

**HMTRI Mid-Year Virtual Networking Workshop Report
May 4, 2022**

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WORKSHOP AGENDA

- 12:00 – 12:15: Welcome, Introductions & Meeting Goals and Objectives
Josh Webb -Project Director, Tim Lucid – Meeting Technologist, Mike Senew and Steve Fenton - HMTRI
- 12:15 – 12:30: David Lloyd, Director Office of Brownfields and Land Revitalization (OBLR)
- 12:30 – 12:35: Move to Regional Breakouts
- 12:35 – 1:05: Regional Breakout Networking Sessions – Regional JT Coordinators
- 1:05 – 1:10: Return to Main Room and Move to Breakout Sessions
- 1:10 – 1:40: General Topic # 1 – Partner Development and Engagement
- 1:40 – 2:10: BREAK
- 2:10 – 2:40: General Topic # 2 – Participant Recruitment, Assessment and Retention
- 2:40 – 3:10: General Topic # 3 – Curriculum
- 3:10 – 3:15: Return to Main Room
- 3:15 – 4:15: Freestyle Discussion & Breakout Results
- 4:15: Adjourn and After Hours: Video Tours & Discussion

WORKSHOP SUMMARY

HMTRI hosted a second Mid-Year Virtual Networking Workshop on May 4, 2022, over the Zoom Platform. The workshop included three brainstorming sessions focusing on Partner Development and Engagement, Participant Recruitment, Assessment and Retention, and Curriculum.

The participants were divided into three breakout groups. Each group had a facilitator and a recorder. Four or five questions were posed to each breakout group. When the breakout sessions convened, the group conducted a debriefing and reported on their answers. Responses from this debriefing are highlighted in this report.

Facilitators and recorders for each breakout group were as follows:

Breakout Group # 1

Mike Senew, Facilitator
Jacob Markosky, Pauline Auberle Foundation, Recorder

Breakout Group # 2

Nolan Curtis, Facilitator
Rene Dulle, St. Louis Community College, Recorder

Breakout Group # 3

Steven Fenton, Facilitator
Karyn Goven, Southwest Economic Solutions, Recorder

Responses generated for each question by group are highlighted in this report.

At the end of the workshop, an “After Hours” activity showcasing five Job Training Programs was provided to participants. Rachel Mowatt, Cheyenne & Arapaho Tribes; David Jones, CDC of Tampa, Michael Primsirat, LA Conservation Corps, Janet Kerley, Santa Fe Community College, and Ilyssa Manspeizer, Landforce introduced a video of their programs. Links to the showcased videos are as follows:

1) Cheyenne and Arapaho Tribes (4:05 Run Time)

https://youtu.be/O_IAt_LbrjM

2) CDC Tampa Award Video (2:01 Run Time)

https://www.dropbox.com/s/4lw9dxhhdbclne5/CDCTPA_2022Award.mp4?dl=0

3) LA Conservation Corps Video (1:30 Run Time)

4) Santa Fe CC : *EPA Environmental Technician Training* (9:00 Run Time)

<https://www.youtube.com/watch?v=qm8E0HI8oPQ>

5) Landforce Video (4:18 Run Time)

<https://vimeo.com/516358456>

At the conclusion of the Workshop, participants were sent links to the program evaluation. The results are summarized below.

100% of respondents strongly agreed or agreed with:

- The goals and objectives of the HMTRI Mid-Year Brainstorming Workshop were presented and clear
- The facilitators and recorders were well prepared and professional
- The time allotted for the workshop was sufficient to for my learning.
- I had the opportunity to contribute to the discussion
- The presentation technology (Zoom) was effective
- I will use the content at the workshop in my training program.

96% of respondents strongly agreed or agreed with:

- The informal Brainstorming Workshop format was effective
- The workshop content was appropriate and well organized

83% of respondents strongly agreed or agreed with:

- I achieved my personal objectives by attending the workshop.

A full copy of the evaluation results (including comments) is at the end of this report.

This research report will be shared with workshop participants and posted to the brownfields-toolbox.org.

PARTNER DEVELOPMENT AND ENGAGEMENT

Question 1: Who are your best partners and what do they provide?

Ideas Presented:

- Regional planning commission city of NO and state of Louisiana. They would partner with us when their grant was up and would include us as partner.
- Hands on work in the field, example: conservation like environmental work that they do US Fish and Wildlife including water sampling and tree planting.
- Best partner University of Southwest Florida assisted in training, application, direct relationship with wastewater, coordinator with grants connected to city and county projects in anthropology. Get trainees connected to hands on projects and employment. Attend graduation and job careers and help with curriculum.
- Tampa Forklift provide training-partner as they are neighbors.
- Metro Council Of Governments (COG) to connect with city and employers and they are starting up and they are helpful in new in the grant.
- Sustainability manager in Bridgeport-meeting.
- Work closely with Old Bedford Village do interview process and emphasizing importance of trainings and relates it to employment.
- Bedford-Career Center with city to help with classroom staff, supplying masks...despite COVID for availability of space.
- Oregon Trades Women: Our partnerships with trades industry and unions are invaluable. They host field trips, and hands on experiences. Participants gets taste of different trades and resources. Funders and other partnerships are important. Use of facilities, lunch and temp jobs before apprenticeships start.
- We get a lot of leveraging Alaska Dpt. Of Labor, Environment Conservation-teach classes (spill response team) landfill operations. University of Alaska Fairbanks classes are held, and students get university credit to gain additional endorsements. National Environment HS.
- City of Chicago with technology and departments WRD-provides environmental horticulture projects, or Cook County Forest preserves and maintenance, landscaping with city park. Trainees are trained on the work and the city pays through WRD.
- Connection with the collective city programs specifically city reentry programs. Helps with outreach and placement.
- Establish relationships with various city government officials.
- Targeting specific agencies including children and families, Housing agencies.
- Referrals from legal services or individuals who are under credentialed. Departments of Human Services, Homeless services, Men's shelters etc., Department of juvenile justice
- Small business placement partners and hot jobs in 5 boroughs with emphasis on long term employment and not gig work. Marketing employment credits to employer partners.
- Hosting virtual info sessions with partner organizations.
- Logistics providers including transportation supports. Training Providers.
- Career counseling partners.
- Economic develop with city and workforce centers.
- City of Chicago, and contractor -WRD Environmental- brings millions to the program every year and OAI brings in tech skills...big collaboration - is a unique model, transitional job training program (earn wages while in training). Green Corps program

uses many partner orgs as they deal a lot with re-entry. Salvation Army is one organization that assists with recruitment.

- Funding for salaries from GM Foundation, Kellogg Foundation, and other philanthropy sources; partners are mainly around environmental agencies – Marathon Oil – provide training and employment for clean up; life skills – integrated into each day.
- Marathon Oil is becoming a huge sponsor to help do other things that EPA funding cannot. A few other sponsors are interested in hiring.
- Community advocacy group, businesses, churches, local government agencies dealing with economic development; No EPA grant yet. Looking to serve formerly incarcerated in job training to give them a hand up so they can resume their lives in the community.
- Work with the State of Delaware, DOL and DOJ; we work with recidivism, partners provide wrap around services (soc services, childcare, deal with food insecurity, etc.); Employers: Clean Harbors, Moran Environ, and other companies doing remediation.

Question 2: Who hires your graduates? How do you find them?

Ideas Presented:

- Variety of employers-most Sunbelt Environmental-clean up and solar installation and solar farm.
- Environmental Works-have taught and hired students in classes.
- Our local Springfield has a compiled lists of environmental employers and construction. Look at certification (13) and who hires. Add and build! They also use their advisory board to add to the list. Word of mouth helps.
- We have leveraged EPA grant with CDL driving, the most from EPA have CDL and drive hazardous waste materials. Transportation field is huge! They have an employment service agency through their Career Center. Continue to build relationships.
- We have a lot of chemical manufacturing, and a lot of our students would go to those fields. They also went to wastewater industry, environmental consultants (limited)
- Smallest to largest in terms of duration. Temp agencies have been great to serve a purpose. CDL has been great. Environmental Engineers, Limited VISTAS to wastewater industry, refine pipeline into treatment facilities.
- We have not reached the point to hiring, but we have resources to host a meet and greet and recruiters will be there to review environmental field. Cardinal and Environmental Engineers.
- Employer Partners are involved in the 8-week training program. Partners are also on the advisory workforce counsel. During this involvement the partners are scouting the upcoming graduates. Anticipating 10-14 employer partners in the environmental field.
- Placing people within the communities that they leave. Projects within the communities that are being served. Scouting partners that need the OSHA training
- Private sector employers may be especially interested in giving back to the community.
- Alumni Graduates come back every year and talk to the new training participants.
- Heartland Conservation, and MDC will hire.
- We have 6 different programs, so it depends on track – there's Building Alliance consisting of several companies, have a business developer that connects companies with graduates.
- Environmental company hires participants and will sometimes promote them to crew leaders; also, grads of ecological restoration program are hired by park district, forest preserves, and IDOT. Solar contractors, environmental contractors and warehouse and distribution; always cultivating new partnerships with employers to hire.

- Big pool of contractors that hire quickly after graduation; Have stakeholder meetings to be engaged – see what they do and key in keeping relationships.

Question 3: Who provides your life skills training? What training do they provide?

Ideas Presented:

- Part of what they do, and 5th 3rd do for additional support including interviews
- We provide essential skills training that includes customer service, work keys and financial education through Center of Working Families.
- Soft skills are resume building and includes modules on nutrition, preparing for challenges, building community and support systems.
- We provide life skills training and with partners include DOC and DHHS in W. Virginia.
- Bounce trainers' emphasis on communication self-esteem self-awareness. Life skills offered within the first week. 3 half days total of 15 hours of training. Also wrap around reports with connections to career counseling.
- Curriculum tackles community-based barriers. Individuals who do well in life skills in week one is assigned as team captains providing leadership opportunities.
- Have our own staff that provide this, but job centers can provide referrals for this, too.
- We say "power" skills instead of "life" skills; teach how to communicate with their co-workers and supervisors, etc. and partner with them for a year.
- Build it into the curriculum, as they go into phase 2 of the program, then we invite partners to come in and add to what we offer in the program (job readiness & life skills). Students encouraged to start a journal to start to build their future.
- Provide a host of skills, including case management, mental health, environmental literacy, many are provided by partner orgs, but some in-house; help individuals remove their own barriers to employment; we hire them (social enterprise) before we support transition to other employment.
- We do life skills in-house; while in training 2-3 x / wk including financial, career readiness, literacy, – do half day life skills and half day training.

Question 4: How do you select your Advisory Committee Members? How often do they meet?

Ideas Presented:

- We have in our agreement, some partners through the grant, employers, working with Metro COG with larger advisory group and Brownfields so we will get to core group more service the participants. Will meet monthly and move to quarterly meetings.
- William: We have a board of directors who meet monthly. Not selecting an advisory committee and the board is different.
- We have a committee with non-profits, unions, employers, trainers to look at trends.
- Job center at Springfield Missouri, have partner letters and the letter option is an advisory board. 2 times a year. Will meet if there is a need between meetings. Employers, trainers, college (soft skills training), Job Center, Bank.
- In New Mexico we have an advisory board spread out throughout the state. The way we do this is via Zoom and email. Staff does outreach to meet with programs and to get support. Workforce Solutions-working with them to have department codes for the state. Focus on hospitality and hospitals! Helping to educate them!

- Dependent on topics-solar...experts in industry. Twice weekly for solar.
- Advisors meet 1x/month all groups dedicated to the Blue River watershed – most are conservation agencies or organizations; focus is how to get folks more hands on experience.
- We have a steering committee consisting of career center, community college, members of community, project officer – get together a lot at the beginning, like once a week, now moving to monthly or quarterly; sharp learning curve in beginning, as partners have taken more responsibility, things have gotten easier; anyone that wants to be part of that team, can be part of the team.
- We have a lot of meetings – based on each dept and whole organization where we share a lot of ideas; meeting notes go to director and up to leadership; list of external events for networking; all notes go to the board who will provide a response...i.e., what's missing, what else can be done; Board meets 1x/month.
- Community advocates with skills and expertise are involved – plan to have the board trained in the areas we want to focus on (environmental remediation and housing).

PARTICIPANT RECRUITMENT, ASSESSMENT, AND RETENTION

Question 1: What methods do you use to recruit prospective participants??

Ideas Presented:

- Website, Flyers, Radio, word of mouth.
- We have been around for 30 years, not a shortage of applicants. Website, events such as leadership institute, career fairs.
- Recruiting most successful with former students and word of mouth. Schedule at night so after working hours and have full time jobs. Returning Citizens. Social media. Challenge.
- Social media, Websites, Facebook, word of mouth, advisory board, trainers and other partners such as corrections.
- Community Based organizations that provide similar but not the same training such as OSHA 10 or OSHA 30. Cater info sessions to the target groups. Running about 2/3 info sessions per week.
- Leaving language with case managers having one on one meeting with clients
- Program staff attend info sessions.
- QR codes.
- Website applications.
- Current or previous trainees.
- Send out flyers to county jail, addiction centers, veterans office, youth services, immigrant assistance centers; 1st cohort was very diverse; community partner is taking on recruitment and knocking on doors in target community; will mix both approaches going forward.
- Did pivot after COVID due to increasing wages at retail and fast-food establishments. Have increased social media presence -you tube and TikTok- and are on iHeart radio. Partner employer doing advertising to reach out more via social media.
- Participants join our program due to the opportunity cost – bringing more resources to the table so what we are offering is competitive and what participants need.
- Had to raise starting wage by \$1 to be more competitive; have calculated what the training and supportive services would cost and let them know. They can weigh the alternative, perhaps a PT job with decent pay rate (which may not last or progress). Be sure participants are aware of the benefits of these additional trainings and services for the long term.
- We make sure they know they'll always have opportunity to work PT, but it may never be FT...so part of recruitment is saying you can work PT and go to training. Look at community calendar and attend events to inform and educate; Do a recap at end of week and send job descriptions to show people what they can get if they complete the program. Each week they are building their job portfolio...I send the info during the recruitment phase so they know what they are applying for and then they can be better prepared for the program interview. I ask them to bring their "twin" (after graduating?) – someone who is in the same situation as them and can benefit from the program.
- Announce in church. Also, staying in touch with government as they are doing the planning on who will do what work over the next 5 years, get involved with your economic development partners; Faith based community and planning and zoning dept of government help with planning for your training and goals.
- Recruitment once per year, 3-stage process for interview (apply online, one-on-one with panel, working interview going out with site supervisor so they know what they will be

doing once they get in program). Asked to bring a library book on career of their choice and how they'll prepare for the career of their future.

- We do digital literacy assessment at initial meeting.
- Work group together to be sure criteria meets employer needs – get PT positions while in training (uber, etc.) that can be supplemented with supportive assistance.
- Student gets opportunity to get hired after program but also access to refresher training and other support that will help them grow and reinforce their new trade.
- Probation and Parole officers help us recruit new students – focus going towards ones with most challenges (violent crimes) and hardest to serve.
- Use library for free entry level computer skills training.

Question 2: What criteria do you use to screen applicants?

Ideas Presented:

- Based on grant requirements. Limited slots. Serving the folks that need it the most: County they reside, SNAP, Race, Ethnicity, and Income.
- Over 18 and US citizen.
- Dependent on grants for background checks and drug screening, CASAS testing.
- Screen on aptitude tests, make sure they are not just interested, but want that as a career pathway O*Net profiler, Talify screening tool case managers to determine if they have barriers removed and it is right field.
- Required documents: State ID, Proof of employment.
- Proof of Vax.
- TABE Testing and Work Skills (7th grade reading comprehension level).
- High School or GED equivalent.
- Requirement of Hands-on Activities.

Question 3: Do you use drug testing as a screening tool?

Ideas Presented:

- 7 out of 8 said yes.
- Legalized in some states.
- One does not do drug screening. Talk about it during interviews.
- April-Random breathalyzer.
- Federal drug program is stressed.
- Employers drug test but not required for in the training. Assess the barriers prior to enrollment to gauge challenges.
- Program does drug test coinciding with occupational health streams.
- Potential weekly randoms.
- Employers request drug free employees.
- Safety Concerns of individuals coming to work under the influence.
- Some groups are already being monitored (due to probation & parole), so may not need drug testing.
- If dangerous equipment involved in hands-on training (i.e., CDL training, chipper, chainsaw) then implement random drug testing.
- If required by employers, program will cover that cost.

- Could be based on reasonable suspicion. Build relationship with career coach so they'll know by the end of the program if they can pass a drug test or not.
- Time and patience to establish trust; finding that some are in despair and are self-medicating; finding that many are lacing items with fentanyl – so test your things for traces.

Question 4: What strategies and/or services do you provide to retain participants?

Ideas Presented:

- Supportive Stipends, transportation, supportive services, barrier mitigation.
- Advocate services, and money to help pay for tuition and administer and job placement.
- Rise up program, additional supportive services that they may need.
- Encouraged by supportive services with their package and understanding they have a job! Knowing it is a free training!
- Continued Case Management to address barriers or assist with goals.
- Ongoing job placement support including resumes and cover letters.
- Continued access to employer network.
- Build relationship with clients; case management/career coach builds relationship / open door policy to communicate issues, so if going through a problem they're encouraged to discuss it. Important for trainers and employers to understand the barriers participants face.
- Goes back to prior question on initial application – 2 part/complete app and then do intake – giving insight on what participant is going thru, flag students that may have issues/barriers so can provide them with the resources that they need; case management will help them address all the resources that can be provided to them by partner organizations; Try to reduce / eliminate barriers so they don't need to worry about those things during training.

CURRICULUM

Question1: Besides Hazwoper, what are your primary EPA supported courses?

Ideas Presented:

- Customer Services, OSHA, Work Keys, First Aid/CPR.
- Environmental OSHA 30, Environmental Assessments, Environmental Sampling, Forest Fire, First aid CPR, DOT Hazmat, Solid Waste, sustainability collecting information? Defined space entry and non- entry rescue – Asbestos is not a problem. NFPA focus on transportation, OSHA 1910-120 3 different 24 hr., emergency response, what is your performance and needs?
- Workforce training Earth Advantage with Energy Trust of Oregon.
- Silica, Forklift, Lead borne, Pathogens, Lead Abatement and renovation and repair and Mold, Asbestos separate above OSHA 30 & 40.
- OSHA 30.
- Asbestos Abatement.
- Confined Space.
- Lead x2.
- Intro to hand and power tools.
- BPI air sealing and insulation.
- Environmental Foundation Class General Awareness Course.
- Wind power very important in MA, so participants also earn OSHA 30 based around maritime issues. 3 of city staff took green infrastructure training so they can provide that class.
- National Green Infrastructure Certification; Tree Tender; Tool Use; and First Aid.
- Chain saw; Plant identification.
- CDL, HAZMAT, asbestos, lead, confined space management, radiation worker, mold remediation, fall hazard, environmental technologies,
- Forklift.

Question 2: How do you find technical trainers? Hire or Contract?

Ideas Presented:

- Some are technical trainers.
- Training coordinators with industry partners on specific trades. MOA.
- Permit with City of Springfield with RFP.
- Contracting – usual certified with the state or OSHA.
- Bill-on staff.
- Training through partners within organizations.
- Fire fighters (Hazwoper). Solar-hire contractor mandate that solar installer provides training. Through partnership for landscape, greenspace, and make request for services specific to their expertise.
- Combination of Inhouse and outsourced training partners.
- Procure them every 3 years, post on website and then candidates respond with proposals; select based on a rubric.
- Some things developed in-house.

- They have a model of cross-training built within and the culture. We are always looking for instructors and trainers (entry level to peer model. Participants have a POL (plan) – we want them to step up after 90-120 days to possibly have skill set to provide some sort of training to others (peer to mentor, maybe entry level instructor); System in place to train and re-train.

Question 3: What type of training do you deliver online? Technical or life skills?

Ideas Presented:

- We do face to face.
- Recommend FEMA online just for some core programs.
- Adopted hybrid.
- OSHA in person.
- Hosts hybrid with life skills college level and work with State job center that include mock interviews and resume building and job searching. Zoom didn't necessarily work, for technical assistance. Students had to show their knowledge virtually. Very hands on. Core skills program and can do in person water quality day and Hazwoper and equipment (had to show they put on their hazmat outfit-dress out).
- Online OSHA 10.
- Offer hybrid...1st 7 weeks are essential job readiness and life skills and next 7 are hands on training (some virtual and some on-site).
- Work directly with contractors to provide OJT; and we will do a series of spiritual training (body mind and spirit approach); Loyalty and retention comes from building trust.

Question 4: Are you maintain COVID protocols? Vaccinations? Masks? Social distancing?

Ideas Presented:

- Still under masking until May 17, require vaccination and social distancing, hand sanitizing.
- Require vaccinations or show negative test if not vaccinated.
- Masking, vaccines not required.
- Masking, social distancing – smaller classes, no vaccine mandate, daily questionnaire for staff to be allowed in office, and taking temperature.
- Lifted the mask policy, regular testing in office. Staff clean classroom and space.
- Most back to in person trainings.
- Smaller Class Sizes.
- Continuing with social distancing and masking.
- Raise of hands shows very few still requiring any sort of protocols, and/or vaccines; Five still try to do physical distancing, and 1 still has physical dividers in place.

Question 5: How often do you realign your curriculum with employer needs?

Ideas Presented:

- Curriculum comes with the grant, so it doesn't change.
- Similar each year, ask what employer needs.

- Broad curriculum – looked at equity lens!!
- Realign with the instructors to match needs of employers.
- CDL training pipeline based on trending industry jobs.
- Leveraging trainings from other funders to add to participant credentials.
- Employers come to training program and provide feedback, which allows us to update curriculum and for students to also know what they need to do to be employable.
- They must find a job posting; I ask them to get a highlighter to show what they need to get a job. That helps me to know how to update our training program. I weave it into their career pathway and into other training.
- Direct communication with employers so we know what they are looking for; they also allow participation in some OJT. This allows us to update our program accordingly.
- Let staffing agency do the work for you. They can find employers looking for employees so we can train for what type of work is out there and develop training to meet the needs. We also do a construction round table to find out which jobs need employees, due to retirements, or other issues.

EVALUATION SUMMARY

HMTRI Mid-Year Networking Workshop May 4, 2022 EVALUATION RESULTS

The HMTRI Mid-Year Networking Workshop was held on the Zoom platform on May 4, 2022.

Seventy-three participants attended the workshop. Breakdown of attendees is as follows:

Participants: 54

EPA Staff: 14

HMTRI Staff: 5

Sixty-eight grant recipients and EPA participants received a post workshop evaluation instrument. The response rate was 34% (23 individuals).

The evaluation contained nine questions on a Likert Scale, with the options being: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. There were also four open-ended questions. A summary of the evaluation results follows.

- (1) The goals and objectives of the HMTRI Mid-Year Networking Workshop were presented and clear.

SUMMARY: All twenty-three respondents selected either Strongly Agree or Agree. (100%)

- (2) The informal Brainstorming Workshop format was effective.

SUMMARY: Twenty-two of twenty-three respondents selected either Strongly Agree or Agree. (96%)

- (3) The facilitators and recorders were well prepared and professional.

SUMMARY: All twenty-three respondents selected either Strongly Agree or Agree. (100%)

- (4) The workshop content was appropriate and well organized.

SUMMARY: Twenty-two of twenty-three respondents selected either Strongly Agree or Agree. (96%)

- (5) The time allotted for the workshop was sufficient for my learning.

SUMMARY: All twenty-three respondents selected either Strongly Agree or Agree. (100%)

- (6) I had the opportunity to contribute to the discussion.

SUMMARY: All twenty-three respondents selected either Strongly Agree or Agree. (100%)

- (7) The presentation technology used (zoom) was effective.

SUMMARY: All twenty-three respondents selected either Strongly Agree or Agree. (100%)

- (8) I achieved my personal objectives by attending this meeting.

SUMMARY: Nineteen of the twenty-three respondents selected either Strongly Agree or Agree. (83%)

- (9) I will use the content presented at the workshop in my training program.

SUMMARY: All twenty-three respondents selected either Strongly Agree or Agree. (100%)

NARRATIVE QUESTIONS

- (10) What did you like most about this workshop?

- I really liked meeting people that serve their community well and are like-minded, so much in common.
- The topics were relevant, and the ideas shared were practical
- Hearing about what current grantees are doing.
- The time was just right, I think.
- I like hearing from different groups about their successes. It was limited a little by those who were eager to speak and those who didn't or didn't get a chance. Also, in the future being in group or hearing about other parts of the country would be beneficial. This was my first experience with this group so maybe I wouldn't always want to have this format but rather presentations from people who are successful.
- The energy of the participants.
- The moderator kept the conversation on track and kept the conversation moving in the right direction. Sharing ideas about screening and partner involvement was very beneficial.
- The success key points shared of other participants and their desire to collaborate to improve individual programs.
- The examples of all presentation video good programing and leadership.
- The presenters, host and information.
- Agency experiences, their routine goals.
- The shifting from breakout rooms to plenary sessions.
- Breakout rooms with smaller groups to chat as a Region
- Hearing all the different strategies from all over the country
- The breakout rooms per region and the prompts that allowed the conversation to flow.
- The chance to hear from other currently running programs about their curricula and support services.
- Agencies shared experience
- It was online, efficient, and easily accessible.
- Everyone was given the space to speak.
- Our ability to interact with former and present grant recipients.

(11) What did you like least about this workshop?

- The workshop was incredible.
- N/A.
- Some folks got to learn to just say name and organization WITHOUT GIVING THEIR ENTIRE MISSION STATEMENT AND ACTIVITIES OR PITCHING THEIR CONSULTING SERVICES
- Long. However, I did stay til the very end. The information I received leading up to it didn't make it clear to me that this was for the Job Training EPA grant. We have a brownfields clean up grant, and I thought it was going to be about that. Perhaps the people who ask me to attend because of their schedule conflicts may have gotten a clearer message.
- In-person is more effective as it allows for more informal networking that is not possible with zoom.
- Nothing in particular.
- Not in person.
- N/A.
- Technological challenges.
- I feel it is important for EPA and HTMI to recognize that not all of us are "training companies or non-profits" that do this as their sole purpose. I come from a municipality, and we do many more facets of environmental work other than training under this grant. So as a result, it is not within our budget to feed the students, supply transportation or work them on a daily basis...just more of food for thought.
- That it was over Zoom ... I am ready for real world again. LOL
- Bit lengthy.

- I think the review period at the end should be more succinct. Maybe if one of the facilitators led that portion in a group discussion with the other facilitators it would be better. Have each facilitator read their notes was hard to listen to.
- It felt a bit long.
- No comment.

(12) What can we do to improve future meetings and workshops?

- Maybe longer breakout rooms.
- N/A.
- Ask people to introduce themselves with only name and organization.
- I like the virtual attendance - I'm a bit nervous about the time commitment for future in-person.
- I thought it was good. Thank you for the preparation and facilitation.
- Have more.
- To include the regional EPA coordinators in the workshop.
- If it's not broke don't fix it.
- Network more with the other organizations to learn best practices and establish a employer Network for placement.
- N/A.
- Perhaps prepare guest speakers in advance so there's less "dead time."
- Workshop was helpful.
- N/A.
- It would be nice to have one "complaint" session without the EPA folks around.
- Great session, good information.
- I think the meetings and workshops are fine the way they are.
- I'm not sure.
- Longer discussions.

(13) List any topics you would like to see presented at future meetings or workshops?

- Grant writing.
- N/A.
- How to add training to curricula ... like I really want to know how people have added on CDL with hazmat endorsement.
- More examples of municipal grantees if any.
- Working with a rural population and how to recruit when transportation is more than a van picking up people can accomplish and other facets of the program in a more rural area where there aren't as many people. We probably have less people in southern WV than there are in some of the areas my group were from.
- The point of view from employers to identify the main concerns that they are looking when hiring a trained candidate so we, the trainers, are aware of this key points to make an effort to cover them during the programs.
- Renewal energy offshore wind.
- Green Job Placements.
- Repeat or format of same material.
- Best practices for how to assist students to find careers? Best outreach practices.
- N/A.
- What are the new trainings being added? I'm seeing a few people adding CDL.
- Writing bids, proposals.
- How to connect with your local WIB/WIOA, how to get on their list of providers, what programs could be offered to help non-profits work with them, etc.
- I think talking of the partners that are different for the different grantees is really helpful, what each is bringing to the table, etc.
- Commitment to multicultural, intergenerational, and bilingual local labor force participation.