



NORTHERN ARIZONA UNIVERSITY

## American Indian Air Quality Training Program

Institute for Tribal Environmental Professionals



Volume XXI, No. 1, Spring 2014

# ITEP Air-Quality Courses: New Challenges, Fresh Approaches

Over the years, ITEP's American Indian Air Quality Training Program (AIAQTP) staff has worked hard to deliver air-quality training and support in ways that best meet the changing needs of tribal air professionals. ITEP's air-quality training is delivered in a variety of ways, but most often training has come in the form of full-length classroom courses.

We began delivering classroom courses in the mid-1990s, with *Introduction to Air Quality Management*, *Air Pollution Technology*, *Air Quality Program Administration*, and *Tribal Authority Rule*. As tribes continued to build air-program capacity, the course roster has expanded to include advanced topics such as *Meteorological Monitoring*, *Air Pollution Modeling*, and *Data Management*. We will continue to adapt our courses to the changing needs of the tribes.

The full-length classroom approach, with courses delivered in central locations and running between two and five days, continues as our primary training mode. But as needs change and budgets shrink for tribes, EPA, and ITEP, we've begun to experiment with new ways of getting training out to the tribes.

Challenges associated with delivering full-length, centrally located courses have always existed, including budget-related issues and the ability of tribal staff to travel and be away from their jobs for extended periods. The latter can be especially challenging for small air programs in which one or two staff members carry the demands of the program.

Full-length classroom courses offer several advantages, including in-depth,

sustained focus on the topic at hand; development of group solidarity that aids in the learning process; and a centralized location—sometimes at a tribal facility, which also supports the local community. Tribal trainers have always been a part of our instructor teams; that will remain the case whenever possible, regardless of the way trainings are conducted.

As ITEP continues to offer full-length air-quality courses each year in locations across the U.S., we're exploring at least three new training modes: mini-courses, short courses for Alaska Native villages, and web-based training. In this issue of *Native Voices* we'll look at the first two of these innovations. In an upcoming issue we'll explore a third new approach, our instructor-led, webinar-based *Emissions Inventory* training.

### Air Quality Mini-Courses

ITEP has for years offered mini-courses, but more recently we've expanded their use in the training mix and have looked to them more often as an alternative when the need arises. "The advantages of a mini-course," says Pat Ellsworth, Curriculum Coordinator for the AIAQTP, "are that it can be pulled together in a shorter time than a full classroom course, it costs less—usually it has fewer attendees than does a full classroom course—and it requires fewer instructors."

Such a delivery mode might work when, for example, training can benefit air staff who need the training right away, or it can benefit regional tribes



ITEP Curriculum Coordinator, Pat Ellsworth

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## From the Executive Director Ann Marie Chischilly

**G**reetings from all of us at ITEP. For everyone who participated in the National Tribal Forum 2014 hosted by the Swinomish Indian Community, thank you. This year's NTF was a wonderful experience. The next issue of Native Voices will provide complete coverage of this year's NTF, but I would like to take this opportunity to offer my observations on the forum and extend my sincere thanks to all who helped to make it such a great event.

At this year's forum we welcomed a dynamic mix of longtime attendees and tribal air staff new to the NTF "family." We were so happy to see all of you there and hope you had the chance to meet as many of each other as possible. Several forum attendees shared with me that their needs were well addressed at the event. That's important to us, and I was pleased to hear it. Particularly successful were the open forum, in which high-level EPA officials spoke directly with attendees about tribal air issues; the Eco-Café; breakout sessions; and peer-networking opportunities, which were expanded this year by popular demand.

My thanks go out to all our friends in the Swinomish Indian Tribal Community, including Tribal Chairman (and present NCAI Chair), Brian Cladoosby; Tribal Historic Preservation Officer, Larry Campbell, Intergovernmental Affairs Liaison, Debra Lekanoff; Air Quality Analyst/Air Program Manager, Tony Basabe; Senior Planner, Ed Knight; Environmental Coordinator, Scott Andrews; and the Swinomish Canoe Family for their moving performance during the presentation of this year's Virgil Masayesva Tribal Air Programs Excellence Award. Congratulations to Delbert Altaha for a well-deserved honor!

I also want to thank all the Swinomish tribal members

who took time from their busy schedules to continually engage in forum activities throughout the week—their presence did much to ensure the success of this year's event. We could not have asked for better hosts.

More thanks are in order. Acting Assistant Administrator for EPA's Office of Air and Radiation, Janet McCabe, and Acting Assistant Administrator of the Office of International and Tribal Affairs, Jane Nishida, were generous in adding the NTF to their busy schedules. This is the fourth consecutive year that high-level EPA officials have joined us to communicate directly with the tribal air community on issues that impact them. We are grateful for these repeated gestures of respect for tribal needs and interests and look forward to continuing the tradition at future forums.

I also want to thank Terry Williams for his keynote address and the wisdom and experience he brought to our gathering. And we're grateful to Jim Woods for his heartfelt tribute to his late friend and mentor, Billy Franks Jr., whose activism benefited tribes in countless ways and who was such a powerful inspiration to us all.

Climate change issues have for several years been front and center in the mix of training and support that ITEP provides. That pressing issue took me to Anchorage, Alaska, in mid-June for this year's gathering of the National Congress of American Indians (NCAI). Last year I was appointed to the Department



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### Institute for Tribal Environmental Professionals Northern Arizona University



*Native Voices is published by NAU with  
a grant from the U.S. Environmental  
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## **COURSES - from front page**

that share similar air quality challenges (i.e., woodstoves, burn barrels, or high levels of dust from roadways or agricultural fields). Holding courses in a local community or region where the need for that training is pressing can solve at least three challenges: accessibility, timeliness, and cost.

During the 2014 fiscal year, Ellsworth says, ITEP sought to spread the word that mini-courses are a viable option to address specific training needs. "The way this is set up," she explains, "is that a tribe must request a mini-course. Usually the request will come from an environmental staff person at the tribe. It could start with a conversation at the National Tribal Forum, for example—a person might express a training need but mention that they don't have the funding to send a person for the training. So we would ask them to make a formal request for a mini-course—an email is enough."

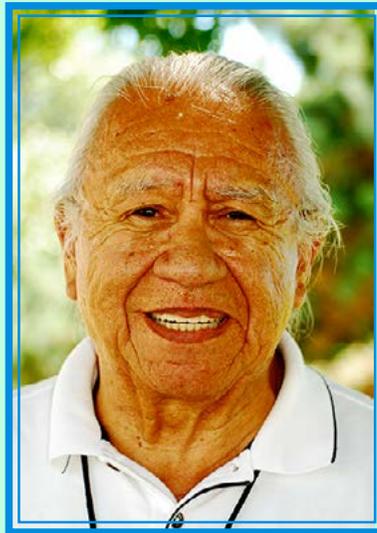
To expand the usefulness of a mini-course requested by a specific tribe, she says, ITEP seeks to inform nearby tribes that the course is taking shape so they'll have the option to attend. Communicating that message can happen in several ways: "Sometimes the person making the request will ask other tribes if they want to come. We can also advertise through the EPA Regional office. And we send out a course notice to tribes in the area. Then we try to adjust the agenda to reflect the needs of the tribes in that locality." For example, if the course addresses indoor air quality and nearby tribes make heavy use of woodstoves, that topic might receive more focus during the training.

Ellsworth and the curriculum development team have sometimes developed short courses to support air-program staff who will soon be moving on to more-advanced, full-length classroom training—a factor that can influence the date when a mini-course takes place.

### **Fine Tuning**

Recent efforts to provide shorter courses that meet tribal needs have yielded promising but mixed results. "Sometimes," Ellsworth says, "a mini-course is all a group of people needed, but in other cases the shorter course wasn't enough to give them all the background they required to move on to a Level 2 [more

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*Billy Frank Jr.*  
*1931-2013*

**O**n May 5, tribes across the country lost a true leader, mentor and champion. Billy Frank Jr.'s legacy will reach far into the future for generations to come. Billy stood for our dignity, equality, our rights as a people and our civil liberties. He stood to protect the environment and the natural resources vital to our cultural lifeways, and most notably tribal treaty rights. His determination and leadership led to the historic Boldt Decision, which forever changed the landscape for treaty tribes here in the Pacific Northwest as well as across the Country. Today, because of Billy's lifelong dedication and his firm voice, the Tribes maintain a historic way of life that will be protected for generations to come. Up to the day of his passing, Billy continued to voice his concerns for treaty reserved resources, our salmon, clean water, the environment and climate change. Billy's charge through life validates the work we have before us to protect the future. I will miss my mentor, my dear friend, Billy Frank Jr. Farewell.

Jim Woods,  
U.S. EPA Region 10

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of the Interior's Advisory Committee on Climate Change and Natural Resources Science (ACCCNRS), which advises Secretary Jewell on climate issues. Dr. Gary Morishima and I are in the process of presenting to the ACCCNRS draft versions of two documents: "A Primer on Climate Change and Tribes," and "Traditional Knowledges and Tribes." These two documents are located on ITEP's website, and both are open for comments. Please consider looking them over. I welcome your comments as we work to finalize the two documents for formal presentation to the full NCAI membership later this year.

Climate issues will also take me to Washington D.C. during the third week of July, when I'll attend the First Stewards conference, a gathering of tribal interests dedicated to assisting tribes and indigenous peoples with climate change issues. All are welcome to attend; I hope to see you there. For more information, please visit the First Stewards site at [www.firststewards.org](http://www.firststewards.org).

ITEP is constantly working to find more efficient modes for delivering training and support to tribes. Two of those efforts are examined in this issue of the newsletter; in the next issue we'll explore a third, our innovative *Emissions Inventory* online training.

We're also expanding our training reach on a more-general level. In partnership with Northern Arizona University, we recently developed two online courses, "Tribal Environmental Management and Planning" ([www.nau.edu/Professional/Tribal-Environmental-Management/](http://www.nau.edu/Professional/Tribal-Environmental-Management/)) and "Tribal Water Resources Management" ([www.nau.edu/Professional/Tribal-Water-Resources-Management/](http://www.nau.edu/Professional/Tribal-Water-Resources-Management/)). The non-accredited courses will provide successful participants with Continuing Education Units that both acknowledge the training they've received and enhance opportunities for advancement in related professional fields. We look forward to your participation in our on-line professional and continuing education courses! More information on the courses is available in this issue.

ITEP recently entered into a new cooperative agreement with U.S. EPA's Office of Environmental Information to support tribal involvement in the National Environmental Information Exchange Network (NEIEN), also known as the Exchange Network. The NEIEN is both a data sharing system and a partnership effort involving states territories, tribes, and EPA. Its focus is on improving the quality, timeliness, and accessibility of environmental data collected by Exchange Network partners. ITEP's goal is to work with members of the Exchange Network

governance structure to identify ways to better support tribal participation in and involvement with the Network, while also helping the Network to be responsive to tribal needs. We will be directly involved with the efforts of the Tribal Governance Group, which is composed of tribal representatives currently engaged in Network governance activities.

Tribes can gain valuable advantages from participating in the Exchange Network, and there are several outstanding examples of how tribes have been able to make the Exchange Network work for them. Over the coming months, ITEP will be developing a website for sharing information about the project, including tribal success stories and resources for tribes involved in, or thinking of becoming involved in, the Network. Right now the list of tribes involved in the NEIEN is rather short. We encourage you to consider whether becoming involved in the NEIEN or the TGG would benefit your tribe. If you believe one or both would be a good fit for your tribe, please contact us and we will assist you.

ITEP's staff members have been hard at work across our programs. I want to acknowledge and congratulate four of those staff members. Sue Wotkyns was recently appointed as my Alternate on ACCCNRS. Mansel Nelson was recently awarded the NAU President's Excellence Award, reflecting his fine work on education and outreach to tribal students. Mansel also delivered a recent keynote address to students at Shonto School on the Navajo Nation, an institution he has served with distinction over the years.

Todd Barnell also deserves recognition for his launch of a two-year-long Solid Waste Code Development training project. The project will provide education, legal support, and mentorship for participants and result in development of Tribal Solid Waste codes at the project's end (more in this issue).

Finally, ITEP staff member Roberta Tohannie has done great work in partnership with the Navajo Nation EPA on our Navajo Nation Environmental Workforce Training Program. This program supports up to 40 unemployed Navajo members, providing certified training such as 40-hour HAZWOPER, Radiological Technician, and 30-hour OSHA Construction Safety.

On June 20 the first class graduated from the four-week training. We're pleased and excited by their success and wish each of the graduates the best of luck in pursuing their work, which is so important in the ongoing effort to protect the health of Navajo communities. Following the training, employment assistance will be offered to help bolster the Navajo environmental workforce.

I am continually impressed and amazed by the hard work and dedication of tribes and our staff at ITEP, of which I'm proud to be a part. Please stay in touch, and we will do the same. ☺

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complex] course.” Those in the latter situation are generally encouraged to arrange more basic training that will get them up to speed for the advanced courses. Mini-courses, by their nature, require that some of the curriculum be abbreviated or cut. Most often that hasn’t created apparent problems for attendees, though there have been exceptions.

In the fall of 2013, ITEP offered two Indoor Air Quality (Level 1) mini-courses, each two days in length. ITEP’s Environmental Education and Outreach Coordinator, Mansel Nelson, was the instructor for both courses.

Nelson says he appreciated many aspects of the shortened trainings, especially their regional nature, which allowed him to focus on specific air quality issues in addition to providing more-general information. The two courses—one held in a rural area plagued by at-times severe dust from the Owens Dry Lake bed as well as from agricultural dust and pollutants, the other in an urban area where vehicle and industrial emissions are much more pervasive—were designed not only to emphasize general IAQ information but to give extra attention to those respective pollution issues. “Overall,” he says, “probably 90% of the course material was the same [as the usual curriculum], but the rest was much more specific to the regions.”

He says both courses went well, though he adds that the delivery mode remains an experiment-in-progress. His decision to drop the Building Science portion of the curriculum to help shorten the training “did leave a gap for those advancing to the Level 2 course; some people in the Level 2 course expressed frustration that they were hearing about Building Science for the first time. For those who only needed the basics of IAQ, though, the training was adequate.”

Nelson notes that the group-solidarity challenge of delivering a shorter-length course is more or less offset by the fact that local and regional participants often know each other, so “breaking the ice,” a process integral to group solidarity, isn’t as important because personal bonds have already been forged. Another advantage of the localized approach: Onsite IAQ assessments, performed on structures used by the local communities, tend to be more meaningful to participants than assessing unfamiliar structures.

Besides abbreviating some of the course work, Nelson has also shortened his IAQ courses through the use of technology such as webinars and online videos, which participants are asked to view before a course begins. Before attending a June

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Mansel Nelson

## Solid Waste Code Development Training

by Todd Barnell, Sr. Program Mgr., ITEP Solid Waste Program

As part of our Tribal Solid Waste Education and Assistance Program (TSWEAP), we are very excited to begin offering a special project focused on assisting tribes in creating and implementing solid waste codes. This special project is being conducted with funding from USEPA’s American Indian Environmental Office (AIEO), and in partnership with the United South and Eastern Tribes (USET).

As part of this project we will be conducting the following activities:

- We will deliver two courses in 2014 for up to 20 employees of federally-recognized tribes and Alaska Native Villages. Each course will feature tribal professionals and a lawyer specializing in tribal code development as instructors. Attendees at these courses will learn how to conduct initial research, craft new codes or refine existing ones, navigate jurisdictional issues, work effectively with tribal elected leaders, solicit community feedback, and successfully implement the finalized codes.
- Following each course, attendees will have access to tribal mentors and ITEP staff to assist them in crafting their codes, as well as a free hour long phone consultation with a legal expert.

A variety of resources, including legal research assistance, helpful documents, and examples of existing tribal codes will also be made available to tribal professionals.

We are currently recruiting tribal professionals with experience in creating and implementing effective tribal solid waste codes. If you are interested in being considered, please contact Todd Barnell at [Todd.Barnell@nau.edu](mailto:Todd.Barnell@nau.edu), 928-523-3840.

To insure that course attendees are fully dedicated to not only completing their tribal solid waste codes but also implementing them, all applicants will be asked to submit a resolution from their tribal government stating they will approve their codes within two years of completing the course.

Those individuals selected for the course will have their lodging and per diem covered. We will also offer a few travel scholarships for attendees who need assistance with their airline expenses.

For more information on this project as well as the course application, please visit our website at [www4.nau.edu/itep/waste/tsweap.asp](http://www4.nau.edu/itep/waste/tsweap.asp).

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2014 IAQ course in Flagstaff, for example, participants viewed two webinar sessions covering basic indoor-air information. “The idea,” he says, “is to move some of the typical lecture sessions online prior to the class, then spend the face-to-face time doing hands-on activities, assessments, things like that. In an ideal world, in fact, we wouldn’t have in-class lectures—it would all be small-group activities, labs, experiential activities. So maybe the next IAQ course will be a two-day course, with webinar preparations beforehand and class time spent in hands-on activities.”

As an educator, Nelson’s primary interest is the effectiveness of his trainings. But he does recognize that a different economic situation existed in the tribal air-training world before budgets began to shrink. “When I was instructing for ITEP 15 years ago,” he recalls, “flying people around and housing and feeding them was no big deal. Now it’s a much bigger deal. I do recognize the reality of shrinking budgets, that travel could get more difficult along with per diem payments to attendees. So these might be some ways we can use our time and funding more effectively.”

Budgetary advantages through the use of technology are obvious—for example, Nelson notes that an IAQ webinar he held in May brought together an instructor from Oklahoma, another from Washington state, himself, and some 50 participants from all across the U.S., none of whom needed to travel, stay in hotels or eat in restaurants. He points out that this new approach is not unusual in the realm of education. “There is a rapidly developing focus on technology, so regardless of the future economic situation, I doubt tools like webinars and other online training will go away.”

### Air Quality Training in Alaska

Training air-program staff in Alaska Native villages has always entailed unique challenges, including funding obstacles and significant logistical issues. The recent clamp-down on federal funding has at times made the task of delivering training to remote villages even more problematic. Offering courses in local Native Alaskan communities, Ellsworth believes, could be one way to address the funding squeeze while still getting the training to where it’s needed in a timely manner.

“In the past,” says Ellsworth, “AIAQTP has offered full classroom courses in Alaska, on topics including *Air Quality in Alaska Native Villages*, *Indoor Air Quality*, *Basic Source Assessment*, and *Air Quality Computations*. Those generally took place in bigger cities like Anchorage, Fairbanks and Juneau, and also in hubs such as Bethel and Nome. They worked well, but they were very expensive to run. Virtually everyone has to fly in and stay in a hotel, and the per diem rates in the big cities are high—less so in

the hubs, but still expensive.”

ITEP has considered at least two options to alleviate this challenge in a time of tight budgets: delivering courses at environmental conferences, such as the Alaska Tribal Conference on Environmental Management (ATCEM); and taking courses out to local communities, using fewer ITEP staff while placing greater reliance on local coordinators to help with logistical support.

Mansel Nelson, who for years has presented courses in Alaska, has also been at the forefront of ITEP’s Alaska “experiment.” This past spring he presented an Alaska-focused IAQ course and a Native Village-centered version of our basic air-quality course (*Air Quality in Alaska Native Villages*) to two small communities in Alaska. The courses differed largely in terms of logistics: the IAQ course held at the Chickaloon community in the town of Sutton is on the Alaskan road system near a community with hotels and restaurants. The other course was accessible only by air.

At a June 2014 Indoor Air Quality course held in Flagstaff, AZ, instructors Mansel Nelson, John Mead, and NAU Industrial Hygiene and Environmental Programs Manager, Jim Biddle, take course attendees around to NAU campus buildings to point out potential IAQ issues. Before the course began, participants were required to view webinars covering IAQ basics.



Nelson says the “community-based course” garnered good reviews. That course drew most of its 20 participants from the immediate area—attendees came not only from the tribe’s air program but from its housing and transportation offices. In addition, members of the general community were welcome to attend. “It was a nice cross-section,” he says.

Ellsworth explains the rationale for opening courses to the general community (a possible component of some future trainings): “So far we’re just doing this with

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entry-level courses. In those cases, even the environmental staff might not have this information—for example, they might have been working in recycling, or water. With our indoor-air quality training, attendees from the community might, for example, learn how to operate woodstoves more efficiently, and they would learn the importance of properly ventilating the home, and how that can be balanced against winter heating costs. They would learn about the importance of controlling moisture inside a dwelling, that sort of thing. So this is training that can benefit everyone.”

Advantages of the Sutton course, Nelson says, were similar to those he cited as positives for the mini-courses he conducted last fall. Drawbacks, he says, were relatively few: a relatively small training space (the local library) and travel from hotels located 30 minutes away in Palmer, over roads that were sometimes icy. On the other hand, group solidarity was a given for many attendees.

Most significantly, he was able to focus on issues immediately relevant to the participants. That included conducting air-quality building walkthroughs at a school where most residents—and now their children—have attended, as well as assessing homes inhabited by course participants and their relatives. “One of the guys who helped with the home assessment was from the tribal housing office, which had been involved in the design and building of the

home. For him, the experience was very applicable—he learned concepts he could immediately take from the classroom and apply to his community.”

Nelson says despite the usual Alaska logistical challenges—which included getting himself and the training material to Alaska, “In an ideal world I’d want to do all courses that way, being directly in the community, working with people and their own homes and issues.”

The other recent Alaska course, held at the remote village of Kalskag in the western part of the state, far off the road system, involved more-thorny logistical challenges. The village has no hotels or restaurants, so arrangements were made by the onsite tribal coordinators to hold the event at a local community center, with participants and instructors sleeping at the school. Participants from outside the community also brought their own bedding and some of their food—Nelson had been forewarned that bringing ten extra people into the community might overstrain supplies available at the town’s small market.

A local cook was hired to prepare dinner each day—a nice touch, but still an organizational challenge. Also, the site lacked consistent internet connections. Coordinating transportation to and from the airport and other logistics fell to the local tribal staff since Nelson had access only to a cellphone, which didn’t work at the course site.

He notes that in previous courses (he has conducted a

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## Native American Environmental Management Training

**N**orthern Arizona University and the Institute for Tribal Environmental Professionals are pleased to offer online professional-development training to new and seasoned professionals. Those completing all the modules that comprise these courses earn professional certificates that demonstrate expertise and can provide new opportunities for professional advancement.

**Tribal Environmental Management and Planning**

**July 7 – August 31, 2014**

**Tribal Water Resources Management**

**September 1 – October 26, 2014**

The first two courses will be supported by NAU faculty, Native American legal experts, and tribal instructors, with support from Northern Arizona University’s College of Engineering, Forestry, and Natural Sciences and the Applied Indigenous Studies program. The courses provide unique, tribally focused and applied instruction to environmental professionals.

<http://www4.nau.edu/itep/docs/NAUproInfo-14.pdf>

A team consisting of NAU faculty, Native American legal experts, and experienced tribal environmental professionals have developed the content of the courses. This team of experts will guide lesson plans and offer valuable knowledge and insight into current tribal environmental policy, technical, and management issues.

More courses are being developed, so remember to check back periodically for new course additions! 🌱



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variety of courses in Alaska over the years, under several ITEP programs), training materials have failed to arrive in time (“In remote villages, there is no FedEx.”) Once he was waylaid by an erupting volcano. He has also learned the true meaning of the familiar Alaskan phrase: “Weathering Permitting.”

Conducting the Kalskag course required compromises unfamiliar to most ITEP course attendees: sleeping dorm-like in three classrooms at the school, prepping some personal meals in the cafeteria, and rolling up and stashing bedding each morning before the school’s classes began. Despite the unusual arrangement, the course received sterling feedback from the local organizers, who indicated they were thrilled to have such training brought directly to their community. Nelson returns the compliment, noting that the local support team did an excellent job of arranging logistics. “I really enjoyed meeting the community in the evenings,” he says, “including all the young students that came to the playground in the evening. The community was friendly and the students were curious about what we were doing.”

### Innovating into the Future

ITEP will continue to explore new ways to strengthen our course delivery methods in the face of existing and unforeseen challenges. We’re confident we’ll meet those challenges, not the least because of the quality of our partnerships with so many in the tribal air community. ITEP has always been a collective enterprise, drawing from the considerable strengths and talents of Native people across the country. We look forward to strengthening those relationships in pursuit of our common goal: building capacity, expertise and sovereignty in Indian country. ☺



**U.S. EPA Regional Tribal Air Program Contacts**

To contact U.S. EPA's regional tribal air staff, **CLICK ON THIS BOX:**

<http://www.epa.gov/oar/tribal/coordinators.html>

## Clean Diesel Grants Available to Tribes

**T**he Environmental Protection Agency recently announced that grant funding is available for tribal applicants to establish clean diesel projects aimed at reducing emissions from older diesel engines. Diesel engines are extremely efficient but emit air pollutants such as nitrogen oxides (NOX) and particulate matter (PM). These pollutants are linked to serious health problems including asthma, lung and heart disease, other respiratory ailments, and premature death. This is the first time EPA is offering a separate tribal request for proposals for diesel emission reduction program (DERA) funds, and is in response to feedback from tribal communities.

EPA is making \$1 million available and anticipates awarding three to five tribal assistance agreements. Projects may include school buses, transit buses, heavy-duty diesel trucks, marine engines, locomotives, energy production generators, and other diesel engines. Proposals from tribal applicants must be received by August 12, 2014.

This competition is part of the DERA program which funds projects to clean up the legacy fleet of diesel engines. The DERA program aims to achieve significant reductions in diesel emissions in terms of tons of pollution reduced and to reduce diesel emissions exposure, particularly for those living and working in areas disproportionately affected by poor air quality.

Since the beginning of the DERA program in 2008, EPA has awarded over 600 grants across the U.S. and reduced more than 250,000 tons of NOx and more than 14,000 tons of PM. EPA has awarded 11 tribal grants for approximately \$3 million. DERA grants have significantly improved air quality and provided critical health benefits by reducing hundreds of thousands of tons of air pollution and saving millions of gallons of fuel. Many of these grants fund clean diesel projects that operate in economically disadvantaged communities where residents suffer from higher-than-average instances of asthma, heart, and lung disease.

For more information on the Tribal Request for Proposals and related documents:

[www.epa.gov/cleandiesel/prgtribal.htm](http://www.epa.gov/cleandiesel/prgtribal.htm)

For more information on the National Clean Diesel campaign:

[www.epa.gov/cleandiesel](http://www.epa.gov/cleandiesel)

