

WHAT SHOULD WE EXPECT FROM LEPCs ?

How do we measure what LEPCs do ?


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PERSPECTIVE

- IN MOST OF ACCIDENTS
- RESPONDER
- TOO MUCH

CHEMICAL

STIMULATED
 SERIOUSLY HURT
 DOES TO DEFINE RISK



EXPECTATIONS

- KNOWING THE PHONE NUMBER FOR "911" IS NOT A PREPAREDNESS PLAN



REALITY

- LIMITS ON COMMUNICATION AND INFORMATION STILL EXIST
 - ❑ HARM PREPAREDNESS AND RESPONSE
- PUBLIC EXPECTATIONS HAVE GROWN UNREALISTICALLY
- PURSUIT OF MONEY REPLACES PLANNING
- PUBLIC EQUATES MONEY & NEW EQUIPMENT WITH PREPAREDNESS

MORE REALITY

- The public's action needs to be predictable
 - ❑ Either you want them to cooperate or get out of the way
 - ❑ Expectations drive public & facility reactions
- Immediate response and rescue does not always exist
 - ❑ Tough message, but one we must deliver
 - ❑ We can't handle everything
 - ❑ Can we handle even likely incidents?
 - ❑ Have to communicate & educate
- Public & business preparedness is limited
 - Actually it's mostly very poor
- True In 1984 And True Today

EPCRA IN THE POST-911 WORLD

- EPCRA & LEPCs DO NOT EXIST IN ISOLATION
 - PLENTY OF OTHER FEDERAL PROGRAMS
- NRT-1 & CPG-101 PLANNING PROGRAMS
 - PRODUCE MULTI-HAZARD EMERGENCY OPERATIONS PLAN
 - ASSUMES THIS PROCESS WILL PRODUCE BROAD COMMUNITY PREPAREDNESS THAT INCLUDES:
 - EFFECTIVE INCIDENT COMMAND
 - BROAD AND MEANINGFUL PUBLIC PARTICIPATION
 - PROPER PUBLIC EXPECTATIONS WITH UNDERSTANDING OF ROLES AND OBLIGATIONS
 - RELIES ON THE AUTHORITY OF LEPCs UNDER EPCRA

WHAT SHOULD LEPCs ACHIEVE?

- LOTS OF OPTIONS
 - PROTECTION OF THE PUBLIC
 - ACCIDENT PREVENTION
 - ENVIRONMENTAL JUSTICE
 - COMMUNITY PREPAREDNESS
- WHOSE EXPECTATIONS COUNT?
- IS THERE A VISION OR A WAY TO MEASURE RESULTS?

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Community Preparedness

What Does Success Look Like?

- ROBUST PLANNING & PREPARATION
- EFFECTIVE RESPONSE
- ACCIDENTS ARE PREVENTED

ENGAGED COMMUNITY WITH A BROAD SAFETY AND PREPAREDNESS CULTURE

GOLDEN RULES FOR LEPCs

- **Know the hazards in your community.**
 - Where there are hazardous substances?
 - What are the natural hazards?
 - What are the capabilities?
- **Educate public and business**
 - What can happen to you?
 - What are their obligations?
- **Create participation and cooperation between public, authorities & industry in emergency planning and response.**

HOW TO MAKE THIS HAPPEN?

- **EACH COMMUNITY SHOULD BE ABLE TO INFLUENCE/DEFINE THEIR PRIORITIES**
- **THIS REQUIRES SERCs TO PROVIDE GUIDANCE TO LEPCs AND A REASON TO MAKE THE EFFORT**
- **LINK TO GRANT MONEY**

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MESSAGE TO LEPCs

- **HAVE A VISION OF SUCCESS**
 - Honor local conditions
 - Demand that all community segments are served & participate
- **DEMONSTRATE THAT YOU ARE MAKING PROGRESS**
 - Don't guess that an activity is useful
 - Don't assume that simple metrics are useful
 - Counting how many were trained is pointless

LEPC ACTIVITIES

- Do “activities” produce “outcomes” with measures that show progress to the vision
- Example
 - Commodity flow studies are common activities
 - What outcome do you expect it to produce?
 - Measure that outcome
 - Adjust

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EPA & PHMSA & OECD

- Safety Performance Indicator approach
- Encouraged by both agencies
- Will be used in grant and program performance evaluation
- NASTTPO cooperative agreement



How to Develop an SPI Program (Chapter 2)

- Step 1: Establish the SPI Team
- Step 2: Identify the Key Issues of Concern
- Step 3: Define Outcome Indicator(s) & Related Metrics
- Step 4: Define Activities Indicator(s) & Related Metrics
- Step 5: Collect the Data & Report Indicator Results
- Step 6: Act on Findings from SPIs
- Step 7: Evaluate & Refine SPIs



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School Lab Cleanup Project

Overview

- Parents of students from the local high school discover storage of old chemicals in the school. Upon researching this further, the parents discovered that if these chemicals are not stored and handled properly, they can create a substantial hazard to students and first responders in the event of fire or spill. The parents have approached the school and LEPC to work together to ensure processes are in place for the proper storage and handling of these chemicals.

Example Step 1

- Representatives of the LEPC, fire department, and other relevant regulatory agency - if any - along with the school principal, science faculty and parents meet to scope the project.

Example Step 2

- The agreed “vision of success” was to reduce risk to students and faculty from chemical accidents
- Key issues of concern included:
 - ◆ Developing appropriate procedures for the safe storage and handling of hazardous chemical in school
 - ◆ Reducing the risks of a chemical accident by removal of old, unneeded, excess quantities or otherwise hazardous chemicals
 - ◆ Education of students and faculty on the hazards of chemicals used in the school labs

Example Steps 3 & 4

- Success looks like:
 - ◆ Safe removal of unused, outdated and hazardous chemicals,
 - ◆ Teachers and students educated regarding the,
 - ◆ Programs to prevent re-accumulation of chemicals, and
 - ◆ Procedures for proper storage and use of hazardous chemicals.
- The metrics would include:
 - Quantities of chemicals removed,
 - Numbers of teachers and students educated,
 - Inspections showing old or excess quantities, and
 - Inspections showing proper chemical storage.

Example Step 5 - Activities

- Inventory and remove hazardous chemicals
- Reported to school, LEPC and public

Institute procedures on safe handling and storage of hazardous chemicals with a training program for teachers and students.

- Procedures reviewed by science faculty each term.
- Supported by micro-scale curriculum
- Lab participation student contract

- The following data will be collected and reviewed:

- ◆ Number of teachers/students trained and testing results
- ◆ Track compliance with log book, observations by teachers and students, and number of accidents.
- ◆ Inspections

Example Step 6

- The team agreed that each term, reports would be submitted to the school superintendent, PTA, student body, and LEPC with the results of the tracking of the activity indicators on inventory practices and chemical accidents.
- These reports would be reviewed by the LEPC/fire department and school administration and faculty to determine if changes need to be made in the procedures and/or the training program.

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Example Step 7

- At the end of each school year, the team would meet with the LEPC and PTA in order to review the project outcome and activity indicators to determine if they need to be revised or eliminated and whether new indicators need to be developed and implemented based on the results of the previous year and experienced gained in implementing the safety performance indicator program.

QUESTIONS

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