

# SOLIDARITY RESEARCH EVALUATION PROJECT (SREP)

## The Process and Results of Evaluating the NIEHS Trainers' Exchange 2003

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July 2003

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## **BACKGROUND**

The National Institute of Environmental Health Sciences (NIEHS), through its Worker Education and Training Program (WETP), has trained over one million workers since 1986 to safely work with hazardous waste and, more recently, to safely clean up the destruction from terrorist actions. NIEHS delivers this training through cooperative agreements with nonprofit organizations, including universities and labor organizations that then create courses for the populations they serve.

These courses have been delivered to hazardous waste workers and emergency responders in every region of the country and have established new national benchmarks for quality worker safety and health training. The program also has represented a major prevention education activity for NIEHS as technical scientific and basic research information is delivered to target populations with high-risk toxic exposures. These represent over ninety different institutions that have trained over 1,000,000 workers across the country and presented nearly 38,000 classroom and hands-on training courses, which have accounted for over 11.0 million contact hours of actual training.

All training needs to be evaluated for effectiveness. But ineffective safety and health training can have catastrophic results. Workers can die or be injured. Consequently, evaluation takes on even greater importance. NIEHS awardees have pioneered innovative approaches in training evaluation over the life of the program. One of the most successful has been the Solidarity Research Evaluation Project (SREP).

## **INTRODUCTION**

Participatory evaluation methods have gained increasing attention among NIEHS grantees during the past five years. The ongoing efforts of the multi-union, NIEHS-funded SREP project illustrate such participatory evaluation methods by teaching worker-trainers evaluation skills, involving worker-trainers in all steps of evaluation, and creating a forum to develop and share evaluation skills and techniques. Prior to the current project, members of SREP had presented their work at previous NIEHS-sponsored Trainers' Exchanges, most recently in a session at the 2000 National Trainers' Exchange.

The current project, a participatory evaluation of workshops at the 2003 Trainers' Exchange, primarily aimed to demonstrate a variety of evaluation techniques, including qualitative and quantitative methods. It also offered SREP partners an opportunity to collaboratively put evaluation techniques into practice. Finally, the project expected to produce evaluation results that could contribute the final evaluation of the 2003 Trainers' Exchange. The SREP evaluation activities at the 2003 Trainers' Exchange had two components: questionnaires about workshops and short in-person interviews. The project had the goal of involving worker-evaluators in all stages of the SREP evaluation, including the development of evaluation instruments, administration of these instruments, data entry and analysis, and presentation of results.

The process used to conduct this SREP evaluation was based on an evaluation model (“the Black Lake model”) that the United Auto Workers (UAW), in partnership with the University of Michigan, had developed and previously used to evaluate their annual health and safety conference. According to this model, worker-evaluators conduct most evaluation activities. They distribute surveys to workshop participants and collect them. As surveys are completed, worker-evaluators immediately code and enter the data. Preliminary analysis of data from workshops early in the conference is completed before the end of the conference, so that a portion of evaluation results can be presented to participants on the last day. Professional evaluation staff provides technical assistance as needed. Quick turnaround of evaluation results ensures that conference participants receive some evaluation information, helps participants build a common understanding of the conference, and shows participants possible implications and uses of evaluation results.

## **PROCESS**

As part of the opening plenary session at the Trainers’ Exchange, members of the SREP evaluation team addressed conference participants to explain the purpose and course of evaluation activities. They highlighted how this evaluation differed from others: this evaluation incorporated worker-evaluators and preliminary results would be presented at the end of the conference. Finally, they alerted attendees to the possibility of being selected for a short interview, encouraged them to participate in interviews, if approached, and to complete evaluation forms for workshops. Each of these components is described in detail below.

### **Questionnaire**

Prior to the 2003 Trainers’ Exchange, a questionnaire that included both close- and open-ended items was developed cooperatively by a group of SREP partners, including some worker-evaluators. The group decided to focus questions on the theme of the Trainers’ Exchange, “Training for change: Changing our training.” Drafts of the instrument were circulated by email, and discussion occurred by email and conference call. After several revisions, the finalized questionnaire was sent to the Trainers’ Exchange Planning Committee and, once approved, to the WETP and the National Clearinghouse for Worker Safety and Health Training, the organization that catalogues and disseminates materials developed for WETP. To view the final questionnaire, see Appendix A.

During a planning meeting the night before the Trainers’ Exchange, a subgroup of worker-evaluators chose to focus on workshop questionnaires, while another subgroup chose to work primarily on the interviews. For the questionnaires, worker-evaluators distributed surveys to each workshop. Workshop leaders were requested to leave a few minutes at the end of the sessions for survey completion. Worker-evaluators then collected the surveys. As completed surveys became available, a group of worker-evaluators cleaned and coded the data. The coded and cleaned surveys were passed to another group of worker-evaluators who entered the data into a statistical program, SPSS. (The database had been established prior to the Trainers’ Exchange but required modification onsite.) UAW

worker-evaluators with previous experience in data coding and entry trained worker-evaluators from other SREP partner unions on these activities. These newly trained worker-evaluators in turn trained others. Some worker-evaluators chose to work in teams with one person reading the data aloud to a second person who entered the data. Others found it easier to work alone on data entry. After all data from the close-ended questions had been entered, worker-evaluators read through the responses to the open-ended questions on all the surveys, noting general themes and key quotations.

Data was collected and compiled from Day 1 workshops (Blocks 1 and 2) by the SREP team and an electronic copy of the data set was shared with the Clearinghouse. The Clearinghouse collected data from Day 2 workshops (Blocks 3, 4, and 5) and combined the data from all workshops to produce a complete data set. The SREP group and the Clearinghouse collaborated on a full report on all workshops for NIEHS. See Appendix B for the final Trainers' Exchange agenda, which lists the full titles of all Workshop Blocks and their respective breakout sessions.

Once Day 1 data had been entered into SPSS, descriptive statistics were run to check for any obvious data entry errors. After some discussion, the group decided that preliminary results should be computed for each question across all workshops and displayed as pie charts, which SREP participants examined and discussed as a group for the presentation.

### **Interviews with Attendees**

As mentioned earlier, a subgroup of four worker-evaluators chose to work primarily on the short, in-person interviews that would supplement the survey results. Although a short list of open-ended questions had been developed prior to the Trainers' Exchange, it was substantially revised by the worker-evaluators onsite. Two interviewers worked together as a team, while two worked individually. The interviewers approached participants in the halls between classes and also during meals and evening events. They requested a short interview and, if the participant agreed, scheduled an interview time. Interviewers sought respondents from different unions and groups, so that the information gathered would come from a broad range of respondents. During interviews, worker-evaluators asked open-ended questions, probing for more information when needed. Information was recorded in detailed notes and/or tape recordings of the interview. In a few instances, interviewees offered to write down their answers to certain questions. Respondents were aware that these interviews were not confidential. If they agreed, digital photographs were taken of respondents with the understanding that these might accompany quotations from their interviews in the final presentation.

In order to compile data from these interviews, interviewers reviewed tapes and notes from the interviews and extracted key points and quotations. The SREP group examined these key points and quotations in conjunction with information from responses to the open-ended questions on the surveys. General themes emerged from this analysis and direct quotations were chosen to illustrate each theme for the presentation.

## **Presentation**

Before composing the final presentation for the Trainers' Exchange, the SREP evaluation team discussed what they wanted to achieve in the presentation. Group members had several ideas about what to present and how to present it. They agreed that they wanted to give an overview of how the evaluation was conducted, make some comments about what they had learned through the process, present brief results to a few questions from both the surveys and interviews, include some photographs for illustration, and inform attendees what would occur next with the data. The group decided to present results from the following four survey questions: 1) information presented in this workshop will be useful to our training program; 2) this workshop showed me ways to change my training; 3) this workshop will help me better promote workplace change; and 4) overall workshop rating. These questions seemed appropriate to highlight because they related directly to the theme of the Trainers' Exchange. The group also agreed that the presentation would be most powerful if a representative from each SREP partner union involved presented a section.

After this initial discussion, the group developed introductory PowerPoint slides to explain the SREP process. Pie charts showing responses on the key questions were incorporated into the presentation. Several key quotations were selected to clarify central themes from the qualitative data. Finally, photographs were incorporated. The three worker-evaluators who would be presenting then practiced the slides; they suggested changes in wording and slide order and inserted some additional explanation during this rehearsal.

## **Post Trainers' Exchange SREP Activities**

Following the Trainers' Exchange, University of Michigan staff called each SREP participant individually to debrief about the Trainers' Exchange. Originally, the SREP team had hoped to have a debriefing conference call, but incompatibility of schedules made individual calls necessary. Questions explored the following topics: what went well at the Trainers' Exchange; suggestions for what should be done differently in any future joint SREP evaluations; perceptions of worker-evaluator involvement in every stage of the process; and areas in which respondents would like to be more involved. Key themes were extracted from these calls and compiled. These are reported below as process data.

In order to streamline the process of preparing a final report, University of Michigan staff did further analysis of data collected at the Trainers' Exchange. University of Michigan staff wrote a rough draft of the final report, omitting any conclusions, and submitted it to all the SREP participants for comments and revisions, with the request that they also suggest conclusions based on the results. The SREP group hopes to further disseminate results through professional conference presentations and academic publications, in cooperation with the Clearinghouse and with continuing participation of worker-evaluators.

## RESULTS

Three kinds of data are available from the SREP evaluation of Day 1 workshops: quantitative data from the surveys, qualitative data from open-ended survey questions, and one-on-one interviews held with participants. These multiple sources of data reinforce one another and offer a more complete picture of the event than any of the sources might alone. Process data from debriefing phone calls held after the conference with SREP participants is also considered.

### Survey results

#### *Quantitative Data from Surveys*

There were 230 participants registered for the conference. They did not all attend each block, nor did they all stay for the entire workshop, but lacking more detailed attendance data, the response rates were calculated using the total number of registrants ( $n = 230$ ). A total of 156 surveys were collected from Block 1 workshops (for a response rate of 67.8%); 130 surveys were collected from Block 2 workshops (for a response rate of 56.5%); 128 from Block 3 (55.6%); 48 from Block 4 (20.9%); and 93 from Block 5 (40.4%). A total of 555 surveys were collected during the two days. If data from all the surveys are combined, the responses indicate that workshops were well received, with 88.3 % of all surveys showing an overall workshop rating of very good or good, 10.3 % showing an average overall rating, and 1.4% showing an overall rating of poor or very poor. These combined data also show that respondents across workshops were most likely to agree or strongly agree that information presented in the workshops would be useful to their training programs (88.8%) or help them improve their skills as trainers (84.4%). Although responses remained favorable, respondents were least likely to agree or strongly agree that they had learned effective training techniques in the workshop (74.1%) or that the workshop would help them promote workplace change (64%) (Table 1).

Table 1. Combined survey responses for Workshop Blocks 1-5.

| Survey item   | % Strongly disagree or disagree | % Neither agree nor disagree | % Strongly agree or agree | # Responses | % Missing |
|---|---------------------------------|------------------------------|---------------------------|-------------|-----------|
| Information presented in this workshop will be useful to our training program.      | 2.4                             | 8.8                          | 88.8                      | 546         | 1.6       |
| Information presented in this workshop will help me improve my skills as a trainer. | 2.4                             | 13.2                         | 84.4                      | 544         | 2         |
| I learned new activities in this workshop that can be used in our training program. | 5.3                             | 16.4                         | 78.3                      | 544         | 2         |
| The workshop showed me how to actively involve participants.                        | 6.7                             | 17.2                         | 76.1                      | 548         | 1.3       |
| This workshop showed me ways to change my training.                                 | 4.8                             | 26.5                         | 68.7                      | 536         | 3.4       |

|   |     |      |      |     |     |
|---|-----|------|------|-----|-----|
| I learned effective training techniques in this workshop.                       | 5.6 | 20.3 | 74.1 | 548 | 1.3 |
| This workshop will help me better promote workplace change through my training. | 3.8 | 32.2 | 64   | 528 | 4.9 |

Examining survey results for individual workshops reveals wide variation in responses. It is important to note, however, that the same questionnaire was used for all workshops, and workshop leaders did not have access to the questionnaire when planning workshops. Although the SREP team attempted to develop an instrument with broad applicability across workshops, the instrument included certain items that some workshop leaders may not have planned to address (e.g., participatory techniques). Thus, some items may not be equally appropriate for all workshops. To help address the concern of small cell sizes, the categories of strongly disagree and disagree were combined, as were the responses of strongly agree and agree.

The following workshops were rated highly on the question “information presented in this workshop will be useful to our training program,” with 100% of their participants either strongly agreeing or agreeing with that statement:

- First Responder Actions
- Using and Comparing Resources
- Dilemmasaurus
- Three Exercises: Job Safety, Placards and Labels, Hazmat Jeopardy
- Medical Surveillance/ Exposure Reporting
- Tabletop Scenarios or an Excuse to Buy Toys
- Mentoring Trainers
- DVD-based Disaster Response Training
- Fitness for Duty

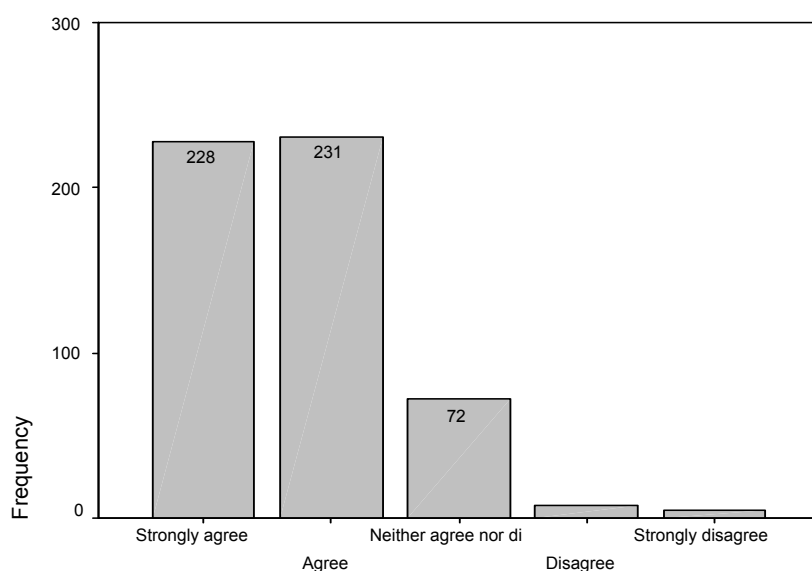
The following workshops were all rated by 90 to 97 percent of the participants as presenting information that would be helpful to their training program:

- Air Purifying Respirator (93.3%)
- Facilitation (90%)
- Strategies to Improve Health & Safety (94.1%)
- Using Lessons Learned for Prevention (92.3%)
- Cultural Competence for Trainers (97.3%)
- Creative Ways to Involve Students (90%)
- How to Better Serve Clients from Correctional Facilities (92.8%)
- Emergency Action Plans (90.9%)

Therefore, 17 out of the 32 workshops – over half – were rated by 90 percent or more of the participants as presenting information that would be useful to their existing programs, i.e. training materials they could apply immediately – an impressive result. Additionally, only 5 workshops scored below 80 percent on this indicator. (see Table 2, Appendix C).

On the question “information presented in this workshop will help me improve my skills as a trainer” there were fewer positive responses, although the results were still generally good (Figure 1). The percentage of participants who agreed or strongly agreed with this statement compared to the previous one went down in 17 of the workshops and increased in only five, with 11 of the scores staying the same. The percentage of those who agreed or strongly agreed dropped from 88.8 to 84.4 across all workshops. This is a reasonable result. It is easier to provide useful information than to improve training skills in just one session. Given this difference, the workshops still performed admirably – 25 out of 32 had positive scores above 80 percent. A few workshops had a notable minority disagreeing or strongly disagreeing with this statement (see Table 3, Appendix C).

Figure 1. Responses to the statement, “Information presented in this workshop will help me improve my skills as a trainer.”

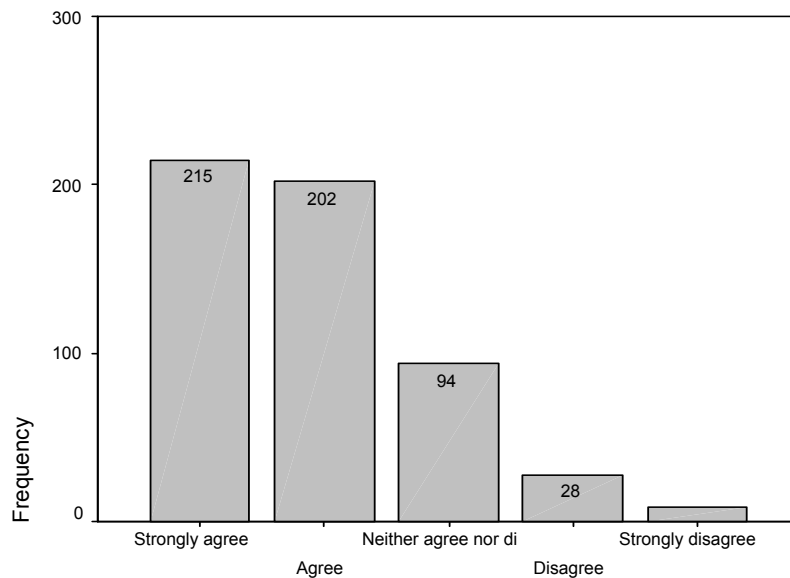


The percent of respondents agreeing or strongly agreeing with the item “the workshop showed me how to actively involve participants” dropped below either of the previous two questions, falling to an average score of 76.1 percent across all of the workshops, with a much greater percentage of respondents who were unsure (Figure 2). This drop must be put in context, however. WETP has consistently recommended involving participants as an important part of good adult learning techniques, but several of the Trainers’ Exchange workshops were aimed at disseminating technical information, not necessarily at providing techniques for student involvement. For instance, the



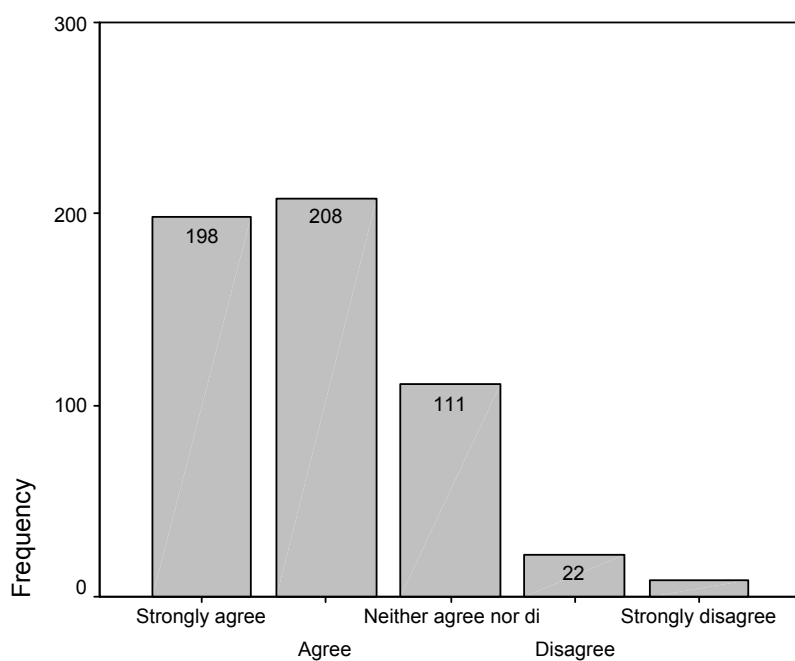
Bioterrorism session received a positive response of 82.7 percent for providing useful information, but only 25.6 percent on teaching active involvement. This score improved to 53.9 percent when the Bioterrorism workshop was repeated on the second day with a smaller audience, however. Twenty-three of the 32 workshops still had 80% or more of their respondents in agreement with the statement (see Table 4, Appendix C).

Figure 2. Responses to the statement, “The workshop showed me how to actively involve participants.”



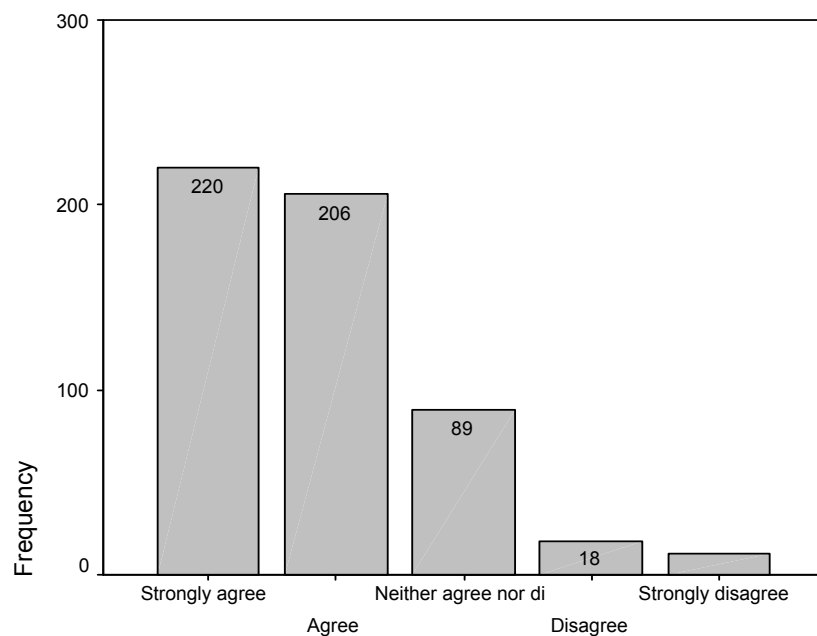
Similarly, lower percentages of respondents agreed or strongly agreed with the statement “I learned effective training techniques from this workshop,” although agreement levels remained quite high (Figure 3 and Table 5, Appendix C). It is interesting to note that responses on this question differ from generally more favorable responses on the related item “information presented in this workshop will help me improve my skills as a trainer.”

Figure 3. Responses to the statement, “I learned effective training techniques in this workshop.”



Nearly 80% of respondents agreed with the statement “I learned new activities in the workshop that can be used in our training program.” (Figure 4). However, not all workshops received equally positive responses on this item (see Table 6, Appendix C).

Figure 4. Responses to the statement, “I learned new activities in this workshop that can be used in our training program.”



Fewer respondents were in agreement with the two survey items regarding changing training and promoting workplace change. Only 12 percent of the workshops had less than 50% of the respondents providing favorable responses on these items. Although some respondents disagreed or strongly disagreed with these two items, for the most part responses appear to have shifted to the neutral category, perhaps suggesting that respondents did not perceive changing training or promoting workplace change to be areas of focus for some workshops. It may also represent less certainty about what the question was asking. Workplace change was the theme of the conference, but it is a difficult and somewhat subjective concept to measure, particularly with only one question in a questionnaire. It is arguably much easier for an individual to decide whether a workshop has introduced new training techniques than to determine whether the workshop can be translated into changes in engineering controls, administrative practices, or worker behaviors. See Figures 5 and 6 and Tables 7 and 8, Appendix C.

Figure 5. Responses to the statement, “This workshop showed me ways to change my training.”

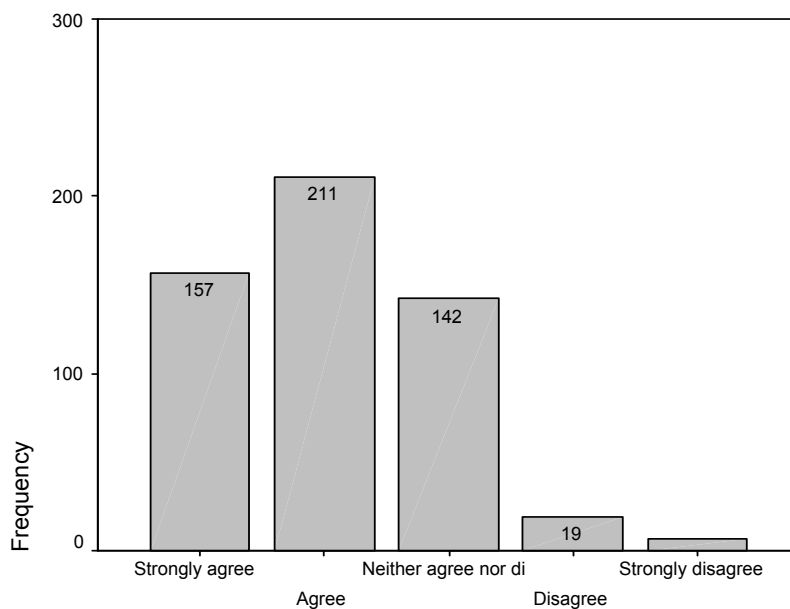
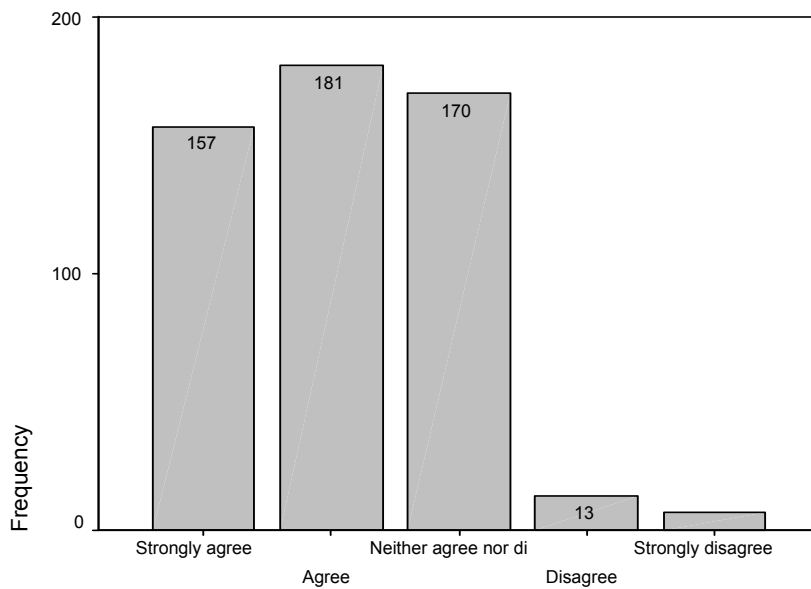
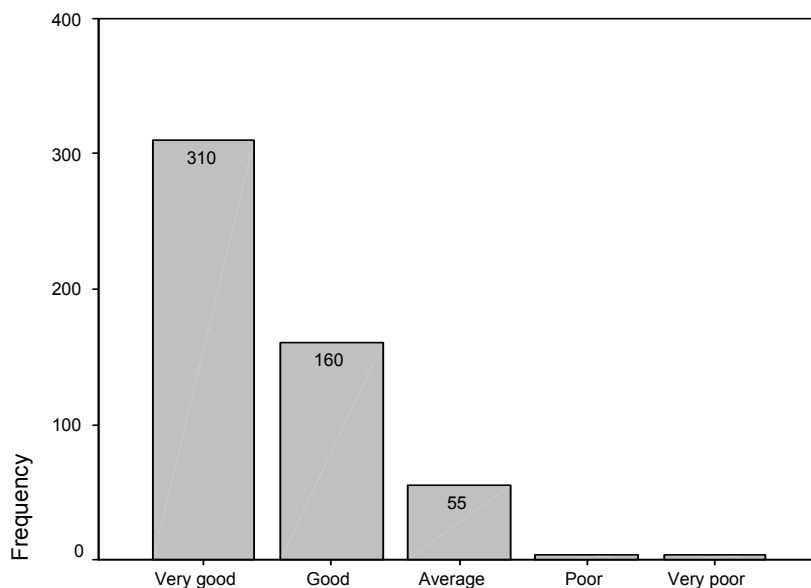


Figure 6. Responses to the statement, “This workshop will help me better promote workplace change through my training.”



For overall ratings (as measured on a five-point scale ranging from very good to very poor), 39 percent of all workshops had only ratings of very good or good and only eight percent of the workshops were rated by less than 80 percent of participants as very good or good. See Figure 7 and Table 9, Appendix C, for the responses from all participants, across all workshops.

Figure 7. Responses to the question, “What overall rating would you give this workshop?”



### *Qualitative Data from Workshop Questionnaires*

The responses to the open-ended questions varied greatly from workshop to workshop. Regarding responses on a follow-up question to explain how “this workshop showed me ways to change my training,” the major themes mentioned centered on new ideas and new information. One of the respondents in the workshop on games stated, “It showed me that you don’t always have to use the conventional methods to get the point across.” Another respondent commented on the importance of “continually evaluating material and information to make it more dynamic and effective for both trainers and students.”

On the topic of workplace change through training respondents focused on the importance of increased awareness and the sharing of materials and information. When asked “what did you find most valuable about this workshop?” many of the responses placed emphasis on materials, information and delivery methods. The following comment was typical: “The workshop (Utilization of Games for Refresher Training) stimulates instructors to incorporate innovation into their training.”

Opinions on delivery styles varied, with some respondents praising the PowerPoint presentations of some instructors and others preferring the hands-on aspects in some of the other workshops. One respondent in the Dilemmasaurus workshop made the comment “very interactive, hands on, helps you visualize and remember the tools and lessons learned.” In the workshop on Diversity, a respondent wrote “I will try to understand more about my students before I begin teaching.”

When asked “what did you find least valuable about this workshop?” presentation style formed a major theme. In the workshop on Bioterrorism, several respondents mentioned the lack of participation by students. One suggestion was made to “change delivery and participation from the group. Needs more questions and less lecturing to keep group involved ... Good information but I learned little about how to be a better trainer and how to get participation from the group.” Another theme frequently mentioned was the lack of time in the workshops. Many respondents wanted the workshop length extended.

### **Results—Interviews with Attendees**

A total of 12 interviews were conducted with a diverse group of respondents. Although the interviewers did not set formal selection criteria in advance, the resulting convenience sample was relatively diverse with respect to gender and ethnicity of respondent. The respondents also represented a mix of union, academic and non-profit settings, as well as a wide range of geographic locations.

Since all of the interviews were completed on the first day of the Trainers’ Exchange (after workshop Blocks 1 and 2), some of the respondents prefaced their comments with statements about not having much to report, as it was still

early in the process. When asked “so far, what is the highlight of this Trainers’ Exchange?” respondents mentioned networking, seeing new ideas on presentation, getting new information and taking back new and different icebreakers. When asked “what are you looking forward to?” most mentioned specific workshop titles and some mentioned sharing the information with others at their worksites after the Exchange.

Regarding the question “what so far have you found useful that you can take back to your group?” respondents mentioned specific exercises from workshops, written materials, web sites, training techniques and new icebreakers. On the question “what was maybe not so useful?” respondents mentioned the length of some activities (some too long while others too short) and one mentioned the size of the group in the plenary sessions (too large to get close to the panelists/presenters). Several of the respondents also mentioned that being assigned to the workshops by their employer was not useful, since they ended up in workshops that did not relate to their work.

Respondents were also asked “how the Trainers’ Exchange influenced them about changing their training.” On this point respondents mentioned finding new ways to present old information, ways to approach management about training, the need to start out by doing research, the importance of keeping things fresh and the need for preparation. One respondent answered that the Exchange did not influence them to change their training but that seeing other trainers use similar techniques served to reinforce what was good about their existing training program.

When asked for additional comments on the Trainers’ Exchange, several respondents mentioned the need for more time either through longer workshops or additional training days. One respondent thought that the workshops were being taught at an introductory level and needed to be geared toward the more advanced trainer.

### **Debriefing Calls—SREP Process Data**

The process data from the debriefing calls with SREP participants highlighted several things that went well with the SREP evaluation of the Trainers’ Exchange. Many participants said that the evaluation turned out well and that everything had gone together well. Participants felt that the project goals had been met through the collection of survey and interview data and the presentation of results on the last conference day. Although a few respondents would have liked to see more pre-planning, several participants said that the SREP evaluation had been well organized, with all necessary resources available. Some worker-trainers mentioned how much they had learned through the project; one worker-trainer described the experience as a milestone that showed them that they could do evaluation. In addition, several SREP participants identified the teamwork across unions as a positive outcome of this project; the impression was that worker trainers from different SREP partner unions had worked well together and learned from each other. Participants said this SREP project allowed an evaluation model and evaluation skills to be shared between SREP partner unions and worker-trainers that can be applied in other circumstances. It was seen as an advantage that several of the participants (both evaluation staff and worker trainers) had previous

experience with this model and thus could help guide others through the process. For example, worker-trainers trained one another in coding and entering survey data. Several participants mentioned particularly enjoying doing the in-person interviews with attendees. One person noted that this project was a further step in the evolution of worker-trainers becoming more involved in evaluation activities and responsibilities.

SREP participants also remarked on several things that could have been improved in this project. Several mentioned that this project was a learning process since it represented the first time the SREP group had undertaken a large-scale collaborative evaluation. Many participants mentioned that it would have been helpful to broaden the circle of people involved in the planning of the evaluation, such as workshop instructors, staff from NIEHS and the Clearinghouse.

Regarding involvement of worker-trainers in different stages of the SREP process, there was general consensus among SREP participants that worker-trainer involvement was quite high in hands-on activities at the Trainers' Exchange (for example, distributing and collecting surveys, coding and entering data, conducting interviews, and presenting the results). However, several participants suggested that worker-trainers were less involved in overall planning of the evaluation, developing the questionnaire, and in post-conference data analysis and report writing, while other worker-trainers felt that they were quite involved in developing the questionnaire, since they had the opportunity to comment on a draft over email and many of their suggestions were incorporated into the final version. Some worker-trainers felt that they were satisfied with their level of participation: they did not wish to be more involved in the planning or analysis. Others expressed a desire to be more intimately involved in the planning of the evaluation, the post-conference analysis and writing of the final report.

These differences in perceptions of involvement and desired participation point to the fact that although SREP partners and participants share the goal of participatory evaluation and involving worker-trainers in every step of the evaluation, in practice this may mean different things to different people. There are different ways of reaching the goal of participatory evaluation. Some professional evaluators involved with SREP favor a model that offers worker-trainers more guidance and instruction; others rely on an evolving and nondirective process to achieve participation. These different models create different expectations among worker-trainers. Thus, some worker-trainers felt that they would have appreciated more guidance from professional evaluators, while others felt that professional evaluators occasionally had too much input relative to worker-trainers into how evaluation activities were carried out. Increased communication about these differing expectations and styles might help address some of the discrepancies between SREP partners on some of these points. Participants also remarked that it would have been helpful to have more clearly defined roles for all participants, both coordinators and worker-trainers, to make sure that everyone knows beforehand what the process will be and what their responsibilities will be.

SREP participants further pointed out that it would have been helpful to clarify the objectives and product of the project with project participants and with NIEHS and instructors in order to ensure that all stakeholders'

expectations are met and that the results have the maximum utility for end users. Furthermore, several participants mentioned that communication with workshop instructors about evaluation activities should be improved, perhaps through verbal communication, meetings, or instruction sheets. Some instructors were unaware that evaluation surveys would be distributed in every workshop and that time to complete surveys should be allotted.

Finally, SREP participants suggested that the timing of the evaluation was challenging. SREP participants worked hard to collect, analyze, and present data by the end of the conference. There was concern the quick turnaround made the evaluation seem rushed and affected data quality. For example, the in-person interviews were conducted on the first day to allow time for data analysis prior to the presentation. Yet many interviewees felt it was too early in the Trainers' Exchange to be able to comment on some of the questions. Many participants were disappointed that the audience on the final day was so small, since many attendees (including SREP participants) had to leave the conference early and did not see the results. Participants felt that efforts to ensure that all attendees stay for the entire conference were necessary. They also felt that it would have been helpful for SREP participants to remain onsite for another day so that debriefing could be conducted immediately following the conference; alternately, it was recommended that plans for a debriefing conference call be made onsite. In order to improve worker trainer participation in the final data analysis and report writing, it was suggested that a SREP meeting could have been planned in the weeks or months following the Trainers' Exchange at which continuing analysis and report writing could have occurred.

## CONCLUSIONS

### *Conclusions about the SREP process*

Evaluating the Trainers' Exchange was a successful and effective first collaboration on an actual evaluation for SREP partners. Having worker evaluators actually carry out the majority of evaluation activities provided excellent training. This project demonstrated that although all SREP partners do participatory evaluation, different models have emerged among different partners. Despite these differences, SREP partners found it valuable to work together. In some instances, these differences led to increased opportunities for learning from one another. Worker-evaluators also had the opportunity to learn specific skills from one another. For example, there were several instances of worker-evaluators training other worker-evaluators in data entry and analysis techniques.

Worker-evaluators made significant contributions to this effort. We believe that using worker-evaluators from diverse backgrounds improved the quality of the evaluation in a variety of ways. For instance, worker-evaluators developed interview questions that were relevant to attendees and also developed a mechanism to ensure distribution and collection of evaluation forms to all workshops. This mechanism helped improve response rates, although several worker-evaluators suggested that response rates could be further improved through better communication with instructors and attendees about the importance of filling out an evaluation form for each workshop. Similarly, participants in this SREP project felt there was a need to have more involvement from certain key stakeholders in



the planning stages of the evaluation, specifically those who would be delivering training at the Trainers' Exchange and conference planners. Involving planners from the start could help clarify goals, evaluation needs, and anticipated uses of evaluation results. Finally, although worker-evaluators participated in every stage of the process, some expressed the desire to be more engaged in both the early stages (planning the evaluation and developing the questionnaire) and the post-conference work (writing the final report and having time onsite to debrief).

### *Conclusions about the Trainers' Exchange*

The Trainers' Exchange offered a wide diversity of workshops. Some workshops appeared to cater to a very specific population of attendees, while others had a broader appeal. Some workshops emphasized or used participatory training techniques, while others relied on lecture format. It was difficult for the SREP group to design an instrument that would apply to all workshops, which should be kept in mind when interpreting results. The SREP data indicated that workshops were well-received and provided valuable information to attendees. Overall, workshops scored particularly highly on the usefulness of information and providing information that would help improve training skills. On the other hand, the data showed lower scores on the two questions intended to assess whether the workshops met the conference theme "Training for Change: Changing our Training." It is difficult to discern why this is so, but these results may indicate that more consideration should be paid to both how to integrate the conference theme into workshops and how to effectively measure that theme through evaluation.

**Appendix A**  
**Trainers' Exchange Evaluation Form**



## National Trainers' Exchange Evaluation Form

**Date:** \_\_\_\_\_

**Session title:** \_\_\_\_\_

**Presenter(s):** \_\_\_\_\_

1. I am from (check one):

- \_\_\_\_\_ Union (which one? \_\_\_\_\_)  
\_\_\_\_\_ Academic institution  
\_\_\_\_\_ Government agency  
\_\_\_\_\_ Community group  
\_\_\_\_\_ Private business  
\_\_\_\_\_ Other (please specify: \_\_\_\_\_)

2. What is your primary role on NIEHS-funded programs? (check one)

- \_\_\_\_\_ Worker trainer  
\_\_\_\_\_ Full time trainer  
\_\_\_\_\_ Administrator  
\_\_\_\_\_ Evaluator  
\_\_\_\_\_ Other (please specify: \_\_\_\_\_)

**Please circle one number to rate your agreement with each of the following statements.**

3. Information presented in this workshop will be useful to our training program.

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| 1                 | 2        | 3                          | 4     | 5              |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

4. Information presented in this workshop will help me improve my skills as a trainer.

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| 1                 | 2        | 3                          | 4     | 5              |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

5. The workshop showed me how to actively involve participants.

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| 1                 | 2        | 3                          | 4     | 5              |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

6. I learned effective training techniques in this workshop.

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| 1                 | 2        | 3                          | 4     | 5              |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

7. I learned new activities in this workshop that can be used in our training program.

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| 1                 | 2        | 3                          | 4     | 5              |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

8. This workshop showed me ways to change my training.

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| 1                 | 2        | 3                          | 4     | 5              |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

Only if you answered agree (4) or strongly agree (5), please explain how:

---

9. This workshop will help me better promote workplace change through my training.

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| 1                 | 2        | 3                          | 4     | 5              |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

Only if you answered agree (4) or strongly agree (5), please explain how:

---

10. What overall rating would you give this workshop?

\_\_\_ very poor    \_\_\_ poor    \_\_\_ average    \_\_\_ good    \_\_\_ very good

11. What did you find most valuable about this workshop?

12. What did you find least valuable about this workshop?

What specific comments or suggestions do you have about this workshop (for example, regarding facilitators, methods, or training materials)?

*Thank You!*

## **Appendix B**

### **Trainers' Exchange Agenda**

Worker Education and Training Program  
National Trainers' Exchange Conference Agenda  
March 27-28, 2003  
Orlando, Florida

Agenda

March 27, 2003

|                |   |   |  |                |
|----------------|---|---|--|----------------|
| 7:30 AM        | Continental Breakfast Jr.<br>Registration   | Ballroom G Foyer<br>Registration Desk 3 |  |                |
| 8:30 AM        | Welcome/Quick Ice Breaker   | Jr. Ballroom G                          |  |                |
|                | Facilitator: Betty Szudy, UCLA-Berkeley   |   |  |                |
| 9:00 AM        | Opening Plenary   | Jr. Ballroom G                          |  |                |
|                | Keynote Speakers: John Moran, National Clearinghouse and Sharon Beard, NIEHS WETP                         |   |  |                |
|                | • Small Group Exercise  |   |  |                |
|                | • SREP Evaluation Presentation  |   |  |                |
| 10:20 AM       | Break   | Jr. Ballroom G Foyer                    |  |                |
| 10:35 AM       | Workshops - Block 1   |   |  |                |
| WMD / ER<br>ID | What You Need to Know About Bioterrorism Diseases   | HMTRI                                   |  | Jr. Ballroom G |
|                | Air Purifying Respirators: Use, Care, Selection Criteria,<br>and Respiratory Protection Regulatory Update | CAC / LOSH                              |  | Salon 16       |
| ID             | Utilization of Games for Refresher Training   | HMTRI                                   |  | Salon 17       |
| ATT / ER       | First Responder Actions   | IAFF                                    |  | Salon 18       |
| LS             | Comparative Approaches to Life Skills   | NJ/NY                                   |  | Salon 19       |
| ID             | Using & Comparing Resources   | George Meany                            |  | Salon 20       |
| ID             | Practicing Facilitation   | AFSCME                                  |  | Salon 21       |
| 12:05 PM       | Lunch   | Jr. Ballroom F                          |  |                |

|                |   |                      |                |
|----------------|---|----------------------|----------------|
| 1:05 PM        | Plenary Session: Making A Case for Trainer Development  | Jr. Ballroom G       |                |
|                | Intro: Sharon Beard, NIEHS WETP; Les Leopold, Labor Institute<br>Panel: Ted Outwater, NIEHS WETP - Moderator; Tom Nunziata, Program Coordinator, L-AGC Education & Training Fund; Mike Gill, Health & Safety Coordinator, PACE International Union; and Jane Fleishman, MS, Organizational Change Consulting<br>Report Back: John Morawetz, ICWUC - Moderator |                      |                |
| 2:35 PM        | Break   | Jr. Ballroom G Foyer |                |
| 2:50 PM        | Workshops - Block 2   |                      |                |
| ID             | NIOSH Guide to Chemical Hazards and Other Databases   | IUOE                 | Jr. Ballroom G |
| ID             | Evaluation of Safer Needles   | SEIU                 | Salon 15       |
| ID             | Dilemmasaurus   | UAB                  | Salon 16       |
| LS             | Diversity Awareness for Trainers  | Xavier               | Salon 17       |
| ID / ER        | Critical Incident Stress Management   | IAFF                 | Salon 18       |
| LS             | How Can M.L.E. Concepts Improve Training?   | NPRF/OAI             | Salon 19       |
| LS             | Building Trades and the Workforce Investment Act: Issues and Opportunities -Technical Issue Update  | AFL-CIO              | Salon 20       |
| ID             | “Case Studies: A Better Way to Provide HAZWOPER Refresher Training”   | NJ/NY                | Salon 21       |
| 4:20 PM        | Break   | Salon 19/20 Foyer    |                |
| 4:35 PM        | Summary / Preview of Day 2<br>• SREP Evaluation Review  | Jr. Ballroom G       |                |
| 5:00 PM        | Adjourn   |                      |                |
| 6:00 - 7:30 PM | Reception Pool Terrace  |                      |                |

**LEGEND**

ATT = Advanced Training Technologies  
ID = Instructor Development  
LS = Lifeskills and Literacy  
WMD = Weapons of Mass Destruction  
ER = Emergency Response

## Agenda

March 28, 2003

|          |  |  |
|----------|--|--|
| 7:30 AM  | Continental Breakfast<br>Registration                                | Salon 19/20 Foyer<br>Registration Desk 3 |
| 8:30 AM  | Workshops - Block 3  |  |
| ID       | Three Exercises: Job Safety, Placards and Labels,<br>Hazmat Jeopardy | UAB      Jr. Ballroom G                  |
| ID       | Strategies to Improve Health and Safety: Taking Action               | CAC / LOHP      Salon 16                 |
| ATT      | Online Evaluation for Trainers                                       | HMTRI      Salon 17                      |
| ID       | Medical Surveillance / Exposure Reporting                            | IAFF      Salon 18                       |
| ATT      | PC-Based Simulation for Hazardous Waste Site<br>Worker Training      | TNEC      Salon 19                       |
| ID       | Using Lessons Learned for Prevention                                 | PACE      Salon 20                       |
| LS       | Cultural Competence: A Critical Factor for<br>Successful Trainers    | Laborers-AGC      Salon 21               |
| 10:00 AM | Break  | Salon 19/20 Foyer                        |
| 10:15 AM | Workshops - Block 4  |  |
| WMD / ER | Emergency Response to Terrorism                                      | CAC / ASU      Jr. Ballroom G            |
| ID       | Tabletop Scenarios or an Excuse To Buy Toys....                      | TNEC      Salon 16                       |
| ATT      | Estimating Respirator Cartridge Change Schedules                     | CAC / UCD      Salon 17                  |
| ID       | Behavior Based Safety: A Critique                                    | ICWUC /<br>Steelworkers      Salon 18    |
| ATT      | Software Tools for Community Environmental Literacy                  | TNEC      Salon 19                       |
| LS       | How to Better Serve Clients from Correctional Facilities             | NPRF/OAI      Salon 20                   |
| ID       | Mentoring Trainers   | ICWUC      Salon 21                      |
| 11:45 AM | Lunch  | Jr. Ballroom F                           |



12:45 PM Workshops - Block 5

|          |   |                      |                |
|----------|---|----------------------|----------------|
| ID       | Simulations – Adding Realism to Training      | Midwest Consortium   | Jr. Ballroom G |
| ID       | Emergency Action Plans & Worker Participation | AFSCME               | Salon 16       |
| ER       | Mass Fatalities                               | HMTRI                | Salon 17       |
| ID       | Creative Ways to Involve Students             | IAFF                 | Salon 18       |
| ATT / ER | DVD-Based Disaster Response Training          | CPWR                 | Salon 19       |
| LS       | Money Smart for Trainers                      | FDIC                 | Salon 20       |
| LS       | Fitness for Duty                              | Laborers-AGC/<br>YCD | Salon 21       |

2:15 PM Break Salon 19/20 Foyer

2:30 PM Closing Plenary: A Plan for Action Jr. Ballroom G

Facilitators: Betty Szudy, UCLA-Berkeley and Quintin Robinson, UCLA-LOSH

• Summary Report: SREP Evaluation

4:30 PM Adjourn

**LEGEND**

ATT = Advanced Training  
Technologies

ID = Instructor Development

LS = Lifeskills and Literacy

WMD = Weapons of Mass Destruction

ER = Emergency Response

## **Appendix C**

### **Quantitative Data Tables**

Table 2. Responses to the statement, “Information presented in this workshop will be useful to our training program.”

|                                     | Info is useful    |            |                            |              |                | Total         |
|-------------------------------------|-------------------|------------|----------------------------|--------------|----------------|---------------|
|                                     | Strongly disagree | Disagree   | Neither agree nor disagree | Agree        | Strongly agree |               |
| 0                                   |                   |            |                            | 1<br>100.0%  |                | 1<br>100.0%   |
| Bioterrorism                        | 2<br>4.3%         |            | 6<br>13.0%                 | 21<br>45.7%  | 17<br>37.0%    | 46<br>100.0%  |
| APR                                 |                   |            | 1<br>6.7%                  | 8<br>53.3%   | 6<br>40.0%     | 15<br>100.0%  |
| Games                               |                   | 1<br>4.5%  | 2<br>9.1%                  | 12<br>54.5%  | 7<br>31.8%     | 22<br>100.0%  |
| First Responder                     |                   |            |                            | 8<br>42.1%   | 11<br>57.9%    | 19<br>100.0%  |
| Life skills                         | 2<br>9.1%         |            | 2<br>9.1%                  | 9<br>40.9%   | 9<br>40.9%     | 22<br>100.0%  |
| Resources                           |                   |            |                            | 12<br>70.6%  | 5<br>29.4%     | 17<br>100.0%  |
| Facilitation                        |                   |            | 1<br>10.0%                 | 6<br>60.0%   | 3<br>30.0%     | 10<br>100.0%  |
| NIOSH Guide                         |                   |            | 3<br>21.4%                 | 7<br>50.0%   | 4<br>28.6%     | 14<br>100.0%  |
| Dilemmasaurus                       |                   |            |                            | 1<br>33.3%   | 2<br>66.7%     | 3<br>100.0%   |
| Diversity awareness                 |                   |            | 2<br>14.3%                 | 3<br>21.4%   | 9<br>64.3%     | 14<br>100.0%  |
| Critical incident                   |                   | 1<br>3.1%  | 3<br>9.4%                  | 6<br>18.8%   | 22<br>68.8%    | 32<br>100.0%  |
| MLE concepts                        |                   |            | 2<br>12.5%                 | 8<br>50.0%   | 6<br>37.5%     | 16<br>100.0%  |
| Workforce investment                |                   |            | 2<br>25.0%                 | 2<br>25.0%   | 4<br>50.0%     | 8<br>100.0%   |
| Case studies                        | 1<br>5.9%         | 1<br>5.9%  | 5<br>29.4%                 | 6<br>35.3%   | 4<br>23.5%     | 17<br>100.0%  |
| safer needles'                      |                   | 3<br>13.0% | 4<br>17.4%                 | 10<br>43.5%  | 6<br>26.1%     | 23<br>100.0%  |
| Three exercises                     |                   |            |                            | 12<br>52.2%  | 11<br>47.8%    | 23<br>100.0%  |
| Strategies for S&H                  |                   |            | 1<br>5.9%                  | 9<br>52.9%   | 7<br>41.2%     | 17<br>100.0%  |
| Medical Surveillance                |                   |            |                            | 10<br>58.8%  | 7<br>41.2%     | 17<br>100.0%  |
| PC based simulation                 |                   |            | 3<br>14.3%                 | 9<br>42.9%   | 9<br>42.9%     | 21<br>100.0%  |
| Lessons for prevention              |                   |            | 1<br>7.7%                  | 9<br>69.2%   | 3<br>23.1%     | 13<br>100.0%  |
| Cultural competence                 | 1<br>2.7%         |            |                            | 11<br>29.7%  | 25<br>67.6%    | 37<br>100.0%  |
| Tabletop scenarios                  |                   |            |                            | 9<br>81.8%   | 2<br>18.2%     | 11<br>100.0%  |
| Games repeated                      |                   |            |                            |              | 5<br>100.0%    | 5<br>100.0%   |
| Creave Ways for Students            |                   |            | 1<br>10.0%                 | 2<br>20.0%   | 7<br>70.0%     | 10<br>100.0%  |
| Clients from corrections facilities |                   |            | 1<br>7.1%                  | 10<br>71.4%  | 3<br>21.4%     | 14<br>100.0%  |
| Mentoring trainers                  |                   |            |                            | 3<br>37.5%   | 5<br>62.5%     | 8<br>100.0%   |
| Simulations, adding realism         |                   |            | 3<br>15.0%                 | 10<br>50.0%  | 7<br>35.0%     | 20<br>100.0%  |
| Emergency actions plans             |                   |            | 1<br>9.1%                  | 2<br>18.2%   | 8<br>72.7%     | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%         |            | 2<br>15.4%                 | 7<br>53.8%   | 3<br>23.1%     | 13<br>100.0%  |
| Creative ways REPEATED              |                   |            |                            | 2<br>33.3%   | 4<br>66.7%     | 6<br>100.0%   |
| DVD-based disaster response         |                   |            |                            | 4<br>23.5%   | 13<br>76.5%    | 17<br>100.0%  |
| Money smart                         |                   |            | 2<br>20.0%                 | 5<br>50.0%   | 3<br>30.0%     | 10<br>100.0%  |
| Fitness for duty                    |                   |            |                            | 5<br>35.7%   | 9<br>64.3%     | 14<br>100.0%  |
| Total                               | 7<br>1.3%         | 6<br>1.1%  | 48<br>8.8%                 | 239<br>43.8% | 246<br>45.1%   | 546<br>100.0% |

Table 3. Responses to the statement, “Information presented in this workshop will help me improve my skills as a trainer.”

|                                     | Improve skills as trainer |            |                            |              |                | Total         |
|-------------------------------------|---------------------------|------------|----------------------------|--------------|----------------|---------------|
|                                     | Strongly disagree         | Disagree   | Neither agree nor disagree | Agree        | Strongly agree |               |
| 0                                   |                           |            |                            | 1<br>100.0%  |                | 1<br>100.0%   |
| Bioterrorism                        | 2<br>4.3%                 | 2<br>4.3%  | 11<br>23.4%                | 23<br>48.9%  | 9<br>19.1%     | 47<br>100.0%  |
| APR                                 |                           |            | 2<br>13.3%                 | 6<br>40.0%   | 7<br>46.7%     | 15<br>100.0%  |
| Games                               |                           |            | 4<br>19.0%                 | 9<br>42.9%   | 8<br>38.1%     | 21<br>100.0%  |
| First Responder                     |                           |            |                            | 9<br>47.4%   | 10<br>52.6%    | 19<br>100.0%  |
| Life skills                         |                           | 2<br>9.5%  | 3<br>14.3%                 | 11<br>52.4%  | 5<br>23.8%     | 21<br>100.0%  |
| Resources                           | 1<br>5.9%                 |            | 1<br>5.9%                  | 12<br>70.6%  | 3<br>17.6%     | 17<br>100.0%  |
| Facilitation                        |                           |            |                            | 8<br>80.0%   | 2<br>20.0%     | 10<br>100.0%  |
| NIOSH Guide                         |                           |            | 3<br>21.4%                 | 8<br>57.1%   | 3<br>21.4%     | 14<br>100.0%  |
| Dilemmasaurus                       |                           |            | 1<br>33.3%                 | 1<br>33.3%   | 1<br>33.3%     | 3<br>100.0%   |
| Diversity awareness                 |                           |            | 1<br>7.1%                  | 7<br>50.0%   | 6<br>42.9%     | 14<br>100.0%  |
| Critical incident                   |                           | 1<br>3.1%  | 3<br>9.4%                  | 5<br>15.6%   | 23<br>71.9%    | 32<br>100.0%  |
| MLE concepts                        |                           |            | 1<br>6.3%                  | 11<br>68.8%  | 4<br>25.0%     | 16<br>100.0%  |
| Workforce investment                |                           |            |                            | 4<br>50.0%   | 4<br>50.0%     | 8<br>100.0%   |
| Case studies                        |                           | 3<br>17.6% | 8<br>47.1%                 | 5<br>29.4%   | 1<br>5.9%      | 17<br>100.0%  |
| safer needles'                      |                           |            | 4<br>17.4%                 | 13<br>56.5%  | 6<br>26.1%     | 23<br>100.0%  |
| Three exercises                     |                           |            | 3<br>13.0%                 | 11<br>47.8%  | 9<br>39.1%     | 23<br>100.0%  |
| Strategies for S&H                  |                           |            | 1<br>5.9%                  | 7<br>41.2%   | 9<br>52.9%     | 17<br>100.0%  |
| Medical Surveillance                |                           |            | 1<br>5.9%                  | 9<br>52.9%   | 7<br>41.2%     | 17<br>100.0%  |
| PC based simulation                 |                           |            | 6<br>30.0%                 | 6<br>30.0%   | 8<br>40.0%     | 20<br>100.0%  |
| Lessons for prevention              |                           |            | 1<br>7.7%                  | 9<br>69.2%   | 3<br>23.1%     | 13<br>100.0%  |
| Cultural competence                 | 1<br>2.7%                 |            | 2<br>5.4%                  | 7<br>18.9%   | 27<br>73.0%    | 37<br>100.0%  |
| Tabletop scenarios                  |                           |            |                            | 6<br>60.0%   | 4<br>40.0%     | 10<br>100.0%  |
| Games repeated                      |                           |            |                            |              | 5<br>100.0%    | 5<br>100.0%   |
| Creave Ways for Students            |                           |            | 1<br>10.0%                 | 1<br>10.0%   | 8<br>80.0%     | 10<br>100.0%  |
| Clients from corrections facilities |                           |            | 4<br>28.6%                 | 7<br>50.0%   | 3<br>21.4%     | 14<br>100.0%  |
| Mentoring trainers                  |                           |            |                            | 3<br>37.5%   | 5<br>62.5%     | 8<br>100.0%   |
| Simulations, adding realism         |                           |            | 3<br>15.0%                 | 8<br>40.0%   | 9<br>45.0%     | 20<br>100.0%  |
| Emergency actions plans             |                           |            | 1<br>9.1%                  | 4<br>36.4%   | 6<br>54.5%     | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%                 |            | 3<br>23.1%                 | 6<br>46.2%   | 3<br>23.1%     | 13<br>100.0%  |
| Creative ways REPEATED              |                           |            |                            | 1<br>16.7%   | 5<br>83.3%     | 6<br>100.0%   |
| DVD-based disaster response         |                           |            | 1<br>5.6%                  | 4<br>22.2%   | 13<br>72.2%    | 18<br>100.0%  |
| Money smart                         |                           |            | 3<br>30.0%                 | 5<br>50.0%   | 2<br>20.0%     | 10<br>100.0%  |
| Fitness for duty                    |                           |            |                            | 4<br>28.6%   | 10<br>71.4%    | 14<br>100.0%  |
| Total                               | 5<br>.9%                  | 8<br>1.5%  | 72<br>13.2%                | 231<br>42.5% | 228<br>41.9%   | 544<br>100.0% |

Table 4. Responses to the statement, “The workshop showed me how to actively involve participants.”

|                                     | Actively involve participants |             |                            |              |                | Total         |
|-------------------------------------|-------------------------------|-------------|----------------------------|--------------|----------------|---------------|
|                                     | Strongly disagree             | Disagree    | Neither agree nor disagree | Agree        | Strongly agree |               |
| 0                                   |                               | 1<br>100.0% |                            |              |                | 1<br>100.0%   |
| Bioterrorism                        | 5<br>10.6%                    | 7<br>14.9%  | 23<br>48.9%                | 10<br>21.3%  | 2<br>4.3%      | 47<br>100.0%  |
| APR                                 |                               |             | 7<br>46.7%                 | 6<br>40.0%   | 2<br>13.3%     | 15<br>100.0%  |
| Games                               |                               |             | 2<br>9.1%                  | 10<br>45.5%  | 10<br>45.5%    | 22<br>100.0%  |
| First Responder                     |                               | 2<br>10.5%  | 1<br>5.3%                  | 7<br>36.8%   | 9<br>47.4%     | 19<br>100.0%  |
| Life skills                         | 2<br>9.1%                     | 3<br>13.6%  | 4<br>18.2%                 | 8<br>36.4%   | 5<br>22.7%     | 22<br>100.0%  |
| Resources                           |                               |             | 2<br>11.8%                 | 10<br>58.8%  | 5<br>29.4%     | 17<br>100.0%  |
| Facilitation                        |                               | 1<br>10.0%  | 1<br>10.0%                 | 3<br>30.0%   | 5<br>50.0%     | 10<br>100.0%  |
| NIOSH Guide                         |                               |             | 4<br>30.8%                 | 7<br>53.8%   | 2<br>15.4%     | 13<br>100.0%  |
| Dilemmasaurus                       |                               |             |                            |              | 3<br>100.0%    | 3<br>100.0%   |
| Diversity awareness                 |                               |             |                            | 2<br>14.3%   | 12<br>85.7%    | 14<br>100.0%  |
| Critical incident                   |                               | 2<br>6.3%   | 3<br>9.4%                  | 7<br>21.9%   | 20<br>62.5%    | 32<br>100.0%  |
| MLE concepts                        |                               | 1<br>6.3%   | 8<br>50.0%                 | 6<br>37.5%   | 1<br>6.3%      | 16<br>100.0%  |
| Workforce investment                |                               |             |                            | 4<br>50.0%   | 4<br>50.0%     | 8<br>100.0%   |
| Case studies                        |                               | 3<br>17.6%  | 10<br>58.8%                | 4<br>23.5%   |                | 17<br>100.0%  |
| safer needles'                      |                               | 4<br>16.7%  | 3<br>12.5%                 | 11<br>45.8%  | 6<br>25.0%     | 24<br>100.0%  |
| Three exercises                     |                               | 1<br>4.3%   |                            | 8<br>34.8%   | 14<br>60.9%    | 23<br>100.0%  |
| Strategies for S&H                  |                               |             |                            | 7<br>41.2%   | 10<br>58.8%    | 17<br>100.0%  |
| Medical Surveillance                |                               |             | 1<br>5.9%                  | 9<br>52.9%   | 7<br>41.2%     | 17<br>100.0%  |
| PC based simulation                 |                               |             | 2<br>9.5%                  | 11<br>52.4%  | 8<br>38.1%     | 21<br>100.0%  |
| Lessons for prevention              |                               |             | 2<br>15.4%                 | 8<br>61.5%   | 3<br>23.1%     | 13<br>100.0%  |
| Cultural competence                 | 1<br>2.7%                     | 1<br>2.7%   | 4<br>10.8%                 | 17<br>45.9%  | 14<br>37.8%    | 37<br>100.0%  |
| Tabletop scenarios                  |                               |             | 1<br>9.1%                  | 3<br>27.3%   | 7<br>63.6%     | 11<br>100.0%  |
| Games repeated                      |                               |             |                            |              | 5<br>100.0%    | 5<br>100.0%   |
| Creave Ways for Students            |                               |             |                            |              | 10<br>100.0%   | 10<br>100.0%  |
| Clients from corrections facilities |                               |             | 5<br>35.7%                 | 8<br>57.1%   | 1<br>7.1%      | 14<br>100.0%  |
| Mentoring trainers                  |                               |             | 2<br>25.0%                 | 5<br>62.5%   | 1<br>12.5%     | 8<br>100.0%   |
| Simulations, adding realism         |                               | 1<br>5.0%   | 3<br>15.0%                 | 9<br>45.0%   | 7<br>35.0%     | 20<br>100.0%  |
| Emergency actions plans             |                               |             |                            | 2<br>18.2%   | 9<br>81.8%     | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%                     | 1<br>7.7%   | 4<br>30.8%                 | 4<br>30.8%   | 3<br>23.1%     | 13<br>100.0%  |
| Creative ways REPEATED              |                               |             |                            | 2<br>33.3%   | 4<br>66.7%     | 6<br>100.0%   |
| DVD-based disaster response         |                               |             |                            | 5<br>27.8%   | 13<br>72.2%    | 18<br>100.0%  |
| Money smart                         |                               |             | 2<br>20.0%                 | 5<br>50.0%   | 3<br>30.0%     | 10<br>100.0%  |
| Fitness for duty                    |                               |             |                            | 4<br>28.6%   | 10<br>71.4%    | 14<br>100.0%  |
| Total                               | 9<br>1.6%                     | 28<br>5.1%  | 94<br>17.2%                | 202<br>36.9% | 215<br>39.2%   | 548<br>100.0% |

Table 5. Responses to the statement, “I learned effective training techniques in this workshop.”

|                                     | Effective training techniques |            |                            |              |                | Total         |
|-------------------------------------|-------------------------------|------------|----------------------------|--------------|----------------|---------------|
|                                     | Strongly disagree             | Disagree   | Neither agree nor disagree | Agree        | Strongly agree |               |
| 0                                   |                               |            | 1<br>100.0%                |              |                | 1<br>100.0%   |
| Bioterrorism                        | 4<br>8.5%                     | 7<br>14.9% | 24<br>51.1%                | 10<br>21.3%  | 2<br>4.3%      | 47<br>100.0%  |
| APR                                 |                               |            | 5<br>33.3%                 | 6<br>40.0%   | 4<br>26.7%     | 15<br>100.0%  |
| Games                               |                               |            | 4<br>18.2%                 | 12<br>54.5%  | 6<br>27.3%     | 22<br>100.0%  |
| First Responder                     |                               |            | 2<br>10.5%                 | 8<br>42.1%   | 9<br>47.4%     | 19<br>100.0%  |
| Life skills                         | 3<br>13.6%                    | 2<br>9.1%  | 4<br>18.2%                 | 9<br>40.9%   | 4<br>18.2%     | 22<br>100.0%  |
| Resources                           |                               |            | 3<br>17.6%                 | 9<br>52.9%   | 5<br>29.4%     | 17<br>100.0%  |
| Facilitation                        |                               |            | 1<br>10.0%                 | 5<br>50.0%   | 4<br>40.0%     | 10<br>100.0%  |
| NIOSH Guide                         |                               |            | 5<br>38.5%                 | 6<br>46.2%   | 2<br>15.4%     | 13<br>100.0%  |
| Dilemmasaurus                       |                               |            |                            | 3<br>100.0%  |                | 3<br>100.0%   |
| Diversity awareness                 |                               |            | 1<br>7.1%                  | 3<br>21.4%   | 10<br>71.4%    | 14<br>100.0%  |
| Critical incident                   |                               | 2<br>6.3%  | 1<br>3.1%                  | 7<br>21.9%   | 22<br>68.8%    | 32<br>100.0%  |
| MLE concepts                        |                               |            | 9<br>56.3%                 | 5<br>31.3%   | 2<br>12.5%     | 16<br>100.0%  |
| Workforce investment                |                               |            | 3<br>37.5%                 | 2<br>25.0%   | 3<br>37.5%     | 8<br>100.0%   |
| Case studies                        |                               | 6<br>35.3% | 8<br>47.1%                 | 3<br>17.6%   |                | 17<br>100.0%  |
| safer needles'                      |                               | 3<br>12.5% | 5<br>20.8%                 | 11<br>45.8%  | 5<br>20.8%     | 24<br>100.0%  |
| Three exercises                     |                               |            | 2<br>8.7%                  | 10<br>43.5%  | 11<br>47.8%    | 23<br>100.0%  |
| Strategies for S&H                  |                               |            | 2<br>11.8%                 | 5<br>29.4%   | 10<br>58.8%    | 17<br>100.0%  |
| Medical Surveillance                |                               |            | 1<br>5.9%                  | 10<br>58.8%  | 6<br>35.3%     | 17<br>100.0%  |
| PC based simulation                 |                               |            | 2<br>9.5%                  | 13<br>61.9%  | 6<br>28.6%     | 21<br>100.0%  |
| Lessons for prevention              |                               |            | 3<br>23.1%                 | 8<br>61.5%   | 2<br>15.4%     | 13<br>100.0%  |
| Cultural competence                 | 1<br>2.7%                     |            | 5<br>13.5%                 | 16<br>43.2%  | 15<br>40.5%    | 37<br>100.0%  |
| Tabletop scenarios                  |                               |            |                            | 7<br>63.6%   | 4<br>36.4%     | 11<br>100.0%  |
| Games repeated                      |                               |            |                            |              | 5<br>100.0%    | 5<br>100.0%   |
| Creave Ways for Students            |                               |            |                            | 1<br>10.0%   | 9<br>90.0%     | 10<br>100.0%  |
| Clients from corrections facilities |                               |            | 6<br>42.9%                 | 6<br>42.9%   | 2<br>14.3%     | 14<br>100.0%  |
| Mentoring trainers                  |                               |            | 1<br>12.5%                 | 5<br>62.5%   | 2<br>25.0%     | 8<br>100.0%   |
| Simulations, adding realism         |                               |            | 1<br>5.0%                  | 8<br>40.0%   | 11<br>55.0%    | 20<br>100.0%  |
| Emergency actions plans             |                               |            | 1<br>9.1%                  | 2<br>18.2%   | 8<br>72.7%     | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%                     | 2<br>15.4% | 5<br>38.5%                 | 3<br>23.1%   | 2<br>15.4%     | 13<br>100.0%  |
| Creative ways REPEATED              |                               |            |                            | 3<br>50.0%   | 3<br>50.0%     | 6<br>100.0%   |
| DVD-based disaster response         |                               |            |                            | 7<br>38.9%   | 11<br>61.1%    | 18<br>100.0%  |
| Money smart                         |                               |            | 5<br>50.0%                 | 2<br>20.0%   | 3<br>30.0%     | 10<br>100.0%  |
| Fitness for duty                    |                               |            | 1<br>7.1%                  | 3<br>21.4%   | 10<br>71.4%    | 14<br>100.0%  |
| Total                               | 9<br>1.6%                     | 22<br>4.0% | 111<br>20.3%               | 208<br>38.0% | 198<br>36.1%   | 548<br>100.0% |

Table 6. Responses to the statement, “I learned new activities in this workshop that can be used in our training program.”

|                                     | New activities    |            |                            |              |                | Total         |
|-------------------------------------|-------------------|------------|----------------------------|--------------|----------------|---------------|
|                                     | Strongly disagree | Disagree   | Neither agree nor disagree | Agree        | Strongly agree |               |
| 0                                   |                   |            | 1<br>100.0%                |              |                | 1<br>100.0%   |
| Bioterrorism                        | 5<br>10.6%        | 4<br>8.5%  | 15<br>31.9%                | 17<br>36.2%  | 6<br>12.8%     | 47<br>100.0%  |
| APR                                 |                   |            | 5<br>33.3%                 | 5<br>33.3%   | 5<br>33.3%     | 15<br>100.0%  |
| Games                               |                   | 1<br>4.5%  | 2<br>9.1%                  | 12<br>54.5%  | 7<br>31.8%     | 22<br>100.0%  |
| First Responder                     |                   |            | 3<br>15.8%                 | 4<br>21.1%   | 12<br>63.2%    | 19<br>100.0%  |
| Life skills                         | 3<br>13.6%        | 2<br>9.1%  | 2<br>9.1%                  | 10<br>45.5%  | 5<br>22.7%     | 22<br>100.0%  |
| Resources                           |                   |            | 3<br>17.6%                 | 9<br>52.9%   | 5<br>29.4%     | 17<br>100.0%  |
| Facilitation                        |                   |            |                            | 7<br>70.0%   | 3<br>30.0%     | 10<br>100.0%  |
| NIOSH Guide                         |                   |            | 5<br>38.5%                 | 4<br>30.8%   | 4<br>30.8%     | 13<br>100.0%  |
| Dilemmasaurus                       |                   |            | 1<br>50.0%                 | 1<br>50.0%   |                | 2<br>100.0%   |
| Diversity awareness                 |                   |            | 1<br>7.7%                  | 3<br>23.1%   | 9<br>69.2%     | 13<br>100.0%  |
| Critical incident                   |                   | 1<br>3.1%  | 2<br>6.3%                  | 7<br>21.9%   | 22<br>68.8%    | 32<br>100.0%  |
| MLE concepts                        |                   |            | 7<br>43.8%                 | 4<br>25.0%   | 5<br>31.3%     | 16<br>100.0%  |
| Workforce investment                |                   |            | 1<br>12.5%                 | 2<br>25.0%   | 5<br>62.5%     | 8<br>100.0%   |
| Case studies                        | 1<br>5.9%         | 2<br>11.8% | 7<br>41.2%                 | 4<br>23.5%   | 3<br>17.6%     | 17<br>100.0%  |
| safer needles'                      |                   | 2<br>8.3%  | 5<br>20.8%                 | 10<br>41.7%  | 7<br>29.2%     | 24<br>100.0%  |
| Three exercises                     |                   |            |                            | 12<br>52.2%  | 11<br>47.8%    | 23<br>100.0%  |
| Strategies for S&H                  |                   | 1<br>5.9%  | 2<br>11.8%                 | 6<br>35.3%   | 8<br>47.1%     | 17<br>100.0%  |
| Medical Surveillance                |                   |            |                            | 10<br>58.8%  | 7<br>41.2%     | 17<br>100.0%  |
| PC based simulation                 |                   |            | 2<br>10.0%                 | 11<br>55.0%  | 7<br>35.0%     | 20<br>100.0%  |
| Lessons for prevention              |                   |            | 3<br>23.1%                 | 7<br>53.8%   | 3<br>23.1%     | 13<br>100.0%  |
| Cultural competence                 | 1<br>2.7%         | 1<br>2.7%  | 5<br>13.5%                 | 12<br>32.4%  | 18<br>48.6%    | 37<br>100.0%  |
| Tabletop scenarios                  |                   |            | 2<br>18.2%                 | 7<br>63.6%   | 2<br>18.2%     | 11<br>100.0%  |
| Games repeated                      |                   |            |                            |              | 5<br>100.0%    | 5<br>100.0%   |
| Creave Ways for Students            |                   |            | 1<br>10.0%                 |              | 9<br>90.0%     | 10<br>100.0%  |
| Clients from corrections facilities |                   |            | 2<br>14.3%                 | 9<br>64.3%   | 3<br>21.4%     | 14<br>100.0%  |
| Mentoring trainers                  |                   | 1<br>12.5% | 2<br>25.0%                 | 3<br>37.5%   | 2<br>25.0%     | 8<br>100.0%   |
| Simulations, adding realism         |                   | 1<br>5.0%  | 2<br>10.0%                 | 8<br>40.0%   | 9<br>45.0%     | 20<br>100.0%  |
| Emergency actions plans             |                   |            | 1<br>9.1%                  | 2<br>18.2%   | 8<br>72.7%     | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%         | 2<br>15.4% | 3<br>23.1%                 | 4<br>30.8%   | 3<br>23.1%     | 13<br>100.0%  |
| Creative ways REPEATED              |                   |            |                            | 2<br>33.3%   | 4<br>66.7%     | 6<br>100.0%   |
| DVD-based disaster response         |                   |            | 1<br>5.9%                  | 5<br>29.4%   | 11<br>64.7%    | 17<br>100.0%  |
| Money smart                         |                   |            | 3<br>30.0%                 | 4<br>40.0%   | 3<br>30.0%     | 10<br>100.0%  |
| Fitness for duty                    |                   |            |                            | 5<br>35.7%   | 9<br>64.3%     | 14<br>100.0%  |
| Total                               | 11<br>2.0%        | 18<br>3.3% | 89<br>16.4%                | 206<br>37.9% | 220<br>40.4%   | 544<br>100.0% |

Table 7. Responses to the statement, “This workshop showed me ways to change my training.”

|                                     | Ways to change training |            |                            |              |                | Total         |
|-------------------------------------|-------------------------|------------|----------------------------|--------------|----------------|---------------|
|                                     | Strongly disagree       | Disagree   | Neither agree nor disagree | Agree        | Strongly agree |               |
| 0                                   |                         |            | 1<br>100.0%                |              |                | 1<br>100.0%   |
| Bioterrorism                        | 2<br>4.4%               | 5<br>11.1% | 20<br>44.4%                | 17<br>37.8%  | 1<br>2.2%      | 45<br>100.0%  |
| APR                                 |                         |            | 4<br>28.6%                 | 9<br>64.3%   | 1<br>7.1%      | 14<br>100.0%  |
| Games                               |                         |            | 3<br>14.3%                 | 12<br>57.1%  | 6<br>28.6%     | 21<br>100.0%  |
| First Responder                     |                         |            | 3<br>15.8%                 | 9<br>47.4%   | 7<br>36.8%     | 19<br>100.0%  |
| Life skills                         | 3<br>14.3%              | 1<br>4.8%  | 5<br>23.8%                 | 7<br>33.3%   | 5<br>23.8%     | 21<br>100.0%  |
| Resources                           |                         | 2<br>11.8% | 5<br>29.4%                 | 8<br>47.1%   | 2<br>11.8%     | 17<br>100.0%  |
| Facilitation                        |                         |            | 2<br>20.0%                 | 6<br>60.0%   | 2<br>20.0%     | 10<br>100.0%  |
| NIOSH Guide                         |                         |            | 4<br>33.3%                 | 7<br>58.3%   | 1<br>8.3%      | 12<br>100.0%  |
| Dilemmasaurus                       |                         |            | 1<br>50.0%                 | 1<br>50.0%   |                | 2<br>100.0%   |
| Diversity awareness                 |                         |            | 1<br>7.1%                  | 9<br>64.3%   | 4<br>28.6%     | 14<br>100.0%  |
| Critical incident                   |                         | 1<br>3.2%  | 3<br>9.7%                  | 5<br>16.1%   | 22<br>71.0%    | 31<br>100.0%  |
| MLE concepts                        |                         |            | 5<br>31.3%                 | 8<br>50.0%   | 3<br>18.8%     | 16<br>100.0%  |
| Workforce investment                |                         |            | 4<br>50.0%                 | 1<br>12.5%   | 3<br>37.5%     | 8<br>100.0%   |
| Case studies                        |                         | 2<br>11.8% | 11<br>64.7%                | 3<br>17.6%   | 1<br>5.9%      | 17<br>100.0%  |
| safer needles'                      |                         | 3<br>12.5% | 5<br>20.8%                 | 13<br>54.2%  | 3<br>12.5%     | 24<br>100.0%  |
| Three exercises                     |                         |            | 4<br>18.2%                 | 8<br>36.4%   | 10<br>45.5%    | 22<br>100.0%  |
| Strategies for S&H                  |                         |            | 5<br>31.3%                 | 8<br>50.0%   | 3<br>18.8%     | 16<br>100.0%  |
| Medical Surveillance                |                         |            | 1<br>5.9%                  | 12<br>70.6%  | 4<br>23.5%     | 17<br>100.0%  |
| PC based simulation                 |                         |            | 4<br>19.0%                 | 9<br>42.9%   | 8<br>38.1%     | 21<br>100.0%  |
| Lessons for prevention              |                         |            | 7<br>53.8%                 | 4<br>30.8%   | 2<br>15.4%     | 13<br>100.0%  |
| Cultural competence                 | 1<br>2.7%               | 2<br>5.4%  | 7<br>18.9%                 | 7<br>18.9%   | 20<br>54.1%    | 37<br>100.0%  |
| Tabletop scenarios                  |                         |            | 2<br>18.2%                 | 7<br>63.6%   | 2<br>18.2%     | 11<br>100.0%  |
| Games repeated                      |                         |            |                            |              | 5<br>100.0%    | 5<br>100.0%   |
| Creave Ways for Students            |                         |            | 2<br>22.2%                 | 2<br>22.2%   | 5<br>55.6%     | 9<br>100.0%   |
| Clients from corrections facilities |                         |            | 5<br>35.7%                 | 8<br>57.1%   | 1<br>7.1%      | 14<br>100.0%  |
| Mentoring trainers                  |                         | 2<br>25.0% |                            | 3<br>37.5%   | 3<br>37.5%     | 8<br>100.0%   |
| Simulations, adding realism         |                         |            | 7<br>35.0%                 | 7<br>35.0%   | 6<br>30.0%     | 20<br>100.0%  |
| Emergency actions plans             |                         |            | 3<br>27.3%                 | 4<br>36.4%   | 4<br>36.4%     | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%               | 1<br>7.7%  | 7<br>53.8%                 | 1<br>7.7%    | 3<br>23.1%     | 13<br>100.0%  |
| Creative ways REPEATED              |                         |            |                            | 4<br>66.7%   | 2<br>33.3%     | 6<br>100.0%   |
| DVD-based disaster response         |                         |            | 5<br>29.4%                 | 5<br>29.4%   | 7<br>41.2%     | 17<br>100.0%  |
| Money smart                         |                         |            | 3<br>30.0%                 | 4<br>40.0%   | 3<br>30.0%     | 10<br>100.0%  |
| Fitness for duty                    |                         |            | 3<br>21.4%                 | 3<br>21.4%   | 8<br>57.1%     | 14<br>100.0%  |
| Total                               | 7<br>1.3%               | 19<br>3.5% | 142<br>26.5%               | 211<br>39.4% | 157<br>29.3%   | 536<br>100.0% |



Table 8. Responses to the statement, “This workshop will help me better promote workplace change through my training.”

|                                     | Better promote workplace change |            |                            |              |                | Total         |
|-------------------------------------|---------------------------------|------------|----------------------------|--------------|----------------|---------------|
|                                     | Strongly disagree               | Disagree   | Neither agree nor disagree | Agree        | Strongly agree |               |
| 0                                   |                                 |            | 1<br>100.0%                |              |                | 1<br>100.0%   |
| Bioterrorism                        | 2<br>4.8%                       | 3<br>7.1%  | 17<br>40.5%                | 19<br>45.2%  | 1<br>2.4%      | 42<br>100.0%  |
| APR                                 |                                 |            | 8<br>53.3%                 | 4<br>26.7%   | 3<br>20.0%     | 15<br>100.0%  |
| Games                               |                                 | 1<br>4.5%  | 8<br>36.4%                 | 10<br>45.5%  | 3<br>13.6%     | 22<br>100.0%  |
| First Responder                     |                                 |            | 5<br>26.3%                 | 7<br>36.8%   | 7<br>36.8%     | 19<br>100.0%  |
| Life skills                         | 3<br>15.0%                      | 1<br>5.0%  | 4<br>20.0%                 | 6<br>30.0%   | 6<br>30.0%     | 20<br>100.0%  |
| Resources                           |                                 |            | 8<br>47.1%                 | 8<br>47.1%   | 1<br>5.9%      | 17<br>100.0%  |
| Facilitation                        |                                 |            | 2<br>20.0%                 | 8<br>80.0%   |                | 10<br>100.0%  |
| NIOSH Guide                         |                                 |            | 4<br>36.4%                 | 6<br>54.5%   | 1<br>9.1%      | 11<br>100.0%  |
| Dilemmasaurus                       |                                 |            | 1<br>33.3%                 | 1<br>33.3%   | 1<br>33.3%     | 3<br>100.0%   |
| Diversity awareness                 |                                 |            | 6<br>46.2%                 | 4<br>30.8%   | 3<br>23.1%     | 13<br>100.0%  |
| Critical incident                   |                                 |            | 2<br>6.5%                  | 7<br>22.6%   | 22<br>71.0%    | 31<br>100.0%  |
| MLE concepts                        |                                 |            | 6<br>37.5%                 | 7<br>43.8%   | 3<br>18.8%     | 16<br>100.0%  |
| Workforce investment                |                                 |            | 3<br>37.5%                 | 2<br>25.0%   | 3<br>37.5%     | 8<br>100.0%   |
| Case studies                        |                                 | 2<br>11.8% | 11<br>64.7%                | 3<br>17.6%   | 1<br>5.9%      | 17<br>100.0%  |
| safer needles'                      |                                 | 4<br>17.4% | 8<br>34.8%                 | 9<br>39.1%   | 2<br>8.7%      | 23<br>100.0%  |
| Three exercises                     |                                 |            | 9<br>42.9%                 | 3<br>14.3%   | 9<br>42.9%     | 21<br>100.0%  |
| Strategies for S&H                  |                                 |            | 5<br>31.3%                 | 8<br>50.0%   | 3<br>18.8%     | 16<br>100.0%  |
| Medical Surveillance                |                                 |            | 2<br>11.8%                 | 13<br>76.5%  | 2<br>11.8%     | 17<br>100.0%  |
| PC based simulation                 |                                 |            | 7<br>35.0%                 | 9<br>45.0%   | 4<br>20.0%     | 20<br>100.0%  |
| Lessons for prevention              |                                 |            | 4<br>30.8%                 | 4<br>30.8%   | 5<br>38.5%     | 13<br>100.0%  |
| Cultural competence                 | 1<br>2.8%                       |            | 9<br>25.0%                 | 5<br>13.9%   | 21<br>58.3%    | 36<br>100.0%  |
| Tabletop scenarios                  |                                 |            | 5<br>45.5%                 | 4<br>36.4%   | 2<br>18.2%     | 11<br>100.0%  |
| Games repeated                      |                                 |            |                            |              | 5<br>100.0%    | 5<br>100.0%   |
| Creave Ways for Students            |                                 |            | 3<br>30.0%                 |              | 7<br>70.0%     | 10<br>100.0%  |
| Clients from corrections facilities |                                 |            | 5<br>35.7%                 | 7<br>50.0%   | 2<br>14.3%     | 14<br>100.0%  |
| Mentoring trainers                  |                                 | 1<br>12.5% | 2<br>25.0%                 | 2<br>25.0%   | 3<br>37.5%     | 8<br>100.0%   |
| Simulations, adding realism         |                                 |            | 8<br>40.0%                 | 7<br>35.0%   | 5<br>25.0%     | 20<br>100.0%  |
| Emergency actions plans             |                                 |            | 2<br>18.2%                 | 3<br>27.3%   | 6<br>54.5%     | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%                       | 1<br>7.7%  | 4<br>30.8%                 | 3<br>23.1%   | 4<br>30.8%     | 13<br>100.0%  |
| Creative ways REPEATED              |                                 |            | 1<br>20.0%                 |              | 4<br>80.0%     | 5<br>100.0%   |
| DVD-based disaster response         |                                 |            | 3<br>18.8%                 | 5<br>31.3%   | 8<br>50.0%     | 16<br>100.0%  |
| Money smart                         |                                 |            | 4<br>40.0%                 | 4<br>40.0%   | 2<br>20.0%     | 10<br>100.0%  |
| Fitness for duty                    |                                 |            | 3<br>21.4%                 | 3<br>21.4%   | 8<br>57.1%     | 14<br>100.0%  |
| Total                               | 7<br>1.3%                       | 13<br>2.5% | 170<br>32.2%               | 181<br>34.3% | 157<br>29.7%   | 528<br>100.0% |

Table 9. Responses to the question, “What overall rating would you give this workshop?”

|                                     | Overall program rating |           |             |              |              | Total         |
|-------------------------------------|------------------------|-----------|-------------|--------------|--------------|---------------|
|                                     | Very poor              | Poor      | Average     | Good         | Very good    |               |
| 0                                   |                        |           | 1<br>100.0% |              |              | 1<br>100.0%   |
| Bioterrorism                        |                        | 2<br>4.4% | 12<br>26.7% | 13<br>28.9%  | 18<br>40.0%  | 45<br>100.0%  |
| APR                                 |                        |           | 1<br>6.7%   | 7<br>46.7%   | 7<br>46.7%   | 15<br>100.0%  |
| Games                               |                        |           | 3<br>13.6%  | 9<br>40.9%   | 10<br>45.5%  | 22<br>100.0%  |
| First Responder                     |                        |           | 1<br>5.6%   | 3<br>16.7%   | 14<br>77.8%  | 18<br>100.0%  |
| Life skills                         | 1<br>4.5%              |           | 4<br>18.2%  | 9<br>40.9%   | 8<br>36.4%   | 22<br>100.0%  |
| Resources                           |                        |           |             | 10<br>58.8%  | 7<br>41.2%   | 17<br>100.0%  |
| Facilitation                        |                        |           | 3<br>30.0%  | 5<br>50.0%   | 2<br>20.0%   | 10<br>100.0%  |
| NIOSH Guide                         |                        |           | 4<br>36.4%  | 3<br>27.3%   | 4<br>36.4%   | 11<br>100.0%  |
| Dilemmasaurus                       | 1<br>33.3%             |           |             |              | 2<br>66.7%   | 3<br>100.0%   |
| Diversity awareness                 |                        |           |             | 3<br>21.4%   | 11<br>78.6%  | 14<br>100.0%  |
| Critical incident                   |                        |           | 1<br>3.2%   | 5<br>16.1%   | 25<br>80.6%  | 31<br>100.0%  |
| MLE concepts                        |                        |           | 1<br>6.7%   | 9<br>60.0%   | 5<br>33.3%   | 15<br>100.0%  |
| Workforce investment                |                        |           | 1<br>12.5%  | 3<br>37.5%   | 4<br>50.0%   | 8<br>100.0%   |
| Case studies                        |                        |           | 6<br>35.3%  | 8<br>47.1%   | 3<br>17.6%   | 17<br>100.0%  |
| safer needles'                      |                        | 2<br>8.7% | 6<br>26.1%  | 4<br>17.4%   | 11<br>47.8%  | 23<br>100.0%  |
| Three exercises                     |                        |           | 2<br>9.1%   | 5<br>22.7%   | 15<br>68.2%  | 22<br>100.0%  |
| Strategies for S&H                  |                        |           | 1<br>6.3%   | 2<br>12.5%   | 13<br>81.3%  | 16<br>100.0%  |
| Medical Surveillance                |                        |           |             | 6<br>37.5%   | 10<br>62.5%  | 16<br>100.0%  |
| PC based simulation                 |                        |           | 3<br>15.0%  | 5<br>25.0%   | 12<br>60.0%  | 20<br>100.0%  |
| Lessons for prevention              |                        |           |             | 7<br>53.8%   | 6<br>46.2%   | 13<br>100.0%  |
| Cultural competence                 |                        |           | 2<br>5.4%   | 4<br>10.8%   | 31<br>83.8%  | 37<br>100.0%  |
| Tabletop scenarios                  |                        |           |             | 6<br>60.0%   | 4<br>40.0%   | 10<br>100.0%  |
| Games repeated                      |                        |           |             |              | 5<br>100.0%  | 5<br>100.0%   |
| Creave Ways for Students            |                        |           |             |              | 9<br>100.0%  | 9<br>100.0%   |
| Clients from corrections facilities |                        |           |             | 7<br>50.0%   | 7<br>50.0%   | 14<br>100.0%  |
| Mentoring trainers                  |                        |           |             | 3<br>37.5%   | 5<br>62.5%   | 8<br>100.0%   |
| Simulations, adding realism         |                        |           | 1<br>5.0%   | 8<br>40.0%   | 11<br>55.0%  | 20<br>100.0%  |
| Emergency actions plans             |                        |           |             | 2<br>18.2%   | 9<br>81.8%   | 11<br>100.0%  |
| Bioterrorism REPEATED               | 1<br>7.7%              |           |             | 4<br>30.8%   | 8<br>61.5%   | 13<br>100.0%  |
| Creative ways REPEATED              |                        |           |             |              | 5<br>100.0%  | 5<br>100.0%   |
| DVD-based disaster response         |                        |           |             | 5<br>27.8%   | 13<br>72.2%  | 18<br>100.0%  |
| Money smart                         |                        |           | 2<br>22.2%  | 3<br>33.3%   | 4<br>44.4%   | 9<br>100.0%   |
| Fitness for duty                    |                        |           |             | 2<br>14.3%   | 12<br>85.7%  | 14<br>100.0%  |
| Total                               | 3<br>.6%               | 4<br>.8%  | 55<br>10.3% | 160<br>30.1% | 310<br>58.3% | 532<br>100.0% |

# **NIEHS Trainers' Exchange SREP Preliminary Evaluation Results**

**Presented by  
Jesse Ybarra (AFSCME)  
Sam Orlando (UAW)  
Donna Howard (PACE)  
March 28, 2003**

# Firsts

- First time at the Trainers' Exchange.
- First time many of the group have worked together as a team.
- First time worker trainers have participated in doing evaluation at the Trainers' Exchange.



**SREP team in action**

# Data Collection

- Preliminary data was based on
  - Blocks 1 and 2 workshop surveys
  - Personal interviews with attendees
- Information and photos collected on Thursday (Day 1)
- Final results will also include Blocks 3, 4, and 5 (to be compiled by Clearinghouse)

# Process

- **Surveys**
  - **Developed survey**
  - **Distributed surveys**
  - **Collected surveys**
  - **Coded and entered data**
  - **Analyzed data**



**Survey data gets entered into a computer by SREP team members**



# Process

- **Interviews**
  - **Wrote interview questions**
  - **Randomly selected attendees to be interviewed**
  - **Recorded responses**
  - **Analyzed responses**
  - **Extracted themes and direct quotes**



**Charlie Noble and Jesse Ybarra interview Kathy McCandless**

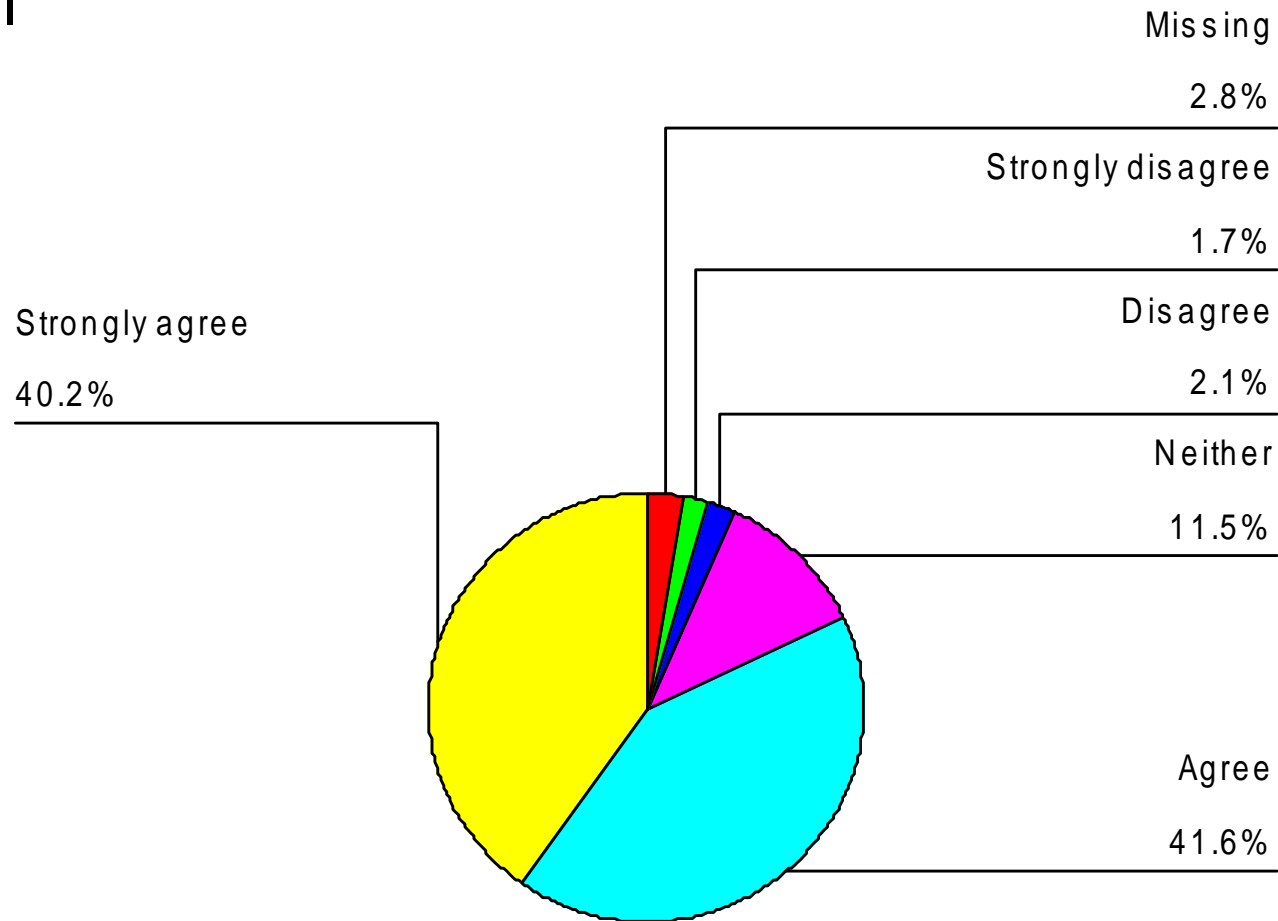
# Reflections on this demonstration project

- It was a learning process for us.
- Some of the things we learned:
  - Everybody has an opinion—they're not necessarily all the same but they're all important.
  - Every opinion counts.

# Survey Data

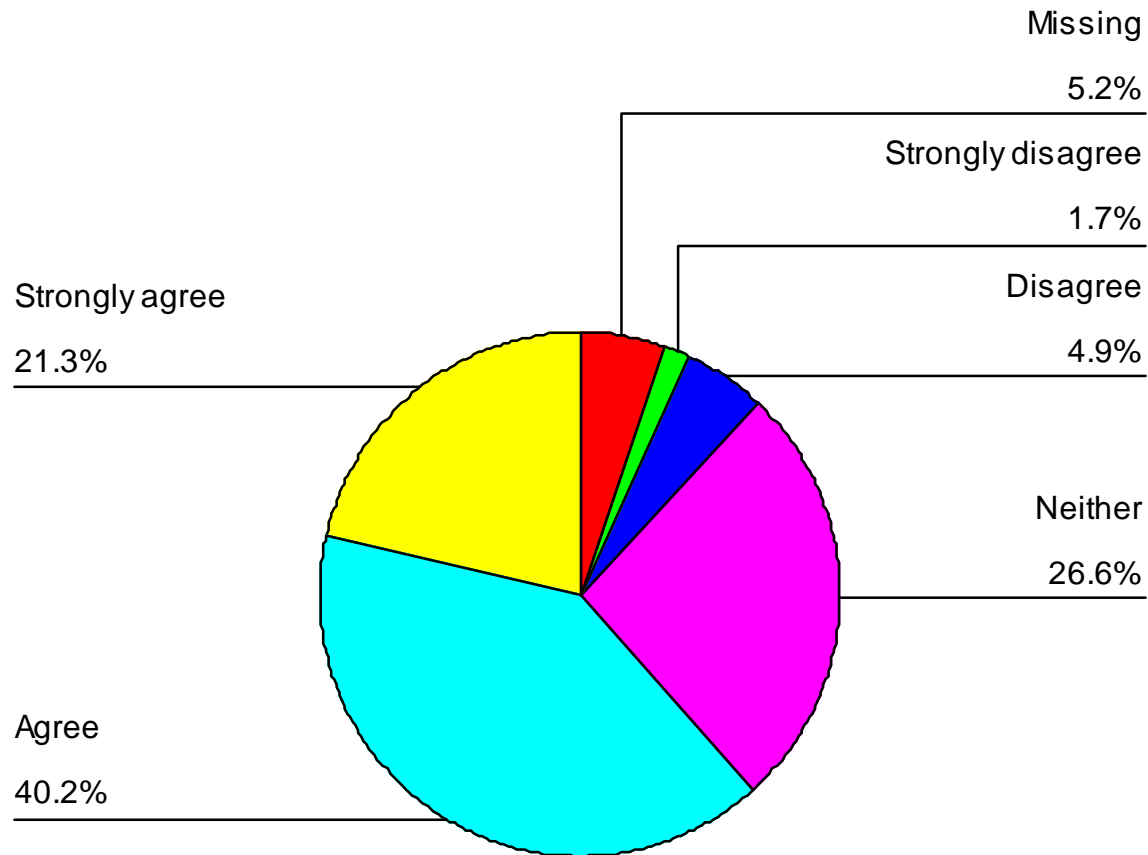
- **Pie charts show**
  - **Quantitative data from day 1 surveys**
  - **Attendees' responses to selected questions**
  - **Data combined from all 15 classes onto one chart**

# Useful



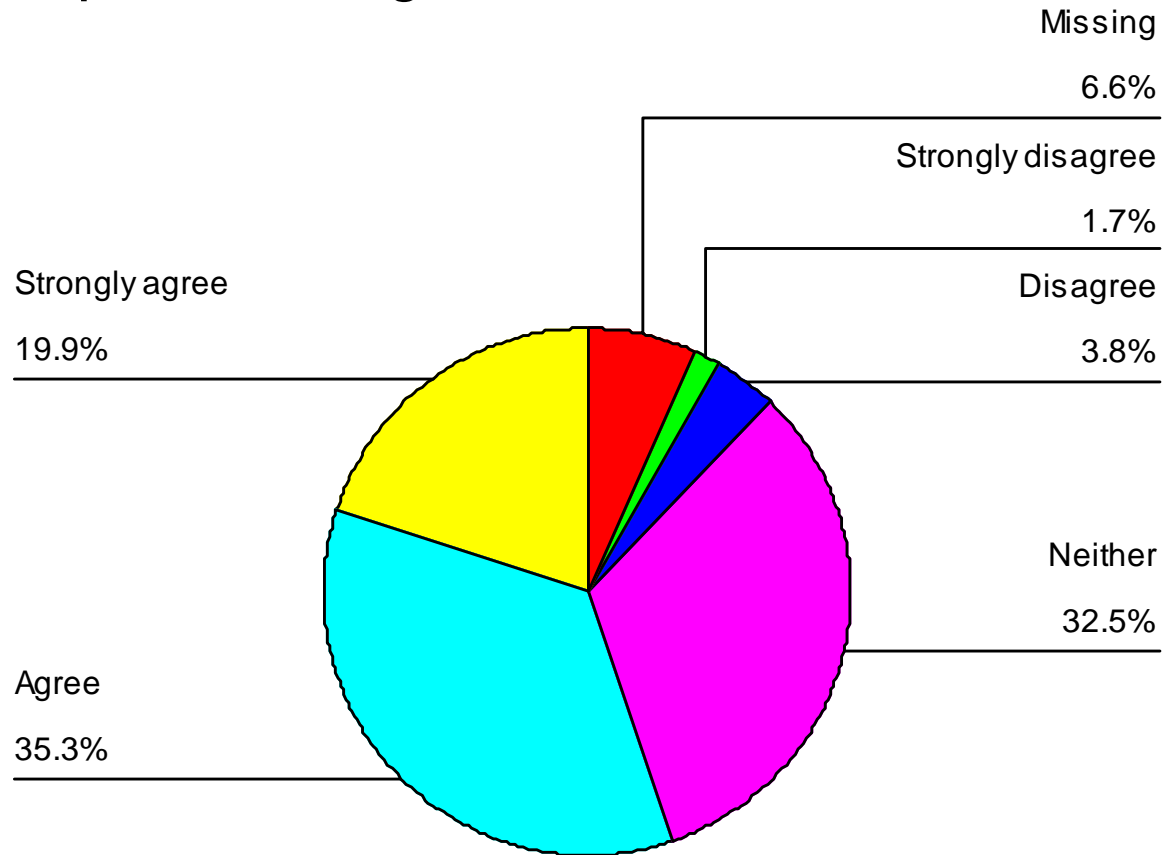
Information presented in this workshop will be useful to our training program.

# Changing training



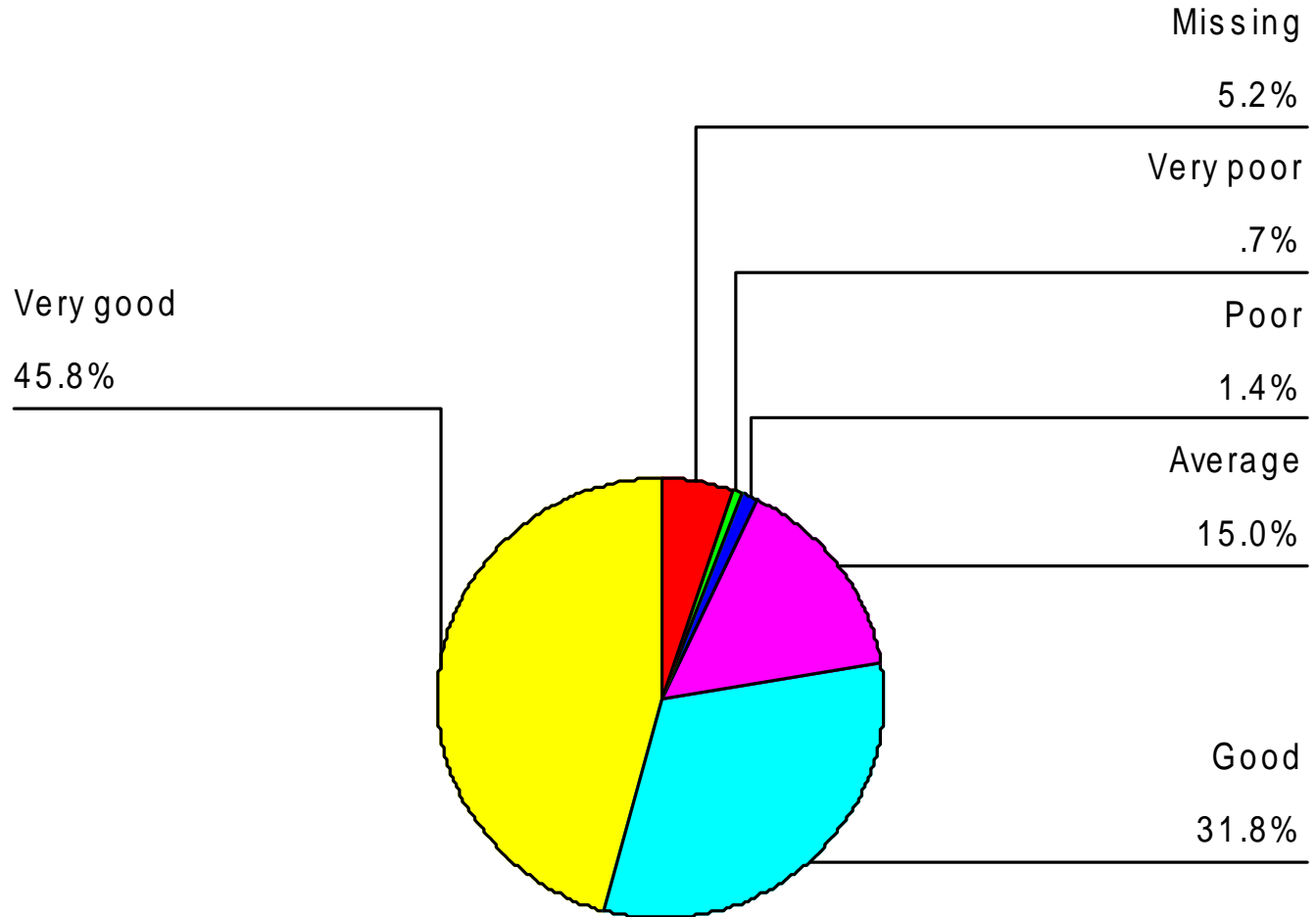
This workshop showed me ways to change my training.

# Promote workplace change



This workshop will help me better promote workplace change.

# Overall rating



What overall rating would you give this workshop?



# Common themes

- **Common themes found in interviews and written comments on survey**
- **Themes are**
  - **Icebreakers were helpful**
  - **Networking opportunities with diverse groups**
  - **Hands on activities were popular**
  - **Diversity of training applications**
  - **Time limitations**
  - **Lecture style vs. participatory style**

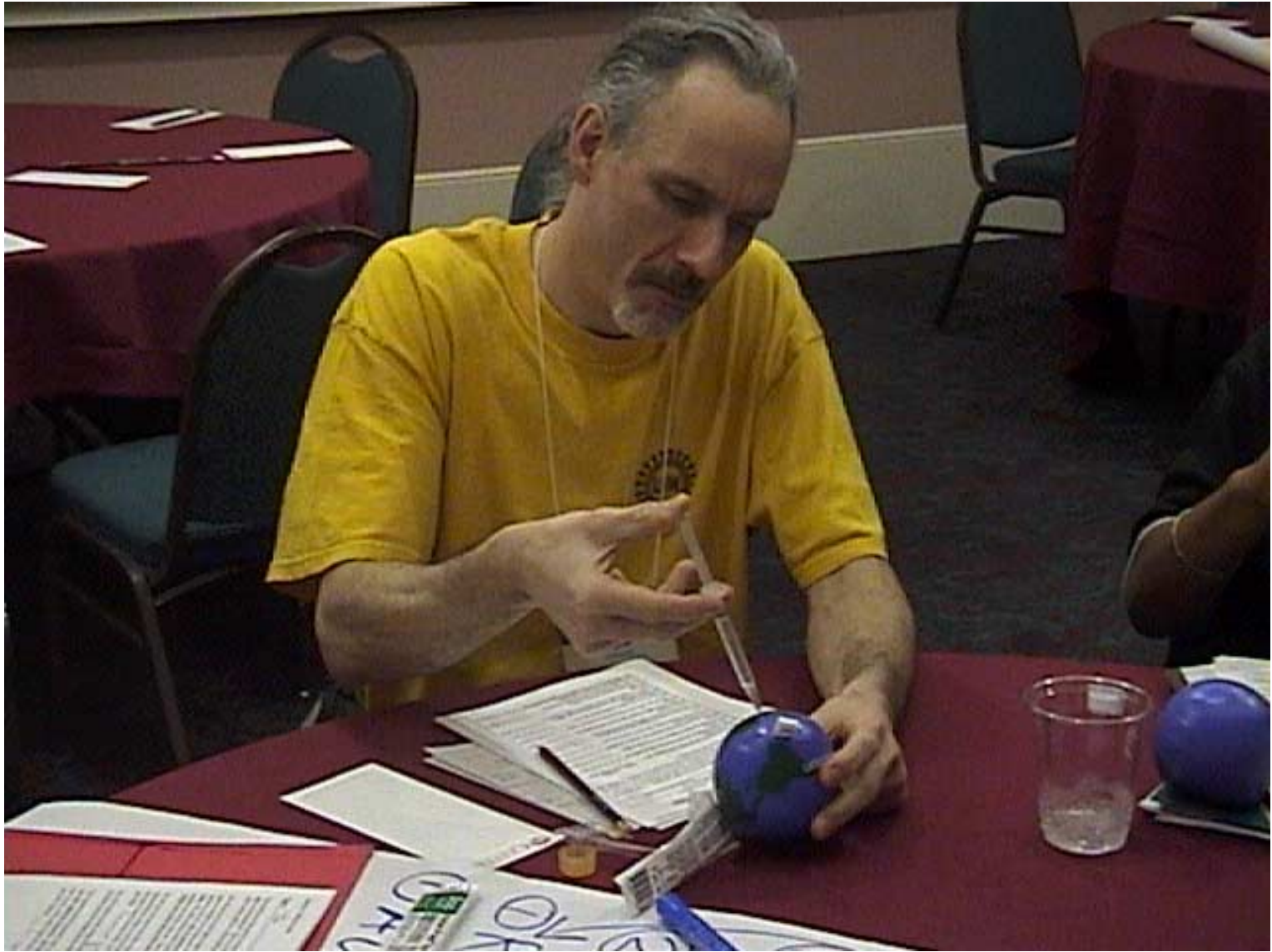


**Icebreakers were helpful**



**Networking opportunities with diverse groups**





**Hands-on activities were popular**

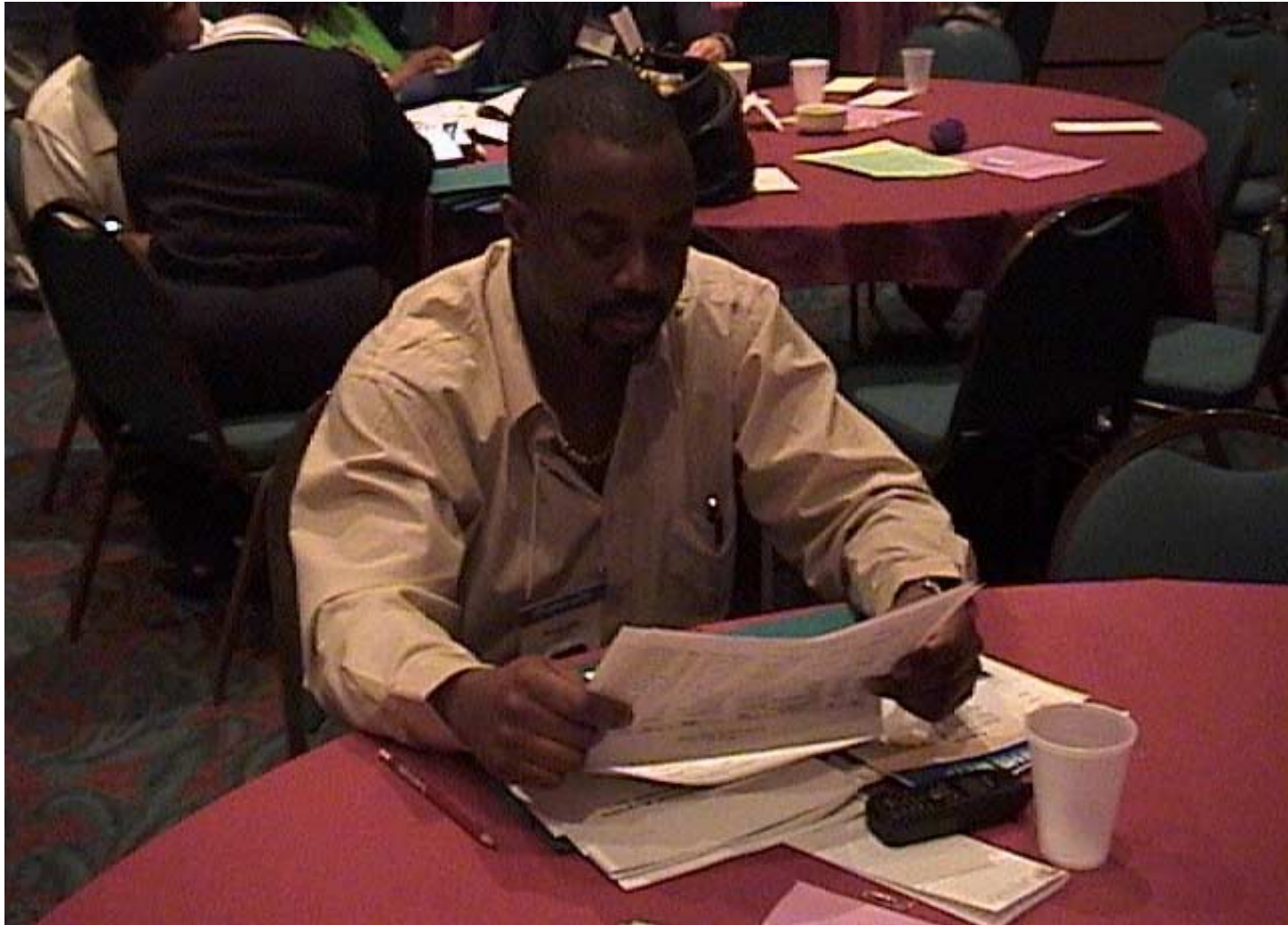


- I liked the first plenary group session. It was a diverse group but we found similar problems and many things in common. It was good to feel the connection. –Crystal Keogan

- Need more time for this workshop. Facilitator stopped taking questions in order to stay on time. This very informative and interesting workshop needs to be longer because it's important, but needs more participation that involves the group.—Survey respondent

- Getting new information and new ways to present material is helpful in getting the veterans in the workforce to understand the need for health and safety training. When people come to me for suggestions, it's the greatest feeling in the world.—  
Kathy McCandless





- It showed me some of my weak points and will lead me to make my training better. Preparation, preparation, preparation...--Reginald Harper



- I was a presenter in the second session. I got good feedback on what we can do in our training to make it better.—Koshy  
Koshy

# What comes next

- Data analysis will continue based on all of the surveys conducted in last 2 days
- Written reports will be prepared
- Clearinghouse will post this presentation ([www.wetp.org](http://www.wetp.org))
- Your evaluations and comments will be used to help determine the course of future Trainer Exchanges.



- **The biggest thing that influenced me at the Trainers' Exchange was workers training workers. I want to thank everyone that gave me the opportunity to be part of this. More important, for giving me the ability to train others about health and safety.**

**Thank you all – April Montgomery**

# Thank you for your cooperation

from

- Thomas Mullen, PACE
- Donna Howard, PACE
- Jesse Ybarra, AFSCME
- Charlie Noble, AFSCME
- Dan Hamilton, AFSCME
- Marian Flum, UMass
- Richard Smith, ICWUC
- Tom McQuiston, PACE
- Tobi Lippin, New Perspectives
- Sam Orlando, UAW
- Mike Whitmore, UAW
- Derrick Ebidon, UAW
- Bob White, UAW
- Donna Swartwood, UAW
- Luis Vazquez, UAW
- Judy Daltuva, UMich
- Melina Williams, UMich



# NIEHS WETP

## Worker Education and Training Program National Trainers' Exchange Conference Agenda March 27-28, 2003 Orlando, Florida

### Agenda

March 27, 2003

|                             |          |  |                  |   |
|-----------------------------|----------|--|------------------|---|
| 7:30 AM                     |          | <b>Continental Breakfast<br/>Registration</b>  |                  | Jr. Ballroom G Foyer<br>Registration Desk 3 |
| 8:30 AM                     |          | <b>Welcome/Quick Ice Breaker</b><br>Facilitator:<br>Betty Szudy, UCLA-Berkeley   |                  | Jr. Ballroom G                              |
| 9:00 AM                     |          | <b>Opening Plenary</b><br>Keynote Speakers:<br>John Moran, National Clearinghouse<br>Sharon Beard, NIEHS WETP<br><br>• Small Group Exercise<br>• SREP Evaluation Presentation  |                  | Jr. Ballroom G                              |
| 10:20 AM                    |          | <b>Break</b>   |                  | Jr. Ballroom G Foyer                        |
| 10:35 AM                    |          | <b>Workshops - Block 1</b>   |                  |   |
| <b>WORKSHOP<br/>BLOCK 1</b> | WMD / ER | What You Need to Know About<br>Bioterrorism Diseases   | HMTRI            | Jr. Ballroom G                              |
|                             | ID       | Air Purifying Respirators: Use, Care,<br>Selection Criteria, and Respiratory<br>Protection Regulatory Update   | CAC / LOSH       | Salon 16                                    |
|                             | ID       | Utilization of Games for Refresher Training  | HMTRI            | Salon 17                                    |
|                             | ATT / ER | First Responder Actions  | IAFF             | Salon 18                                    |
|                             | LS       | Comparative Approaches to Life Skills  | NJ/NY Consortium | Salon 19                                    |
|                             | ID       | Using & Comparing Resources  | George Meany     | Salon 20                                    |
|                             | ID       | Practicing Facilitation  | AFSCME           | Salon 21                                    |
|                             |          |  |                  |   |
| 12:05 PM                    |          | <b>Lunch</b>   |                  | Jr. Ballroom F                              |
| 1:05 PM                     |          | <b>Plenary Session: Making A Case for Trainer Development</b><br><br>Intro: Sharon Beard, NIEHS WETP; Les Leopold, Labor Institute<br><br>Panel: Ted Outwater, NIEHS WETP - Moderator; Tom Nunziata, Program Coordinator,<br>L-AGC Education & Training Fund; Mike Gill, Health & Safety Coordinator, PACE<br>International Union; and Jane Fleishman, MS, Organizational Change Consulting<br><br>Report Back: John Morawetz, ICWUC - Moderator |                  | Jr. Ballroom G                              |

#### LEGEND

|     |   |                                |
|-----|---|--------------------------------|
| ATT | = | Advanced Training Technologies |
| ID  | = | Instructor Development         |
| LS  | = | Lifeskills and Literacy        |
| WMD | = | Weapons of Mass Destruction    |
| ER  | = | Emergency Response             |

2:35 PM

**Break**

Jr. Ballroom G Foyer

2:50 PM

**Workshops - Block 2**

**WORKSHOP  
BLOCK 2**

|         |   |                  |                |
|---------|---|------------------|----------------|
| ID      | NIOSH Guide to Chemical Hazards and Other Databases   | IUOE             | Jr. Ballroom G |
| ID      | Evaluation of Safer Needles   | SEIU             | Salon 15       |
| ID      | Dilemmasaurus   | UAB              | Salon 16       |
| LS      | Diversity Awareness for Trainers  | Xavier           | Salon 17       |
| ID / ER | Critical Incident Stress Management   | IAFF             | Salon 18       |
| LS      | How Can M.L.E. Concepts Improve Training?   | NPRF/OAI         | Salon 19       |
| LS      | Building Trades and the Workforce Investment Act: Issues and Opportunities - Technical Issue Update | AFL-CIO          | Salon 20       |
| ID      | "Case Studies: A Better Way to Provide HAZWOPER Refresher Training"                                 | NJ/NY Consortium | Salon 21       |

4:20 PM

**Break**

Salon 19/20 Foyer

4:35 PM

**Summary / Preview of Day 2**

Jr. Ballroom G

- SREP Evaluation Review

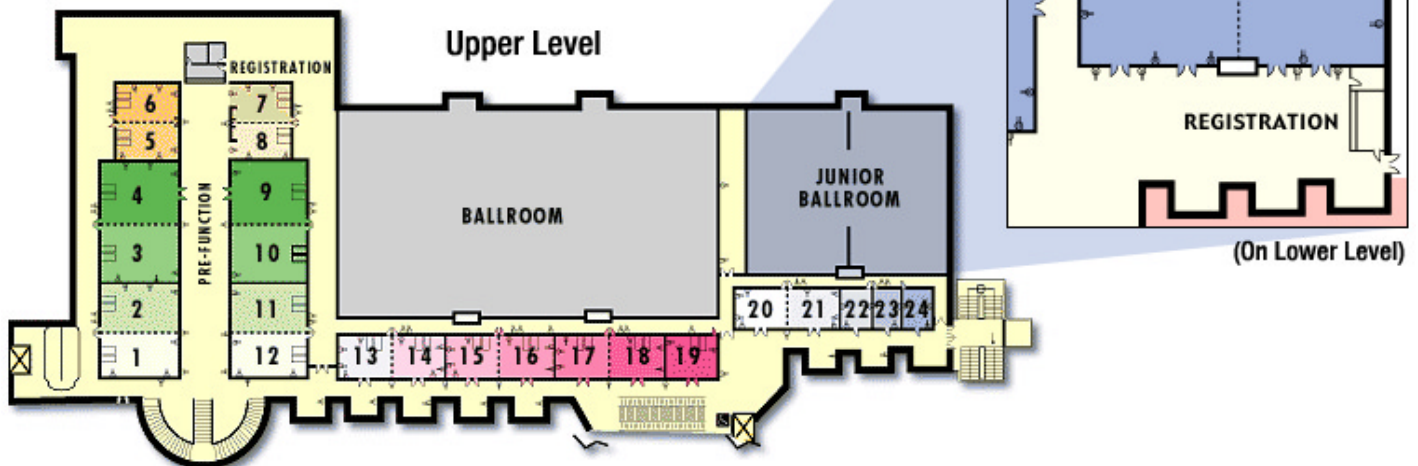
5:00 PM

**Adjourn**

6:00 - 7:30 PM

**Reception**

Pool Terrace





# NIEHS WETP

## Worker Education and Training Program National Trainers' Exchange Conference Agenda March 27-28, 2003 Orlando, Florida **Agenda**

March 28, 2003

7:30 AM

**Continental Breakfast  
Registration**

Salon 19/20 Foyer  
Registration Desk 3

8:30 AM

**Workshops - Block 3**

**WORKSHOP  
BLOCK 3**

|     |   |              |                |
|-----|---|--------------|----------------|
| ID  | Three Exercises: Job Safety, Placards and Labels, Hazmat Jeopardy | UAB          | Jr. Ballroom G |
| ID  | Strategies to Improve Health and Safety: Taking Action            | CAC / LOHP   | Salon 16       |
| ATT | Online Evaluation for Trainers                                    | HMTRI        | Salon 17       |
| ID  | Medical Surveillance / Exposure Reporting                         | IAFF         | Salon 18       |
| ATT | PC-Based Simulation for Hazardous Waste Site Worker Training      | TNEC         | Salon 19       |
| ID  | Using Lessons Learned for Prevention                              | PACE         | Salon 20       |
| LS  | Cultural Competence: A Critical Factor for Successful Trainers    | Laborers-AGC | Salon 21       |

10:00 AM

**Break**

Salon 19/20 Foyer

10:15 AM

**Workshops - Block 4**

**WORKSHOP  
BLOCK 4**

|          |  |                      |                |
|----------|--|----------------------|----------------|
| WMD / ER | Emergency Response to Terrorism                          | CAC / ASU            | Jr. Ballroom G |
| ID       | Tabletop Scenarios or an Excuse To Buy Toys....          | TNEC                 | Salon 16       |
| ATT      | Estimating Respirator Cartridge Change Schedules         | CAC / UCD            | Salon 17       |
| ID       | Behavior Based Safety: A Critique                        | ICWUC / Steelworkers | Salon 18       |
| ATT      | Software Tools for Community Environmental Literacy      | TNEC                 | Salon 19       |
| LS       | How to Better Serve Clients from Correctional Facilities | NPRF/OAI             | Salon 20       |
| ID       | Mentoring Trainers                                       | ICWUC                | Salon 21       |

### LEGEND

|     |   |                                |
|-----|---|--------------------------------|
| ATT | = | Advanced Training Technologies |
| ID  | = | Instructor Development         |
| LS  | = | Lifeskills and Literacy        |
| WMD | = | Weapons of Mass Destruction    |
| ER  | = | Emergency Response             |

11:45 AM

**Lunch**

Jr. Ballroom F

12:45 PM

**Workshops - Block 5**



|          |   |
|----------|---|
| ID       | Simulations – Adding Realism to Training      |
| ID       | Emergency Action Plans & Worker Participation |
| ER       | Mass Fatalities                               |
| ID       | Creative Ways to Involve Students             |
| ATT / ER | DVD-Based Disaster Response Training          |
| LS       | Money Smart for Trainers                      |
| LS       | Fitness for Duty                              |

Midwest Consortium Jr. Ballroom G

AFSCME Salon 16

HMTRI Salon 17

IAFF Salon 18

CPWR Salon 19

FDIC Salon 20

Laborers-AGC/YCD Salon 21

2:15 PM

**Break**

Salon 19/20 Foyer

2:30 PM

**Closing Plenary: A Plan for Action**

Jr. Ballroom G

Facilitators: Betty Szudy, UCLA-Berkeley  
Quintin Robinson, UCLA-LOSH

- Summary Report: SREP Evaluation

4:30 PM

**Adjourn**

