

**HSS Focus Group/Union Topical Follow-on
2009 Task/Sub-Task Matrix**

Task	Task Definition/Subtasks	Background/Supporting Elements	Related Union Activity 2009 Discussion	NIEHS
1. Identify the basic set of minimum DOE access training requirements	a. Identify, set, communicate, and enforce basic safety and health training site access requirements.	Identifying safety and health training requirements will not ensure consistency within or site-to-site, nor does it address avoiding redundant training and reciprocity issues. The resounding issue was that of site access and complex –wide consistency; the request is to identify, set, communicate and enforce access requirements.	Note: HAMMER provides basic access training. SMWIA (Topical Training Lead) and HAMMER to participate in initial review with NTC and NIEHS.	
	b. Set/define training more specifically for actual facilities and types of work. (1) Develop a matrix of training elements required by 10 CFR and 29 CFR for specific general and specific hazards [HS-10] (2) Work w/PSOs, site reps and union reps to move towards national skill certifications, to determine/post facility hazards such that hazards and skill certifications are congruent. <ul style="list-style-type: none"> - Identify how model programs such as IBEW’s can be applied to assist in training needs – i.e., national skills certification /process; skills set portability; site menu development (access to site profiles, hazard and safety analyses reports) [HS-10 /NTC work with Unions /NIEHS] (3) Identify and make available: <ul style="list-style-type: none"> - specific types of workers requiring special needs/training - Lessons Learned / emerging issues (e.g., clusters of health issues) - Approaches to co-located workers - Necessary training falling through the gaps [HS-10, HS-30, NTC, NIEHS] 	Worker involvement /perspective is a critical element in all of these improvement efforts and consistently identified by the unions as such. [Re: IBEW – WAPA Report]. Upfront worker (union) input/involvement is imperative in sub-tasks 2 and 3. In defining special training needs, it would make sense to identify the correlation of special needs to specific types of workers/work . It also makes sense to define the conditions for “special training”	Union leads will engage their S&H folks to provide data collections: <ul style="list-style-type: none"> - Specific worker populations affected by series, demographics, locations - Unions to collectively review IBEW model evolution and construction trades model which is following on IBEW methodology. - Identify 3 – 4 specialty training needs [e.g., asbestos, confined space [where people falling through the cracks, evolving epidemiological data, co-location] First Union Data Call 2/26/09	NIEHS work with NTC/Unions/HS-10/HS- 30 to define site specific training, types of work, specialized training needs. <ul style="list-style-type: none"> - NIEHS to collect and utilize worker data from multiple sources (NTC, Unions, HS-30] to include in data collection for dedicated training gap analysis/site assessment activities [see Task 2 - 851 Gap Analysis]

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	<p>c. Create a Collaborative H&S Focus Group</p> <p>(1) DOE 851 Champion(s) to work with Union representatives to identify membership and contact representative organizations; solicit designated participants (e.g., EFCOG, PSOs, site representatives) – Focus on worker health and safety to include 851.</p> <p>(2) Establish a mode of operation /process</p> <p>(3) Develop charter [Draft Charter has been developed for further review and finalization by the CHSFG. – To be provided in preparation for first meeting.</p> <p>(4) Set up a meeting schedule</p> <p>(5) First meeting agenda items to focus on 2008 wrap up activities (e.g., HAMMER-modeled training items [See Task 3]</p>	<p>Adding “Collaborative” to the title of the Health and Safety Focus Group, emphasizes that distinctive elements are coming together as a whole. There are multitude of existing H&S committees and groups. The use of the word “collaborative” connotes teamwork, relationships, cooperative efforts...and exemplifies the elemental intent. “Focus Group” associates this working group with its evolution.</p>	<p>The establishment of this working group is a response to union proposed need in Focus Group discussions and Wrap Up. Focus Group Union reps are prepared to work together to identify reps/roles, recommend options for mode of operation and process, and develop the Charter</p> <p>Comments from union topical leads was solicited on a draft Charter on 2/26/09; Union rep responses were integrated; the revised draft Charter will be forwarded to the CHSFG for further/final development.</p>	<p>NIEHS to participate in <i>Collaborative Health and Safety Focus Group</i></p>
	<p>d. Identify contractual vehicle to promulgate uniform implementation of training requirements DOE wide (e.g., contractor bid documents).</p> <p>(1) Review sample site contracts (utilize gap analysis pilot site selections as a basis for contracts to review)</p> <p>(2) Determine factors (contract language and passing down of requirements(that may dilute, impair, and/or ignores important safety implementation aspects [HSS/DOE]</p>	<p>Contract related issues have been discussed in numerous HSS/Union Focus group meetings to include the December 2008 Wrap Up. Working with PSOs and sites to move toward a uniform set of training requirements, although a critical step, does not directly respond to contract issues (LLC’s, subcontractor, M&I vs. M&O). Serving in an advocacy role, in which HSS has agreed to “take a look” at where contract language may impair training requirement uniformity is within the bounds of its function.</p>		
<p>2. 851 Gap Analysis</p>	<p>a. Establish a DOE 851 Champion</p> <p>(1) HS-10/HS-30 to engage in a teamed approach to provide integration for worker health and safety policy and data analysis (feedback loop for implementation).</p>	<p>Union representatives specifically identified the need for a joint/integrated approach in establishing a DOE <u>851</u> Champion – the combination of both Bill Roege (Analysis) and Bill McArthur (Worker Health & Safety)</p>		

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	<p>(2) Identify/develop champion role and integration of safety and health activities with all stakeholders to include HSS internal and union activities.</p> <p><i>[HS-10 Bill McArthur/HS-30 Bill Roege]</i></p>	<p>was proposed by union topical leads as a more effective response to worker needs for an 851 Champion. Analytic involvement creates a feedback loop to the policy and implementation and /or the success of the implementation.</p>		
	<p>b. Engage HSS oversight and enforcement vehicles to enhance awareness and implementation</p> <p>(1) Post HSS safety/851 inspection protocols, guides, criteria, schedules, and reports on the HSS website with a link on the HSS outreach website.</p> <p>(2) Provide HSS review methodology for 851</p> <ul style="list-style-type: none"> - this should include review of occupational health services, outcome reporting, etc. Have prev d/w Marvin M, including the 1991 Manual for Occ Med program review] - Seek engagement with local union reps during HSS safety inspections and reviews <p>(3) Site 851 reviews – engage unions in reviews</p> <ul style="list-style-type: none"> - Evaluate health and safety implementation to include 10 CFR 851 worker safety and health program implementation with increased emphasis on worker rights, safety and health protocols, adequate training and safety outcomes. 		<p>Unions reps to engage in/provide feedback to enforcement/oversight 851 reviews.</p>	
	<p>c. Identify training gaps/needs assessment to include focus on 851 requirements:</p> <p>(1) Identify 3 pilot sites (1 good, 2 poor)</p> <p>(2) NTC to lead team (HSS/Union/NIEHS) assessment activities</p> <p>Note: <i>Data collections/analysis from HSS, NIEHS,</i></p>		<p>Unions engage in gap assessment teaming effort:</p> <p>(1) Weigh in on pilot site selection; participate in site assessment</p> <p>(2) Identify/provide markers /measures for success</p> <p>(3) Identify established/expected outcomes</p>	<p>Under NTC oversight of dedicated activities, NIEHS will work with NTC, Unions, non-union workers, Stakeholders (e.g., HAMMER) to:</p> <p>(1) NIEHS to collect/ utilize existing data collections/information provided by the Unions/HSS</p> <p>(2) Verify and validate data analysis with appropriate stakeholders</p>

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	<i>Unions to add credence to assessments (objective evidence of successes and failures)</i>		(4) Share existing survey tools, case studies, data collections and analysis (5) Develop complex matrix of requirements, types of activities and possible training to utilize as a tool in determining needs and gaps. Note: Metal Trades will dedicate a rep for gap reviews; recommend OR or Hanford for model site; SR for a poor site. USW and CPWR also offered to provide a review rep.	(3) Identify trends and correlation with accident and injury data (4) Participate in gap analysis and identify 851 training needs at 3 pilot sites (5) Identify training needs and assignment of appropriate resource to meet those needs -- identify training facility and trainer assets available through the union -- identify existing broader-based training programs beyond craft specific, and benchmark developers and providers
	d. Based on gap analysis (see 1c above) - (1) Assign priority needs for training delivery & development of new training (2) Identify new approaches to training delivery & Development <i>[HSS/NTC/Unions/NIEHS Team effort]</i>		Based on gap analysis (see 1c above) (1) Assign priority needs for training delivery & development of new training (2) Identify new approaches to training delivery & development <i>[HSS/NTC/Unions/NIEHS Team effort]</i>	Based on gap analysis (see 1c above) - (1) Assign priority needs for training delivery & development of new training (2) Identify new approaches to training delivery & development <i>[HSS/NTC/Unions/NIEHS Team effort]</i>
3. HAMMER Modeled Training – Phase I	a. Collaborative Health and Safety Focus Group NTC rep to take the lead in initiating discussions with union training topical lead (SMWIA) (1) Develop HAMMER model training concept and delivery -- Worker involvement -- Train-the-trainer programs and peer training/worker instructor -- Bias toward hands-on training -- Partnerships/collaborations among unions with a dedicated champion for each organization (2) Identify model pilot site(s) for testing the application of HAMMER model beyond Hanford		<i>Collaborative Health and Safety Focus Group to:</i> (1) Develop HAMMER model training concept and delivery, and modalities for training for various populations (2) Engage HAMMER representatives, as determined by HAMMER/Union Reps, in discussions and input	<i>Collaborative Health and Safety Focus Group to:</i> (1) Provide training recommendations for concept and delivery (2) Provide feedback on testing results

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4. Data Analysis	<p>a. Provide appropriate access to CAIRS and ORPS data (1) Develop/implement Confidentiality Agreement [HS-30]</p>	<p>HS-30 agreed to Confidentiality Agreements and they do it for their data sets. This is also in line with HSS duties to ensure the protection of PII. [Given that some PII data could slip thru – this supports requirements regarding information that that could contain personally identifiable items.]</p>	<p>Provide existing analysis tools/data collections to help identify existing and/or emerging issues [Part of HSS Data Calls]</p>	<p>Provide existing analysis tools/data collections to help identify existing and/or emerging issues</p>
	<p>b. Provide data/analysis on significant health and safety issues. (1) Screen ORPS and CAIRS for health reporting. Assess the data if enough exists. Specifically assess construction data for safety event and injury trends. <i>[HS-30 will make recommended changes. HS-10 and HS-30 have discussed these tasks and have agreed that HS-30 will address revisions.]</i> (2) Refine the changes to make the analysis meaningful. Provide data analysis to establish trends for health and safety issues. Identify any correlations to types of work being performed, causes of training lapses, etc. (3) Determine which activities (e.g., construction, electrical, etc.) that may have poorer safety outcomes and determine what work activities etc. that may warrant a focused topical analysis. (4) Review Union data as provided to look for correlations, disconnects and areas requiring further investigation. [HS-10/HS-30]</p>		<p>Provide existing analysis tools/data collections to help identify existing and/or emerging issues (1) Identify health and safety issues by specific worker populations (demographics, series, locations...). This will help identify areas, work activities and populations that are at greater risk. (2) Identify 3 - 4 specialty training needs [i.e., asbestos, confined space, or where people are falling through the cracks] with supporting data (evolving epidemiological data, assessments, etc.). This will help address areas that require additional training, new training or added future emphasis.</p>	<p>Provide data/analysis on significant health and safety issues.</p>
	<p>c. Provide data/analysis on training impact of health & safety (1) Assess ORPS data, where training is identified as a causal factor, to see what types of training might be beneficial. (2) look for evidence that training correlates to a positive safety outcome by analyzing areas that have proficient, consistent and/or increased training to determine the net payoff. [HS-10/HS-30]</p>	<p>Looking at both cases will help refine training priorities and the assignment of limited resources</p>	<p>Provide data/analysis on training impact of health and safety [Part of HSS Data Call]</p>	<p>Provide data/analysis on training impact on health & safety</p>

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5. Identify and engage appropriate stakeholders in worker health and safety improvement efforts	a. HSS to contact Energy Facilities Contractor Group to initiate engagement of contractor element in collective efforts of HSS Focus Group (1) Work with ECGOG to determine which EFCOG working group will parent this activity; or determine need to establish new committee /subcommittee (2) Identify/communicate VPP/ISM overlap and integration with 851	Response to questions about the specific relationship of ISM and VPP to 851 was requested by union leads Focus Group discussions. Identifying and communicating VPP and ISM overlap and integration with 851 allows HSS to work in an integrated and cost efficient manner.	Union leads to team with HSS to engage contractor in Focus Group activities /representation in <i>Collaborative Health and Safety Focus Group</i> (1) Engage/participate in appropriate EFCOG committees/ subcommittees as determined	Participate in teamed effort to engage contractors through EFCOG vehicle.
	b. HS-1 to engage PSOs /USs /FOMs to engage /support improvement activities (1) Meetings with PSOs/USs to initiate awareness and support for specific worker health and safety activities and Focus Group/Union initiatives as appropriate [solicit participation on <i>Collaborative Health and Safety Focus Group</i>]			
6. Strategic Initiatives - Aging Workforce	a. HS-10/1.2 to collaborate with representatives of the Protective Forces, Fire Fighters, and other subpopulations disproportionately impacted by aging: (1) Exploration of retirement options. (2) Exploration of wellness options. (3) Exploration of potential accommodations	Mike Ardaiz – HSS Lead to continue dialogue and integrate efforts/engage HSS, Union, and Site elements in follow-on to 3/19/09 meeting with IAFF representatives.	IBEW to share and engage unions in national apprenticeship initiatives, incentives for reinvigorating training a younger workforce and maintaining the older worker to train; contractual vehicles (e.g., Apprenticeship Utilization Bill)	
7. Reporting	a. Report on task activities - status, accomplishments, issues, areas of concern: (1) Monthly - HSS Focus Group (2) Quarterly – HSS Focus Group and Union Leads/NIEHS		Quarterly meeting with Focus Group/NIEHS to report on task activities status /accomplishments /issues/areas of concern	Quarterly meeting with Focus Group /Unions to report on task activities status /accomplishments /issues/areas of concern
8. HSS Public Outreach Website as a	a. Set up a submittal process to ensure content is fully populated and up-to-date			

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Centralized Repository for worker health, safety, security related information impacting workers at DOE sites for DOE, HSS, Unions, and Stakeholders	b. Solicit appropriate activities and information from unions / stakeholders/DOE/Field/ Contractors	Utilize HSS Outreach Website as centralized vehicle for communications related to worker health and safety to include info materials, events, activities, etc.		
	c. Expand functional informational areas; develop clearinghouse; utilize knowledge management (KM) techniques/approach in development - HSS meet with KM expert [04-17-09]			