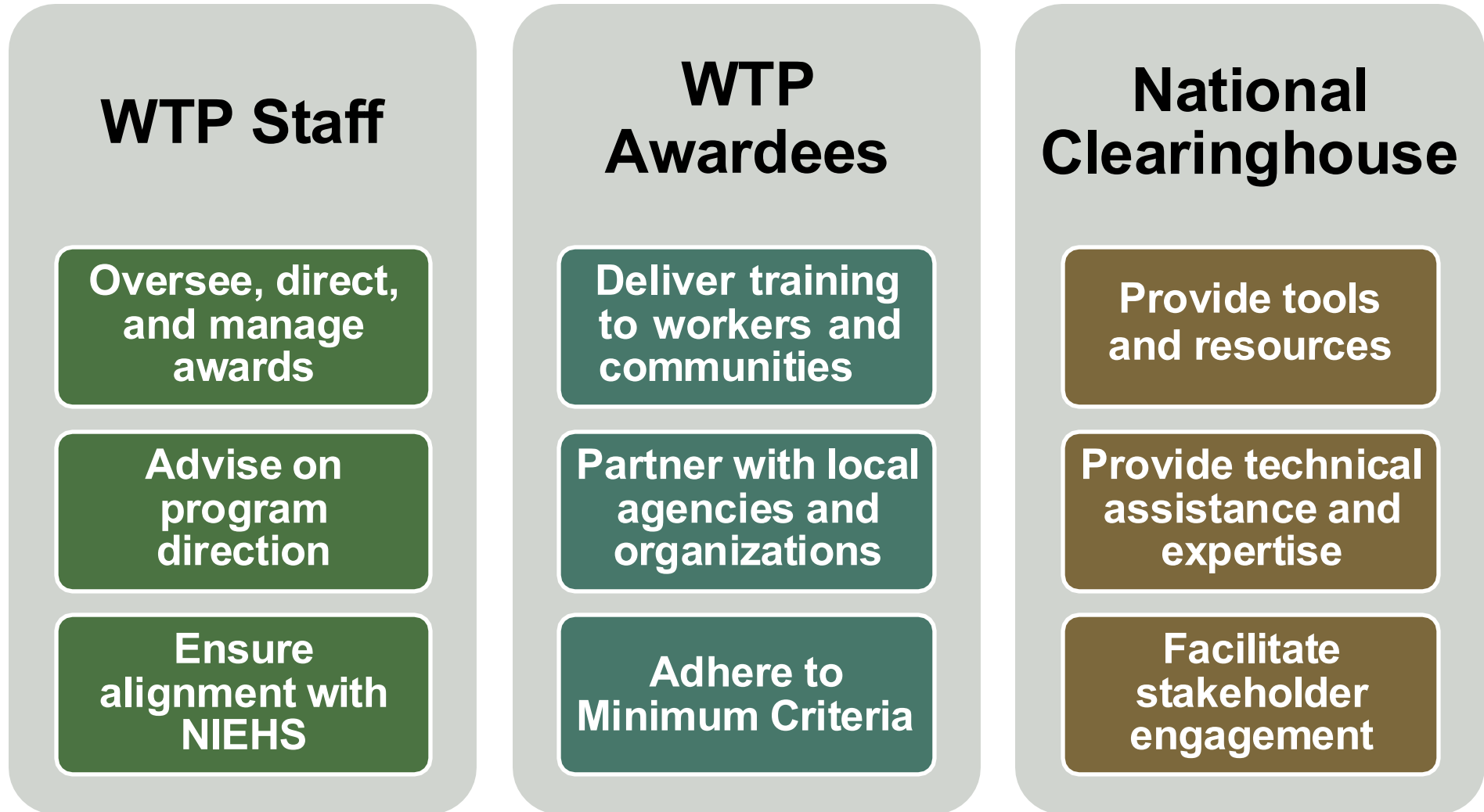
## WTP National Clearinghouse for Worker Safety and Health Training

- Clearinghouse was **established in 1990**.
- Clearinghouse **operated via contract** between NIEHS and MDB, Inc.
- **Trusted partner** for WTP staff and awardees.
- **Skilled team** with expertise in event logistics, communications, and more.
- Crucial for **strategic operations, stakeholder engagement, and creation and distribution of program materials**.



WTP operates as a collaborative ecosystem of WTP staff, awardees, and the National Clearinghouse.

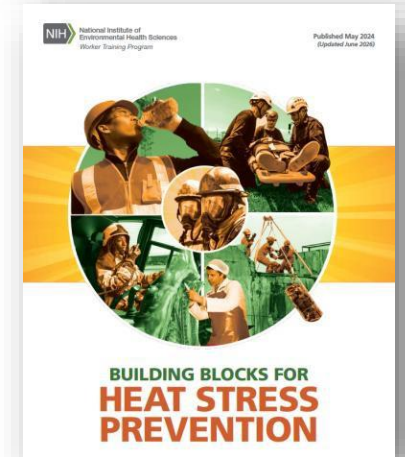
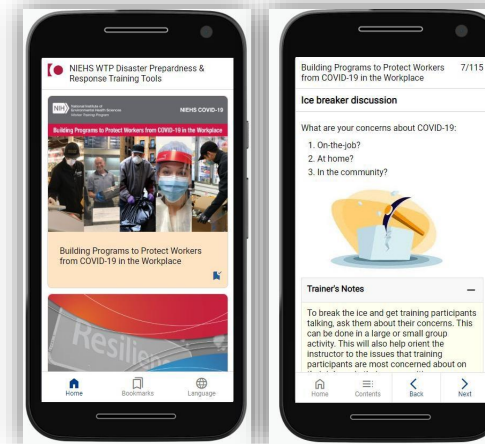
# WTP: The Whole is Bigger than the Parts



# Clearinghouse Resources

- Expertise for **needs assessments, development, and evaluation** of training resources.
- **Online repository** of training curricula, booklets, fact sheets, reports, and more.
- Some tools available in up to **six languages**.
- **Timely distribution** of news and resources to respond to extreme weather events.

<https://tools.niehs.nih.gov/wetp/>



**Trainers can use these tools to deliver health and safety training to workers and communities.**

# Health, Safety, & Disaster Tools

- Biological/ infectious agents
- Chemical incidents
- Earthquakes
- Extreme heat and extreme weather events
- Debris removal
- Fentanyl, opioids, meth lab response



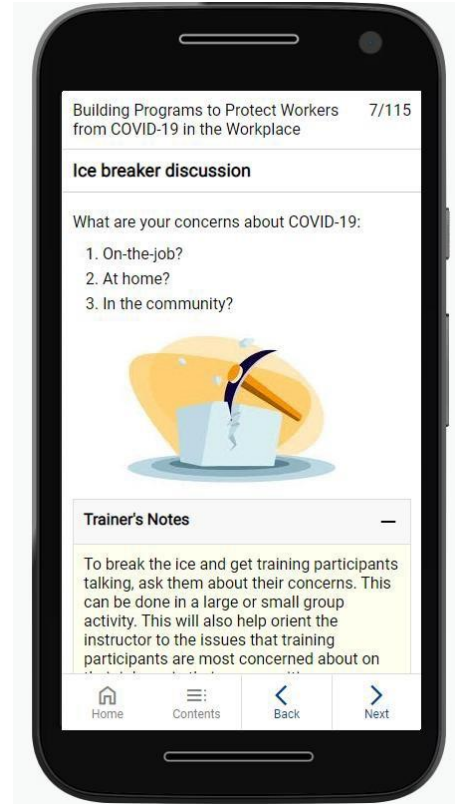
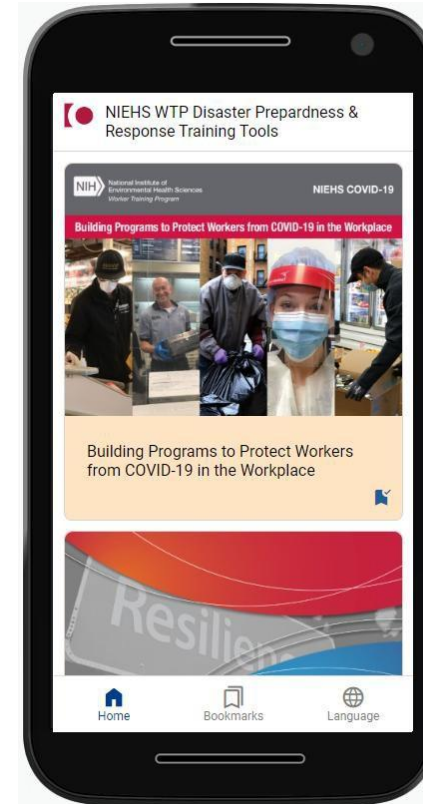
- Flooding
- Hurricanes
- Responders and community resilience
- Terrorist attacks
- Wildfires



*Scan QR code to access all our disaster preparedness and response tools!*

## Training Tools & Mobile App

- Training tools are available in PowerPoint slides, booklets, and mobile app.
- Mobile app (launched in June 2023) facilitates easy access to all training tools, especially in areas with limited internet service.



Download the app:  
<https://tools.niehs.nih.gov/wetp/disasterapp/>

# Fact Sheets, Technical Briefs, & Reports

Fact sheets share health and safety tips with workers and communities. Reports share state of science, policies, and training needs or gaps.

**NIH** National Institute of Environmental Health Sciences  
Washer Training Program

**URBAN FLOODING:**  
Hazards and Tips for Prevention

*This fact sheet is intended for workers, homeowners, and business owners interested in flooding in urban areas.*

Flooding in urban areas has become more common due to the rising number of hurricanes and other extreme weather events. These flooding events are linked to high rates of rainfall that overloads urban systems' capacity for excess water.

Flooding events can be extremely dangerous, especially fast-moving water that rapidly fills streets, homes, and buildings before people can safely evacuate. Some urban communities experience repeated flooding events which can be stressful for homeowners due to the financial strain, emotional stress, and hardships of temporarily living in a damaged home.

Cleanup and repairs after flooding can expose people to a variety of hazards, all of which can be avoided. This fact sheet provides some tips to help workers and homeowners protect themselves during or after urban flooding events.

**What health hazards should I be aware of during or after a flood?**

**Structural hazards:**

- Trauma from tripping, falling, stepping on sharp objects, and using chainsaws. Broken bones, severe head injuries, and lacerations may be caused by falling debris from unstable structures, nails, working on ladders, or improper use of equipment.
- Burns and electrocution from live electrical wires. The burns and damage from electricity can cause severe skin damage and even death.

**Harmful exposures:**

- Carbon monoxide in the air when using gas-powered equipment indoors, such as power washers, without good ventilation. Carbon monoxide poisoning can lead to serious medical problems and death.
- Infectious agents carried in contaminated floodwater. Sewage backups can contaminate floodwaters which collect in structures below the ground. This water may contact open wounds, causing skin infections, or be swallowed accidentally, causing vomiting or diarrhea.
- Mold can lead to or worsen lung health issues like asthma and chronic obstructive pulmonary disease. Chronic, unresolved mold can lead to mold growth on walls and furniture in flooded spaces. Mold spores can spread in the air and be breathed in when cleaning spaces.
- Toxic chemicals, like gasoline, oil, or industrial toxins can cause skin irritation or other problems if inhaled.

**NIH** National Institute of Environmental Health Sciences

**Protecting Yourself While Removing Post-Disaster Debris from Your Home or Business**

**Debris removal guidelines**  
In efforts to expedite the debris removal process, please follow these rules:

- Placing debris near or on trees, poles or other structures makes removal difficult. This includes fire hydrants and meters.
- Debris should be placed curbside.
- Debris should not block roadway.

**Debris separation**  
Please separate debris into the six categories, shown below:

- Electronics:** Television, computer, stereo, phone, DVD player.
- Large Appliances:** Refrigerator, washer/dryer, air conditioner, stove, water heater, dishwasher.
- Hazardous waste:** Oil, battery, pesticide, paint, cleaning supplies, compressed gas.
- Vegetative debris:** Tree branches, leaves, logs, plants.
- Construction debris:** Building materials, drywall, lumber, carpet, furniture, plumbing.
- Household garbage:** Bagged garbage, discarded food, paper, packaging.

Do not leave doors unsealed or unsecured.

**FEMA** www.fema.gov

**Alabama FEMA** www.fema.alabama.gov

**US Army Corps of Engineers** www.usace.army.mil

US Army Corps of Engineers

**NIH** National Institute of Environmental Health Sciences

**NIEHS Disaster Recovery**  
MOLD REMEDIATION GUIDANCE  
Health and Safety Essentials for Workers, Volunteers, and Homeowners

Photo courtesy of Jonathan Rosco

**US Army Corps of Engineers**

## For more info, contact:



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WTP Director  
[beard1@niehs.nih.gov](mailto:beard1@niehs.nih.gov)



**Kenda Freeman**  
Clearinghouse Co-Deputy Director  
[kenda.freeman@nih.gov](mailto:kenda.freeman@nih.gov)



# Grantee / Awardee Spotlights

*Alexandra Hughes, Eco Ed Impact*

*David Casavant, Sustainable Workplace Alliance*

# 1 **WACK!** FROM FIRST-TIME APPLICANT TO FUNDED GRANT WRITER

- THIS IS MY STORY:**
- ♥ 25+ Years as an Educator
  - ♥ Nonprofit Founder Since 2016
  - ♥ Passionate About Environmental & Family Sustainability
  - ♥ First-Time Applicant
  - ♥ Curious, Determined, Committed

My journey from self-doubt to submission to success! ♥



♥ If you're a first-time applicant, you belong here. You have experience. You have purpose. You have something worth funding. **YOU CAN DO THIS!** ♥



♥ From doubt to determination... From hesitant to funded... From "me?" to "me too!" **THIS ISN'T JUST MY STORY. IT COULD BE YOURS TOO.** ♥

2

# AACK! WHO AM I?

An Educator. A Nonprofit Founder. A Mission-Driven Leader.

I believe in the power of education, community, and sustainability to create lasting change.



## 25+ YEARS AS AN EDUCATOR

- Dedicated to teaching, mentoring, and empowering students and families.
- Passionate about creating opportunities for others to grow and succeed.



## NONPROFIT FOUNDER SINCE 2016

- Founded a 501(c)(3) nonprofit focused on Environmental & Family Sustainability.
- Creating programs and resources that strengthen families and protect our planet.



## MISSION-DRIVEN LEADER

- Committed to building partnerships, mobilizing communities, and creating lasting impact.
- I lead with purpose, faith, and heart.



I don't just teach about change... I work every day to make it happen.



THIS IS WHO I AM. THIS IS WHY I DO WHAT I DO.



3

# AACK! THIS WAS ME

## Alexandra: The First-Time Applicant

Excited about the opportunity...  
but doubt showed up loud and early.

1 I've never done this before.  
Grant writing is for experts, not me.

2 What if I make mistakes?  
I don't want to waste anyone's time.

3 What if my application isn't good enough?  
What if they think it's not worth funding?

4 What if they choose someone more qualified?  
I'm just a teacher leading a nonprofit.

**VOICES IN MY HEAD:**

- ✓ Imposter Syndrome
- ✓ Overthinking
- ✓ Comparison
- ✓ Fear of Rejection
- ✓ Not Enough Time
- ✓ Too Many Unknowns

Sound familiar?  
You're not alone.



GRANT APPLICATION

One step at a time.  
I can do this!

PLAN WRITE IMPACT

OUR MISSION:  
Environmental & Family Sustainability

Doubt doesn't mean you're not ready.  
It means you're about to do something new.

FAITH FOCUS FOLLOW THROUGH

ROOTED IN PURPOSE  
DRIVEN BY IMPACT

CAFFEINE COURAGE PURPOSE

PLANNING  
STORYTELLING  
DATA & IMPACT  
COMMUNITY

If you've ever had these thoughts, you're exactly who this presentation is for.  
**YOU BELONG HERE.**

4

# THE BIGGEST OBSTACLE WASN'T THE APPLICATION— IT WAS SELF-DOUBT.

## WHAT HELD ME BACK: ME



Doubt told me I wasn't ready.



Overthinking made everything feel too complicated.



Comparison made me feel like I wasn't enough.



Fear of rejection made me want to stay small.



I convinced myself I didn't have enough time.



I had to quiet the doubt so I could hear my purpose.

I SHIFTED MY FOCUS TO THE PROCESS.

## THE APPLICATION: MANAGEABLE

- ✓ A series of questions with a purpose.
- ✓ Clear instructions to guide you.
- ✓ An opportunity to share your mission and impact.
- ✓ Reviewers want to understand your work and how it helps.
- ★ YOU CAN DO THIS. One step at a time.

Progress, not perfection.

You don't have to be perfect to be funded.



COURAGE  
CLARITY  
CONFIDENCE

FOCUS  
PREPARE  
BELIEVE  
SUCCEED

The application wasn't the problem. MY MINDSET WAS.



5

# AACK! I ALREADY HAD THE SKILLS!

I didn't need to become someone new. I just needed to use what I already knew.

## TEACHER SKILLS



Lesson Planning became Project Planning



Classroom Management became Managing Projects



Communication became Writing Clearly



Assessing Students became Evaluating Needs



Building Relationships became Building Partnerships



Encouraging Growth became Creating Impact



Different setting.  
Same purpose.  
Greater impact.

## THAT'S GRANT WRITING!



Plan with Purpose  
Understand the goals and map the work.



Engage Stakeholders  
Bring the right people together.



Write with Clarity  
Tell your story in a way that connects.



Assess & Analyze  
Identify needs and back them up.



Build Partnerships  
Collaboration strengthens your proposal.



Create Lasting Impact  
Change lives. Strengthen communities.

I was already prepared. I just had to believe it.

THE SKILLS WERE ALREADY IN ME.

TEACHER. LEADER. CHANGE MAKER.

PLAN

ENGAGE

TEACH

EMPOWER

TRANSFORM

SKILLS HEART PURPOSE

What I did in the classroom, I now do in the community.

Experience isn't just valuable—it's fundable.

PURPOSE PEOPLE POSSIBILITIES

You already have the skills. You already have the purpose. Now go claim the funding.

# YOU ARE MORE READY THAN YOU THINK!

6

# AACK! MY SODA LINE JOURNEY

From curiosity to submission to award! ❤️

## 1 CURIOUSITY

I saw an opportunity, and something in me said, "Let me learn more."



- ❤️ Explored the opportunity.
- ❤️ Read every detail.
- ❤️ Prayed, reflected, and aligned it with our mission.

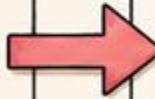


## 2 SUBMISSION

I prepared with purpose, stayed focused, and put our best work forward.



- ❤️ Answered every question with care.
- ❤️ Told our story with clarity and data.
- ❤️ Submitted with confidence and hope.



## 3 AWARD

The email came... WE WERE FUNDED!



- ❤️ Validation of our mission.
- ❤️ Resources to create real impact.
- ❤️ Fuel to keep building a better future.

AND SO IT BEGINS! ❤️

One opportunity. One decision to try. One step of faith. **ONE JOURNEY THAT CHANGED EVERYTHING.**

# 7 AACK! You Can Do This Too!

Believe in yourself. Believe in your mission. Take the leap. ♥

## FINAL TAKEAWAYS

- ♥ Believe in your **mission**.
- ♥ **Start** before you're ready.
- ♥ Your **experience** matters.
- ♥ Your **community** matters.
- ♥ Every successful grant writer was once a **first-time applicant**.

## CLOSING QUOTE

“ I wasn't awarded funding because I was a professional grant writer.  
 I was awarded funding because I believed in my mission enough to try. ”

## FINAL WORD

If you're sitting here wondering whether you should apply, my answer is simple:

**APPLY.** ♥



♥ Your mission matters. Your community matters. You matter. ♥  
**GO MAKE AN IMPACT!**

# Building a Stronger Brownfields Job Training Application

David Casavant: Principal Investigator, Sustainable Workplace Alliance

Lessons from the field: How partnering with the NIEHS Worker Training Program grantees stretches every dollar of your EPA BJT award.



**A grantee perspective**

Dual EPA BJT + NIEHS WTP grantee

# Partner with the NIEHS Worker Training Program

A powerful partner in building a safer, stronger environmental workforce.

 **EPA**  
BROWNFIELDS  
JOB TRAINING

 National Institute  
of Environmental  
Health Sciences  
**WORKER TRAINING  
PROGRAM**



**WORKFORCE  
DEVELOPMENT**



**HEALTH & SAFETY  
TRAINING**



**COMMUNITY  
IMPACT**



**STRONGER  
OUTCOMES**

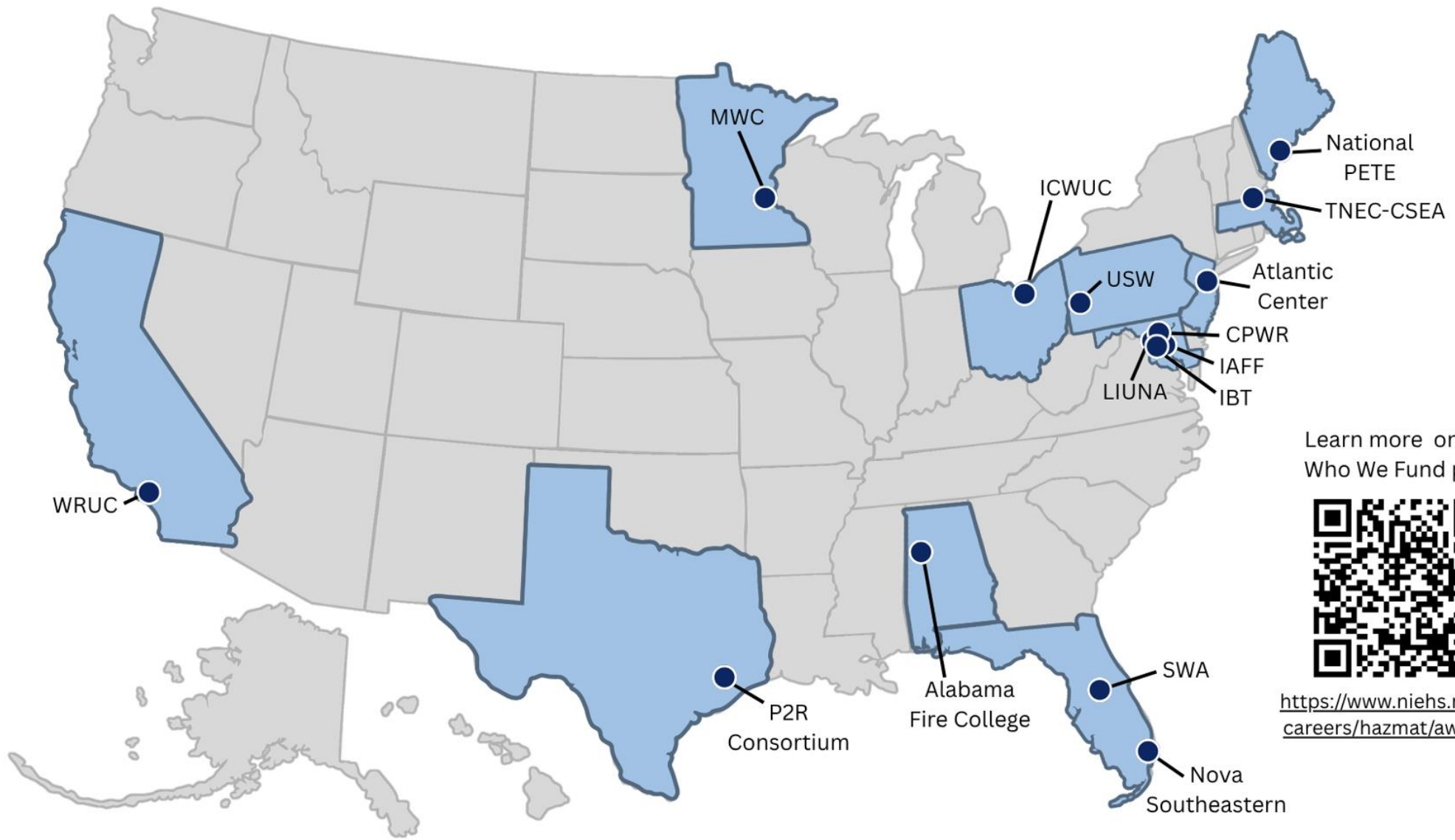
# Leverage the Technical Expertise of the NIEHS

Tap into proven knowledge, curriculum, and experienced trainers.

## Technical Expertise

- ✓ HAZWOPER
- ✓ Disaster Site Worker
- ✓ Confined Space
- ✓ Air Monitoring
- ✓ Health & Safety
- ✓ Best Practices





Learn more on our  
Who We Fund page



<https://www.niehs.nih.gov/careers/hazmat/awardees>

# Create a MOU So Both Sides Know What to Expect

A Memorandum of Understanding (MOU)  
creates clarity and sets the foundation for success.

## MEMORANDUM OF UNDERSTANDING

### OUR ORGANIZATION

- ✓ Roles & Responsibilities
- ✓ Resource Commitments
- ✓ Data Sharing
- ✓ Communication
- ✓ Evaluation
- ✓ Dispute Resolution

### NIEHS WTP PROGRAM

- ✓ Roles & Responsibilities
- ✓ Resource Commitments
- ✓ Data Sharing
- ✓ Communication
- ✓ Evaluation
- ✓ Dispute Resolution

  
\_\_\_\_\_



  
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# Start Early Writing the Grant

Great proposals take time, planning,  
and collaboration.

MONTHLY PLAN				
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Research & Data Collection	Partner Outreach	Budget Development	Write Proposal Draft	Finalize Proposal
Labor Market Analysis	Program Design	Evaluation Plan	Internal Review	Submit with Confidence
✓	✓	✓	✓	✓



# Be Sure to Include Letters of Support

Strong letters demonstrate commitment and strengthen your application.



Employers



Workforce Boards



Community Colleges



Community Organizations



Local Government



Labor Unions



# Don't Over-Promise What Your Project Will Do

Be realistic. Set achievable goals.  
Deliver results you can sustain.

REALISTIC GOALS →  
ACHIEVABLE OUTCOMES →  
SUSTAINABLE IMPACT →

OVER-PROMISE  
RISKS DISAPPOINTMENT

UNREALISTIC GOALS  
LEAD TO SETBACKS

FOCUS ON IMPACT  
YOU CAN ACHIEVE



# Live Questions & Answers

*What fits where, emerging trends, and how to leverage both programs*

## **Next Steps**

***Thank you, stay in touch, and don't miss the follow-up discussion at the July 15<sup>th</sup> Professional Learning Community***

# Summary & Next Steps

The Worker Training Program and Brownfields Job Training Programs are complementary and can be leveraged without duplication

Please utilize available technical assistance, training resources, and professional learning opportunities to get the most benefit for your communities!

---

Attend Part II of this Discussion on July 15, 2026, 2:00pm Eastern

- Opportunities for peer exchange & collaboration
- Emerging workforce development trends and job placement, training curricula, partnerships, & more!

## **Microsoft Teams meeting**

**Join:** <https://teams.microsoft.com/meet/260792665376249?p=JJctJSe4vE4zr9jW4H>

Meeting ID: 260 792 665 376 249

Passcode: Zf3Wd6Z8



# We Want to Hear Your Feedback

**Please provide feedback on today's event:**

1. Click this link  
[NEHS Worker Training & EPA Brownfields Job Training Programs 6/29/2026](#)

2. Click the link provided in the chat box

1. Scan this QR image from your smartphone



# Contact Info

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**Let's Connect!**

Scan to get in touch with a TAB  
member or to join our mailing list



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**ksutab.org**



**TAB**  
Technical Assistance  
to Brownfields

**KANSAS STATE**  
UNIVERSITY

# Thank You

For joining us for this webinar. Please get in touch if you have any questions or comments: [chsr@ksu.edu](mailto:chsr@ksu.edu).

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[ksutab.org](https://ksutab.org)