American Association of Community Colleges
Affiliated Council

National Partnership for Environmental Technology Education (PETE)

Annual Report

July 1, 2012
To
June 30, 2013

Approved by the Board of Directors, April 2013
AACC AFFILIATED ORGANIZATION ANNUAL REPORT

Under the guidelines established by the AACC Board of Directors, each AACC-affiliated organization is required to submit an annual report by August 15 of each year. The report should cover the period July 1, 2012-June 30, 2013, which is the Board approved reporting year. Please provide all information requested. Failure to submit a complete report by the due date may result in withdrawal of affiliation. Information about 2013-2014 activities will be used for postings on the AACC Web site. Reports will be made available given to the Board Liaison for each Council.

Reports are to be submitted electronically by August 15, 2013, to Jennifer Tinch, COAC Liaison, at jtinch@aacc.nche.edu.

General Information

Affiliated Organization Name: National Partnership for Environmental Technology Education (PETE)

Year for which report is submitted: June 1, 2012-June 30, 2013

Person submitting report: Kirk J. Laflin

Organization position: Executive Director

Professional title (please write out): Executive Director

Complete Address: 584 Main Street

City: South Portland State: ME Zip: 04106

Phone: (207) 771-9020 Fax: (207) 771-9028

Email: klaflin@maine.rr.com

Affiliated Council Website address: www.nationalpete.org

Year Organization was founded: 1993

Approved by the Board of Directors, April 2013
Membership Information

1. Current number of members: Individual 400 Institutional

2. Month/Year when newly elected officers assume positions: January 2013

3. Length of officers’ terms: 2 years

   Please include the following:
   Roster of officers for 2012 to 2013
   Roster of officers for 2013 to 2014 (if known)

2014 Convention Information

A. 2014 AACC Convention meeting/forum space contact:

   Name of person handling paperwork: Kirk J. Laflin
   Title: Executive Director
   College/Institution: P.E.T.E.
   Address: 584 Main Street
   City: South Portland State: ME Zip: 04106
   Phone: (207) 771-9020 Fax: (207) 771-9028
   Email address: klaflin@maine.rr.com
B. Please list the name of the person from your organization who will read and review proposals for the 2014 AACC Annual Convention. Readers will receive materials early October 2013.

Name: Kirk Lalfin
Title: Executive Director
College/Institution: P.E.T.E.
Address: 584 Main Street
City: South Portland   State: ME   Zip: 04106
Phone: (207) 771-9020   Fax: (207) 771-9028
Email address: klaflin@maine.rr.com

Future Meeting Dates

AACC will post your Organization’s meeting dates on the AACC Web site Event Calendar and link the listing to your organizations Web site. Please provide us with information on meetings you wish to post.

Annual Meetings:

A. Meeting Name: National PETE Board of Directors Meeting
   Dates: January 29th, 2014
   Start and End Times (if applicable): 8AM – 5PM
   City/State: St Petersburg, FL   Hotel/Other: AACC WDI Hotel
   Theme:
   Description: Annual Board Meeting
   Post on AACC Web site: ____ Yes __X__ No
   If yes, please provide link:

B. Meeting Name: PETE Western Instructor Conference
Dates: March 18-20, 2014

Start and End Times (if applicable):

City/State: Grandview Plaza Hotel/Other: Barton County Community College – Fort Riley Campus

Theme: Best Practices in Environmental, Health & Safety & Security Training
“Add to your tool box and share one of yours”

Description: Instructor Conference & CCCHST Refresher

Post on AACC Web site: _X___ Yes ____ No

If yes, please provide link:

C. Meeting Name: North Central PETE Instructor Conference

Dates: June 17-19 2014

Start and End Times (if applicable): N/A

City/State: Columbus, OH Hotel/Other: Columbus State Community College, Columbus, OH

Theme: Best Practices in Environmental, Health & Safety & Security Training
“Add to your tool box and share one of yours”

Description: Instructor Conference & CCCHST Refresher

Post on AACC Web site: __X__ Yes ____ No

If yes, please provide link:
D. Meeting Name: Eastern PETE Instructor Conference

Dates: July 29-31, 2014

Start and End Times (if applicable):

City/State: Portland, ME Hotel/Other: T.B.A.

Theme: Best Practices in Environmental, Health & Safety & Security Training
“Add to your tool box and share one of yours”

Description: Instructor Conference & CCCHST Refresher

Post on AACC Web site: _X___ Yes _____ No

If yes, please provide link:

E. Meeting Name: PETE-Community College Consortium for Health and Safety Training-Greatest Train-the-Trainer (CCCHST)

Dates: June 2-13, 2014

Start and End Times (if applicable):

City/State: Davenport, IA Hotel/Other: Eastern Iowa Community College District/Advanced Technology Environment & Energy Center (ATEEC)

Theme: CC Environmental Health and Safety Train-the-Trainer

Description: Train-the-Trainer by application only.

Post on AACC Web site: __X__ Yes _____ No

If yes, please provide link:

If you have additional meetings, please list below.

**Leadership Programs**

AACC is interested in partnering with the Councils on various leadership programs. Please list the title, date and location of leadership programs your council will host between June 2012 – June 2013.
Publications

Please list the publications that your organization produces.
Statement of Affiliated Organization’s Purpose and Goals

Please include a statement of the overall purpose and goals of this Council/Organization. The guidelines for affiliation require that a Council’s bylaws support the purposes and objectives of AACC.

PETE Organization

National PETE is a non-profit, IRS section 501(c )(3), educational organization that operates under the day-to-day direction of a National Executive Director and six Regional Directors. The National Board of Directors meets once a year and consists of two community college representatives from each of the six regions and seven other appointed members. At the regional level, each independent PETE regional organization (Northeast, Southeast, North Central, South Central, and Northwest & West) is governed by a Steering Committee. PETE is an Affiliated Council of the American Association of Community Colleges (AACC) that connects PETE to the leading national organization representing over 1300 of our nation’s community/technical colleges. PETE has a seat on their Workforce Commission and meets annually with the AACC Board of Directors and other Commissions and Councils.

PETE’s central belief is that education is the key to long-term environmental quality and economic stability. PETE is the framework, which allows education to develop. From the student to the teacher to the environmental professional, PETE provides the resources and knowledge to establish sound environmental practices and programs.

PETE Mission & National Goals

Mission

To provide leadership in environmental, health, safety, energy education and training through community/technical and Tribal college (two-year) partnerships with business, industry, government, and other educational providers.

National Goals

- Meet the nation’s environmental education, training and retraining needs by supporting the development and implementation of quality environmental education and training programs at community/technical and Tribal colleges.
- Foster the participation of underrepresented populations in environmental education.
- Establish and promote articulation among quality programs at the high school through post graduate levels of environmental education.
- Promote the transfer of environmentally sound practices and technologies to support economic development and international competition.
- A Source for Green Training and Education for Workforce Development.
- Improve global environmental stewardship and literacy through national and international programs and partnerships in environmental education and training.

The PETE programmatic focus is.....

- Contribute to workforce development through the establishment and presentation of curricula for training environmental, health, safety, energy, homeland security and related technicians;
- Encourage more transfer students to pursue studies in environmental science, engineering and management at four year institutions;
- Support environmental, health, safety, energy and homeland security workforce development;
- Promote pollution prevention (reduce the environmental footprint) and the use of advanced

Approved by the Board of Directors, April 2013
networking produces results....

Benefits of partnerships and collaborations, made possible by the PETE network include:

- Faculty to faculty, college to college, and college to business & industry communication;
- Development of a wide range of environmental, health, safety, energy, homeland security (& related) curriculum and instructional resources;
- Numerous train-the-trainer and professional development activities for faculty, business and industry;
- Guidance to a host of educational institutions developing programs;
- Development of Memorandums of Understanding (MOUs) with business, industry and organizations on collaborative projects;
- Outreach to an international network of environmental professionals and educators;
- Successful completion of numerous environmental education and training grants, contracts, and agreements, with federal, state and regional governmental agencies, business and industry and other not-for-profit organizations.

environmental technologies;

- Conduct special projects designed to enhance the participation of underrepresented minorities and women in environmental fields; and
- Assist foreign institutions in developing their own environmental education and training capabilities.
Program Activities
July 1, 2012-June 30, 2013

Please tell us about pertinent Council/Organization Activities, including annual and regional meetings, seminars and workshops; information on new and on-going publications; and any other information that may be of interest to your colleagues and the AACC. This information will be photocopied and shared with all AACC Councils, and Board and Staff Contacts.

2012/2013 PETE & PETE Co-Sponsored Training Opportunities

April 12-13, 2012
Held at The Peabody Hotel, Little Rock, AR. This conference was held in conjunction with the PETE/CCCHST Refresher Training Program on Wednesday April 11. This conference included an environmental tour of the Clinton Presidential Library, and Heifer International. The PETE Conference included presentations from local environmental professionals, special guest speakers, PETE member instructors and highlighted PETE projects. This conference was attended by 40 individuals.

August 9-10, 2012
“Environmental Technology – What’s in, What’s Out” Technician Skill Preparation for Environmental Health, Safety, Homeland Security & Related Programs
Held at Mission College, Santa Clara, CA. This conference was held in conjunction with the PETE/CCCHST Refresher Training Program on Wednesday August 8. This conference included a sustainability tour of Concannon Vineyard and Winery in the Napa Valley. The PETE Conference included presentations from local environmental professionals, special guest speakers, PETE member instructors and highlighted PETE projects. This conference was attended by 46 attendees.

March 19-21, 2013
2013 Joint PETE Eastern Regional Instructor Conference - Best Practices in Environmental Health, Safety, & Security Training “Add to your tool box, and share one of your best practices”, held at and hosted by Greenville Technical College, Greenville, SC. This conference was held in conjunction with the PETE’s Community College Consortium for Health and Safety Trainers – Refresher Training. The conference also included a tour of “BMW America SUV Manufacturing Plant with an emphasis on sustainable practices. The conference was attended by 45 attendees.

June 26-28, 2013
2013 Joint PETE Region I Instructor Conference - Best Practices in Environmental Health, Safety, & Security Training “Add to your tool box, and share one of your best practices”, held at and hosted by the Advanced Technology & Environment Center (ATEEC) & Eastern Iowa Community Colleges in Davenport, IA. This conference was held in conjunction with the PETE’s Community College Consortium for Health and Safety Trainers – Refresher Training. The conference also included an environmental and health & safety tour of John Deere Company – Harvester Plant. The conference was attended by 35 attendees.

PETE Projects & Programs

Approved by the Board of Directors, April 2013
**The Advanced Technology Environment and Energy Center (ATEEC)**

ATEEC is a national ATE center, funded by the National Science Foundation (NSF) Advanced Technological Education (ATE) Program sponsored by Eastern Iowa Community College District in Davenport, Iowa. NSF has funded ATEEC to stimulate, support, and to network environmental technology credit programs throughout the nation. PETE and ATEEC are longstanding strategic partners, leveraging the expertise and services of both organizations to support our college network and faculty in the environmental technology, health, safety, energy and related areas. Kirk Laflin, PETE’s Executive Director serves as a Co-Principal Investigator on this NSF Project. ATEEC is one of the original funded NSF ATE Centers that has been in operation for 18 years, and as recently awarded a 4 year continuance grant. In the next round of funding ATEEC will focus on the water management sector defining the jobs needs and skill sets needed to assist colleges in launching, updating programs to address this re-emerging sector. ATEEC will also update the Defining Environmental Technology sector reports with business and industry leaders from across the U.S.

ATEEC also opened a state-of-the-art interactive Energy Education Center at their new downtown Davenport headquarters that is open to the public as an education center, they provide educational tours, K-12 workshops on energy and the environment.

ATEEC will continue to build upon their website inventory of environmental and energy sector curriculum and program best practices to assist colleges in launching new, enhance or update existing programs. ATEEC also launched an updated website with an interactive community college map with energy, environmental and water management technology program links, highlighting environmental, water management and energy academic and workforce development programs at community/technical and tribal colleges nationwide.

ATEEC will also provide DACUM – Designing a Curriculum facilitation services to colleges who may desired these services in the area of environmental, water and energy sectors to help them design new, enhance or validate existing programs. ATEEC will provide two DACUM facilitators and produce the DACUM report as long as the college provides transportation costs, this will be done through an application process.

ATEEC provides funding to PETE to support our efforts in communication and outreach to the PETE colleges. ATEEC supports our regional Instructor Conferences, provides articles for PETE news, and we provide input to ATEEC’s annual work plan. PETE assisted ATEEC in securing their renewal from NSF to fund the Center for another four years, with the expansion of the ATEEC mission to include the energy technology arena.

PETE and ATEEC have developed multiple proposals with various agencies for funding support of curriculum and professional development for PETE colleges. Kirk J. Laflin, PETE Executive Director, serves as member of the ATEEC National Visiting Committee (NVC).

For more information on ATEEC visit their website at: [www.ateec.org](http://www.ateec.org); ATEEC; 201 N. Harrison Street, Davenport, IA 52801, IA  52722 Tel: (563) 441-4091

**National Institute for Environmental Health Science (NIEHS) Training Grant Programs - CCCHST & DOE Site:**

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

Approved by the Board of Directors, April 2013
CCCHST Member Colleges: In 2012/2013, membership numbered 119 training organizations with 237 trainers in 34 states and one U.S. territory. In 2012-2013, CCCHST instructors offered 2,724 courses, trained 38,716 workers who completed 308,829 total contact hours of instruction.

**CCCHST Numbers Reported to the NIEHS DMS 2012 - 2013**

<table>
<thead>
<tr>
<th></th>
<th>Reported</th>
<th>Goal</th>
<th>% of Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes</td>
<td>2,633</td>
<td>1,000</td>
<td>263%</td>
</tr>
<tr>
<td>Number of Workers/Students Trained</td>
<td>38,498</td>
<td>20,000</td>
<td>192%</td>
</tr>
<tr>
<td>Number of Hours of Instruction</td>
<td>22,758</td>
<td>10,000</td>
<td>227%</td>
</tr>
<tr>
<td>Number of Contact Hours</td>
<td>307,727</td>
<td>200,000</td>
<td>153%</td>
</tr>
</tbody>
</table>

**Contact Hours by Type of Class Offered**

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Reported</th>
<th>% of Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Site Worker/Supervisor/Refresher/Awareness</td>
<td>102,460</td>
<td>33.3%</td>
</tr>
<tr>
<td>RCRA TSD Site Worker</td>
<td>4,573</td>
<td>1.5%</td>
</tr>
<tr>
<td>Industrial Emergency Responder</td>
<td>22,235</td>
<td>7.2%</td>
</tr>
<tr>
<td>First Responder – Public Sector</td>
<td>28,344</td>
<td>9.2%</td>
</tr>
<tr>
<td>Disaster Site Worker</td>
<td>1,416</td>
<td>0.5%</td>
</tr>
<tr>
<td>DOT Hazmat</td>
<td>10,603</td>
<td>3.5%</td>
</tr>
<tr>
<td>Confined Space</td>
<td>11,531</td>
<td>3.7%</td>
</tr>
<tr>
<td>General Industry Safety (10 hour Topics)</td>
<td>63,522</td>
<td>20.6%</td>
</tr>
<tr>
<td>Construction Safety (10 hour Topics)</td>
<td>56,648</td>
<td>18.4%</td>
</tr>
<tr>
<td>Other Safety Respiratory/Lock-out/Hazard Comm.</td>
<td>6,395</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

**Contact Hours By State:**

<table>
<thead>
<tr>
<th>State</th>
<th>Reported</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN</td>
<td>51,000</td>
<td>16.6%</td>
</tr>
<tr>
<td>MO</td>
<td>40,065</td>
<td>13.0%</td>
</tr>
<tr>
<td>KS</td>
<td>28,570</td>
<td>9.3%</td>
</tr>
<tr>
<td>TX</td>
<td>27,212</td>
<td>8.8%</td>
</tr>
<tr>
<td>AK</td>
<td>23,996</td>
<td>7.8%</td>
</tr>
<tr>
<td>OH</td>
<td>22,631</td>
<td>7.4%</td>
</tr>
<tr>
<td>AL</td>
<td>20,056</td>
<td>6.5%</td>
</tr>
<tr>
<td>IA</td>
<td>15,389</td>
<td>5.0%</td>
</tr>
<tr>
<td>NM</td>
<td>13,866</td>
<td>4.5%</td>
</tr>
<tr>
<td>WI</td>
<td>10,393</td>
<td>3.4%</td>
</tr>
<tr>
<td>NC</td>
<td>10,309</td>
<td>3.4%</td>
</tr>
<tr>
<td>NY</td>
<td>8,068</td>
<td>2.6%</td>
</tr>
<tr>
<td>WA</td>
<td>7,920</td>
<td>2.6%</td>
</tr>
<tr>
<td>NE</td>
<td>7,185</td>
<td>2.3%</td>
</tr>
<tr>
<td>CA</td>
<td>4,264</td>
<td>1.4%</td>
</tr>
<tr>
<td>MT</td>
<td>3,984</td>
<td>1.3%</td>
</tr>
<tr>
<td>PR</td>
<td>2,878</td>
<td>0.9%</td>
</tr>
<tr>
<td>SC</td>
<td>2,032</td>
<td>0.7%</td>
</tr>
<tr>
<td>IL</td>
<td>1,534</td>
<td>0.5%</td>
</tr>
<tr>
<td>LA</td>
<td>1,482</td>
<td>0.5%</td>
</tr>
<tr>
<td>UT</td>
<td>1,167</td>
<td>0.4%</td>
</tr>
<tr>
<td>AR</td>
<td>1,056</td>
<td>0.3%</td>
</tr>
<tr>
<td>WY</td>
<td>942</td>
<td>0.3%</td>
</tr>
<tr>
<td>MD</td>
<td>768</td>
<td>0.2%</td>
</tr>
<tr>
<td>OK</td>
<td>536</td>
<td>0.2%</td>
</tr>
<tr>
<td>MS</td>
<td>270</td>
<td>0.1%</td>
</tr>
<tr>
<td>MA</td>
<td>154</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

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

Members return every other year for Instructor Refresher training offered at colleges across the nation. Members use CCCHST curriculum to train workers and responders in their local area and report to PETE the number of approved hours.
courses they provide, for which they are provided a small reimbursement. In 2013 PETE will be providing 39 CCCHST member institutions who were that offered the most training contact hours with performance stipends. CCCCHST members may charge for the courses offered in their local area as a means to support their programs.

The National Institute of Environmental Health Sciences (NIEHS) awarded the National PETE -Community College Consortium for Health and Safety Training (CCCHST) a five-year award to provide Hazardous Waste Operations and Emergency Response (HazWOPER) training at Department of Energy environmental restoration and waste management sites beginning August 1, 2010. The partnership will serve the following DOE locations: BWXT Pantex, TX; Paducah Gaseous Diffusion, KY; Oak Ridge Operations, TN; and Portsmouth Site, OH. The University of Tennessee, Knoxville, TN, and Amarillo College, Amarillo, TX are sub-awardees delivering training at these sites. Specific aims of the five-year program are listed below.

**Specific Aims**

1. Each year, 2,500 students will successfully complete 250 courses for a total 15,000 contact hours of training. Annually, an average 75 courses will be delivered online.
2. Over a five-year period, 2010-2015, a minimum 12,500 students will successfully complete 75,000 contact hours of hazardous materials training provided by CCCHST-DOE for contractors, subcontractors and public officials serving DOE facilities. Online, 375 students will be served.
3. PETE will provide hazardous materials curriculum, developed by HMTRI and adapted and maintained by PETE.
4. PETE will provide CCCHST-DOE sites and student’s immediate technical assistance through access to master instructors and a website that links all sites, instructors and students.
5. PETE will provide centralized record keeping and quality control for the consortium, submitting to NIEHS the number of students trained at CCCHST-DOE sites and their demographic data, conducting site audits, reviewing student evaluations, acting upon the guidance of the advisory committee, and mediating the delivery of training with other NIEHS-supported consortia.

**PETE’s National Science Foundation ATE Project “A National Collaboration to Strengthen the Advanced Environmental Technology Education Programs at Tribal Colleges” May 31, 2007 – November 31, 2012 (DUE # 0702247)**

The goal of this project was to strengthen environmental science and technology programs at Tribal Colleges in a manner consistent with the unique needs and traditions of these communities. More specifically, this project worked to strengthen STEM (science, technology, engineering and mathematics) education at Tribal Colleges while acknowledging that there is a critical cultural component to the study of environmental science by Native Americans.

Over the course of this project the PETE Project Team conducted Technical Assistance Projects at the following Tribal Colleges through a solicited application process:

- Sitting Bull College, ND – “Job Analysis/Labor Market Assessment”
- United Tribes Technical College, ND – “Job Analysis/Labor Market Assessment”
- Keweenaw Bay Ojibwa Community College, MI – “Student Recruitment and Retention Strategic Planning”
- Navajo Technical College, NM – “Student Recruitment and Retention Strategic Planning”
- Leech Lake Tribal College, MN – “Program Assessment for new Natural Science Degree Program”
- Fort Belknap College, MT – “Job Analysis/Labor Market Assessment”
- Tohono O’odham Community College, AZ – “Student Recruitment and Retention Strategic Planning”
- Little Priest Tribal College, NE – “Program Assessment and Strategic Planning”
- Fort Peck Community College, MT – “Job Analysis/Labor Market Assessment”

Approved by the Board of Directors, April 2013
The selected colleges also received a mini-grant to help offset the cost of participating in the technical assistance initiative activities. Two Faculty Development Fellows Institutes were also offered during the project period. The 2009 Fellows Institute was held at Sitting Bull College in Fort Yates, ND. The Institute focused on Water on the Reservation. The 2010 Faculty Development Fellows Institute was held in Pablo, MT at Salish Kootenai College. The Institute focused on Water Management/Pollution Prevention. Both Institutes were designed to include field-based and laboratory exercises and learning activities, with the premise that faculty transition their experiences back into their classrooms. Faculty were also eligible to apply for Mini-Grants to help implement their enhanced STEM curricula. Attendees developed reports detailing how they utilized the information learned during the Institutes within the classroom.

National PETE developed an additional mini-grant opportunity intended to help Tribal Colleges improve their environmental programs in July 2011. Four Tribal colleges applied for and received these funds:

- Nebraska Indian Community College
- Fort Peck Tribal College
- Institute of American Indian Arts
- Salish Kootenai College

Recipients submitted reports detailing what the funds were used for and how they will improve courses.

In July 2010 National PETE applied for and received supplemental funds from NSF to hold a needs assessment workshop for Pacific Rim Community Colleges. The long-term goal was to assess the interest and potential to develop a full Pacific Rim Environmental Capacity Building ATE Project, to assist in the environmental areas of wastewater, solid waste, nonpoint source pollution, drinking water and overall terrestrial pollution. The needs assessment was held in March 2011 with representatives from Guam Community College, University of Guam, American Samoa Community College, Northern Marianas College, and Honolulu Community College. Outcomes included overwhelming enthusiasm and support in favor of developing such an initiative, particularly as a combined initiative with Tribal Colleges (since the two populations face very similar struggles in regards to environmental education). Project Steering Committee members were then consulted on interest in partnering on the part of Tribal Colleges, to which there was overwhelming support. As a result, National PETE developed and submitted a grant application in October 2011 for NSF ATE funding for a combined initiative with Tribal Colleges and Pacific Rim Colleges. The new project was awarded in September 2012 (Connecting Tribal and Pacific Rim Colleges to Improve Indigenous Environmental Technology Education NSF ATE # 1204627).

To extend technical and program assistance in a more comprehensive manner, PETE hosted a summit June 20-21, 2012 in Minneapolis, MN for Tribal college and high school faculty. The purpose was to expose a greater number of faculty to the information garnered through the project by highlighting the information learned and curricula developed through the Fellows Institutes, and to provide additional program development through EPA and other STEM-relevant sessions.

National PETE and ATEEC also created binders which were sent to all Tribal College presidents and Science Departments. These binders included both physical and digital (provided on a USB drive) reports from all of the Technical Assistance provided to Tribal Colleges through this project, a copy of the Best Practices in Environmental and Energy Technology Education at Tribal Colleges, and a copy of the Environmental Program Capacity Building Summit for Tribal and Pacific Rim Faculty: REPORT.

More information about the project, including Technical Assistance reports, Fellows curricular materials, Mini-grant reports, Summit presentations, and other relevant information is available at the project website http://ateec.org/tribal-colleges/about.

**PETE’s National Science Foundation ATE Project Connecting Tribal and Pacific Rim Colleges to Improve Indigenous Environmental Technology Education 2012-2015 (DUE# 1204627)**

National PETE is assisting Tribal and Pacific Rim colleges in improving their Environmental Technology programs as a means to provide education to build an informed and up-to-date environmental “Green” workforce. National PETE has and will continue to reach out to the 35 Tribal colleges and colleges in the Pacific Rim (U.S. Territories).

Approved by the Board of Directors, April 2013
Educators are being provided with technical and pedagogical skills to better instruct indigenous students and prepare them for new and sustainable “green jobs.” As a result, Tribal and Pacific Rim colleges will attract high school students, non-traditional students, and undecided majors to enter STEM programming at the collegiate level, increase enrollments in and graduation rates from two-year STEM programs, and provide indigenous workers to perform local “green jobs.”

**Faculty Development:** A week-long workshop for 15 STEM instructors, of which five spots will be held for Tribal and Pacific Rim high school instructors, will be held each summer. The first Institute was held June 3-7, 2013 at Guam Community College in Guam, the 2014 Institute will be held at a Tribal College, and the final one will be held at a location convenient to both populations. Following each Institute, mini-grants will be available via application to help implement curricular projects created as a result of the Institute, and a webinar will be held to highlight what the Fellows learned and the curricular materials they developed.

**Technical Assistance:** College-specific technical assistance will be provided to a minimum of eight Tribal and/or Pacific Rim colleges. The first three colleges chosen through competitive application to receive services in 2013 were Northern Marianas College (Saipan), Guam Community College (Guam) and Nebraska Indian Community College (Nebraska). Three colleges will be selected in 2014 and three more in 2015. Outcomes will be pulled together in a report, which will be made available through the project website for other schools to use as a guide for improving their own programs. Recipients of Technical Assistance will also be provided the opportunity to present findings at applicable national conferences.

**Website:** A section of the PETE website has been dedicated to the project (www.nationalpete.org/nsf-indigenous-education/). It has links to information from PETE’s first three-year Tribal College NSF ATE project. It also provides information on the Fellows programs, and will contain links to recorded webinars and conference sessions, as well as Technical Assistance reports (as they become available).

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**PETE’s New York City Youth-in-the-Environment Initiative**

Through funding from the New England Interstate Water Pollution Control Commission (EPA Region 2 funds) and a grant from U.S. EPA Region 2, PETE conducted its 15th annual summer youth environmental education, training and summer employment programs. During July and August of 2013 and with additional funding will be hosting the program during the summers (July/August) of 2013 & 2014. In summer of 2012 PETE worked in partnership with New York City Department of Environmental Protection, U.S. EPA Region 2, and Woodycrest Center for Human Development, and Bronx Community College, to place 34 South Bronx youth (ages 15-21). The youth worked at multiple New York City Department of Environmental Protection host sites including Bureau of Customer Service – Water Bureau, Wards Island Wastewater Treatment Facility Transportation, Laboratory, Facilities Maintenance and Storehouse, Training and Administrative Office and North River Wastewater Treatment Facility in the Warehouse/Storehouse. The youth worked in conjunction with six Bronx Community College students that served as Youth Coordinators. Students were exposed to potential careers in the environmental area while working 4 days/week and one day a week attending classes learning work skills, college exploration and other life skill training. At the conclusion of the seven week summer work experience the sponsors hold a Recognition Day for the participants where the youth share their experiences and EPA Region 2 and NYC DEP provide certificates of achievement and participation to the youth and the youth coordinators. PETE and its partners are currently launching the 2013 program to start the first week of July.

**PETE’s Maine Non-Point Source Training for Municipal Officials Project**

Maine NEMO is a contract project supported through funding from the Maine Department of Environmental Protection, Maine Center for Disease Control-Drinking Water Program, and the Office of State Planning-Coastal Program. The goal of the Maine NEMO program is to educate municipal land use decision makers about the relationship between land use and natural resource protection, with a focus on water resources. Maine NEMO’s educational program starts with a basic presentation that explains the links between land use, water quality, and community character. The program then offers follow-up presentations and materials to help communities get started on natural resource-based planning.

These programs assist communities in moving forward on two major aspects of natural-resource based planning: planning for areas to be preserved, and those suitable for development. The type of information that these

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programs can include are: 1) basic principles of non-point source pollution and increased flows due to stormwater, 2) the relationship between land use, natural resource protection and water quality, 3) planning and site design options to reduce the impacts from development

This year NEMO conducted 20 presentations to 500 participants from 39 communities. Presentations included “Utilizing Low Impact Development to Protect Drinking Water,” “Linking Land Use to Water Quality,” “Changes to the State Stormwater Regulations and How Towns can Update Their Ordinances,” “Low Impact Development (LID),” “Growth in Small Town Maine” and “Open Space Planning- a 10 Step Process.”

Maine NEMO is seen as a leader in providing LID information in Maine. The tradition continued as this year Maine NEMO teamed with Bangor Area Stormwater Working Group (BASWG) and University of Maine Cooperative Extension to hosting conferences on Low Impact retrofit projects, costs savings, maintenance issues, improved treatment, flood control and community support entitled: Save Money and Generate Community Support with LID. ME NEMO is coordinating a Suitability of Development Study in partnership with BASWG and sponsored by the Maine State Planning Office/Department of Conservation under a wetland protection grant from EPA Region 1 involving four towns to evaluate potential growth on a regional basis and encourage coordination between the seven towns on stormwater issues.

In this time period NEMO has coordinated with the DEP on several projects, including the Urban Stream Initiative working with urban impaired watersheds on restoration plans, and the impervious surface TMDL program to analyze existing and projected impervious surface for four IS TMDL watersheds. This work uses GIS as a surrogate for determining water quality, encouraging towns to look at areas of projected growth and compensate using LID techniques. Unfortunately PETE was notified by the funding partners that they were no longer going to be able to continue funding the ME NEMO program, concluding the project in February of 2013.

“EPA Grants Management & Disadvantaged Business Enterprise Rule Training and Technical Assistance Initiative for Tribes, U.S. Territories and Insular Areas”

PETE was awarded a 5 year contract in 2008 (with subsequent one year no-cost extension) by the U.S. Environmental Protection Agency’s Office of Grants and Debarment and Office of Small Business Programs. This contract was jointly signed during a ceremony with EPA Administrator Stephen Johnson and Kirk Laflin, PETE’s Executive Director, on July 14, 2008. The Tribal, U.S. Territories and Insular Areas Administrative and Financial Guidance for U.S. EPA Assistance Agreements initiative involves a multi-faceted approach to provide training in the proper management of EPA grants and how to comply with the Disadvantaged Business Enterprise (DBE) Rule. Tribes, U.S. Territories and Insular Areas are provided training in face-to-face format and online through a self-paced web course and periodic live webinars. Additionally, United Tribes Technical College (Bismarck, ND) serves as a Tribal College training center providing training to the Tribes within their EPA Region. Leech Lake Tribal College (Cass Lake, MN) also served as a Tribal College Training Center and offered the training for the first three years of the project, and five Tribal Colleges have integrated the training materials into their business programs (Cankdeska Cikana Community College, United Tribes Technical College, Sinte Gleska University, Sitting Bull College and Little Priest Tribal College).

Since July 2008 PETE has accomplished the following:

- Developed an expanded Disadvantaged Business Enterprise (DBE) Rule training, the Disadvantaged Business Enterprise Rule: How to Negotiate Fair Share Objectives ½-day training.
- Developed an Accounting Fundamentals for Non-Accountants ½-day training.
- Conducted four “pilot” training programs in Boston, MA, Kansas City, MO, Chicago, IL and Seattle, WA at EPA Regional Offices with both Tribal Government personnel and EPA staff.

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• Launched the project website www.petetribal.org, which includes a self-paced online version of the course.
• Developed marketing brochures.
• Conducted the DBE training for 333 Tribes (1,871 individuals).
• Conducted the full training program for 284 Tribes (1,273 individuals).
• Training programs have been offered in the following states and U.S. Territories:
  - Alaska
  - American Samoa
  - Arizona
  - California
  - Colorado
  - Georgia
  - Guam
  - Idaho
  - Illinois
  - Kansas
  - Michigan
  - Minnesota
  - Montana
  - Nevada
  - New Mexico
  - New York
  - North Dakota
  - Oklahoma
  - Oregon
  - Puerto Rico
  - Saipan
  - South Dakota
  - St. Thomas, VI
  - Washington
  - Wisconsin

PETE is currently scheduling additional training for Tribes, U.S. Territories and Insular Areas for fall 2013.

**Department of Homeland Security – FEMA “Community College Citizen Preparedness Program (3CP2)”**

PETE was one of 11 to receive this national award in 2008. This is a three year project with a goal to train 500,000 U.S. citizens through a national community college network on specific protective actions to save lives and minimize injuries after a hazardous incident and before the arrival of first responders. The primary objectives are to: Prepare a two-hour curriculum to be delivered to a national audience through community colleges and their partner organizations based on a comprehensive national needs assessment. Prepare 120 strategically-located community colleges through a Train-the-Trainer program offered by five community college leaders- PETE 3CP2 Lead Colleges with exemplary homeland security programs. PETE’s Lead Colleges are Westmoreland County Community College, PA, Oakland Community College-Auburn Hills Campus, MI, Pierce College, WA, Miami Dade College-North Campus, FL and Monroe County Community College, NY. To widely promote and disseminate the training through existing AACC and community college sponsored workshops, conferences and news organizations to a majority of the nation’s community colleges for mass distribution.

The target audience for 3CP2 will be the students, employees, families, businesses, community organizations and local governments served by the nation’s community colleges. Community colleges sustain the continuing training and education of the local citizenry. All high-threat urban areas have a community college presence. For over 30 years community colleges have provided training for the nation’s emergency responders, where 85% of the credentialed emergency responders in the U.S receive their education. Many community colleges have existing collaborations and training agreements to deliver community-based programs such as Community Emergency Response Team (CERT), Medical Reserve Corps (MRC) program. Many of the colleges are actively involved with their local Citizen Corp programs. This project is a collaborative project with the AACC. Because of multiple starts and stop issues with FEMA we were not allowed to commence work on the project until after June of 2009.

Since June 2009 the PETE Project Team and five Lead Colleges have accomplished the following:

• Developed the 3CP2 Citizen Preparedness 2-hr Presentation and Instructor Manual
• “Piloted” the 2 hr 3CP2 Course at Monroe Community College, Oakland Community College and Pierce College
• Submitted the 3CP2 Course to FEMA for approval and has been certified.
• Updated the original slate of 40 Hub Colleges to attend the Train-the-Trainer Course
• Made presentations on the project to AACC WDI, AACC Annual Convention and FEMA’s Region 1 Higher Education Conferences

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• Developed the 2 ½ day Train-the-Trainer Course for the 40 Hub Colleges per year scheduled to offer by each of the Lead Colleges in July through September, 2011 for the first round of Hub Colleges. Once this first set of Hub Colleges were trained they are then certified by FEMA to deliver the FEMA certified two hour 3CP2 course to their students faculty and staff and submitting the rosters of people trained to PETE. PETE then working with the Project Team opened up a nationwide solicitation for the next round of 90 Hub Colleges conducted during June 2011 – June 2013. PETE was granted 18 month no-cost extension due to the delays from FEMA in granting certification of the 3CP2 training programs Hub Colleges receive travel funds to attend the Train-the-Trainer Course, all instructional materials, resource materials, examples of training program business models and funding for the reporting of the training provided at their institutions over the course of the year after attending the course.

• PETE has also completed and received FEMA certification of a web based version of the 2 hour 3CP2 course that will give colleges another means to offer the training to their students, faculty, staff and community. This self-paced on-line course has test questions that must be answered correctly in order to complete each module and at the successful completion will generate a certificate of completion. The 3CP2 certified colleges will have the option of having students registering through Monroe County Community College to take the course or take over the LMS system and operate the course on their campus.

• PETE was informed by FEMA that due to the Federal Sequestration PETE’s grant would end on June 13th, 2014, 5 months earlier than originally granted in the no-cost extension. PETE working with its Lead Colleges informed the participating colleges that they can continue to use the course but without support from National PETE. The course materials would be handed over to FEMA to load onto their training program portal.

To date the following Community Colleges have submitted to become a PETE 3CP2 Hub College and have completed the PETE 3CP2 Train-the-Trainer Program at one of our five 3CP2 Lead Colleges:

**Year 1: 3CP2 Hub Colleges**
Barton Community College, KS  
Central Ohio Technical College, OH  
Monroe County Community College, NY  
Oakland Community College – Auburn Hills, MI  
Butler Community College, KS  
Schoolcraft College, MI  
Bronx Community College, NY  
York County Community College, ME  
United Tribes Technical College, ND  
Eastern Iowa Community College District, IA  
Pierce College, WA  
Seattle Community College District, WA  
Community College of Aurora, CO  
Edmonds Community College, WA  
Zane State College, OH  
Miami Dade College- North Campus, FL  
Luzerne Community College, PA  
Harrisburg Area Community College, PA  
West Virginia Northern Community College, WV  
Tidewater Community College, VA  
Community College of Baltimore County, MD  
Tarrant County Community College, TX  
Northeast Arkansas Community College, AR  
Florida State College, FL

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Southeast Community College, NE

**Year 2: 3CP2 Hub Colleges:**
Casper College, WY
Santa Fe College, NM
University of Alaska – CC’s, AK
Skagit Valley College, WA
Bates Technical College, WA
Prince William Sound Community College, AK
Renton Technical College, WA
Grays Harbor College, WA
Columbia Basin College, WA
Denton Technical College, WA
Fulton Montgomery College, NY
Finger Lakes Community College, NY
Gateway Community College, CT
Mott Community College, MI
Des Moines Area Community College, IA
Baton Rouge Community College, LA
North Dakota State College System, ND
Columbus State Community College, OH
Washtenaw Community College, MI
Calhoun Community College, AL
South Central Louisiana Technical College, LA
Oklahoma City Community College, OK
Delgado Community College, LA
Savannah Technical College, GA
McLennan Community College, TX
Houston Community College District, TX
Walters State College, TN
Columbia State College, TN
Essex County College, NJ
Lawson State College, AL
Northwest Connecticut Community College, CT
Minnesota West Community College & Technical College
Community College of the DC, DC
Camden County College, NJ
Virginia Community College System, VA
Beaver County Community College, PA
Norwalk Community College, CT
Johnson County Community College, KS
J Sargent Reynolds College, VA
Southwest Virginia Community College, VA
Los Angeles – Oakland County Environmental Training Center, CA
Shasta College, CA
Napa Valley College, CA
North Orange County Community College Systems, CA
Chabot Community College District, CA
Las Positas College, CA
Santa Rosa Junior College, CA
Miramar College, CA
West Valley/ Mission College, CA

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Year 3 Hub Colleges:
Ivy Tech Community College, IN
Moraine Valley College, IL
Fort Berthold Community College, ND
Black Hawk College, IA
Elgin Community College, IL
Madison College, WI
Hennepin Technical College, MN
John Wood Community College, IL
St. Louis Community College, MO
Bluegrass Community College, KY
Springfield Technical College, MA
Mississippi Gulf Coast Community College, MS
Wake Technical College, NC
Community College of RI, RI
Phoenix College, AZ
Salt Lake Community College, UT
Garrett College, MD
Greenville Technical College, SC
Cape Fear Community College, NC
College of Southern NV, NV
Middlesex Community College, MA
Northern Oklahoma College, OK
Long Beach City College, CA
Jefferson Community & Technical College, KY
Northeast Community College, NE
Northeast Mississippi Community College, MS
Tallahassee Community College, FL
Wake Technical College, NC

Year 4 Hub Colleges (No Cost Extension Year):
Black River Tech, AR
Colorado Mountain Community College, CO
Gustavus Adolphus College, MN
Kennebec Valley Community College, ME
Northwest Shoals Community College, AL
Hawaii Community College System, HI
Tunxis Community College, CT
Guam Community College, GU

This project concluded in June of 2013.

Bristol Community College – NSF ATE Project External Evaluator Services:
The PETE Executive Director under contract serves as their External Evaluator for Bristol Community College’s (BCC) in Fall River, MA on their National Science Foundation 3 year ATE Grant: The Sustainable and Green Energy across the Curriculum (SAGE) project July 1, 2010 – June 30, 2014. In this role PETE’s Executive Director works with BCC in providing guidance and assessment of BCC meeting their goals and objectives of this 3 year project (with one year no-cost extension) including conducting focus sessions with faculty, students and participating high school teachers.
Program Activities
July 1, 2012-June 30, 2013

Please tell us about pertinent future Council/Organization Activities, including annual and regional meetings, seminars and workshops; information on new and on-going publications; and any other information that may be of interest to your colleagues and the AACC. This information will be photocopied and shared with all AACC Councils, and Board and Staff Contacts.

During this period PETE will continue to work on the projects and programs mentioned in the above section of the report. PETE operates on fiscal year based on the October 1 – September 30th thus many program activities and future planning are currently underway thus cannot be reported at this time. Further update will be provided at the AACC November 2013 meeting.

Please complete your report by remitting via email or mail the following information:

- A copy of your audit report and/or balance sheet for the period of July 1, 2012 – June 30th 2013.
- Your organizations constitution or by-laws, if there have been changes.
- Other supporting information that you wish to send (brochures, publications, etc.…)

All materials are due to AACC by **August 15, 2013**.

Jennifer Tinch
Affiliated Council Annual Report
American Association of Community Colleges
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