APPENDIX C
Comments about Individual Training Courses

This section of the report summarizes information collected from the evaluation forms that were distributed to participants during each course they attended. The bar graph illustrates the responses of participants to a series of questions about the appropriateness and relevance of course material to their job responsibilities, as well as the effectiveness of the instructional materials.

Participants were asked to respond to a series of questions by selecting from the following choices:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

In addition, participants were asked to submit written comments about various elements of the course, including content, relevance and appropriateness of case studies, and instructional methods. The following pages present the information collected from the evaluation forms submitted for each course.

This attachment also provides pie charts that illustrate the percentages of participants for each course by job title. U.S. Environmental Protection Agency (EPA) Remedial Project Managers (RPM) and other EPA regional remedial support staff represented over 50 percent of the participants for almost every course.

Advanced Media and Spokesperson Training Workshop

Instructors: Pam Avery, Bozell & Jacobs
Kellie Habeeb, Bozell & Jacobs
Wendy Thomi, EPA Region 2

This course enhanced the participants' confidence in order to explain their work and discuss tough issues. What you say and how you say it is critical to getting information out to the news media, community groups, and others. Participants learned:

- How to prepare for interviews or public speaking engagements.
- How to craft their organization's messages.
- How to deliver their messages effectively even during a crisis.

This highly interactive course featured customized scenarios relevant to each participant's programs or projects, and numerous one-on-one videotaped sessions with professional interviewers.

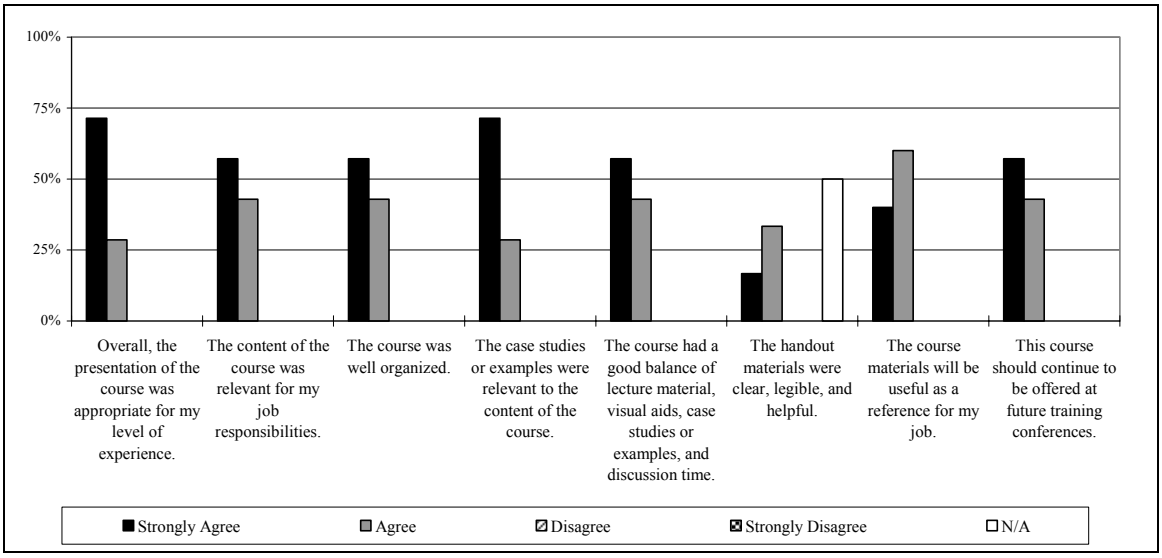
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
14	15	7	A*

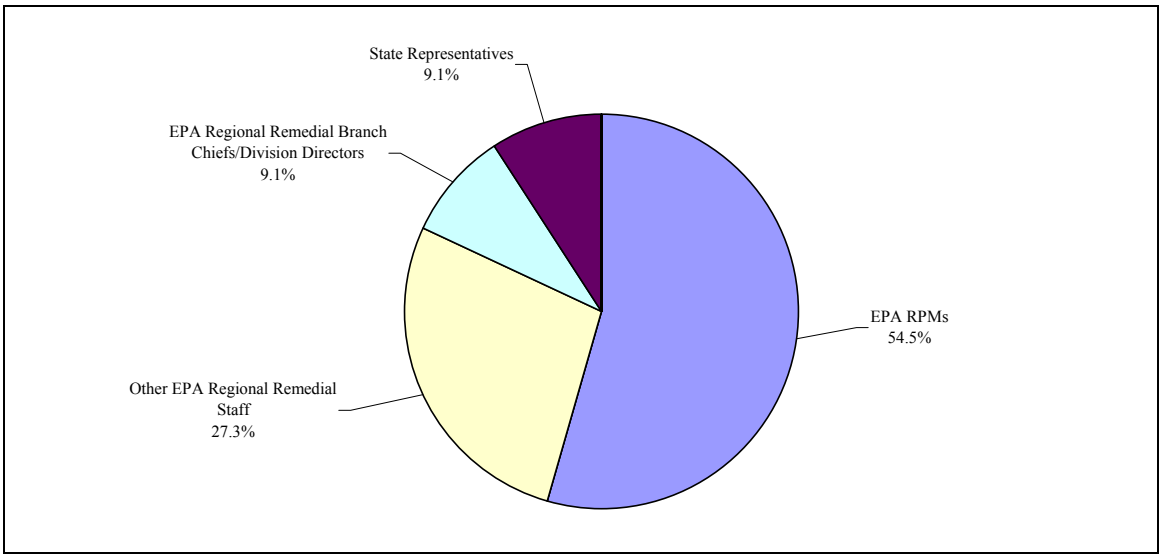
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for the Advanced Media and Spokesperson Training Workshop



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 80 percent of the students. One TSP member attended this session.

Participants by Job Title for the Advanced Media and Spokesperson Training Workshop



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- The introduction by Pam Avery went 45 minutes past the allotted time, which left less time for the examples.

Comments on handout materials

- No handouts given at the beginning of the class.

Comments on usefulness of course materials as a reference

- Don't know, haven't seen them.

Comments on recommending the course to colleagues

- This course should be mandatory for new RPMs.

Comments on pace of the course

- Course ran a little bit over.
- Excellent.

Comments on appropriateness of the instructional methodology

- This is the best method for a group forum such as NARPM.
- Methodology was fine, just needed better time management at beginning of class.

Comments on topics or concepts that should be shortened

- Introduction.
- Hard to say what to cut, but something made the course too long for the time slot.

Comments on topics or concepts that should be lengthened

- Need a little more time.

Comments on the instructor or presenter

- The taping and feedback was excellent.
- Very good. (*Two responses*)
- Instructor was excellent and the information imparted will be very helpful to me in my future dealings with the press.

Additional comments

- Good mix of positive feedback and constructive criticism.

Close-Out Procedures

Instructors: Rafael Gonzalez, EPA OSRTI
Tracy Hopkins, EPA OSRTI

This course provided participants with information on how to document construction complete (CC) milestones as well as those leading to site deletion. The workshop summarized the requirements of the guidance "Close Out Procedures for National Priorities List Sites" (January 2000) and subsequent updates. Topics included an overview of the process by which remedial action (RA) completion, construction completion, site completion, and site deletion (and partial deletion) are accomplished. The course presented an overview of the National Priority List (NPL) site close out process and highlight specific activities and related reports that indicate the completion of each activity. Modules in the course included RA Starts and Completions, Construction Completions/Site Completions, and Deletions and Partial Deletions.

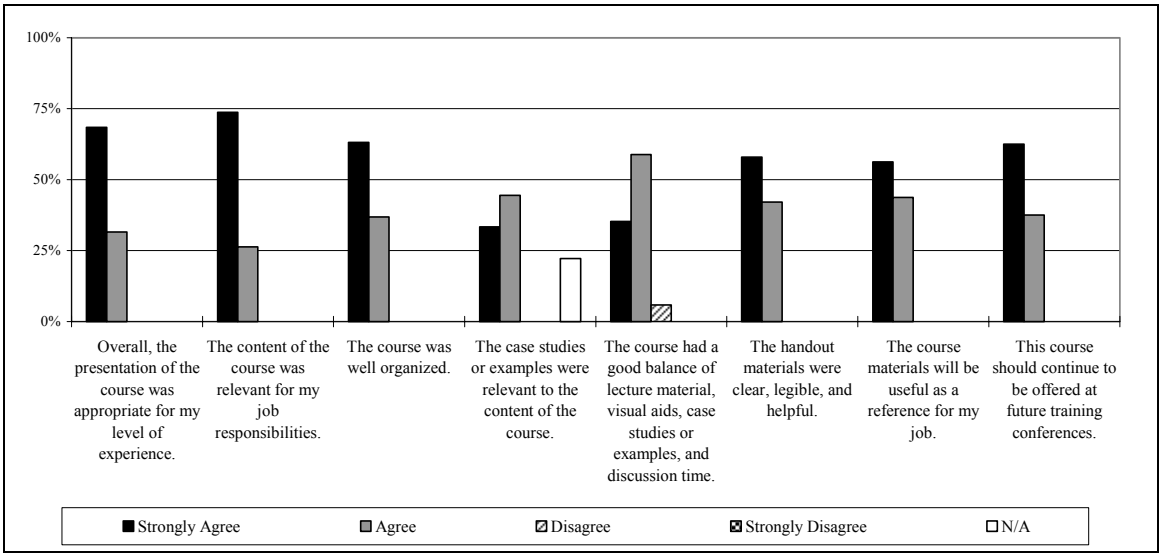
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
30	26	19	A*

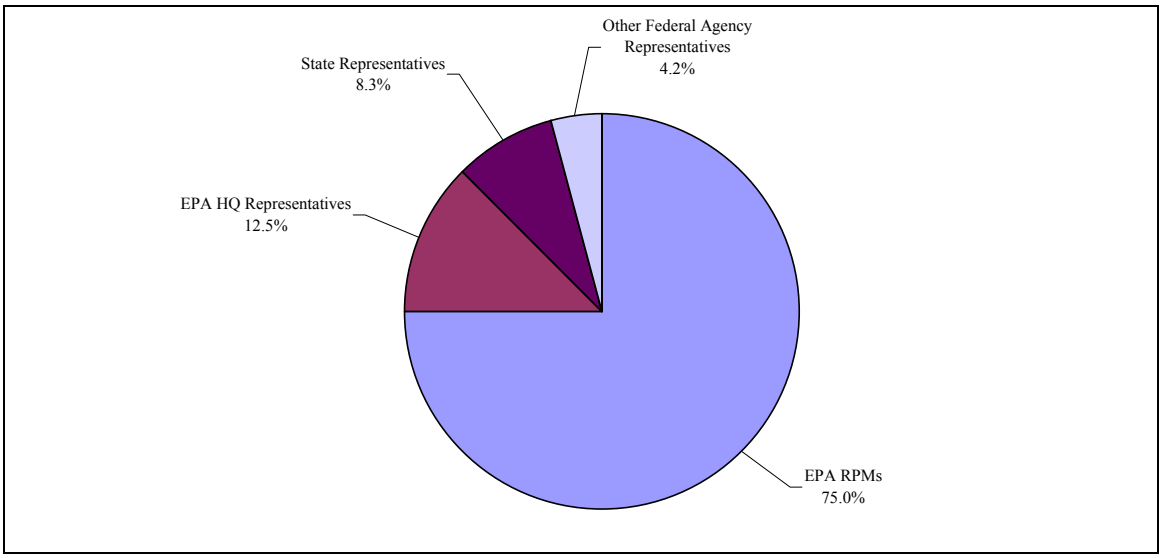
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Close-Out Procedures



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs represented 75 percent of the students.

Participants by Job Title for Close-Out Procedures



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Good discussion on deletions.

Comments on relevance to job responsibilities

- A little too much time on regional statistics.

Comments on organization of the course

- Should balance time on topic with demand. Few interested in deletions.
- Little more discussion on RA completions would be good.

Comments on usefulness of course materials as a reference

- PCC handout/book is great!
- Please add illustration or pictures of case study sites to presentation materials. This will enhance the presentation and help emphasize key points visually.

Comments on offering of the course at future training conferences

- This course will be helpful in my job as an RPM.
- Many may need refresher on close-outs.
- Maybe alternate years rather than every year.

Comments on pace of the course

- There was a lot of material gone through quickly.

Comments on appropriateness of the instructional methodology

- I believe this course required an open dialogue between the audience and HQ instructors, and the instructors did an excellent job in answering questions.
- Good interaction is necessary.
- Video training would be good. If it's internet-based it is easy to look at definitions.

- The methodology was completely appropriate. Reference documents for post class could improve.

Comments on topics or concepts that should be shortened

- The "Deletion" topic.

Comments on topics or concepts that should be lengthened

- Keep the same. (*Two responses*)
- Organizations and Functions versus Interim RA Report.
- State role at Superfund sites.

Comments on topics or concepts that should be omitted

- Maybe delete "Final Deletion" and focus on "Partial Deletion." At least change order of Final and Partial Deletion.
- Just right. (*Two responses*)

Comments on topics or concepts that should be added

- Keep the same. (*Two responses*)

Comments on the instructor or presenter

- Great instructors. They were very knowledgeable. (*Six responses*)
- Did a good job on limiting "this is my site" questions as they distracted from the course.

Additional comments

- Great job!

Conflict Management - Crucial Conversations

Instructors: Karen Mason-Smith, EPA Region 5
Sharon Ridings, EPA Headquarters

The course focused on the available various tools that can open the doors to building positive, collaborative relationships. What is conflict and how do we manage these types of situations? There are many tools and processes on the market to guide us to successfully managing through conflict situations; those that we need to have a crucial conversation with a friend, a colleague or a customer. So, what are these crucial conversations? Simply stated, it is a discussion between two or more people where (1) the stakes are high, (2) opinions vary, and (3) emotions run strong. This overview session provided participants with a description of the tools from the best-selling book "Crucial Conversations."

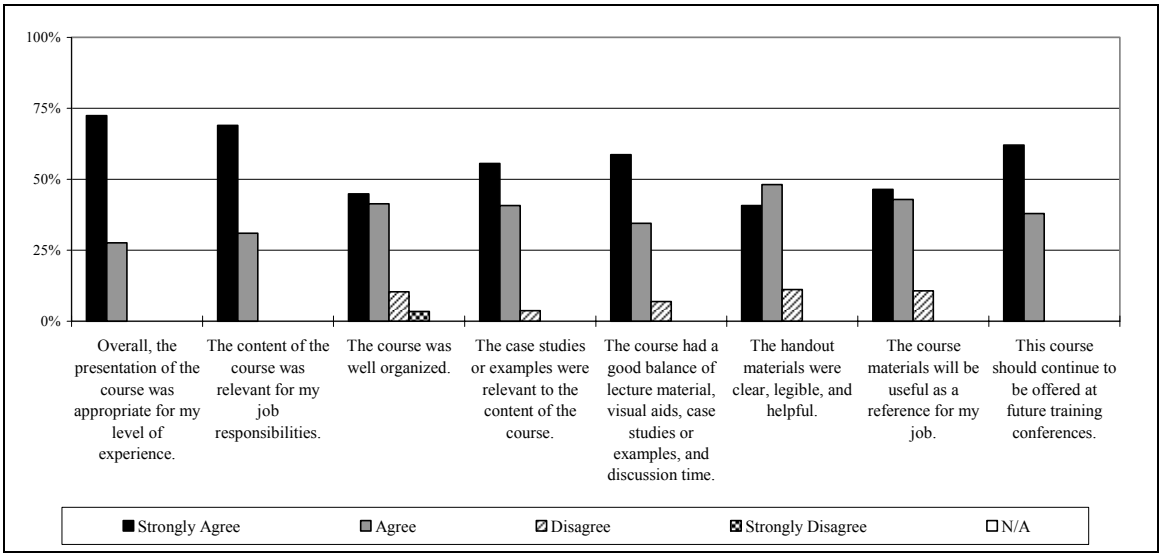
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
54	48	29	B*

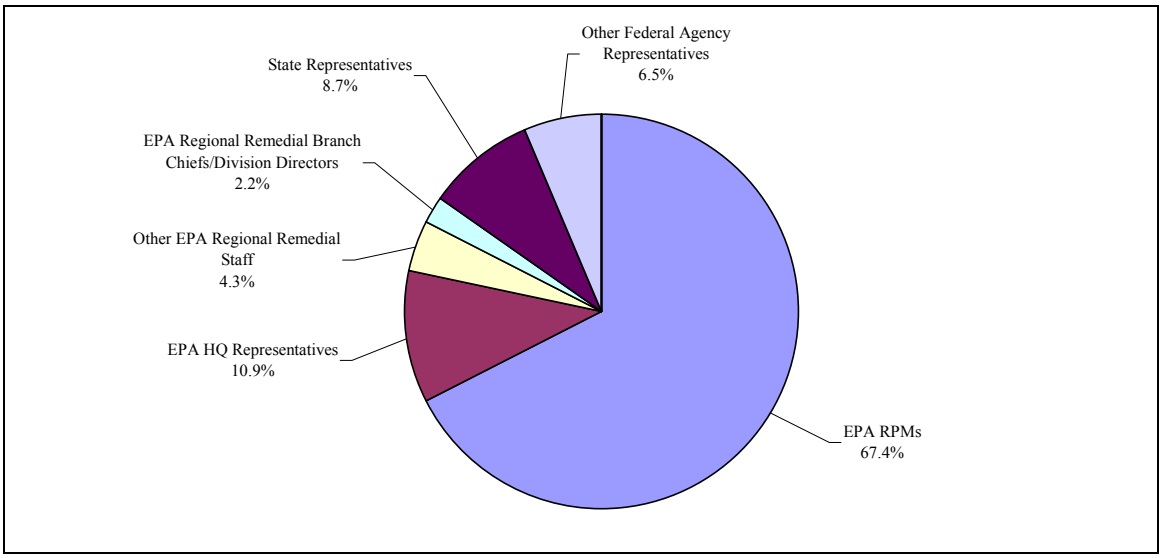
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Conflict Management - Crucial Conversations



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 70 percent of the students. One TSP member attended this session.

Participants by Job Title for Conflict Management - Crucial Conversations



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on organization of the course

- Whereas the instructor did a good job of selecting material from a longer course to present, the class, at times, had feeling of rushing through without discussion to help it sink in. (*Three responses*)
- The video quality was poor which was very distracting.
- Wish that the handout matched presentation.

Comments on relevance of case studies or examples to the content of the course

- Case studies were rushed and conclusions were made.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Too much discussion time.
- Visuals obviously a problem. (*Three responses*)
- Also, the speed of course and notes didn't jibe; they were too compressed.
- Good balance but materials need fixing.
- The subject is abstract. There was lecture, video, and some questions and answers, but it would be better if there were some interactive activities to engage audience more (i.e., role playing).

Comments on handout materials

- Multiple spelling errors in handout. (*Two responses*)
- Wanted the handout to follow presentation. (*Three responses*)
- Videos were fuzzy due to technical problems (*Two responses*). They were good illustrations of concepts, though.
- I liked the sample videos very much. They were educational.

Comments on usefulness of course materials as a reference

- Good course.
- Need card of key points.

Comments on offering of the course at future training conferences

- Yes NARPM, you should keep offering this.
- With changes.
- Fix or test equipment before class.
- Good course but there needs to be more time allotted for the course.

Comments on pace of the course

- This was a great course. It should be longer. (*Two responses*)
- First half was good but the second half was too fast.

Comments on appropriateness of the instructional methodology

- A lot of material was presented in a relative short amount of time, but that was okay.
- You need a variety of methodologies to keep learning new.
- Methodology used to teach course was fine. (*Two responses*)
- This type of course is best in a group because group interaction is very important to understanding the material.
- Better video quality. More breaks from the videos; maybe one-on-one or group talks.
- This course will help in my career and in having conversation with others. It's important to be aware of how you influence others and have others are influenced by you.
- Role play, exercises would be really valuable. (*Two responses*)

Comments on expectations for the course

- I expected to mediate confrontation between others, not one I am involved in.
- Learned new techniques to deal with crucial conversations.

Comments on topics or concepts that should be lengthened

- Should be at least a one-day course instead of 3 hours.
- All sections.
- The entire course.
- Exercises

Comments on the instructor or presenter

- Excellent! (*Two responses*)
- Need some of that step up to supervision training.
- Very effective.
- Great!
- Sharon Ridings did a great job condensing course content.
- Sharon Ridings is knowledgeable, empathetic, and a great speaker (*Four responses*). Thanks.
- Do not dismiss political correctness. Don't laugh and giggle; probably should have said holiday break instead of Christmas because it may be offensive to some.
- Good interaction with group, responsive to group.
- Very good.

Additional comments

- Fix the video feed. (*Two responses*)
- Please spell check your document and work book.
- Could be more focused to our work at EPA.
- How do you request a 360?
- Would have preferred the PowerPoint content to be "abridged" to condense the 8-hour course to the 4-hour timeslot, instead of duping through slides to find right one.
- Course should be expanded to full-day and or delivered to the region.

Contracts Training

Instructors: Jim Clark, EPA Region 3
Marie Noel, EPA Region 7

This course provided participants with a greater understanding of different types of contracts and further explanation of the new contract training requirements. A team of contracting officers provided case studies and interactive discussions to cover the following topics:

- The *Performance-Based Service Contracts (PBSC)* module provided an overview of the federal policy to use PBSC methods when possible. PBSC is an approach that uses outcome-based work statements consisting of objectives, measurable performance standards, quality assurance surveillance plans, and incentives. Examples of PBSC RA construction projects were presented during the module.
- The *Procurement Challenges faced during the Hurricane Katrina Response* module focused on how EPA personnel should acquire supplies and how to use service contracts to respond to a natural disaster or other emergencies. This interactive forum provided discussions on procurement tools related to purchasing in emergency situations and focused specifically on Hurricane Katrina and Rita examples.
- The *Indefinite Quantity/Indefinite Delivery (ID/IQ) Fixed Rate Contracts* module focused on how this type of contract differs from cost plus contracting arrangements. The standard components of the fixed rate were identified with a special focus on program management activities. Additionally, financial and administrative advantages of using this type of contract were covered.
- The *Contracting Officer Representatives (COR) Training Requirements* module provided an overview of the 40-hour contracts training requirement. The module highlighted several methods of how to obtain 40 hours of contracts-related training every 2 years in order to maintain a Contracting Officer's Technical Representative certification.

By taking this course, participants received 3.5 unit hours of contracts training toward the Clinger-Cohen Act (Maloney Bill) requirements.

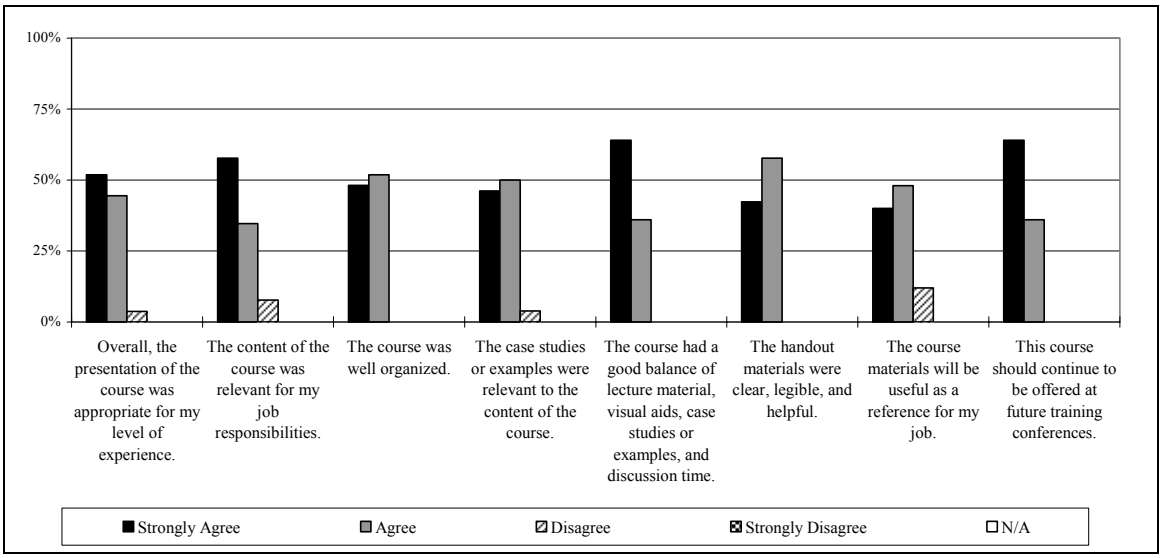
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
40	35	28	A*

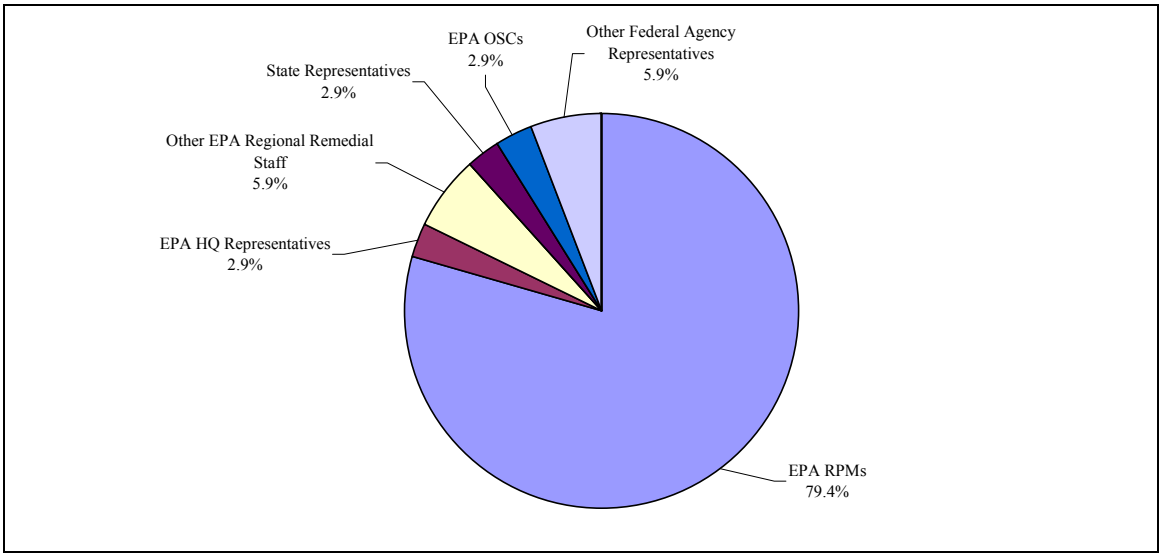
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for the Contracts Training



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 80 percent of the students. A total of 2 TSP members attended this session.

Participants by Job Title for the Contracts Training



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Performance based session was very informative. Katrina case studies were interesting, but they maybe not [be] helpful for RPM work.
- This was my first class of contract processing.

Comments on relevance to job responsibilities

- Good presentation of a new and confusing subject.
- Has minimal job relation.
- I found the course marginally useful.
- Other than Katrina case studies. (*Two responses*)
- Excellent tips and relevant examples were used!

Comments on relevance of case studies or examples to the content of the course

- Could have had more detail.
- Next time use non Katrina case studies and make it more general.
- Add RPM case studies via RPM presenter.
- Did not find case studies very useful.
- Good case studies, real life situations. Real life isn't quite so clear and the answers not so easy; also more than one "right" answer.
- Hurricane examples very interesting; would also look at Remedial examples.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Ice breaker was excellent.
- Good break out of teams for case study questions.
- Thank you for mixing up with exercises, ice breakers.
- Much thoughtful discussion took place between the participants.
- Good interaction.
- Followed PowerPoint outline.
- Needed a lot of discussion time and quite a lot was provided.

Comments on handout materials

- Case studies had typos and grammar errors.
- Define all abbreviations and acronyms.
- Slightly out of order.

Comments on usefulness of course materials as a reference

- Don't know yet.
- Typos in case studies; minor QC needed.
- Not enough specifics or details.
- Possibly, but I probably won't use the material much due to the idiosyncrasies of my specific work.

Comments on offering of the course at future training conferences

- Very useful in achieving 40 hour requirement. Should be repeated.
- Need more on new contract mechanisms. There were lots of new questions.
- As a reference and beginner take-off point.
- More hours.
- Great class -- thanks!
- Increase the content on performance based contracting using examples from existing sites.
- Especially considering new 40-hour requirements.

- There should be a contracts course but the content should be changed. (*Two responses*)

Comments on recommending the course to colleagues

- Clearly with the No. of questions asked we need more in depth training in this subject. The regions don't all seem to be on the same track.
- If improved some.

Comments on pace of the course

- Breaks were well spaced.
- There is so much to cover, but depth is better than breadth.

Comments on appropriateness of the instructional methodology

- Very good face to face (*Three responses*); however, more training online for contracts is needed.
- Good method because the question and answer session is an important part of the course.
- Liked the ice breaker.
- No basis for comparison.
- One of the better contracts courses I've taken in 16 years with EPA. The class participation was excellent.
- Great course. Great instructors. Great presentation skills!
- Current method good. (*Two responses*)

Comments on expectations for the course

- Not enough specifics, details, or information on PPC contracting.

Comments on topics or concepts that should be shortened

- All.
- Katrina case studies.

Comments on topics or concepts that should be lengthened

- Performance based could be an entire course.

Comments on topics or concepts that should be omitted

- Theme song exercise.

Comments on topics or concepts that should be added

- More time.
- IAG management.

Comments on the instructor or presenter

- They were excellent. (*Three responses*)
- Great job, made an interesting topic out of a boring topic.
- Both were good. (*Two responses*)
- Both instructors engaging and able to secure audience participation. They know their materials.
- Thank God for more frequent breaks!
- Presenters were wonderful!
- Please include definitions of acronyms.
- Great (*Two responses*). Kept the interest in the class.
- Very, very knowledgeable.

Additional comments

- Good discussion on all sessions. Case studies could have been better written but very good exercises. Maybe in future, solicit RPM input on their contracting experience.
- PART I: Want more examples of successes using performance based contracts. I can think of relatively few situations where they are likely to work, and would find it useful to hear more details on examples where you think they've worked and why. PART II: Did not find case studies very useful. What was the point?
- Would like to see a breakdown of contracts and which contract is what type of contract for the different regions, a table or something.
- Instructors were very knowledgeable (*Two responses*) and were excellent presenters.
- Thank you!
- It also would be helpful to be provided with example PWS for actual sites (tasks) in addition to the supplemental information that was provided. Are such items available on Web sites?

Documenting the Systematic Planning Process in a Quality Assurance Project Plan (QAPP)

Instructors: Mike Carter, EPA FFRRO
Marlene Moore, Advanced Systems, Inc.

The course demonstrated to RPMs how the Systematic Planning Process (SPP) supports the collection of defensible environmental data of known and documented quality that are appropriate for their intended use. Aspects discussed included: application of the scientific method, the graded or common sense approach to project planning, the life cycle of data collection, and the team-based approach for development of performance and acceptance criteria for the quality of the data collected and for the quality of the decision to be made. The presentation emphasized the importance of sampling design and its relationship to the heterogeneity of cleanup sites and the inherent uncertainties of environmental data. Participants were shown through the use of an example hypothetical site how the SPP is documented in a QAPP. Participants were introduced to the new Uniform Federal Policy (UFP) for QAPPs that prescribes content, offers worksheets for organizing information, and identifies the minimum activities for various phases of the site cleanup process. Tools and techniques for QAPP completeness reviews were provided as well as information for obtaining UFP QAPP guidance documents.

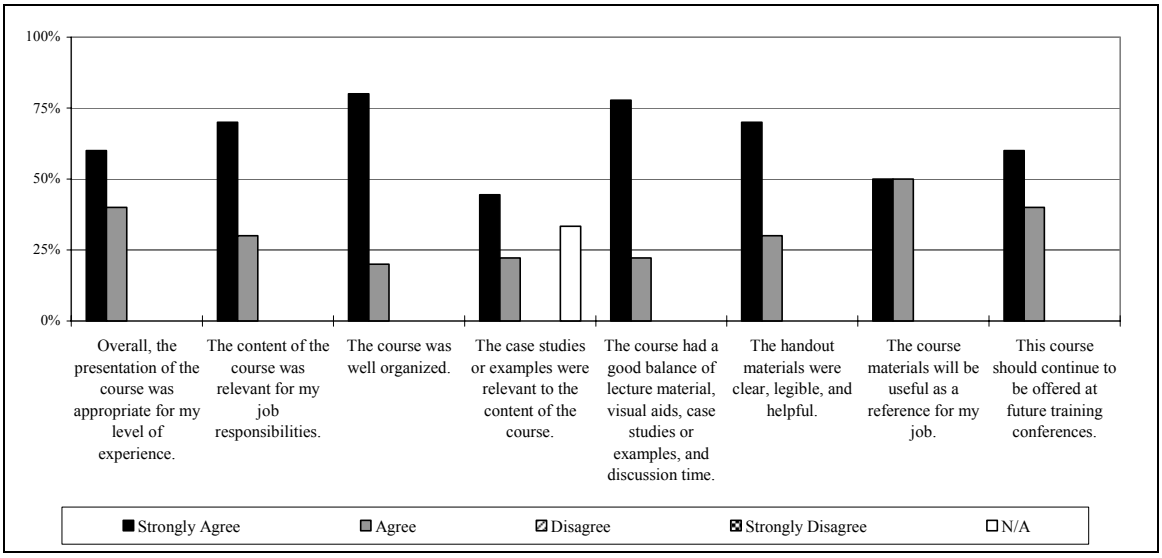
This course was sponsored by the TSP Federal Facilities Forum and EPA's Federal Facilities Restoration and Reuse Office.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
13	14	10	A*

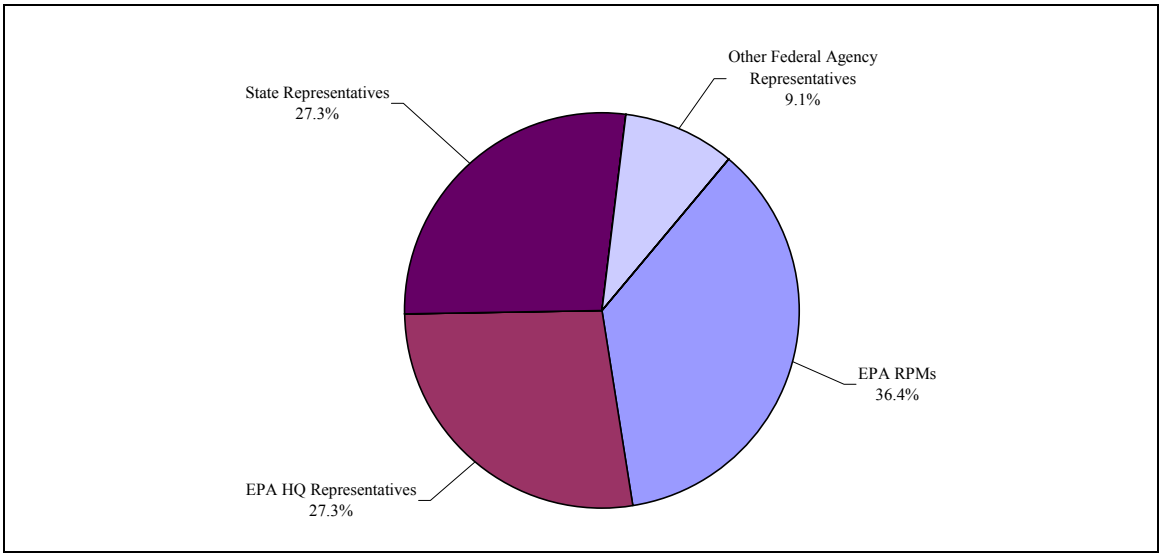
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Documenting the Systematic Planning Process in a Quality Assurance Project Plan (QAPP)



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs represented over 35 percent of the students.

Participants by Job Title for Documenting the Systematic Planning Process in a Quality Assurance Project Plan (QAPP)



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- I would put "Strongly" but am unfamiliar with some of this data evaluation stuff; however, I'm new to this and the rest of the class seemed to keep up.
- Appropriate for introductory to intermediate.
- Dynamic!

Comments on organization of the course

- Very well organized.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Excellent presentations.
- There was a lot of material covered in a short time. I thought they did an excellent job working with the restraints they had.

Comments on handout materials

- Graphic slides could be bigger.

Comments on usefulness of course materials as a reference

- Especially the worksheets.

Comments on offering of the course at future training conferences

- More often!

- And advertised better, I think many people who have been RPMs for a while may not think they need this, but may not know if required by EPA now.

Comments on recommending the course to colleagues

- Highly recommend.

Comments on pace of the course

- Too fast. (*Two responses*)
- Instructors did a great job covering the material and answering questions and discussing issues.

Comments on appropriateness of the instructional methodology

- I liked the class interaction approach that was taken.
- This was the best methodology.
- For this one-day class.
- I feel the instructor was the glue to hold everything together.

Comments on expectations for the course

- Better than my expectation.
- Did not read.
- Very good overview for preparing QAPPs using systematic planning.

Comments on topics or concepts that should be shortened

- Pages 1-6: I would like to see more on why the new process is better than the old.

Comments on the instructor or presenter

- Very knowledgeable. Easy to hear. Good mix of rhetorical questions and answers with straight lecture. Good "tag-teaming" of instructors.
- Marlene Moore and Mike Carter did a wonderful job with what could be a very boring topic!
- Very energetic and knowledgeable about analytical methods and QA.
- Excellent, extremely knowledgeable instructors (*Three responses*). Instructors were very helpful and took time to answer all questions.
- Very, very engaging.
- Very dynamic and confident!

Additional comments

- Handouts and a CD will be invaluable tools!
- List this course more often on the training exchange Web site.

Evaluating Ground Water/Surface Water Transition Zones in Eco-Risk Assessments

Instructors: Kathy Davies, EPA Region 3
Rene Fuentes, EPA Region 10
Vince Malott, EPA Region 6
Mark Purcell, EPA Region 6

The course discussed hydrogeological and ecological methods and tools for locating ground water discharge areas in a rapid and cost-effective manner, and for evaluating actual and/or potential effects of contaminant exposure on transition-zone biota. Assessing the impact of contaminated ground water on nearby surface water bodies has been historically dependent on surface water quality samples. However, this sampling strategy does not fully evaluate actual or potential contaminant impacts on the transition zone, a unique and important ecosystem that exists between surface water and the underlying ground water, that receives water from both of these sources. Biota inhabiting, or otherwise dependent on, the transition zone may be adversely impacted by contaminated ground water discharging through the transition zone.

In addition to the lecture-style presentations, several case studies were presented to illustrate the importance of sampling relevant ecological receptors within this zone. The content of this training will also be the focus of an upcoming Ground Water Forum Issue Paper/ECO-Update joint publication.

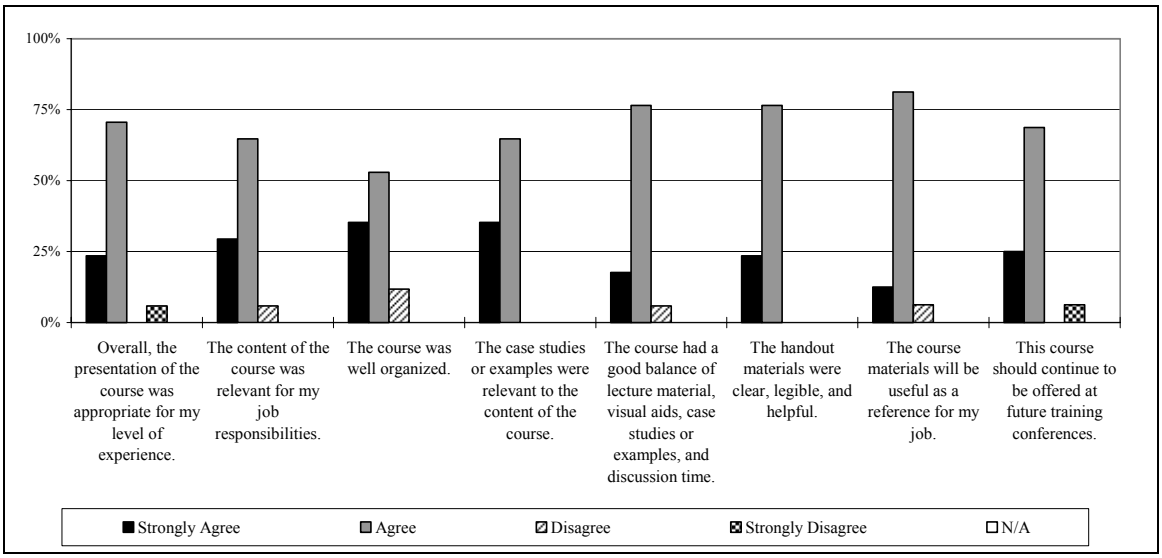
This course was sponsored by the TSP Ground Water Forum and EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
41	36	17	B*

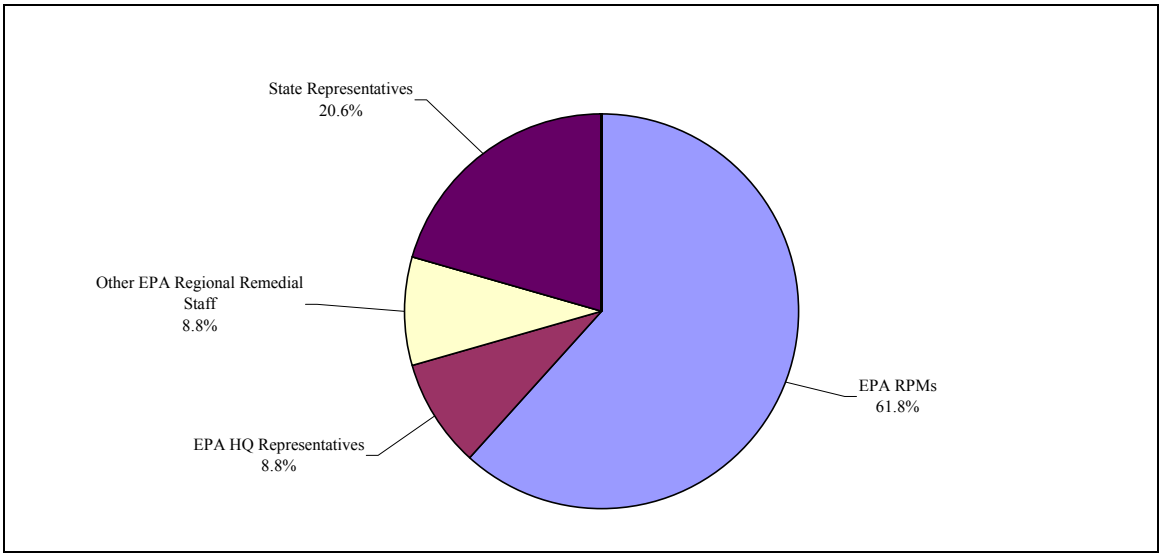
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results
for Evaluating Ground Water/Surface Water Transition Zones in Eco-Risk Assessments



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 70 percent of the students. A total of 3 TSP members attended this session.

Participants by Job Title
for Evaluating Ground Water/Surface Water Transition Zones in Eco-Risk Assessments



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Needed ECOTOX.

Comments on relevance of case studies or examples to the content of the course

- Good case study (Molycorp Site presentation).
- Second case study was great.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Need to provide reference list.
- Would have been nice to have the actual samplers to look at.

Comments on handout materials

- Needs more clarification on general and specific characterization of ground water-surface water zone.
- Please put color slides on the NARPM Web site.

Comments on usefulness of course materials as a reference

- Please consider color copies.
- List of Points of Contacts or References would be helpful.

Comments on offering of the course at future training conferences

- Maybe a little more eco discussion.
- Need to include an ecological risk assessor.
- Maybe as a paper session or class on ecorisk assessment.
- As more examples or case studies are developed, it would be interesting to follow changes/developments.
- More examples of mines, TPH, and river contamination.

Comments on recommending the course to colleagues

- The phrase "you can read it for yourself" was repeated so often I wanted to scream. Case studies weak.
- If concerned with ground water-surface water interaction and ecorisk.

Comments on appropriateness of the instructional methodology

- Needed better coverage of ECOTOX issues.
- One member absent.
- I think that PPT presentations are more or less the best way to present this material.
- Maybe try to incorporate a "field trip" into course to show sampling techniques.

Comments on topics or concepts that should be shortened

- Ecological tools.

Comments on topics or concepts that should be lengthened

- Case studies really showed results of topic.
- More detail on ECOTOX.

Comments on the instructor or presenter

- Well done.
- Substitute speakers do not always work. Though extremely knowledgeable, a portion of Greenberg/Fuentes talk was disjointed.
- Mark Purcell gave a good presentation.

- Molycorps case study was excellent example. Occidental study was also good.
- For all the tools, tables on them, comparing and contrasting with timeframes, would be helpful.

Additional comments

- All diagrams needed to be fully labeled because not everything on them was obvious.
- Mark Greenberg should have been here. The Molycorp case study was excellent case study!

Facilitative Leadership - Managing Productive Meetings

Instructors: Karen Mason-Smith, EPA Region 5
Sharon Ridings, EPA Headquarters

The course addressed how to more effectively facilitate meetings. Meetings are an important part of the collaborative process we use in the workplace today. However, all too often we find ourselves in meetings that (1) have no leadership, (2) have no purpose, and (3) accomplish little. Learn some of the tools that successful facilitators use in meetings that help to move your team forward and hold members accountable for agreed upon actions. Participates learned tips for facilitating creative and effective meetings from preparation, running, closing, and conducting a meeting overview.

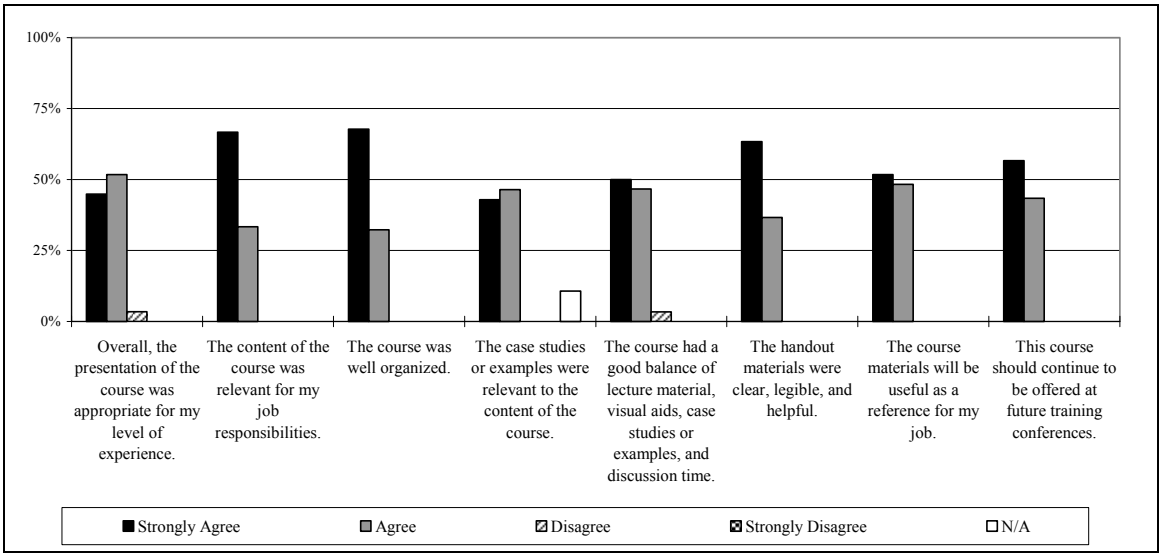
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
54	52	32	A*

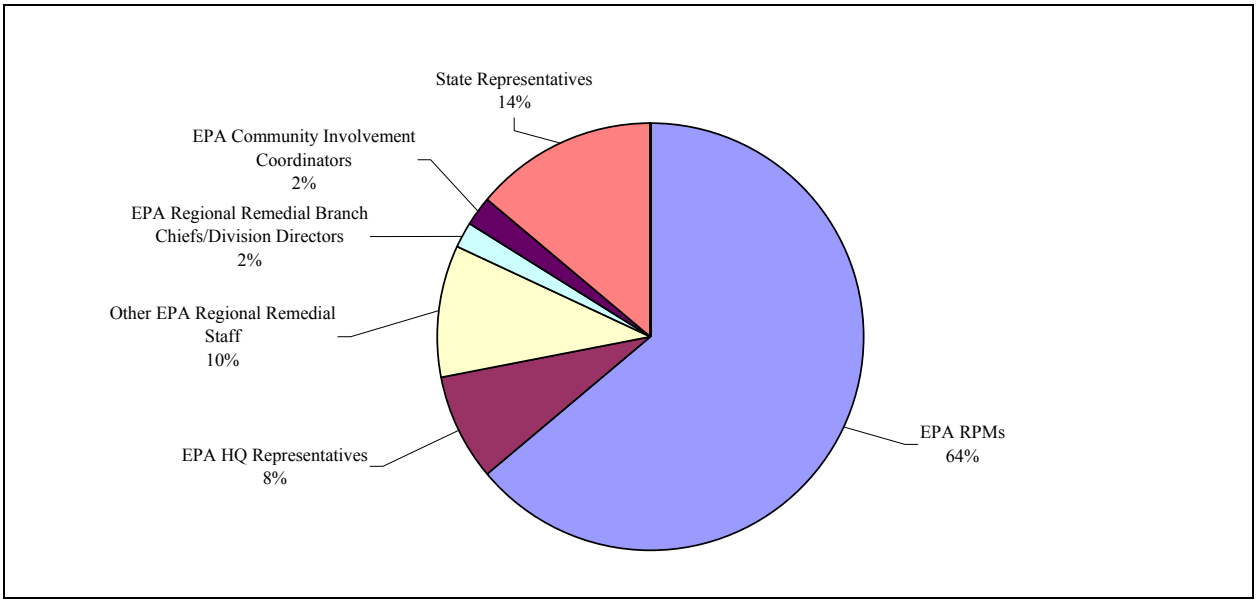
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Facilitative Leadership - Managing Productive Meetings



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 70 percent of the students. A total of 2 TSP members attended this session.

Participants by Job Title for Facilitative Leadership - Managing Productive Meetings



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Some of suggestions to curb behavior are what I used as a High School teacher.
- Could have used more situational examples and proposed solutions.
- I have been in meetings for 30 years, but this is needed every few years.
- Attending to audit.

Comments on relevance to job responsibilities

- Attending to see teaching style.

Comments on organization of the course

- Presenter was great, but computer problems took away from the class. Presenter kept class engaged during time computer problems were resolved.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- It was very helpful to set up the class and the environment the way you would have a successful meeting.
- Wish we had gone over all of the material in the booklet.
- Too much lecture in the first half. Better to engage audience by asking questions, etc.

Comments on handout materials

- Some written mistakes need to be addressed.
- Good materials. I liked them being a collection of key, helpful information, rather than a bunch of PowerPoint slides.

Comments on usefulness of course materials as a reference

- We are taking these materials back to the office.
- Great course.
- Gave me ideas for my own class.

Comments on offering of the course at future training conferences

- Particularly for managers, who are some of the worst practitioners of meeting management.
- Offer this again.
- Indicate that "meetings" are for internal use.

Comments on recommending the course to colleagues

- Offer this again.
- We all need brief reminders about meetings and with workforce turnover some folks have never had this type of training.
- I think the course is a little basic, but it may be that I've been in community involvement for years.
- As a basic overview, more time would have been useful to elaborate on points.

Comments on pace of the course

- Would have liked to cover more material.

Comments on appropriateness of the instructional methodology

- Video, although exaggerated, was fairly good demonstration of good and bad meeting management.
- I thought the video was good. The "Action Tips" were good and should be outlined on a separate sheet.
- I do not feel any other method would be useful; need the interaction that computer-based learning would not provide.
- Methodology is appropriate. (*Two responses*)
- I felt that the video was entertaining and helpful.
- Good balance of video presentation and question and answer session for short time.
- Yes, I also believe an example of an EPA meeting would be useful.
- The instructor was excellent; safe environment allowed for open discussion.

Comments on expectations for the course

- The course was better than I thought it would be.
- Good course description.
- Meeting training is meeting training.

Comments on topics or concepts that should be shortened

- Video was too long (30 key points).

Comments on topics or concepts that should be added

- Typical RPM meeting scenarios and troubleshooting.
- Material not covered in the talk or at least a reference.

Comments on the instructor or presenter

- Sharon is a great instructor. (*Four responses*)

- Instructor clearly enjoys her work and excited the group. Excellent.
- She was easy to follow.
- You were just awesome. I came to re-learn these skills. I know my "rights" now.
- Excellent energy and sense of joy in sharing this information.

Additional comments

- Thank you. Lots of typos in handout. Get an outside set of eyes to edit/check.
- Put 30 points in handout.
- Would suggest a different video or leaving it out. If the video is used, would suggest stopping it periodically to discuss.
- Great course.
- Perhaps a staged group exercise would actively engage more participants.

Five-Year Reviews

Instructors: Emily Johnson, EPA OSRTI
Waleska Nieves-Muñoz, EPA OSRTI

The course focused on how to conduct and develop a five-year review document. By taking the course, participants achieved the following objectives:

- Identify the type of five-year review required and understand when it is due.
- Understand the roles and responsibilities among EPA, other federal agencies, states, Tribes, and the community.
- Understand how to identify issues and develop recommendations.
- Learn how to use a systematic approach to select protectiveness statements.

The instructional methodology for this course included a lecture, course handouts, and sample five-year review documents.

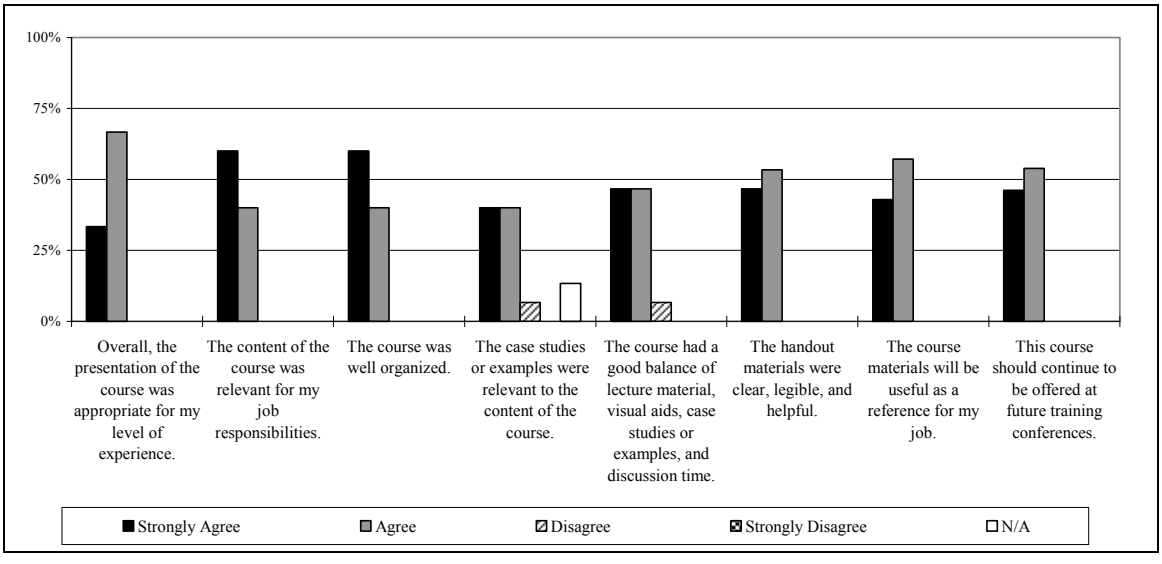
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
45	31	16	A*

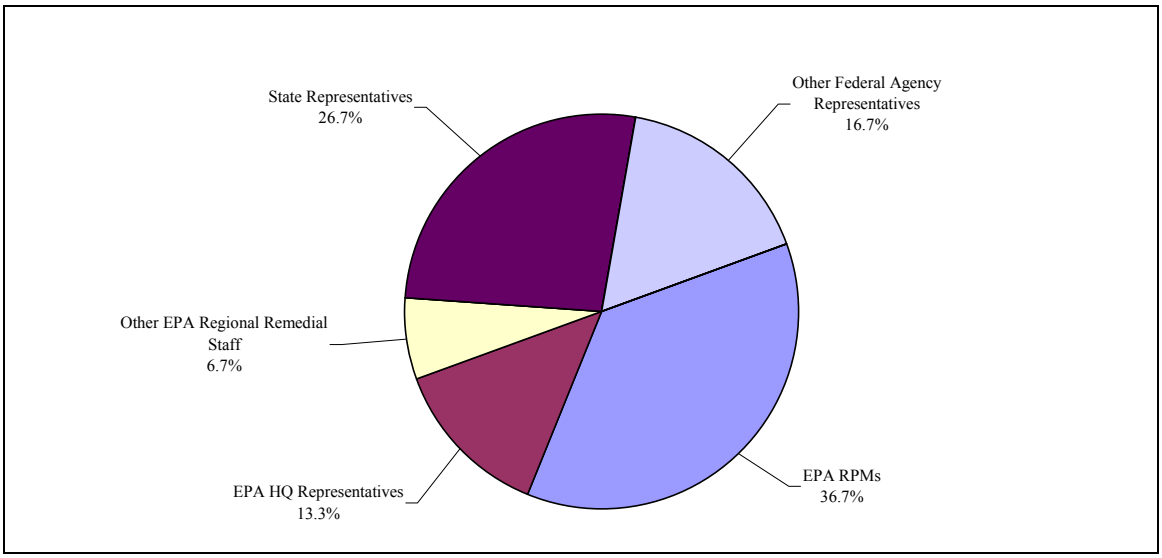
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Five-Year Reviews



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 40 percent of the students. A total of 2 TSP members attended this session.

Participants by Job Title for Five-Year Reviews



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Course was generally introductory; more case study with more detail.

Comments on organization of the course

- Good lecture and discussion. Good job.

Comments on relevance of case studies or examples to the content of the course

- Not enough real life case studies.
- Case studies were briefly discussed in passing.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- It would have been better with more case studies and discussions of actual sites people in class are working on.

Comments on appropriateness of the instructional methodology

- Hands on and in person training is best.
- No changes needed.
- Presentation was well made and everyone's questions were answered to satisfaction.
- Panel discussion would have been helpful.

Comments on expectations for the course

- Provided a better understanding of EPA's 5-year review process.

Comments on topics or concepts that should be lengthened

- More discussion on issues such as MCI changes, remedy not functioning as intended, etc.
- Federal facilities.

Comments on topics or concepts that should be omitted

- PCC.

Comments on the instructor or presenter

- All three instructors did well and knew their material and the subject matter.
- Excellent!!
- Very knowledgeable. Answered questions from audience by providing good information.
- Good job!

Additional comments

- Great course! (*Two responses*)
- Could you send us slides 75-76, which were missing from handout please?
- Suggest a special two hour Federal facilities module on 5-Year Reviews.
- Stay with language in CERCLA. Is remedial action protective?

Geology/Hydrogeology - Introduction to Contaminant Hydrogeology

Instructors: Rob Alvey, EPA Region 2
Judy Canova, South Carolina Department of Health and Environmental Control
Lisa Gotto, EPA Region 7
Luanne Vanderpool, EPA Region 5
Kay Wischkaemper, EPA Region 4

The course provided an introduction to the basic concepts of aquifer geologic and hydrogeologic properties, ground water flow, and contaminant plume evolution. The course included modules on basic geology, hydrogeology, aquifer testing, well installation, and ground water sampling with special emphasis on hydrogeology as it applies to site characterization and contaminant plume transport. Case studies were presented that emphasize hydrogeologic applications. This course is intended for project managers with little or no familiarity with basic hydrogeologic concepts and practices.

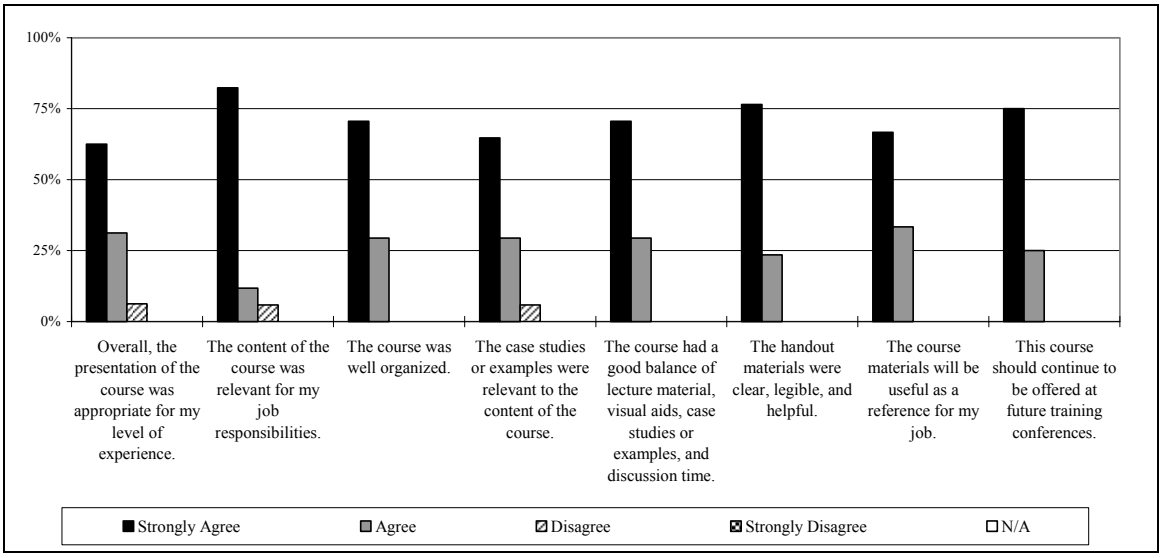
This course was sponsored by the TSP Ground Water Forum.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
37	29	17	A*

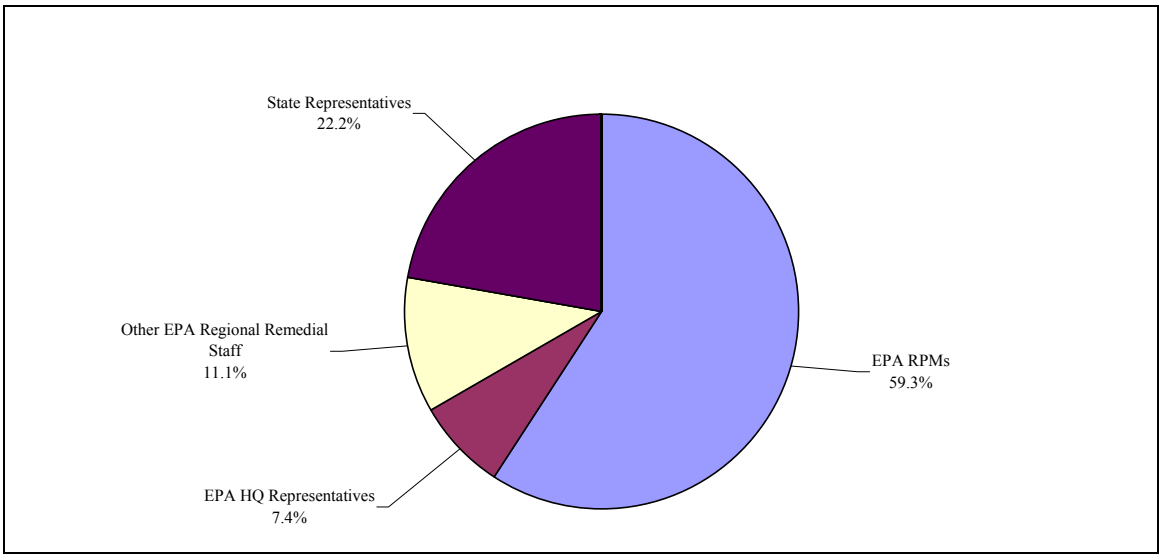
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Geology/Hydrogeology - Introduction to Contaminant Hydrogeology



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 70 percent of the students. One TSP member attended this session.

Participants by Job Title for Geology/Hydrogeology - Introduction to Contaminant Hydrogeology



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Good refresher. I have taken several courses in school and this helps reinforce and brings in new techniques.
- Appreciate the inclusion of basic level course. RPMs can be engineers, geologists, scientists, etc.; very helpful to visit the basics.
- I liked the course. It was a lot of information in a short amount of time which was presented well. However, it was below my education level. Did not like the other courses.

Comments on relevance to job responsibilities

- Thanks for not delving into equations too deeply. It was just right.

Comments on relevance of case studies or examples to the content of the course

- Probably but I couldn't stay for all of it.
- There were a lot of questions on the ground water monitoring methods segment. Include a half an hour course in ground water monitoring.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Excellent! Thanks for bringing in those ground water flow models (*Three responses*). They were very nice and it made it clear to see it demonstrated (*Two responses*).
- Cartoons were a great help.

Comments on handout materials

- Several slides would be better displayed on full page instead of half a page. Several slides had information that was not legible due to parts of the slide being too dark.

Comments on offering of the course at future training conferences

- Yes! Continue to include basics course.

Comments on pace of the course

- A lot of material; might reduce some of content though it's all important.
- Poll very good.
- Actually good pace but would be beneficial as a full day or multi-day course.

Comments on appropriateness of the instructional methodology

- Instructional methodology and model demonstration of hydrology was very good. (*Five responses*)

Comments on expectations for the course

- It covered all the basic concepts of hydrology and geology just like it was stated in the abstract.

Comments on topics or concepts that should be lengthened

- Ground water monitoring methods segment generated a lot of questions.

Comments on topics or concepts that should be added

- Jokes.
- Would not change it except more specifically introduce sites at beginning.

Comments on the instructor or presenter

- Excellent instructors. (*Two responses*)
- Rob Alvey is an excellent presenter. He kept things simple but very effective. (*Two responses*)
- Good.
- Consider course scheduling before the wastewater treatment fundamentals for RPMs.

Additional comments

- Offer this as a full day course.
- More presenters should use this format rather than bore everyone with fancy graphs.
- Maybe little more focus on the more technical topics near the end as opposed to the basics. It was a good presentation but I think most people are familiar with it already.
- The best introductory course I have ever taken.

Introduction to Real Estate for Government Regulators

Instructors: Barry Hersh, Vita Nuova LLC and Newman Real Estate Institute, CUNY
Michael Taylor, Vita Nuova LLC

This course provided regulators with further knowledge about several basic real estate principles, an understanding of the redevelopment process, provide approaches to working effectively with real estate developers, and discuss how government environmental programs and environmental issues impact the private real estate development process.

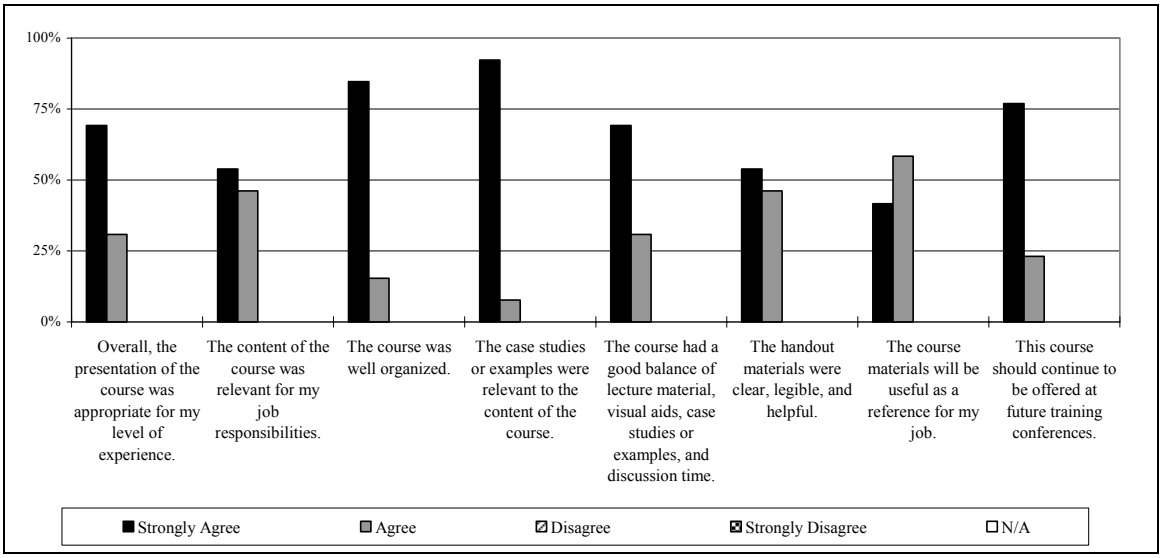
This course was sponsored by EPA's Office of Land Revitalization.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
45	30	13	A*

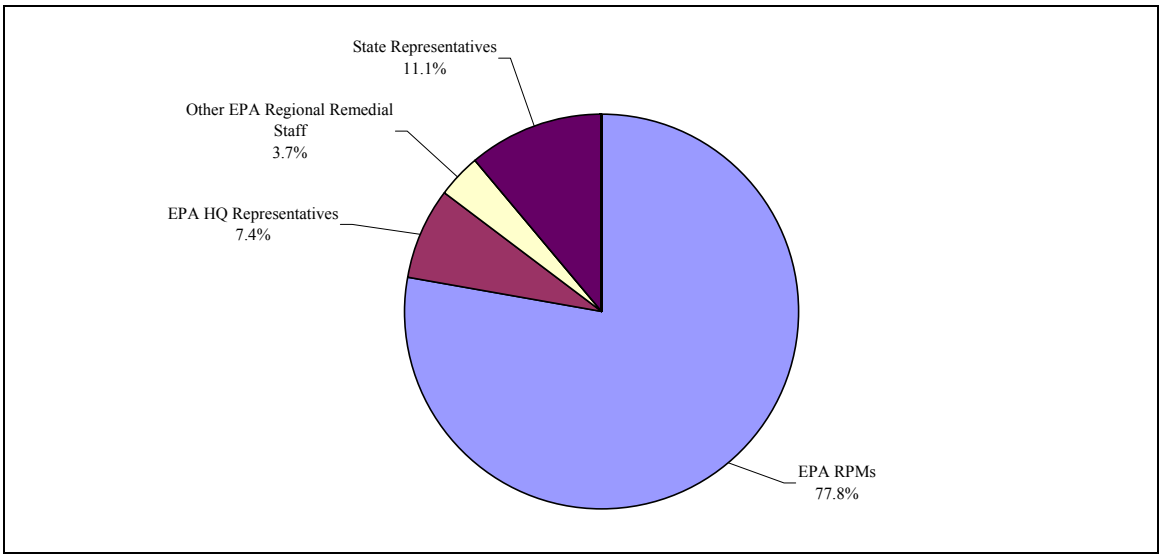
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Introduction to Real Estate for Government Regulators



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 80 percent of the students. One TSP member attended this session.

Participants by Job Title for Introduction to Real Estate for Government Regulators



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on relevance to job responsibilities

- As a RPM you don't deal directly with the financial parts of redevelopment deals, but it was very informative.
- Good information for Re-Use determination needed for risk assessments. Good suggestions on community members to talk with.
- Limited relevance.

Comments on usefulness of course materials as a reference

- Good glossary and explanation of the development process.
- Limited usefulness.

Comments on offering of the course at future training conferences

- Good information for RPMs and RFMs.

Comments on recommending the course to colleagues

- It really helps with redevelopment at sites when we are familiar with how the real estate development industry works.
- More Re-Use determinations needed, so more folks should hear this.

Comments on appropriateness of the instructional methodology

- Methodology was appropriate. (*Six responses*)

Comments on expectations for the course

- Needs more CERCLA orientation to redevelopment.

Comments on topics or concepts that should be added

- The CERCLA process and at which points of the process and redevelopment issues are evaluated.

Comments on the instructor or presenter

- Excellent instructors. (*Five responses*)
- Barry Hersh – Don't make disparaging comments about your audience; tone down the arrogance. Other than that, great job.
- They were really good about taking questions whenever one came up. They are very knowledgeable about their field and our field, enough to really help bridge the gap.

Jump-Starting Ecological Restoration

Instructors: Harry Compton, EPA ERT
Melissa Friedland, EPA OSRTI
Steven Handel, Rutgers University
Charles Henry, University of Washington

The course provided information to RPMs that they can incorporate early into their planning actions to enhance the ecological structure and services of the site. There are compelling reasons to consider the ecological value of sites that can contribute to EPA's initiatives for revitalization and beneficial reuse as well as reasonable and realistic activities RPMs can incorporate into the site work that will not adversely affect the budget. Rather than thinking about how the site will look after the heavy lifting is done, start early to promote ecosystem restoration and ecological processes that are of real value, economically and socially, to the community. The RPM can leave a natural legacy for which the local community will thank you and which can advance EPA's mission to improve the American environment. RPMs learned the importance of native plants and habitats, how to manage invasives, and discuss the Executive Orders which promote this approach. Concerns about wetlands and leaving waste on site were also addressed.

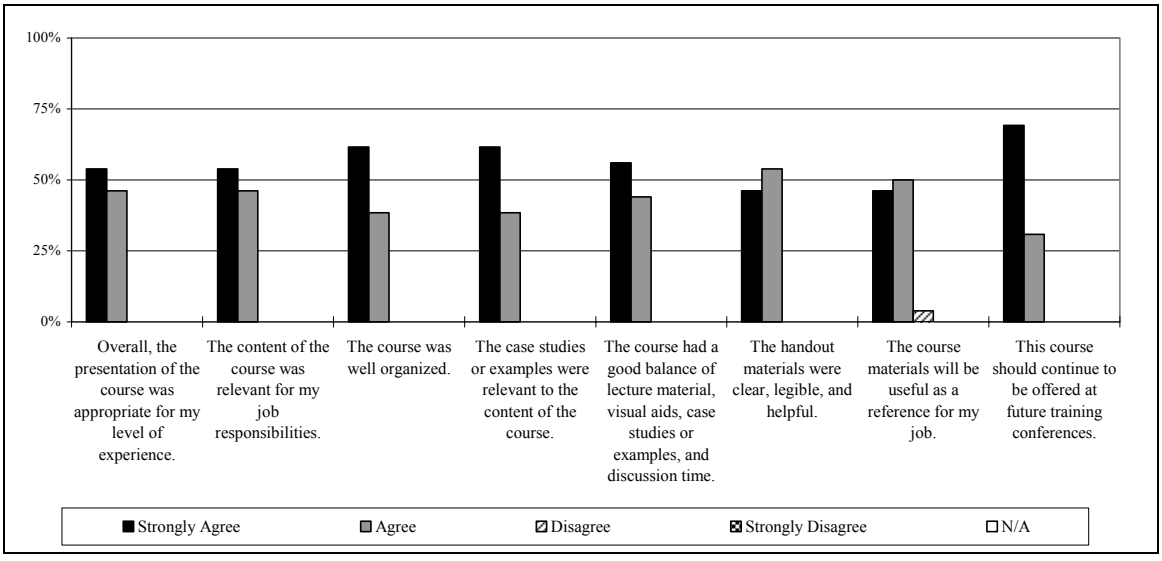
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
46	41	26	A*

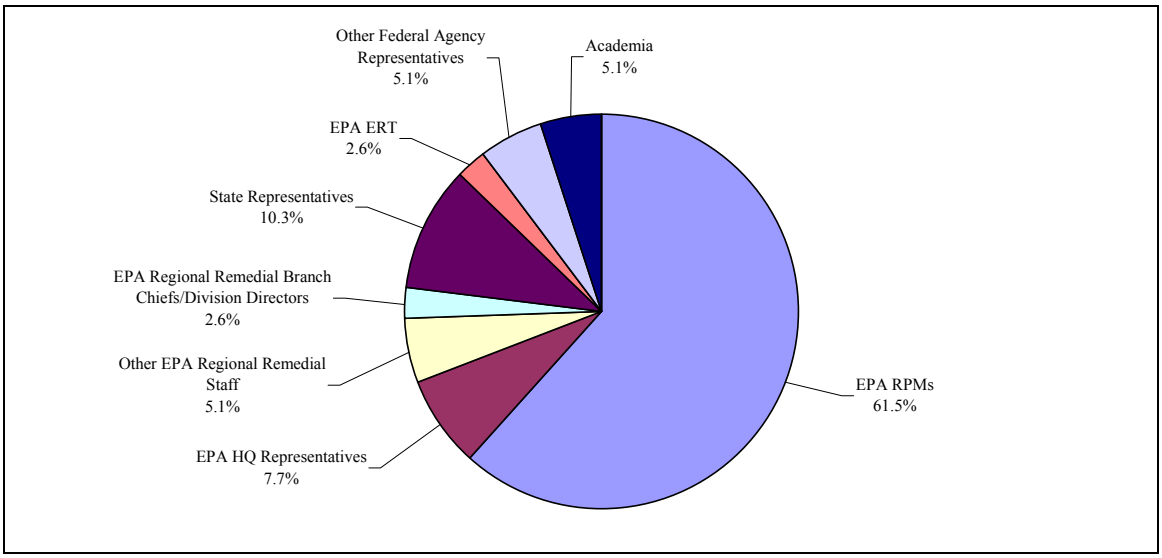
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Jump-Starting Ecological Restoration



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 65 percent of the students. A total of 2 TSP members attended this session.

Participants by Job Title for Jump-Starting Ecological Restoration



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Especially presentations by Dr. Handel, Charles Henry, and Harry Compton.

Comments on relevance to job responsibilities

- Most case examples were larger sites.
- Great time considering the reuse options for mine site. Great ideas and discussion.

Comments on organization of the course

- Fabulous mix of speakers.

Comments on relevance of case studies or examples to the content of the course

- Examples of smaller sites by RPMs would be helpful.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- The biosolids sample was classic.
- Biosolids passed around brought point home which was safe and familiar.

Comments on handout materials

- Some of the photo slides could be improved with a notation about the main point.
- Some slides printed out rather faint.

Comments on offering of the course at future training conferences

- Need to keep the material "fresh" (avoid duplication year to year). (*Two responses*)
- Should be required for all RPMs.

Comments on recommending the course to colleagues

- I still see resistance to "native vegetation" of landfills, etc., by some RPMs, if not many RPMs.

- Especially for RPMs that may not think there would be an opportunity for eco-restoration at their urban site.

Comments on pace of the course

- Pace could be quickened a bit.
- Some difficulty with the electronic overheads (again) otherwise very good.
- Thanks for inserting a break.
- Tar Creek example was a bit too fast.

Comments on appropriateness of the instructional methodology

- More use of actual "video" during the presentation would provide increased visual impact.
- Paper session good and it left time at end for general questions. There was an A/V glitch.
- This method worked. (*Eight responses*)
- Field trip would be great if available.
- Discussion around the room is ideal.
- All options would probably be useful.

Comments on expectations for the course

- To the point.
- I did wish they went into specific plants a bit more but that may be too unwieldy for this setup.

Comments on topics or concepts that should be shortened

- Overall, could have been a little shorter.
- Closing remarks.

Comments on topics or concepts that should be lengthened

- Type of flowers.
- This program could have been an 8-hour course.

Comments on topics or concepts that should be omitted

- SRI took time away from eco-restoration training and is offered in other courses.
- Question and answer sessions. If people have questions, e-mail them.

Comments on topics or concepts that should be added

- Estimating economic benefits of eco-restoration
- Microphones.
- RPM presentation and a case study.

Comments on the instructor or presenter

- All instructors were very good (*Seven responses*).
- Best session yet!
- Dealt well with projector problem. Kept lecture going while others fixed the technology.
- I would like to invite Dr. Handel to look at WV Ordnance Works in Pt. Pleasant, WV. In the 940s, it was a 8,500-acre TNT facility; today, 5,000-acre is wildlife habitat/state park, etc. Multiple species (animal and plant) now exist. Contact Vic Janosik at EPA Region 3.
- Excellent!
- Guest presentations by RPMs with good case studies?

- Dr. Handel is terrific and knowledgeable. (*Three responses*)

Additional comments

- Very hot topic, please keep on agenda.
- Give us the list of Regional Re-use/Biosolids Liaison/Expert.
- The course would have been better if the people in the back row would have been quiet because it was hard to hear the speakers.
- How can the site reuse effort ensure "eco" reuse and habitat creation be valued equally as recreational or commercial reuse?

Light Non-Aqueous Phase Liquids

Instructors: Mark Lyverse, Chevron Energy Technology Company
Bob Maxey, EPA OSRTI

The course provided a basic description of the behavior of LNAPLs; specifically, petroleum hydrocarbon liquids in the subsurface. Participants built a foundation for discussing LNAPL behavior and gain a general understanding about how the behavior of LNAPL in the subsurface has changed over the years. By taking this course, participants learned how aquifer properties like porosity, saturation, and capillary pressure affect LNAPL distribution and how fluid properties like viscosity, density, and interfacial and surface tension affect LNAPL distribution and recovery. Presenters introduced methods of predicting and evaluating LNAPL recovery, discuss some assessment methods and techniques, and look at core photos taken from actual LNAPL plumes. The course concluded with five case studies that will illustrate how the basic concepts conveyed in this course have been applied in the real world.

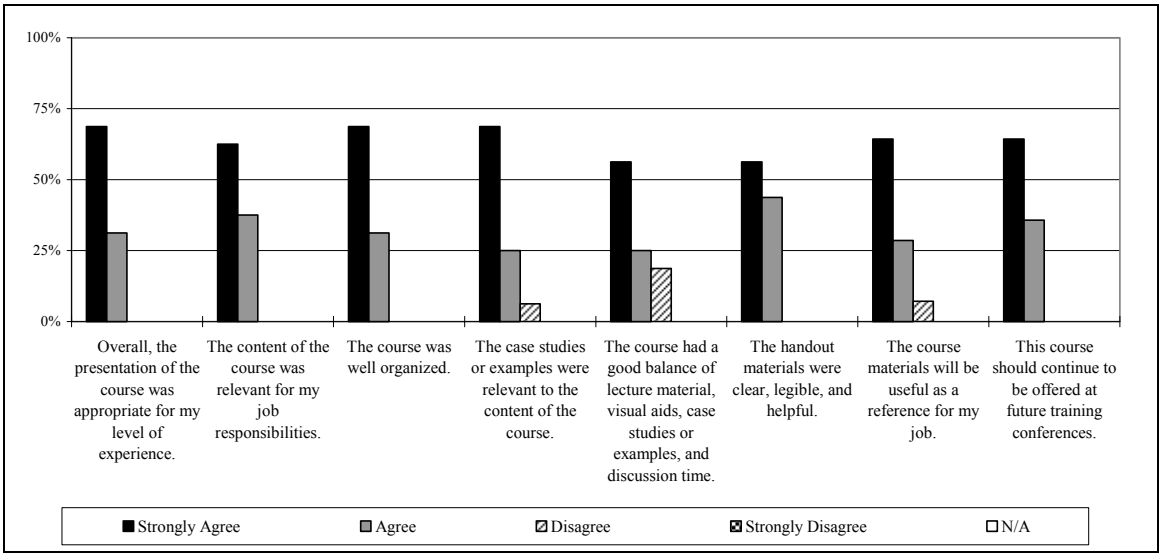
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
44	29	16	A*

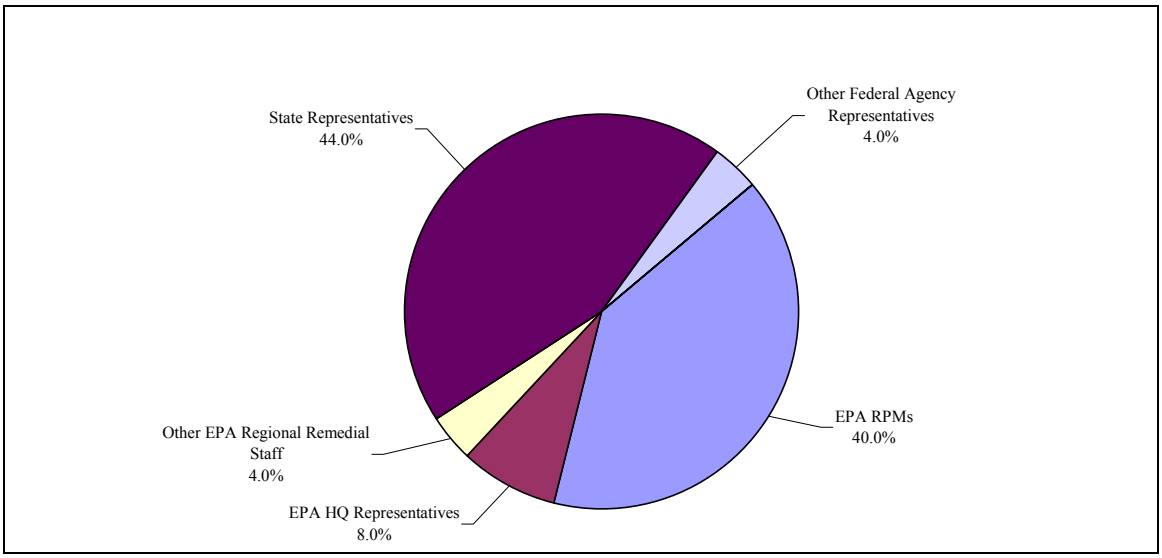
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Light Non-Aqueous Phase Liquids



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 40 percent of the students. A total of 2 TSP members attended this session.

Participants by Job Title for Light Non-Aqueous Phase Liquids



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Except for the examples. Instructors need to consider change in substrate (i.e., gravel, sand-silt, and clay and a heterogeneous mixture).
- Need more experience before I am at the course level.

Comments on relevance of case studies or examples to the content of the course

- Need more detail per case.
- Very interesting "movie" of the Germany plume.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- The presentation had too many graphs. Future presenters should consider showing fewer graphs.

Comments on handout materials

- Excellent handouts.
- Consider printing in color since some slides are not as effective in black and white (i.e., core samples in UV and graphs).
- Really appreciate the speaker notes within the slides and I wish other presenters did the same.

Comments on usefulness of course materials as a reference

- It would be better in color. Consider putting "color" version on the NARPM Web page.

Comments on offering of the course at future training conferences

- With more site specific case studies.
- Continue to offer the course; most definitely. It's hard to choose which courses to sign up for with so many applicable selections.

Comments on recommending the course to colleagues

- Science-based colleagues. The course was well presented and easy to follow.

Comments on pace of the course

- Some technical terms were glossed over due to time.

Comments on appropriateness of the instructional methodology

- Instructional methodology is the most appropriate. (*Five responses*)
- Need more case studies and pictures.

Comments on expectations for the course

- Description fit content.

Comments on topics or concepts that should be shortened

- Graphs.

Comments on topics or concepts that should be lengthened

- Concepts.

Comments on topics or concepts that should be omitted

- Too many graphs. Not all of us are comfortable with this.
- Too many case studies. Audience lost interest in speakers.

Comments on topics or concepts that should be added

- Consider adding information regarding recovering NAPLs. This may require an additional course.

Comments on the instructor or presenter

- Robert Masey needed the microphone.
- Both instructors made a good presentation. (*Three responses*)

Additional comments

- Part 1 – More site examples would have been more useful than theoretical charts and graphs; practical examples. Part 2 – Liked the case studies. Summary slide was helpful in bringing together main points.
- There were a lot of course manuals printed. Did more people sign up and not attend? They missed out.

Long-Term Ground Water Monitoring Optimization Methods

Instructors: Dave Becker, U.S. Army Corps of Engineers
Mindy Vanderford, GSI
Kathy Yager, EPA OSRTI

The course discussed the qualitative and quantitative methods for LTMO for ground water, discussed available LTMO methods, and provided case studies and a demonstration of one LTMO software program. Recently, new tools have been developed to assist in evaluating and optimizing ground water monitoring networks to ensure that monitoring programs meet monitoring objectives for a given site. This course discussed information included in a new document prepared by EPA and the U.S. Army Corps of Engineers entitled "A Roadmap to Long Term Monitoring Optimization" (EPA 542-R-05-003, available at: www.cluin.org/download/ char/542-r-05-003.pdf). The course also expanded on the qualitative aspects of LTMO which can help verify that a monitoring plan supports the monitoring objectives for a site. The qualitative review also included an evaluation of sampling locations and frequencies, a review of analytical and sampling methods, data management and visualization practices, and other stakeholder concerns using technical expertise and professional judgment. Quantitative methods discussed in the training primarily employ statistics and geostatistics to identify deficiencies and redundancies with respect to sampling locations and frequencies.

The last session of the course was reserved for a panel discussion among participants and instructors. Participants were asked to discuss problems they have encountered with long-term monitoring, provide feedback on the usefulness of LTMO approaches at their sites, and describe specific site conditions and the applicability of LTMO to those conditions.

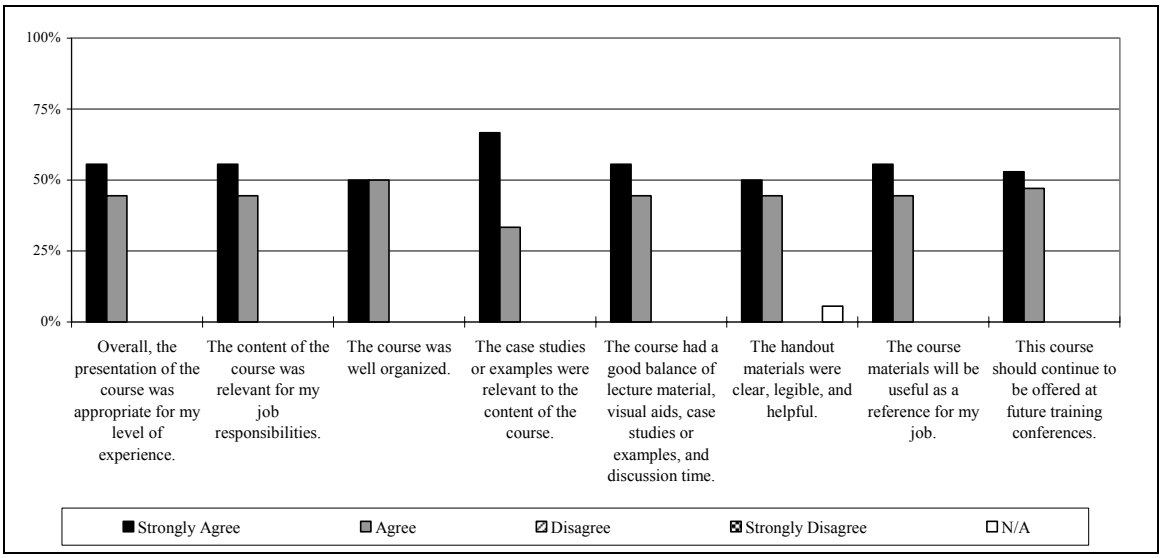
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
60	45	19	A*

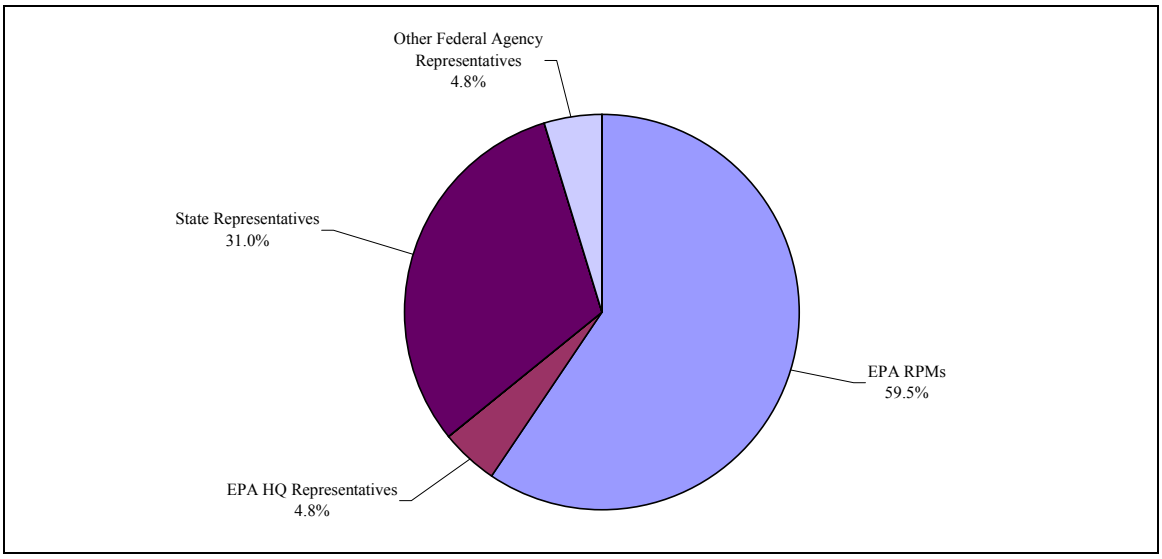
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Long-Term Ground Water Monitoring Optimization Methods



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs represented nearly 60 percent of the students.

Participants by Job Title for Long-Term Ground Water Monitoring Optimization Methods



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- The course maintained a very aggressive pace. It might be better to schedule this course on the first or second day, when people are not looking to get out or go home.

Comments on handout materials

- Some maps and charts were hard to read.

- Few figures with too small font.
- Some of the slides were too busy.

Comments on offering of the course at future training conferences

- I think we should give this topic a break.

Comments on recommending the course to colleagues

- The course addressed many issues that are overlooked by project managers dealing with LTM. More project managers should attend.

Comments on pace of the course

- Okay.
- No time for discussion or details.
- It would be nice to have the whole course.
- Good and fast.
- This could have been a full day.

Comments on appropriateness of the instructional methodology

- Good (*Three responses*). Web cast would work, too.
- Needed more time.

Comments on expectations for the course

- MAROS could have been described better.
- I'm constantly trying to believe in what they are telling me.
- Somewhat. Wouldn't mind some concrete case studies. The theoretics get a little burdensome; maybe solicit RPM input.
- Did not read.

Comments on topics or concepts that should be lengthened

- Data input terms.
- Whole course could be expanded to one day.
- Case studies.
- I would like to attend the 2-day course.
- Computer screen examples.
- Math.

Comments on topics or concepts that should be added

- Time.

Comments on the instructor or presenter

- Both good speakers.
- Mindy Vanderford's slideshow was well prepared.
- Both instructors were good. Both instructors were flying.

Additional comments

- Best session in conference. Thank you.
- Course on just MAROS or GTS would be good.
- Need some practical application guidance.

- Major concern: Given disputes between EPA and DoD on many technical issues, how well have these computer based programs by Parsons and others been evaluated by EPA? My experience with Parsons has been mixed. I also think there needs to be a better emphasis on the relationship of site conceptual model to the need to create sub-sets of data to evaluate.

Post-Construction of Ground Water Remedies

Instructors: Matt Charsky, EPA OSRTI
Michael Hurd, EPA OSRTI

This course addressed current hot topics in ground water remediation at Superfund sites in 3 1-hour sessions. Each topic was of a technical and procedural nature and included presentations from EPA HQ and regional offices. The topics discussed are as follows:

- The *Restoration versus Non-Restoration for Fund-Financed Ground Water and Surface Water Remedies* module explained special considerations for ground water and surface water remedies at Fund-lead NPL sites. This module emphasized the distinction between restoration and non-restoration remedies, and provided useful examples to assist RPMs in choosing the appropriate remedial action at their sites.
- The *Transfer of Long-Term Response Actions (LTRA) to States* module provided guidance to RPMs and others who have the responsibilities for transferring LTRA projects from EPA to states. It gave practical information on planning for the transfer of a remedy from the LTRA to the operation and maintenance stage, including roles and responsibilities, documentation, and record keeping.
- The *Technical Impracticability (TI) Decisions in the Superfund Program* module provided RPMs and others with information to better understand the process of making TI decisions for restoration of ground water. Included are the regulatory background, components of the TI evaluation, and how the process is working.

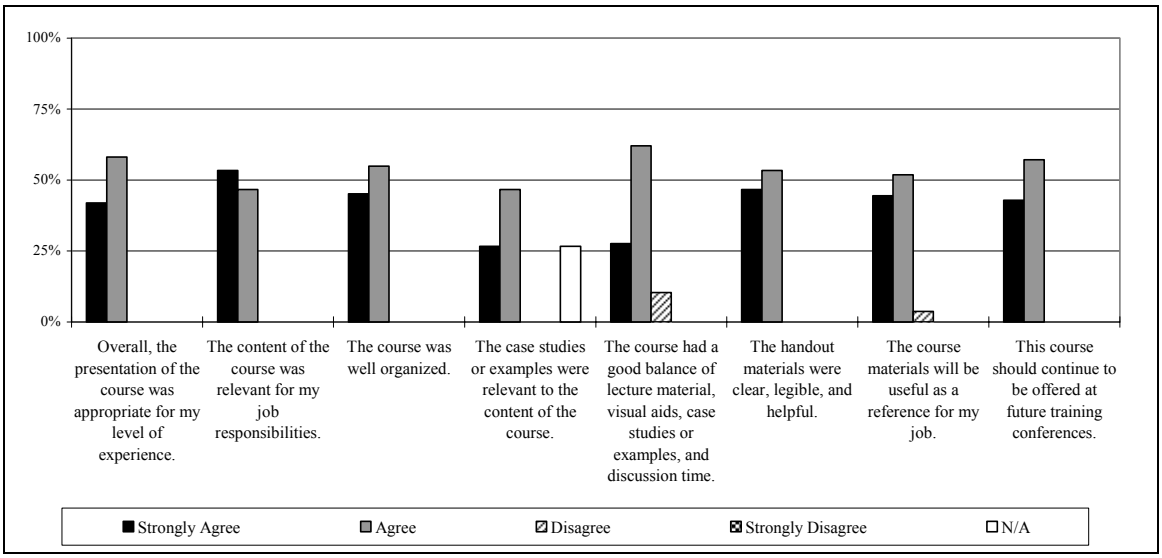
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
74	61	32	B*

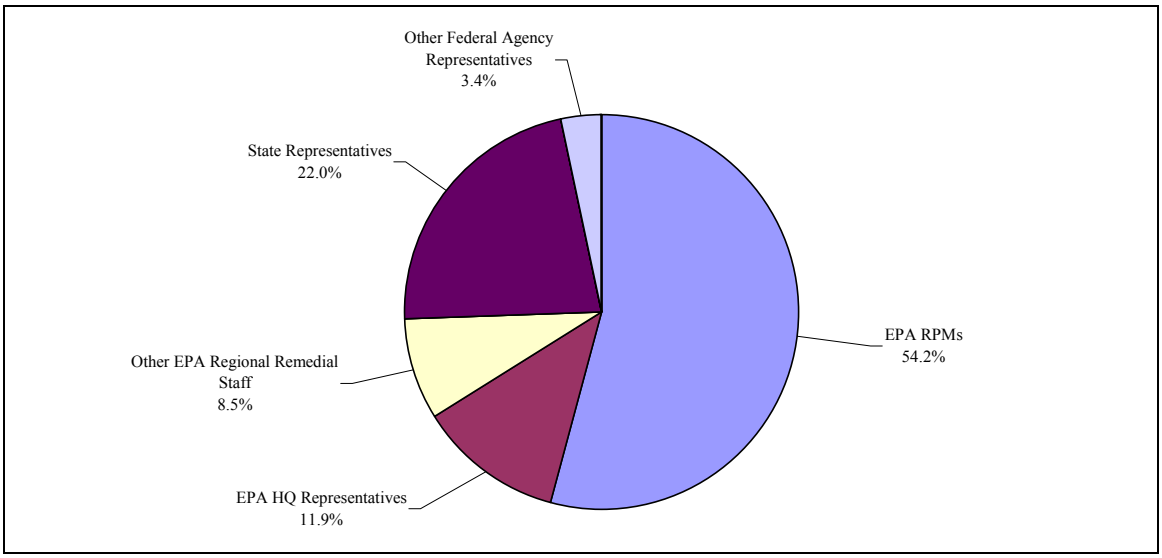
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Post-Construction of Ground Water Remedies



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 60 percent of the students. A total of 3 TSP members attended this session.

Participants by Job Title for Post-Construction of Ground Water Remedies



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- A little too broad on policy.

Comments on relevance to job responsibilities

- Somewhere between agree and disagree; I just work with the FL Dry Cleaning Program.
- I worked on Federal facility, so parts I & III were relevant, but part II (State transfers) was not.

- Good summary of requirements.
- New employees usually get sites in post-construction first, this was all applicable.
- The selection of presentations was great.

Comments on relevance of case studies or examples to the content of the course

- General generic case studies helpful.
- Would like a couple case study presentations on transfer of a site to a state and a TI waiver site.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Need more case studies.
- Mostly PowerPoint.
- No specific case studies were presented, however, examples were provided.

Comments on usefulness of course materials as a reference

- In my tech support job, I normally do not get into policy issues, which is what much of this session covered.
- The Web sites and resources are good.

Comments on offering of the course at future training conferences

- Maybe could add some material; particularly some case studies.
- With some changes.
- If more practical experts.

Comments on recommending the course to colleagues

- Because more and more RPMs have to deal with post construction issues.
- Definitely to those who are attending their first NARPMs.

Comments on pace of the course

- At one point, we had a break for the second time in an half an hour, breaking up a presentation. This seemed unnecessary and unfair to the speaker.
- Too much and too fast.
- There did end up being time for another paper.
- Great presenter!

Comments on appropriateness of the instructional methodology

- This method was effective. (*Nine responses*)
- This Non-Restoration versus Restoration needs more diversity.
- Add case studies presented by RPMs?
- More questions and answers and less policy spewing.

Comments on expectations for the course

- It was an information session and the presenter knew his material.
- Somewhat. Thought it would be more practical.
- I didn't realize this was a repeat of what was previously offered in the Regions (which I attended). I stayed anyway and it seemed quite different, so I still learned more.

Comments on topics or concepts that should be lengthened

- Need more TI training (*Three responses*). Perhaps a separate course.
- Optimization and RSE examples and explanations.

Comments on topics or concepts that should be omitted

- For Federal facilities Transfer LTRAs.

Comments on topics or concepts that should be added

- Make it relevant to Federal facility sites or present different class for Federal facility. Transfer to Private Party of ROD/LUC/LTMP through Developers of Federal facility Property.
- In LTRA segment, it seems that EPA is getting stricter with dates which transfers to States. With the reality of State budget problems, more time should be spent on what options actually exist if neither side is willing to pay for the cleanup!
- Waivers at Federal facilities.
- Section on "non-fund"-lead situations.

Comments on the instructor or presenter

- Matt Charsky is a very good speaker.
- Good presenters. (*Two responses*)
- Keep him!
- Great job! (*Three responses*)
- Both seemed very knowledgeable (Matt Charsky and Michael Hurd).
- Did not talk about signup sheet.
- Very organized. Good pace.

Additional comments

- Need more discussion of TI waivers at Fed. Fac. - Where we're not the lead agency.
- The quiz on slide 20 should be more interactive.
- Consider providing Regional contacts for optimization reviews.
- Case studies, i.e., mentioned good one in NH to use as an example. Pat didn't have a copy or a reference to it and didn't really get into details of what was good about it. Who is my "HQ Regional Coordinator"?
- The Restoration vs. Non-Restoration sound very confusing and a lot of double talk.

Project Management Skills for RPMs

Instructors: Craig Cheney, Project Performance Corporation
Dion Novak, EPA Region 5
Nathan Smith, Project Performance Corporation

Project Management Skills for RPMs provided participants a foundation in successful project management principles and techniques. This course provides an introduction to the management of projects to help you and your team members create, plan, implement, and complete successful projects on time and within budget. Participants learned:

- Learn about the knowledge, tools, techniques, and best practices to successfully manage a project from initiation to final closeout.
- The role of the project manager in managing the project by defining tasks by creating work breakdown structures (WBS), scheduling, employing estimating methodologies for calculating required resources, allocating resources, monitoring, and controlling.
- Develop effective, realistic project plans using proven techniques (Responsibility matrix, Program Evaluation and Review Techniques (PERT) charts, Network diagrams) and scheduling techniques to create achievable schedules (Critical Path, Gantt charts).
- Keep the project on track by establishing baselines, monitoring progress, managing changes, and updating the project plan.
- Work with attorneys, risk assessors, community involvement coordinators, contractors, USACE, U.S. Geological Society, stakeholders, team members, and managers effectively through the duration of the project.
- Understand project risks through planning to identify, assess, and mitigate the effects of unexpected changes or influences.
- Discover tools, techniques, and tips for successful project management.
- Close out a project and capture essential lessons learned for repeatable projects.

The course also provided an introduction to project management certification programs, such as Project Management Professional (PMP), Certified Project Manager (CPM), and Registered Environmental Manager (REM), that may be of interest to RPMs wishing to gain additional skills and recognition.

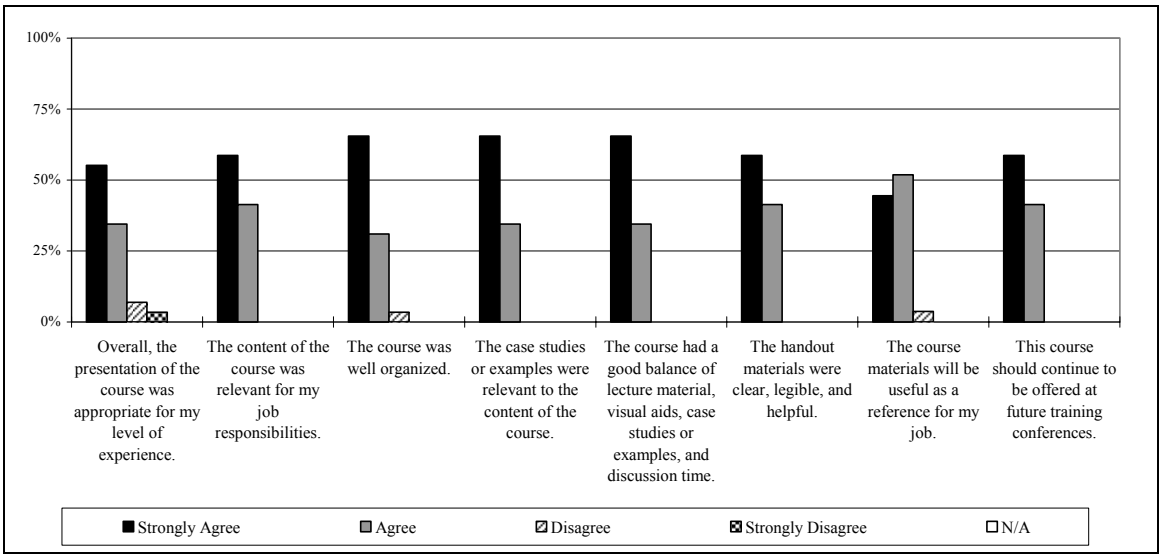
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
48	39	29	A*

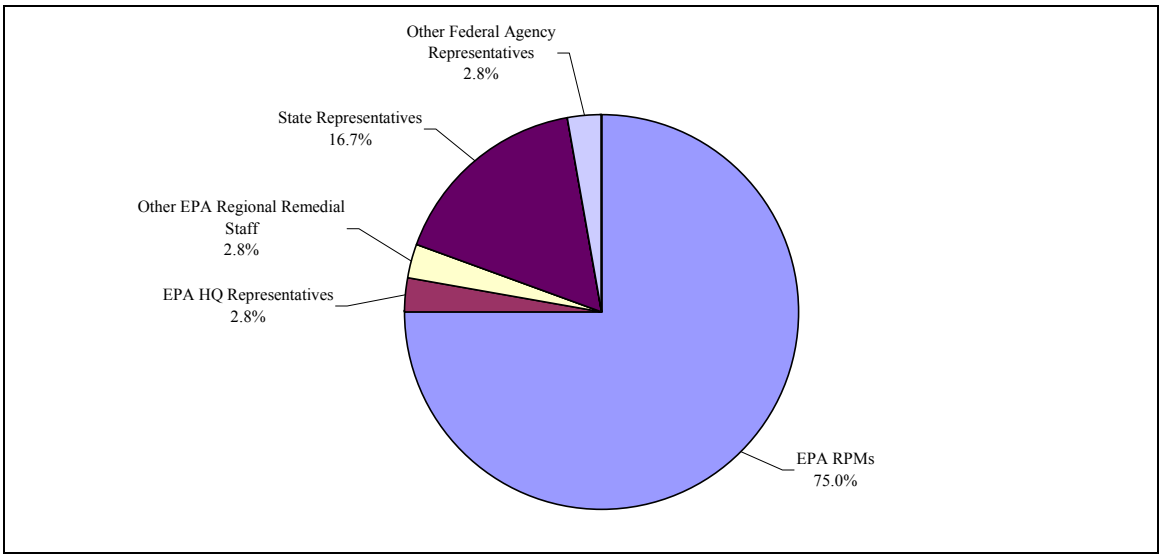
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Project Management Skills for RPMs



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 75 percent of the students. One TSP member attended this session.

Participants by Job Title for Project Management Skills for RPMs



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Good refresher.
- Perfect.
- Suggested 8-hour course so certain aspects could be covered in more detail.
- This course was geared for real beginners, which is fine, but this should be made clear.

- Some review but overall good.

Comments on relevance to job responsibilities

- More experience based input from experienced RPMs would improve course.
- Helpful to use EPA terminology.

Comments on organization of the course

- Slides and discussion need better focus and structure.
- It would be helpful to have the class exercise table in the section with the scenario description.

Comments on relevance of case studies or examples to the content of the course

- Dion Novak did a great job in engaging audience participation.
- Historic case studies may be more useful.
- Group discussion and work group reports are very effective. (*Four responses*)
- Ask for or give assumptions because too many things were left wide open.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- The PowerPoint slides were effective, but a little boring.

Comments on usefulness of course materials as a reference

- Limited use.
- So-so.
- Was looking for a little more info on project management tips.
- Could be much better, especially with software references and explanations of project management tools.

Comments on offering of the course at future training conferences

- With improvements.
- Should encourage relatively new RPMs to take course. (*Two responses*)
- Make it 8-hour.
- If reformulated to apply techniques to RPMs responsibilities; specify well defined goals to apply techniques.

Comments on recommending the course to colleagues

- Most of my colleagues have 10 or more years experience as an RPM. The content was elementary.
- Already recommended.
- Make this an all day course.
- Not worth a 4-hour investment of time; most techniques not directly applicable in my job.

Comments on pace of the course

- Smaller groups with more instructors to deal with them.
- Case study took too long.
- Some more case studies.
- The beginning and some parts of the middle were slow, but the end and group exercise balanced the course out.

Comments on appropriateness of the instructional methodology

- This method works very well. (*Three responses*)
- Group discussion best tool for this level (*Three responses*). Computer would be unwieldy.
- Interactive is the best. (*Three responses*)
- Actual application of quantitative management of uncertainty.
- Excellent.
- Maybe a little more lecture.
- It was OK.
- A CD with templates readily useable may be an option to provide as part of the course.
- Indeed!! Question and answer session.

Comments on expectations for the course

- Sort of. Good interactions and facilitated discussions but I was looking for more structured information on project management skills.
- Abstract was way too comprehensive.
- Tried to mix construction project management with regulatory management. Need more focus on regulatory project management.
- The abstract and name matched the course.
- I'll have to go back and read it.
- Course description suggested more detailed presentation.
- Abstract did not represent the course as taught or the subject matter of the slides.

Comments on topics or concepts that should be shortened

- Group work and discussion should be shorter or broken into more segments.
- Challenge management.

Comments on topics or concepts that should be lengthened

- Regulatory project management aspects.
- Talk more about PMI, PMP, CPM.
- If expanded: PERT & GANTT Chart Development; software type and use.

Comments on topics or concepts that should be omitted

- TSF Risk-Based Cost Contingency.

Comments on topics or concepts that should be added

- There was no discussion of several items listed in abstract but it should be added.

Comments on the instructor or presenter

- Good job overall. (*Four responses*)
- Good active participation from group.
- They were well spoken, interesting.
- Instructors were excellent.
- Great job, much needed topic, just needs refining and better focus and structure.

Additional comments

- The set-up should be on tables due to the kind of exercise we worked on.

- This was the best course I've had at NARPM. RPMs should receive more project management training.
- Good group exercise. Well organized. Good PowerPoint.
- Thank you for finally offering professional project management training. This should be expanded and built upon to better serve the interests of the Superfund Program. It is ridiculous that Superfund has been around for 25 years and we are just now having professional project management training.
- Sequence of topics should be refined; slides need heavy editing and do not mesh well with speakers comments.
- Add a couple of hours with hands-on project management software.

Remedial Action (RA) Contracting and Construction Cost Estimating

Instructor: Joe Donovan, U.S. Army Corps of Engineers
John Smith, EPA OSRTI

The course provided RPMs and managers an overview of techniques and approaches that are employed in the design and procurement of services for construction at hazardous waste sites. By taking the course, participants achieved the following objectives:

- Learn what site characteristics are important considerations for selecting a design approach and planning a procurement strategy for construction at a hazardous waste site.
- Learn what techniques are employed in developing a construction cost estimate, and what the important elements are for the RPM to be aware of and focus on.
- Become familiar with the considerations applicable to selecting and managing the type of contract for specific site characteristics.

The target audience for this course was RPMs and managers who do not possess extensive experience in managing construction projects at hazardous waste sites.

By taking this course, participants received 3.75 unit hours of contracts training toward the Clinger-Cohen Act (Maloney Bill) requirements.

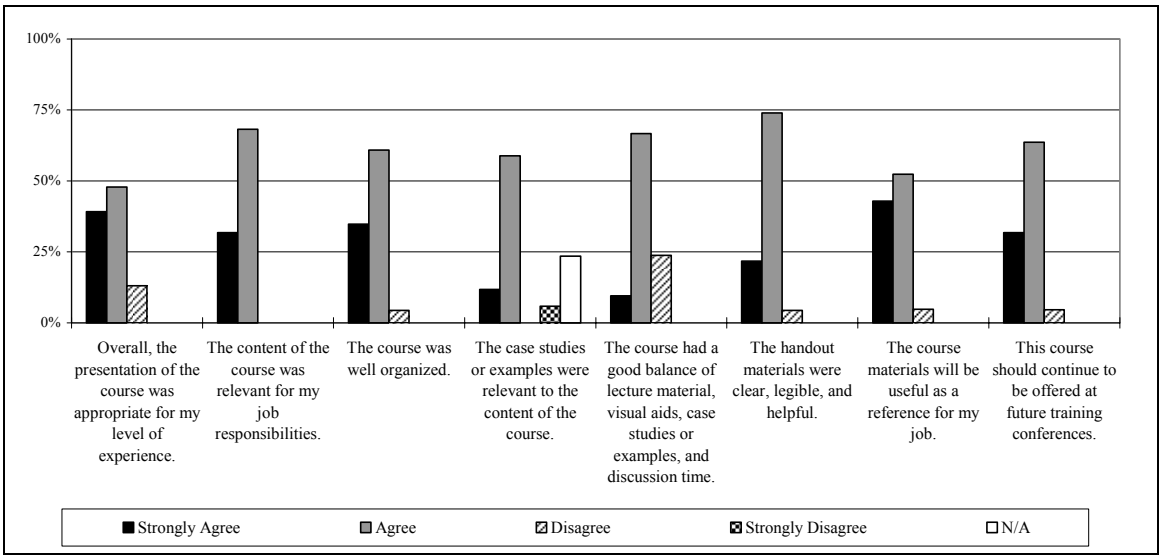
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
37	36	23	B*

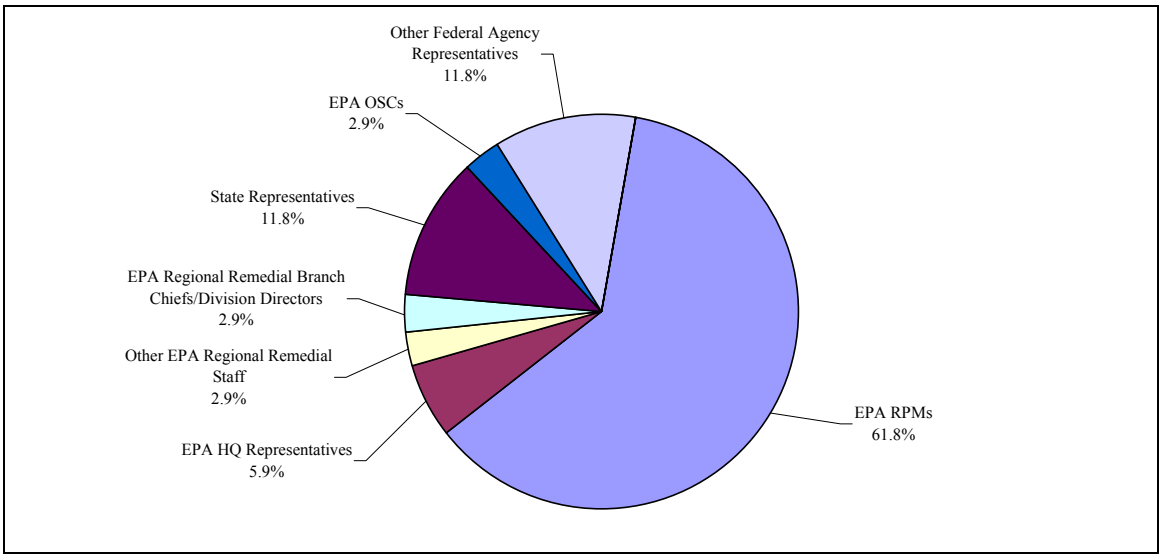
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Remedial Action (RA) Contracting and Construction Cost Estimating



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 60 percent of the students. A total of 2 TSP members attended this session.

Participants by Job Title for Remedial Action (RA) Contracting and Construction Cost Estimating



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Sample project totally worthless since copies were not provided or projected.
- It was advertised for newer RPMs.

Comments on relevance to job responsibilities

- Too much general overview and no real specifics.
- Course title: RA Contracting and Construction Cost Estimating. Course presented: Overview of RA Contracting and Cost Estimating Concepts.

Comments on organization of the course

- Needed more material to fill four hours.

Comments on relevance of case studies or examples to the content of the course

- Single formal study.
- Cost estimates useless.
- Maybe could have more RPM input.
- There is one example, but not enough for everyone.
- Case studies should be added in the future. (*Two responses*)

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- More case studies needed. (*Three responses*)

- No. There were no site maps, case studies, or examples provided. The class discussions were too long. (Could have used an RPM to provide actual experiences.)
- Need an RPM co-instructor.

Comments on handout materials

- Concepts only were presented; particular incidents would be better.
- The handout was clear, legible, and helpful with the exception of pages 26-27.

Comments on usefulness of course materials as a reference

- Appendices cited were not delivered.

Comments on offering of the course at future training conferences

- I highly recommend that this course be continued.
- Unless changed. Need to beef up with more detail, case studies, RPM perspective. Or, turn it into one hour thirty minute session. Or, combine with contracts training course.
- With more RPM real case study input.
- Better correlation between course presented and actual title of course.

Comments on recommending the course to colleagues

- To my EPA colleagues.
- As a general overview or information session, or segment in a course.

Comments on pace of the course

- Material presented was not enough to fill four hours. Could have shortened the time taken.
- Too slow and somewhat patronizing.
- The course needs to be lengthened (*Two responses*) to add more graphic visuals or site maps. This would add more detail to the course.
- A little fast. Should be an all day course.

Comments on appropriateness of the instructional methodology

- Yes, but should add case studies to emphasize and demonstrate key points. (*Three responses*)
- Mixed presentation methodology tends to be more interactive.
- Yes, PowerPoint was okay for this course.
- This method was most appropriate. (*Three responses*)
- This was effective but would be nice if we could have seen the RACER software.

Comments on expectations for the course

- Self explanatory.
- Found some of the topics would be useful in my job, even if I don't work for EPA.
- The course introduces terminologies but does not teach how to estimate the RA costs.
- Expected more depth.

Comments on topics or concepts that should be shortened

- All.
- Some of the discussion.
- Theory.

Comments on topics or concepts that should be lengthened

- Some examples.
- Description of Project Pipeline.
- Cost estimating.
- The course.

Comments on topics or concepts that should be omitted

- Last speaker on cost estimating. (*Two responses*)

Comments on topics or concepts that should be added

- More real cases. (*Three responses*)
- Maybe interactive audience exercise.
- Lessons learned.

Comments on the instructor or presenter

- Enjoyed the relaxed forum discussion. Provide an opportunity to discuss various issues.
- RACER presentation not great (by USACE), not enough handouts and should be overheads. It was very hard to follow.
- The last part dealing with the RACER estimate wasn't that beneficial and should be dropped from future courses.
- Good question and answer discussion.
- Need to add actual case studies with photos and figures of construction sites to visually illustrate points.
- He was good. It is a difficult subject.
- Presenter was clear, focused, committed to topic which adds to overall impact.

Additional comments

- The "sample" RACER cost estimate by Joe Donovan, USACE, had only eight copies but there was 25 participants, so most of the class just sat there while he walked through it. More copies should be made or use PowerPoint or overheads.
- We never got Appendices A and B, which are mentioned in the booklet used during the course.
- Good discussion.
- Need to add an actual example of cost estimating sample project as opposed to a blank PowerPoint slide. The cost estimate instructor turned his back to the audience a lot.

Remedial Technologies Overview

Instructors: Jon Bornholm, EPA Region 4
Eva Davis, EPA ORD
Steven Kinser, EPA Region 7
Lester Maurer, U.S. Army Corps of Engineers
Robert Puls, EPA ORD
Bernie Schorle, EPA Region 5

The course offered short presentations on several technologies that may be used in the remediation of contaminated sites. Each presentation lasted approximately one hour including time for questions and answers and discussion. The first part of the presentation introduced the technology, explained it, and discussed situations where it might be used. The second part of the presentation was devoted to lessons learned about the technology. The technologies discussed were:

- Sheet pile walls.
- Electrical resistive heating for DNAPLs.
- Permeable reactive zones.
- In well strippers.

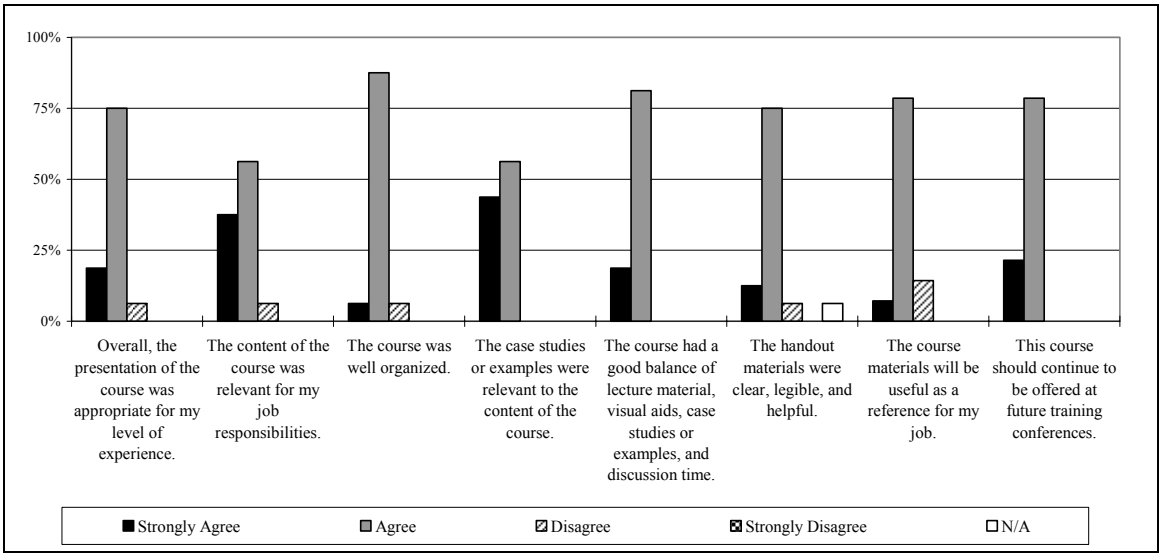
This course was sponsored by the TSP Engineering Forum and EPA's Environmental Response Team.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
56	37	16	B*

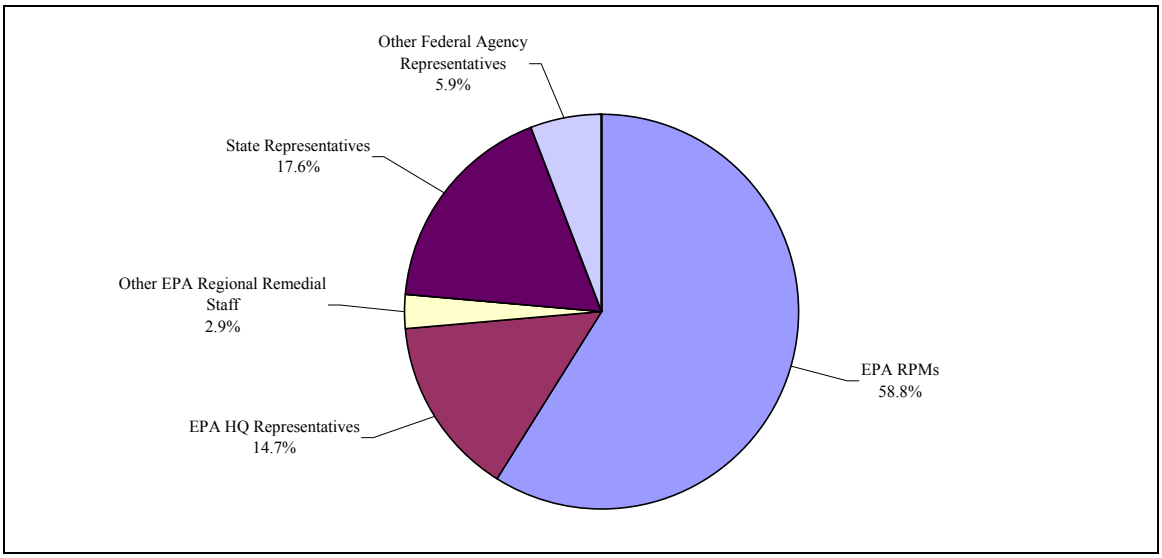
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for the Remedial Technologies Overview



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 60 percent of the students. A total of 3 TSP members attended this session.

Participants by Job Title for the Remedial Technologies Overview



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- May not have been for someone with less experience.
- Some of the Electrical Resistance Heating presentation was a little over my head.
- Good quality presentations from all speakers.
- The sheet piling section should be deleted.

Comments on relevance to job responsibilities

- Good mix of different types of technologies.

Comments on organization of the course

- Should have had an agenda and a moderator or a leader. Seemed disorganized compared to other sessions.

Comments on relevance of case studies or examples to the content of the course

- Some talks were only case studies, should have had short overview of technology.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Could have benefited from hands on demonstrations.

Comments on handout materials

- Two presenters had handouts.
- Thermal PowerPoints too small to read in some cases.
- There were no handouts for some presentations.

- I wish there were handouts for all of the presentations.

Comments on usefulness of course materials as a reference

- Just handouts.
- First two technologies I had seen before, nothing new.
- Technologies may or may not be applicable to my sites in the future.

Comments on offering of the course at future training conferences

- Only if new technologies or updates of older technologies. (*Three responses*)

Comments on recommending the course to colleagues

- Good if you haven't seen these technologies before.
- As a good overview.

Comments on pace of the course

- Each person really did not need one hour.

Comments on appropriateness of the instructional methodology

- This method was appropriate. (*Four responses*)
- Presentation was good. New technologies should be required.

Comments on expectations for the course

- The abstract and the name of course did not lead me to believe new technologies would be presented.
- This is what I expected.

Comments on topics or concepts that should be omitted

- Sheet piling.

Comments on topics or concepts that should be added

- As I said before, keep the concept, but change the technologies next time. (*Three responses*)

Comments on the instructor or presenter

- Excellent talk by Bob Puls.
- People should learn how to use a laser pointer.

Additional comments

- Need to somehow do more audience involvement.
- Please provide copies of slides to class attendees. Steve Kinser got off topic of wells. Craig should have addressed more "things RPM needs to know."

Risk and Crisis Communication

Instructors: Alvin Chun, EPA Region 9
Arnold Den, EPA Region 9

The course provided insights and strategies for establishing trusting working relationships with communities and other interest groups. Poor relationships or lack of trust are usually where the more contentious problems emerge. That, combined with community concerns and perceptions can be powerful forces that create delays, increase work, and elevate fears. Successful relationships are the foundation for productive problem-solving. This course provided case studies illustrating the successes and difficulties one might expect. By taking this course, participants are able to eliminate a variety of common concerns and misperceptions and develop solutions to improve communication and understanding. The goal of this course was to engage the participants in a discussion on how to successfully work with the public. Participants learned how to provide a broader perspective about how everyone working on a project contributes to its success.

The instructional methodology for this course included interactive discussions, video examples, and examples of real case studies.

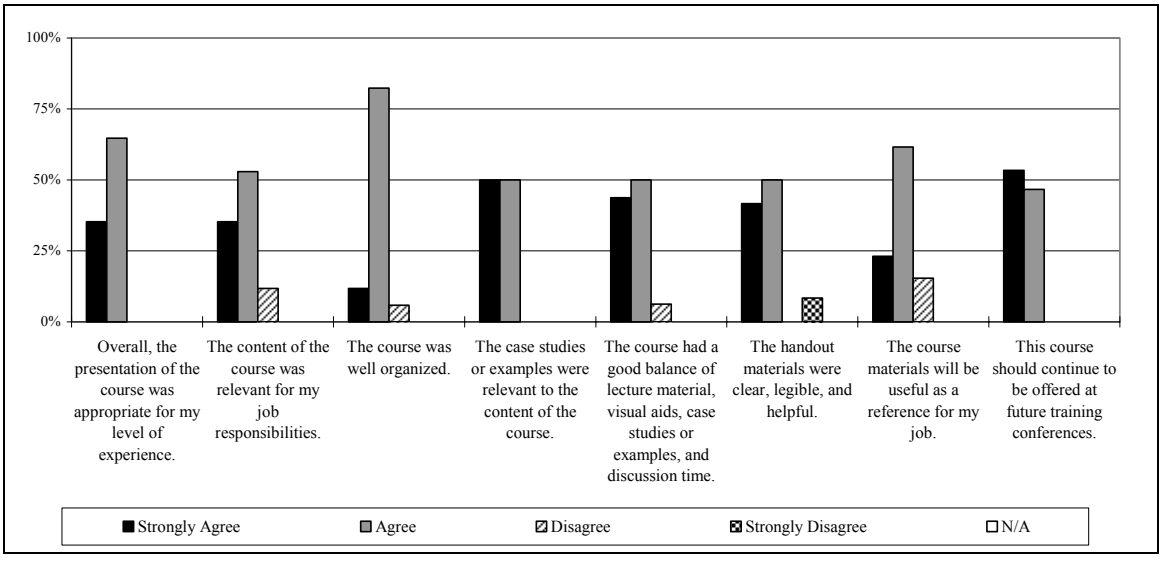
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
44	37	18	B*

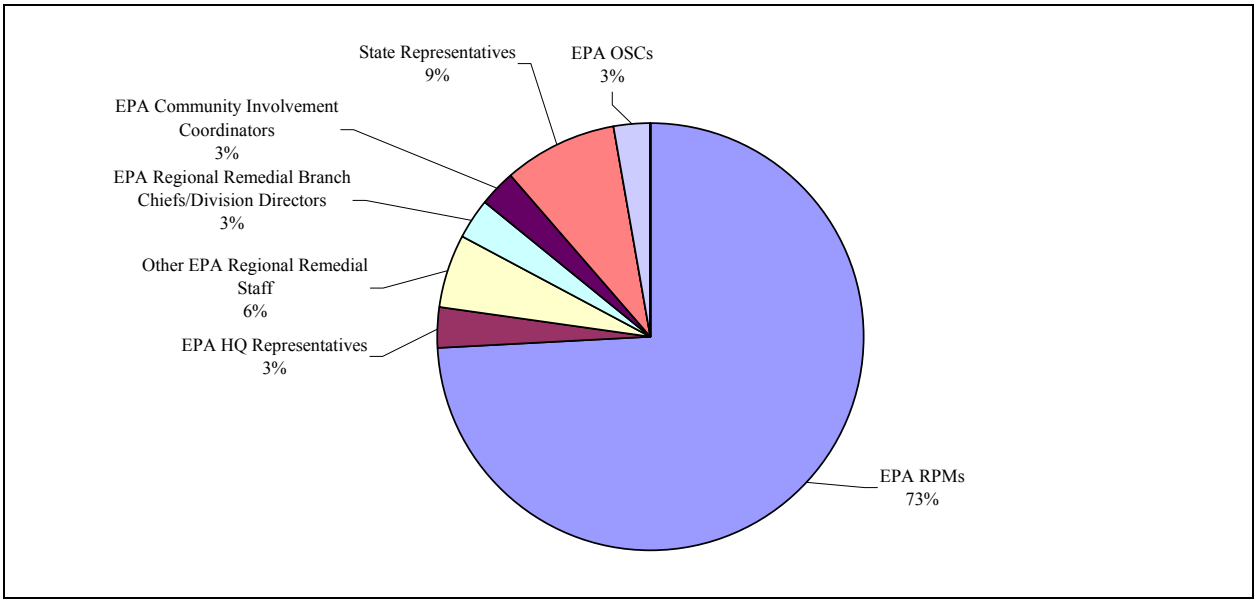
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Risk and Crisis Communication



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 80 percent of the students.

Participants by Job Title for Risk and Crisis Communication



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Content was mostly on communication skills. There was very little information on risk and safety communication.

Comments on relevance to job responsibilities

- Not much information on safety, risk, or science communication.
- To a great extent, I do not work in this area, but it is an area that I need stay current in, be informed.

Comments on organization of the course

- Novel approach. Not following a slide presentation made it a little slow to start us RPMs up and running.
- Presenting a pool of knowledge in an organized well thought through manner is a real important contribution.

Comments on relevance of case studies or examples to the content of the course

- Revealing video.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Mostly discussion and lecture.
- Good discussion.
- Could add a little one hour role playing exercise.

Comments on handout materials

- Available but not used or referenced (*Three responses*). Unknown benefit of use.

Comments on usefulness of course materials as a reference

- Need to be more concise and user friendly.

Comments on offering of the course at future training conferences

- With the same caliber of instructors.
- Need to focus more on "risk communication," not just public speaking.

Comments on pace of the course

- Great presentation style, but can move faster in a three hour course.
- Pretty good, but it could have covered more material.

Comments on appropriateness of the instructional methodology

- Only as a supplement.
- Good this way. Live Web cast might work, too.
- Use role playing and get the audience involved more.
- I liked the format. It was interactive and dynamic.

Comments on expectations for the course

- Not quite; a better title would be: "How to communicate and interact with shareholders."
- I expected more depth. What was presented was good and informative, I just wanted more.
- It was very good course; however, it focused little on communication of Superfund risks.
- Expected a more structured course.
- Communicating science, much less "risk" to the public, is a great challenge. I do not feel it was truly addressed.
- Would like a little more training on how to explain the "risk" to communities.

Comments on topics or concepts that should be shortened

- Public speaking

Comments on topics or concepts that should be added

- Risk communications (i.e., Superfund).
- How to deal with professional activists.

Comments on the instructor or presenter

- Need a lapel microphone so we can hear better, especially with the surrounding ambient noise.
- Both very good.
- They were knowledgeable (*Two responses*) and engaged, passionate.
- Video case study should have known what the state or EPA eventually did to address the site.
- Great presenters.
- Answered questions.

Additional comments

- This is an ever evolving area so it is important to have continued discussions and presentations. State of the art findings need to be presented. The presentations need to be updated.
- Best class of the week.
- Video was very effective.

Sediment Remedies

Instructors: Leah Evison, EPA OSRTI
Norman Francingues, OA Systems Corp.
Jim Hahnenberg, EPA Region 5
Victor Magar, ENVIRON International Corp.
Danny Reible, University of Texas

The course provided RPMs a summary of practical information on how to evaluate the technical suitability of dredging, capping, and monitored natural recovery (MNR) remedies for contaminated sediments. The course focused on the issues and limitations associated with each alternative including information on designing remedies that maximize long-term effectiveness and minimize short-term impacts. It also discussed case studies involving dredging, capping, and MNR. By taking the course, participants achieved the following objectives:

- Learn about the equipment for and design/implementation of dredging and capping remedies.
- Discuss key issues in evaluating and monitoring dredging, capping, and MNR.
- Become familiar with EPA's new Contaminated Sediment Remediation Guidance for Hazardous Waste Sites.
- Learn about resources, references, and Web sites useful in evaluating sediment remedies.

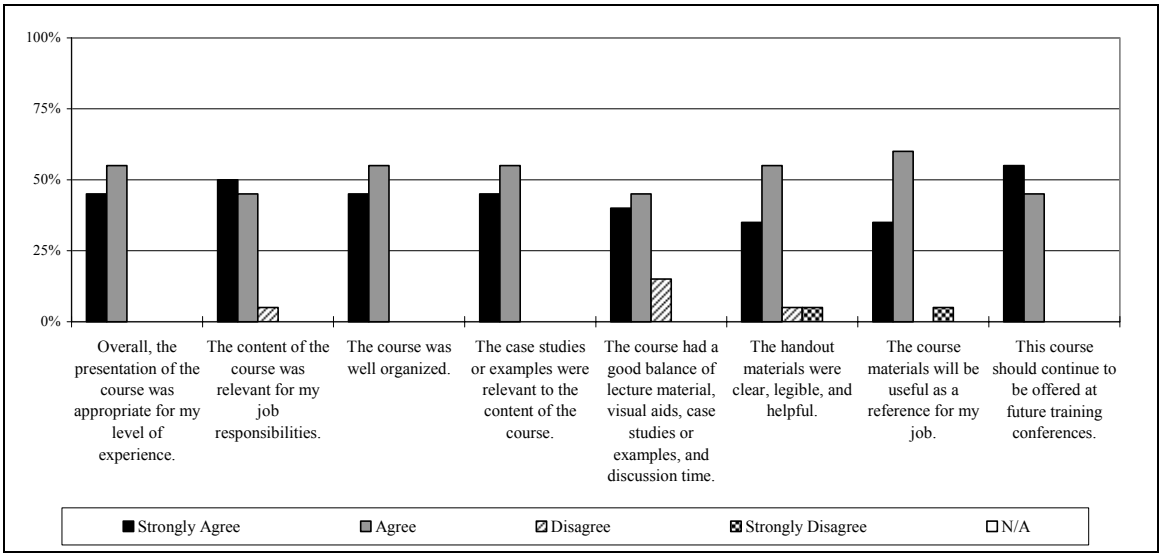
This full-day course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
51	46	20	A*

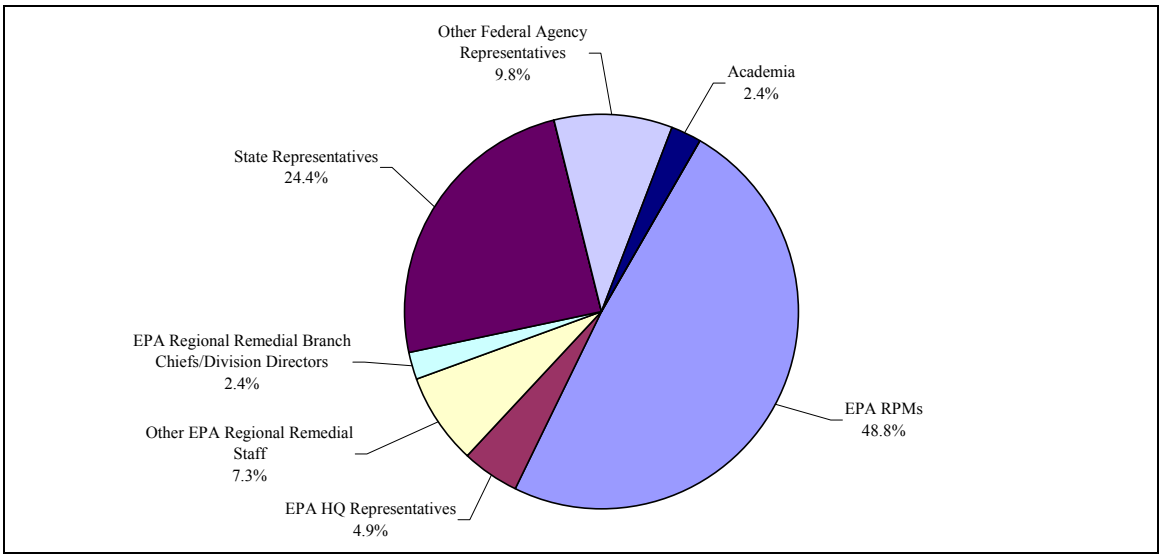
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Sediment Remedies



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 50 percent of the students. A total of 6 TSP members attended this session.

Participants by Job Title for Sediment Remedies



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Some was hard to understand given the amount of time I have been at my job (5 months).
- Some review. It would be good to include a more advanced option for experienced project managers.
- It was a good overview, but it lacked technical detail (i.e., "How to...," e.g., types of corers, etc.).
- Victor Magar was the best speaker in conference.

Comments on relevance to job responsibilities

- Turns out my sites aren't totally able to be remediated with these technologies.

Comments on organization of the course

- Several presenters did not have enough time to complete their presentations.

Comments on relevance of case studies or examples to the content of the course

- Speakers had a lot of experience. They were practical and very knowledgeable.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Too much information to present. Some speakers were rushed and there was very minimal discussion time.
- It seems that much of the course was compressed and quickly gone through.

Comments on handout materials

- Not all graphs were fully labeled for later (take-home use).

- EPA guidance needs more specifics.
- Text on many handouts is too small to read. Many charts and graphs are illegible (text too small or almost white). (*Three responses*)

Comments on usefulness of course materials as a reference

- Although the guidance will be good, the "Sediment remedies tech consideration for.." is produced with too small of font.

Comments on offering of the course at future training conferences

- Need to add section on excavations.

Comments on pace of the course

- There was too much information for the amount of time.
- First speaker covered too much material for the time allotted.
- Morning went too fast. Afternoon was good, except no discussion.
- Little too slow at beginning.
- A little slow in some mode others too fast.
- Victor Magar was excellent. Norman Francingues was very good. Jim Hahnenberg (Fox River) needs to speak clearly and face audience when talking; not clear where he was in the project. Danny Reible was very good.
- Most presentations were presented at right speed. Two were too slow.
- Explain when it would be appropriate and when it wouldn't be for all technology examples.

Comments on appropriateness of the instructional methodology

- This was good. (*Two responses*)
- PowerPoint instructional material was suitable.
- It should have been clearer that this course had been offered in the regions.

Comments on topics or concepts that should be shortened

- Dredge and capping.
- Monitored natural recovery (lots of talking about doing nothing).
- Something should be. Some presentations were too rushed to completely understand right then.

Comments on topics or concepts that should be lengthened

- MNR.

Comments on topics or concepts that should be omitted

- Short term risk on how to quantify assessment monitoring PCBs in fish.
- More in site characterization, RI/FS, risk assessment, risk management, MNR, monitoring frequency for MNR.

Comments on topics or concepts that should be added

- Any new technologies.
- Should have more USACE Waterways Expectation present sediment erosion and deposition considerations.

Comments on the instructor or presenter

- Norman Francingues did a very job all others were very good. All others were very solid.
- Excellent.

Additional comments

- Found the course to be very interesting in seeing how contamination is handled in other areas.
- It was quite difficult to hear presenters due to outside noises.
- The MNR should be separate or have the whole morning section.

Vapor Intrusion - Assessment Update

Instructors: Helen Dawson, EPA Region 8
David Mickunas, EPA ERT

The course focused on the technical issues that RPMs should consider when determining whether vapors from a subsurface contaminant source intrude or may in the future intrude into inhabited buildings and pose an unacceptable risk to human health. By taking the course, participants achieved the following objectives:

- Obtain an overview of the revisions to EPA's vapor intrusion guidance.
- Discuss the new spreadsheet tools that accompany the revised guidance.
- Discuss sampling issues and available assessment tools.
- Learn about mitigation options for vapor intrusion.

The instructional methodology for this course included lectures, case studies, and question and answer sessions.

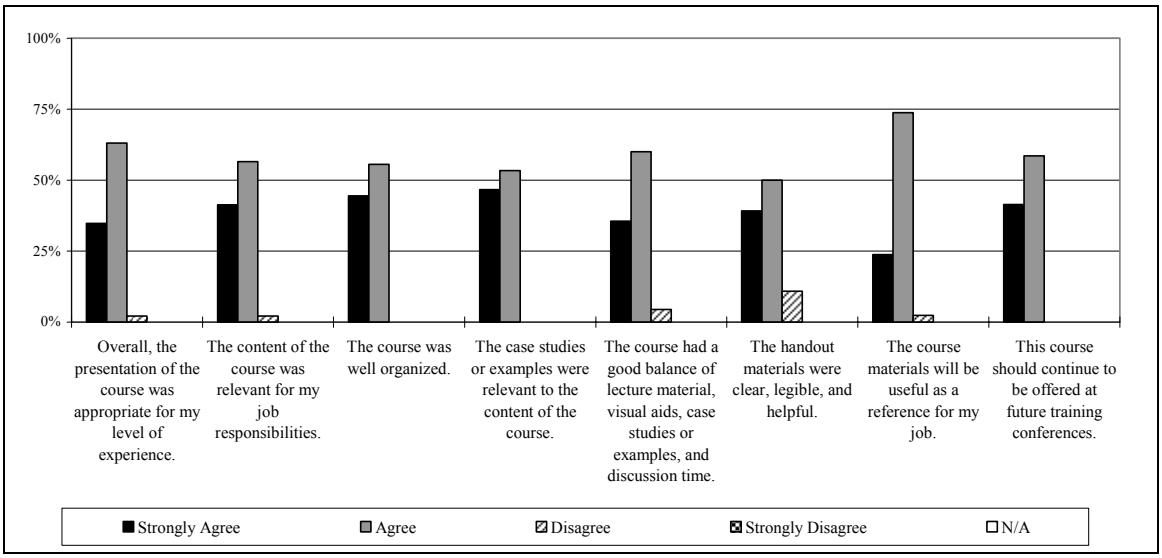
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
80	80	47	A*

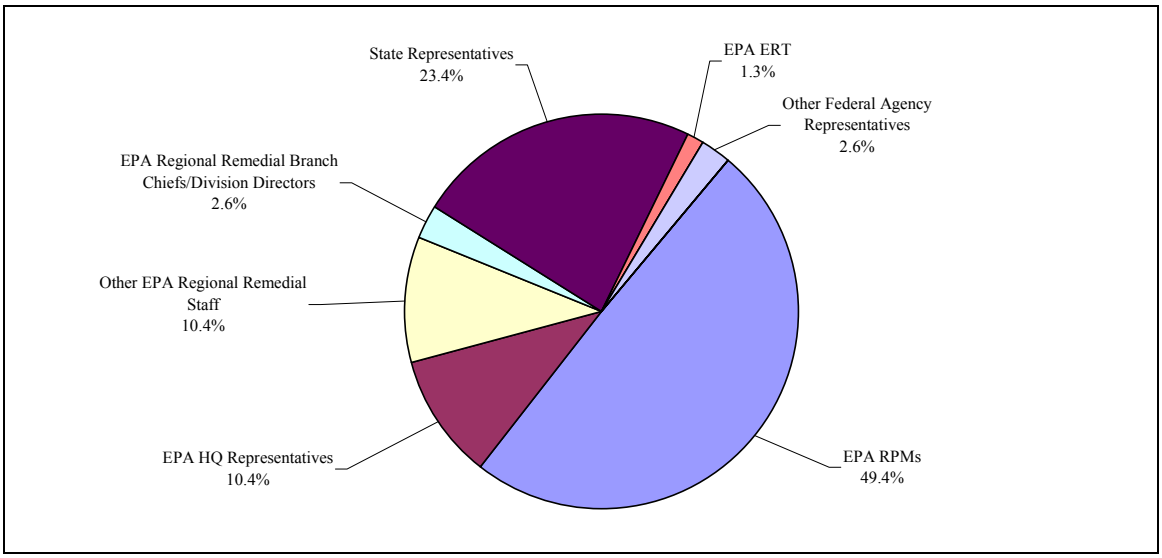
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for the Vapor Intrusion - Assessment Update



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented nearly 60 percent of the students. A total of 7 TSP members attended this session.

Participants by Job Title for the Vapor Intrusion - Assessment Update



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Some points were a bit hard to get.
- However, I think some type of Intro to VI course would be great for the future.
- Sections 4 and 6 were over my head.
- May have helped to have attended previous NARPM course, but not bring in Vapor Intrusion issues and guidance development, good part of session was lost on me.

Comments on relevance to job responsibilities

- Course clearly showed the various issues relating to VI, however, no resolution of issues is suggested.

Comments on organization of the course

- I wish the slides were a little more detailed.

Comments on relevance of case studies or examples to the content of the course

- Just that the examples don't clearly tell you the how deep, where, how far to sample, still need proven technology for the treatment.
- Good handout; David Mickunas was very good.
- Good case studies. Maybe some RPMs could present their lessons learned.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Good case studies.
- Turns out there was too much presentation info, so it left little time for question and answer session.

Comments on handout materials

- Lack of color makes handouts much less helpful.

- A lot of the slides were illegible on printout because too small. (*Four responses*)
- Need more of assumptions to be shown on relevant slides, particularly graphs. Colored graph elements sometimes not distinguishable in black and white handout (usefulness as reference is marginal).
- Please provide color slides on NARPM Web page.
- Too many data graphs without explanation in the handout of what the info represents.

Comments on usefulness of course materials as a reference

- Consider color copies.
- The new guidance will be greatly helpful.
- Useful to understand issues and clarify why decision-making is scientifically difficult.

Comments on offering of the course at future training conferences

- Annually or every other year.
- Need more time.
- A summary of how RPMs have come to risk management decisions would be helpful. In some cases, it's cheaper to install a venting system than to do further study.
- Difficult subject to discuss. Many things are up in the air, but it is good to let people know where we are now.
- Topic and current status needs to be conveyed to RPMs and other project managers; not sure about this format.
- More updates not just same information. It is an evolving issue. (*Three responses*)

Comments on recommending the course to colleagues

- Need to have indoor air issue or future issue.
- Not unless well-versed in guidance and J&E model.

Comments on pace of the course

- The pace was good (*Two responses*) but the presentation was too long.
- Good speakers.
- Too much information for the time allotted (*Four responses*). Take slides out of earlier presentation to shorten.
- Hard to concentrate after lunch; it would be a better morning class.

Comments on appropriateness of the instructional methodology

- Good case studies.
- This method was appropriate. (*Three responses*)
- May need to reduce amount of content.
- Case examples given but more would be fine.
- Panel discussion would be an interesting addition. (*Two responses*)
- Something more engaging needed for this dry topic, but not sure what.

Comments on expectations for the course

- It gave a good outline of the issues (some unresolved) surrounding vapor intrusion.
- Somewhat. Thought there would be some new directions assessed; more of an overview than expected; would have liked more guidance on final remedy to undertake. How to evaluate data to achieve a remedy completion investigation. (*Two responses*)

- Good visual aids, handouts, materials and lecture.

Comments on topics or concepts that should be shortened

- All too some extent (*Two responses*). There was too much data presentation, just covered state facts and show minimal examples.
- The overview of TAGA.

Comments on topics or concepts that should be lengthened

- Background of vapor intrusion.
- Instructor assumed audience was at least somewhat familiar with topic but not sure that is a valid assumption.
- Class got significantly behind schedule.

Comments on topics or concepts that should be omitted

- Section 4's information was too technical.

Comments on the instructor or presenter

- Both presenters were good in explaining with lecture, handouts, and visual aids.
- Good job. (*Two responses*)
- I don't know what an attenuation factor is? Some overview first would have helped me.
- The time for the course should be reconsidered.
- Both were good speakers with good background and experience. (*Two responses*)
- Good explanation of a difficult and controversial topic.
- All were excellent presentation facilitators.
- Helen Dawson knows her stuff better than anyone.
- Good presentation and discussion. Please repeat questions for those in back of the room.
- Helen Dawson certainly knows the topic and did a good job, but had too much information to teach in the allotted time.

Additional comments

- Overall, I think you did a great job of showing and simplifying lots of data.
- The course should be shortened or split into two courses. There was a lot of information to absorb in the time allotted.
- It is great to have in-progress information and reasons for not having guidance yet.
- I was able to understand the first three talks, but the last three (more technical), were covered too fast!
- Would like some practical application techniques. Have RPMs contribute lessons learned, etc.
- Great PowerPoint.
- The concept and updates and needs to further evaluate program.

Vapor Intrusion - Remedial Design

Instructors: Raphael Cody, EPA Region 1
Ronald Curran, Connecticut Department of Environmental Protection
Ronald Mosely, EPA ORD

The course provided technical information on the design and operation of active mitigation systems and passive VI barriers. VI refers to the migration of volatile organic compounds (VOC) from contaminated soils and ground water to and into occupied buildings. The presence of VOCs in indoor air may pose an inhalation risk to building occupants. Typically, VI arises as a result of the expansion of contaminated ground water plumes beyond property boundaries into and under commercial and residential buildings, although VI may also arise from contaminated soils (for example, underground storage tanks) or landfills. New or existing commercial and residential buildings that are impacted by VI may require engineered barriers to mitigate the human health risks associated with VI.

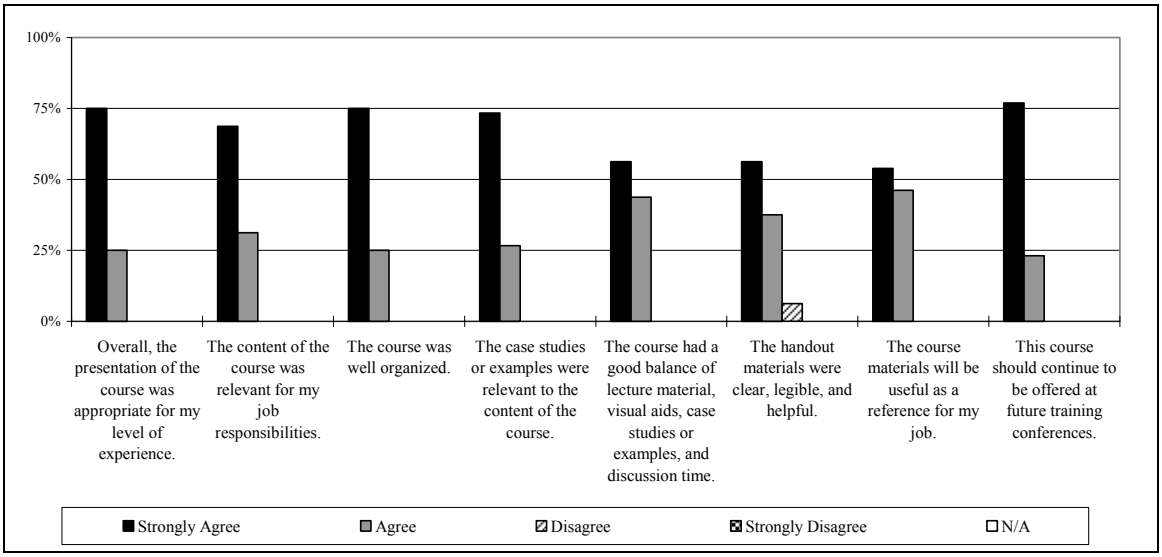
This course was sponsored by the TSP Engineering Forum and EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
49	37	16	A*

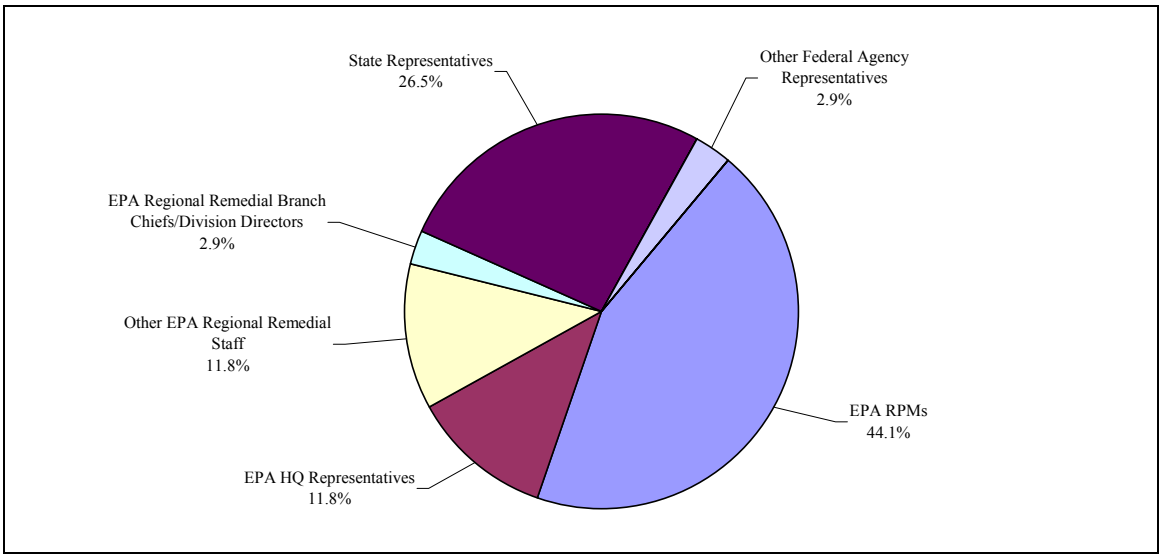
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Vapor Intrusion - Remedial Design



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 50 percent of the students. A total of 6 TSP members attended this session.

Participants by Job Title for Vapor Intrusion - Remedial Design



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on relevance to job responsibilities

- Excellent slides and well-presented. Much better as compared to 2005.
- Very helpful in understanding practical issues associated with VI mitigation.

Comments on organization of the course

- Very well organized.
- I thought this was the best course I attended (definitely in the top three).

Comments on relevance of case studies or examples to the content of the course

- Need more case studies and that will come.
- I would like to see more case studies so RPMs can get better understanding of the design of VI systems.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Lots of PowerPoint.

Comments on handout materials

- Very good, especially having references on it.
- Many graphs were much too small to be legible.
- Very helpful. Not necessarily clear in black and white.

Comments on offering of the course at future training conferences

- Should be kept in combination with VI Assessment/Guidance course.
- Especially as more sites and houses are done.

Comments on pace of the course

- Very good pace and time for questions and answers and discussion.

- I learned a great deal and made very useful contacts. My only suggestion is don't just focus on home mitigation but also commercial or public buildings.
- Could have slowed down a bit so we could examine slides more closely.

Comments on appropriateness of the instructional methodology

- Video for partial installations of portions of design and implementation would have been good.
- Very good presentation including theory, design, and installation.
- Method was appropriate. (*Five responses*)

Comments on expectations for the course

- Excellent materials displaying design techniques.
- Actually exceeded expectations.
- Good practical information and case studies.

Comments on the instructor or presenter

- Each instructor was well qualified, knowledgeable, explained material well. (*Five responses*)
- Good work. Some of the shark photos were likely a result of an experienced adobe Photoshop user.

Additional comments

- I think discussion of detailed costs might be of help to RPMs.
- Thanks!

Visual Sample Plan Training

Instructors: Mike Carter, EPA FFRRO
John Hathaway, Pacific Northwest National Laboratory
Brent Pulsipher, Pacific Northwest National Laboratory

The course provided participants with an introductory overview of VSP and introduces the participants to key features of the VSP software. VSP is a software tool for determining the right number and locations of samples and performing statistical assessments to support confident decisions. The course demonstrated how participants can use VSP to help them select the right type, quality, and quantity of data needed to ensure statistically defensible sampling designs and perform statistical tests on the data to support confident decisions. Participants learned how to use VSP to compare mean concentrations against regulatory thresholds, compare against background, locate hot spots, compare individual measurements against thresholds, construct confidence intervals, locate unexploded ordnance, sample within buildings, and other cases. In addition, participants learned how to use VSP to import maps or building floorplans or draw site maps, select and display sample locations, output sample coordinates, and provide a document summarizing all the objectives, assumptions, and outcomes from the sampling and analysis results.

A few case studies were provided to illustrate the use of the most popular sample designs and statistical analyses.

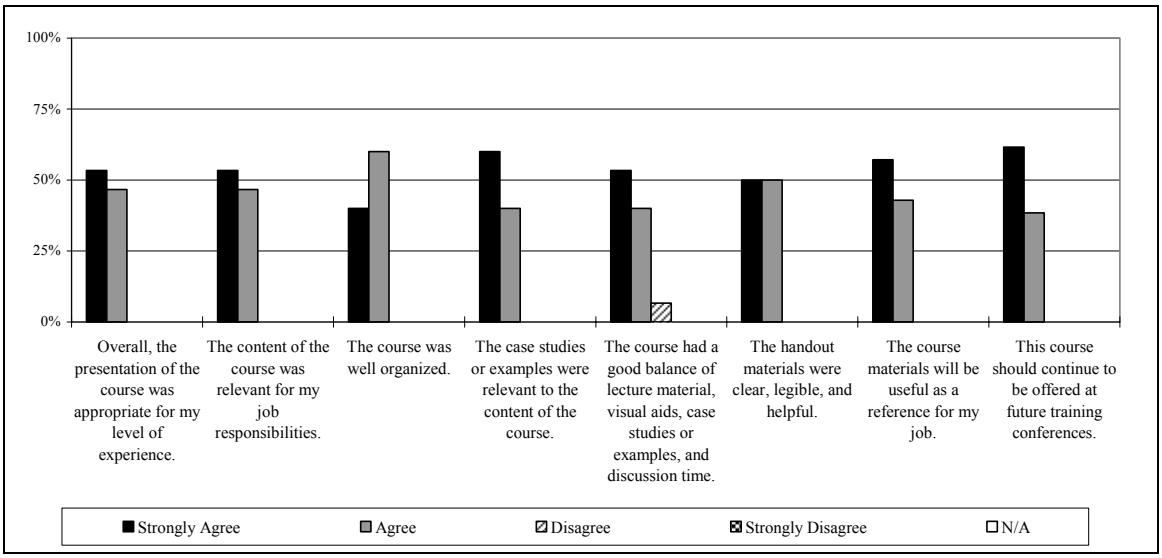
This course was sponsored by the TSP Federal Facilities Forum and EPA's Federal Facilities Restoration and Reuse Office.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
36	23	15	B*

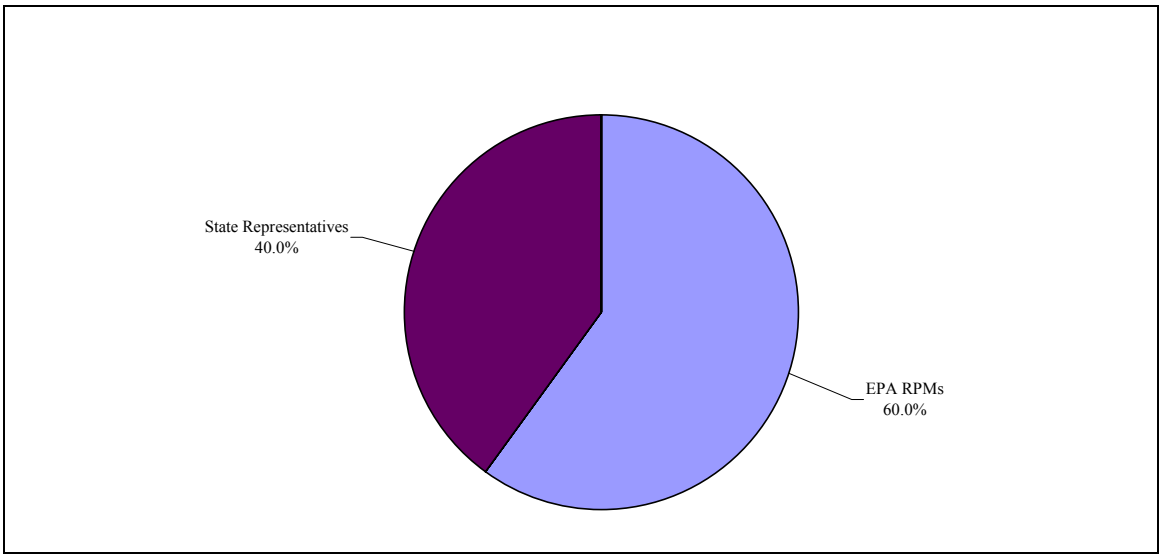
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for the Visual Sample Plan Training



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs represented 60 percent of the students. A total of 2 TSP members attended this session.

Participants by Job Title for the Visual Sample Plan Training



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on relevance to job responsibilities

- Good timing. I am using VSP for the first time on site.

Comments on organization of the course

- Materials, graphics were great.
- Course was well organized, but time was not sufficient based upon computer skills of attendees.

Comments on relevance of case studies or examples to the content of the course

- The case studies were extremely helpful.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Walk through of software was great. Thanks for cheat sheet.
- More hands on less DQOs lecture.

Comments on handout materials

- Font size too small on figures of slides.
- Need answers so we can work on it after we leave.

Comments on usefulness of course materials as a reference

- Yep!

Comments on offering of the course at future training conferences

- Yes.
- Only if it is offered as a preview. Really need the 2.5 day course.

Comments on recommending the course to colleagues

- The 2.5 day class.

Comments on pace of the course

- First part was too slow; second part was too fast.

Comments on appropriateness of the instructional methodology

- Methodology was appropriate. (*Five responses*)

Comments on expectations for the course

- Unsure.
- Received a basic overview of VSP.

Comments on topics or concepts that should be shortened

- DQO section.

Comments on topics or concepts that should be lengthened

- Hands on computer exercises.
- Make the computer case studies time longer.

Comments on the instructor or presenter

- Great, patient, well organized, and helpful with our questions. (*Three responses*)

Additional comments

- If participants will need a CD drive (to load data from a disk) during class, please say so ahead of time.
- EPA attendees did not have good computer skills for using graphics based program.

Wastewater Treatment Fundamentals for RPMs

Instructor: John Wentz, Environmental Quality Management

The course was designed for RPMs with no or limited experience in providing wastewater treatment oversight during a remedial response. The course focused on the types of wastewater that a RPM might encounter; it will not address storm water or sanitary wastewater. The course provided a basic overview of the regulatory issues associated with wastewater treatment and the regulations that influence treatment methodology. By taking this course, RPMs gained an understanding of the important components of wastewater treatment. The course also identified regulatory issues associated with wastewater treatment, treated water discharge, and residual waste management. RPMs were able to review the types of wastewater treatment available and learn the sequence of steps in the development of a wastewater treatment system; these steps included making decisions about residual waste management, equipment selection, the order of equipment in the treatment system, and system sizing. The course also allowed RPMs to examine the capabilities and limitations of conventional wastewater treatment equipment components.

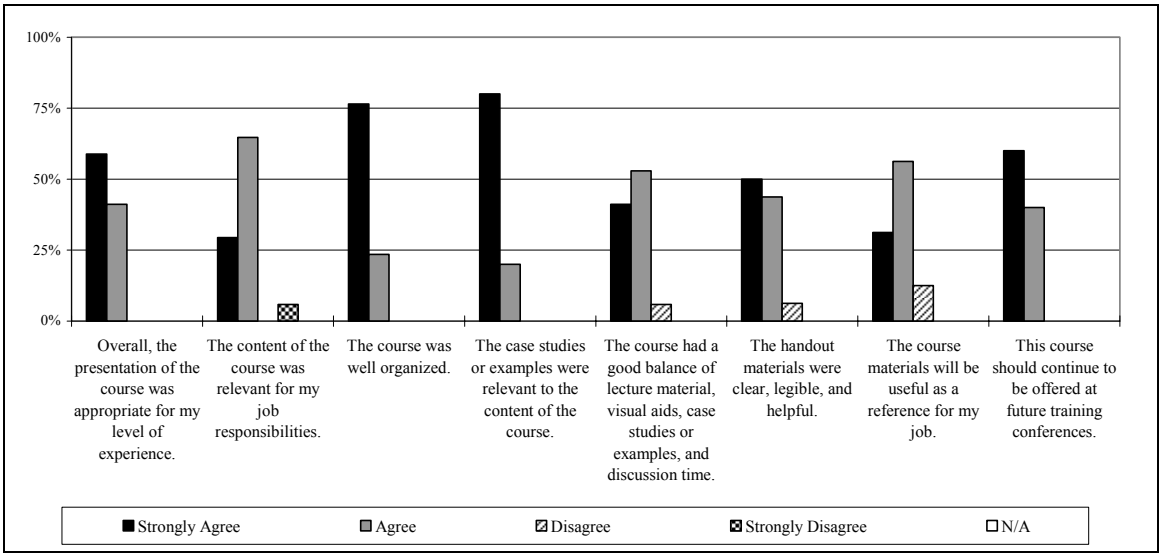
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
22	21	17	A*

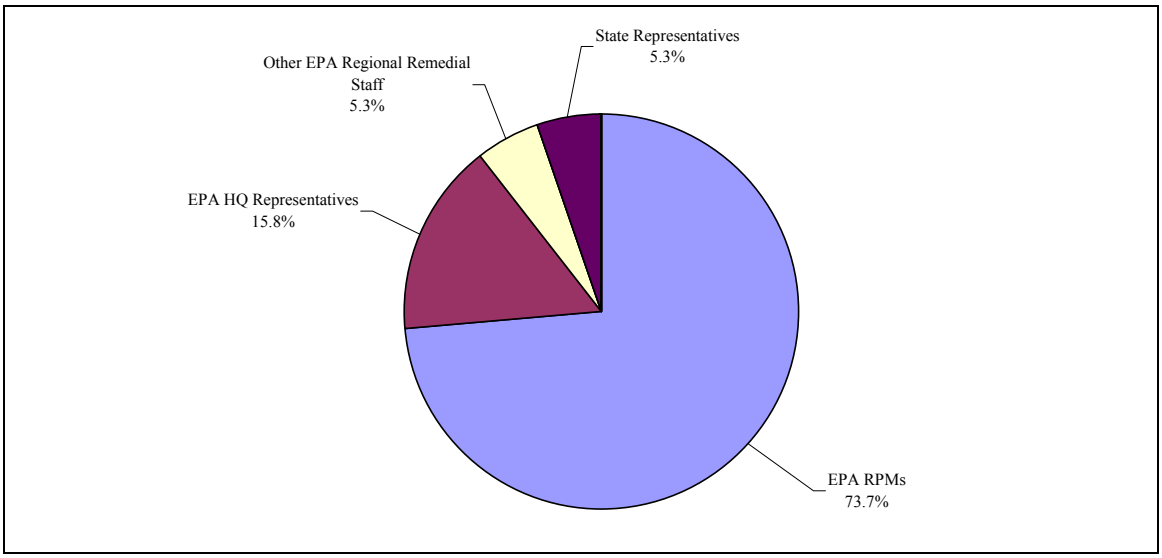
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Wastewater Treatment Fundamentals for RPMs



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented nearly 80 percent of the students.

Participants by Job Title for Wastewater Treatment Fundamentals for RPMs



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- Would suggest that the technologies section (for treatment) use more generic terms for contaminants that are removed, e.g., instead of "solids," say human waste, or whatever. (Be more descriptive.)

Comments on relevance of case studies or examples to the content of the course

- Case study was very well done. (*Three responses*)
- Video or computer examples showing the operation (internal and external) of the different types of wastewater treatment methods would be useful.

Comments on handout materials

- The slides in handouts are hard to read with too small fonts. Need to use bigger fonts.
- Difficult to read some of the figures as the writing/print was very small.
- Please include (1) a glossary or acronyms page; (2) a chart or matrix of the different types of wastewater treatment methods would be useful (summary chart of the different methods with capabilities, limitations, etc.); (3) for the case studies (i.e., Little Bay Penoc, etc.) a summary of the background and action to be performed would be helpful.

Comments on usefulness of course materials as a reference

- On some of the slides with diagrams, it would be useful if the diagrams can be displaced on the whole page in the handout.

Comments on pace of the course

- Perhaps market an all-day class and use the afternoon as a working session to develop a treatment system.

Comments on appropriateness of the instructional methodology

- I believe the instructional methodology used was appropriate for this kind of course. (*Four responses*)
- More pictures. Good instructors, very knowledgeable.

Comments on expectations for the course

- Very clear and concise.
- Add some info regarding an understanding of basic engineering principles are needed and eliminate "... is designed for RPMs with ...".
- I was looking for an overview.

Comments on topics or concepts that should be added

- More specifics about NPDES permitting process.
- Working or exercise session.

Comments on the instructor or presenter

- Very knowledgeable of material. (*Four responses*)
- Voice was too monotone and does not involve attendees.
- Would suggest that the treatment technologies section use more generic terms for contaminants that are removed, e.g., instead of "solids," say human waste. (Be more descriptive.)
- Good verbal and oral skill, excellent speaker, knowledgeable. (*Four responses*)

Additional comments

- I wanted an overview and this course was too detailed for what I need.

Working with the News Media

Instructors: Pam Avery, Bozell & Jacobs
Kellie Habeeb, Bozell & Jacobs
Wendy Thomi, EPA Region 2

The course helped participants understand how to communicate with the news media, print media, television, radio, and the Internet. Media and spokesperson training is a must for any RPM called upon to speak on behalf of his or her project or site. Building good relationships with the news media, as well as knowing what you want to say and exactly how to say it, is critical to getting accurate information about your site or other EPA issues across to your diverse audiences. This half-day session helped participants understand how to work with the news media, newspapers, television, radio, magazine, and the Internet. By participating in the course, participants learned:

- How newsrooms operate.
- What makes news "news."
- What reporters and producers look for in a news source.
- How to communicate your messages effectively, even during a crisis.

The workshop also featured a real life case study of the controversial Superfund site in Libby, Montana.

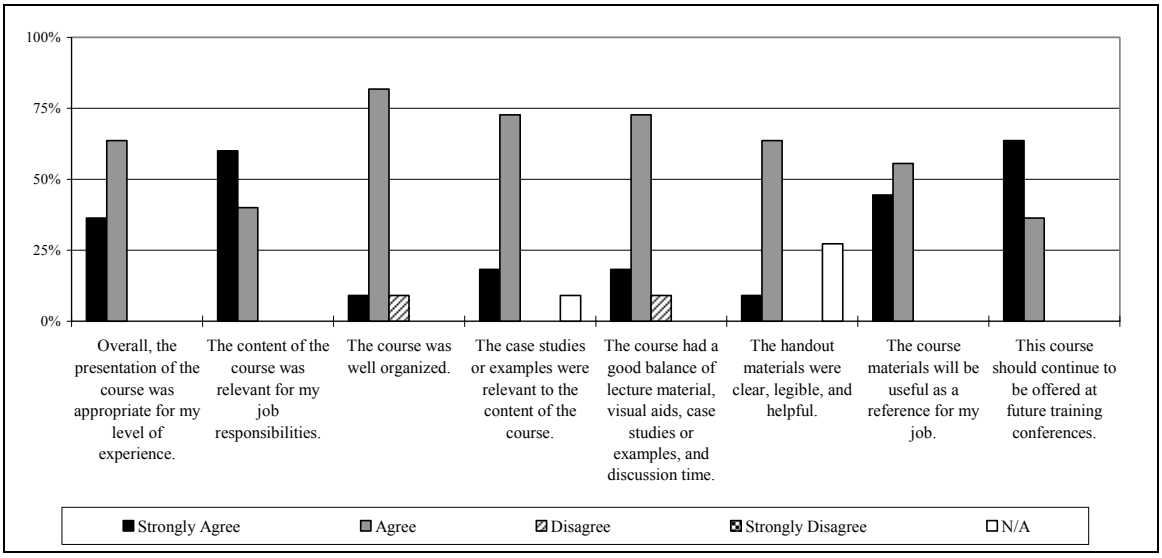
This course was sponsored by EPA's Office of Superfund Remediation and Technology Innovation.

Participation and Average Grade

No. of Participants Who Preregistered	No. of Participants Who Signed Course Roster	No. of Evaluation Forms Submitted	Average Grade
27	21	11	B*

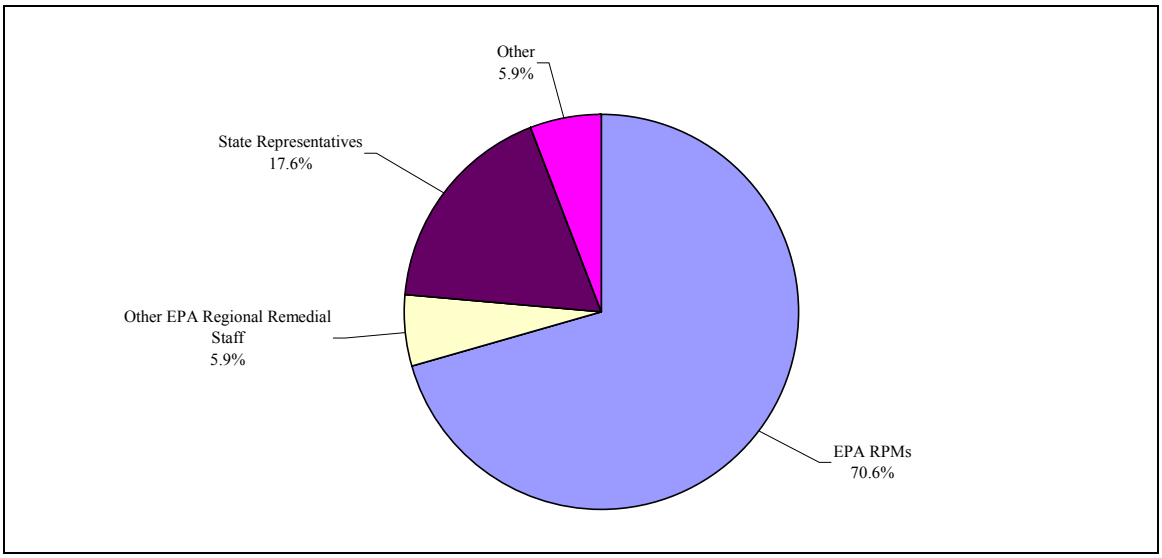
* The grade displayed is the average of the grades selected on the evaluation forms based on a 4-point scale where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. The average letter grade is calculated by rounding the raw average to the nearest integer (for example, 3.6 rounds to 4, which results in an average grade of "A").

Summary of Evaluation Results for Working with the News Media



The following pie chart illustrates the percentages of students for the information session by job title. EPA RPMs and other EPA regional Remedial support staff represented over 75 percent of the students.

Participants by Job Title for Working with the News Media



Summarized below are the written comments provided on the evaluation forms. Similar observations have been combined and paraphrased. Comments submitted by a single respondent were not paraphrased and are presented verbatim.

Comments on appropriateness for the level of experience

- A little basic for me, I need to sign up for the advanced course next year.

Comments on relevance to job responsibilities

- Maybe more on dealing with low income and high minority population or communities.
- Good tips.

Comments on organization of the course

- This session was not well organized although information was provided by teacher and guest.

Comments on relevance of case studies or examples to the content of the course

- Would like to see more case studies.
- Applied to examples of good and bad interactions with media.

Comments on balance of lecture material, visual aids, case studies or examples, and discussion time

- Little strong on lecture.
- Mix of discussion, real life examples, video, and guest speaker was good.

Comments on offering of the course at future training conferences

- Give us tips of working with media to "promote" EPA's successes.

Comments on pace of the course

- Question and answer session with Times-Picayune editor was very helpful and interesting.
- Would have liked more time with Tim Morris.

Comments on appropriateness of the instructional methodology

- Method was great. Face-to-face was very good.
- This methodology with discussion and interaction is important.
- Panel discussions and other alternative methods.
- More class participation other than discussion.
- It was appropriate; perhaps some limited use of role-playing would have been good.

Comments on expectations for the course

- Could provide a list of hints of dealing with the media.
- Good ideas about what to expect, pitfalls, etc.

Comments on topics or concepts that should be shortened

- Maybe a little too much association with "communicating to communities."

Comments on topics or concepts that should be lengthened

- More on how to organize and get your message out.
- What makes news.

Comments on the instructor or presenter

- Very good instructor (*Four responses*).
- Engaging, brings out response from participants.