

International Association of Fire Fighters

What Kind of Data are We Collecting? & What's It Telling Us?

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Assistant to the General President



Hazmat Department Summary 2017-2018

Number of Grants/Contracts = 10

Total Funding = \$5,942,215

Classes Delivered = 337

Students Trained = 6,395

Contact Hours = 156,632



Types of Classes 2017-2018

First Responder Ops = 82

HazMat Technician = 44

Confined Space Rescue = 12

Emergency Response to Terrorism: Ops & Refresher = 90

Other = 109



Registration/Demographic Information

- Gender
- Ethnic Background
- Racial Category
- Career/Volunteer
- Student Discipline (fire service, HazMat, EMS, other)
- Years of Experience
- Highest Level of Education



What Can We Tell From The Data?

- Student Course Confidence – before and after
- Instructor Evaluation – preparation, knowledge, competent
- Comments on what was Most Valuable
- Comments on what was Least Valuable
- Positive Instructor Comments
- Negative Instructor Comments



Daily Digest

Harman, Elizabeth

From: Do Not Reply
Sent: Monday, September 17, 2018 2:00 AM
To: Hill, Thomas; Harman, Elizabeth; Marks, Scott; Bruce White
Subject: HazMat Survey Comments Daily Digest

CIN	INSTRUCTOR(S)	MOST_VALUABLE	LEAST_VALUABLE	INSTRUCTOR_COMMENTS	COMMENTS
HM2017_227/HMT_B07	Gil D. Clark, John M. Scheurich, Kelly J. Burns	Na	NA	Did well with this subject	NA
HM2017_215/CSR01	Frank C. Bertog, Jr., Jeff A. Young, Robert Suarez	Hands on. Experience was needed.	Classroom was necessary.		
HM2017_149/CSR01	Alejandro Rangel, Christopher A. Anderson, Jeff A. Young	Physical/ hands-on training - best way to learn.	None. Very valuable course.	Loved these guys.	None. Great course.
HM2017_180/CSR01	Dan Fonseca, Jeff A. Young, Sean M. Hernandez	The on-site rescue scenarios	Classroom		
HM2017_182/CSR01	Dan O'Meara, Laura Huggins, Ron L. Jamison, II	Learning the tips and tricks for the real world and how to apply them.		All three instructors were fantastic and I would 100% take any class taught by them.	



Quality Assurance Reports (QARs)

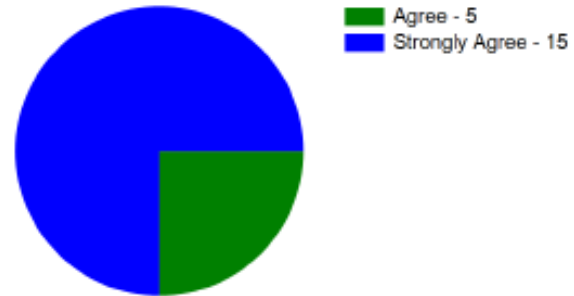


IAFF Hazardous Materials Training Department

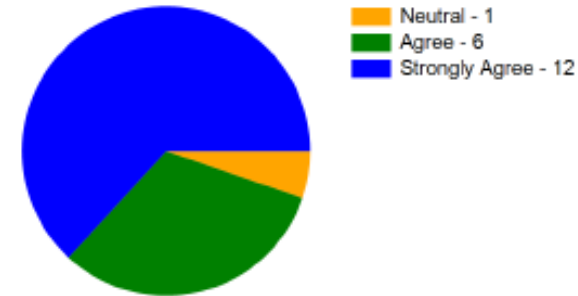
Quality Assurance Report

HM2017_156/FRO01 - Mahwah,, NJ - May 07, 2018 - First Responder Operations (FRO)

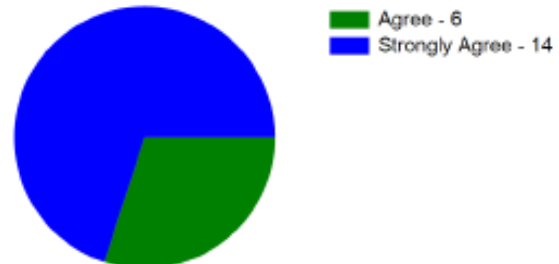
The instructors conducted the training in a skilled and competent manner.



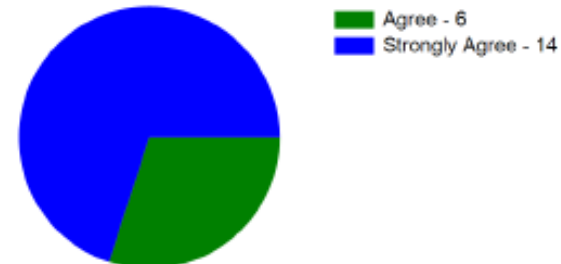
The instructors fostered a positive and stimulating learning environment.



The course provided the knowledge and skills I need to accomplish the job for which I am receiving this training.



Based on this training, I am fully capable of applying the skills I learned from this course.



POC Impact Survey

Harman, Elizabeth

From: Do Not Reply
Sent: Thursday, May 3, 2018 2:05 AM
To: Harman, Elizabeth; Hill, Thomas; Marks, Scott; Bruce White
Subject: HazMat Survey POC Impact Biweekly Digest

CIN	POC_Name	POC_INCIDENTS	POC_TRAINING_BENEFICIAL	POC_FUTURE_TRAINING	POC_COMMENTS
HM2017_085	Christopher A. Anderson	YES	YES	YES	IAFF training Has been instrumental for our department in this community that we serve, by providing the training to our members. IAFF instructors do an amazing job teaching!
HM2017_086	Ryan M. Osborne	YES	YES	YES	Excellent Instructors!!!!
HM2017_093	Nicholas Del Re	YES	YES	YES	The IAFF training has helped members of FDNY Local 854 and Local 94 better understand how to protect themselves from the hazards they deal with during emergency response while continuing to protect and serve the citizens of NYC.
HM2017_087	Stephan Mac Innis	YES	YES	YES	We are licensed providers of IAFF FRO and in the process of getting license for IAFF Hazmat Technician which will make us self-sufficient thanks to the program



IAFF Evaluation of Instructional Methods Form



Evaluation of Instructional Methods

Instructor: _____ Evaluator: _____ Location: _____

Course and #: _____ Lesson/Topic: _____ Date: _____

**Evaluate the instructor in only one of the following areas: Cognitive Development Psychomotor Skills (Check one box and see respective area below.)

Scoring: _____ Meets standards 3
 Does not meet standards or expectations 1 Exceeds requirements and consistently performs instructional tasks in a professional and competent manner 4
 Attempts but does not completely meet requirements 2 Exceptional performance as an instructor. Performance is a model of quality and effectiveness 5

Lesson/Teaching Preparation:

Learning environment is appropriate for the lesson _____
 Gains attention through appropriate introduction _____
 Starts lesson with a motivator to gain interest and focus _____
 Clearly states lesson objective(s) and relates to motivator _____
 Lists the main overview points and relates to the objective(s) _____

Subtotal points: 0

**Cognitive Development: (uses techniques of interactive discussion, demonstration, group activities, etc.)

Introduces new (unknown) knowledge, relates to old (known) _____
 Interests participants with various teaching styles/learning activities _____
 Encourages discussion, stimulates ideas _____
 Conducts lesson at a pace appropriate to student level/understanding _____
 Flows smoothly to new topics and relates to previous material _____
 *Demonstrates knowledge related to lesson objective _____
 Concludes with review and summary of main points _____

Subtotal points: 0

**Psychomotor Skills: (applies knowledge by discussion, practice, demonstration, labs, evolutions, etc.)

Provides opportunities to learn through multi-senses at suitable pace _____
 *Demonstrates ability; shows proficiency; models skills so all can see _____
 Develops skills in logical sequence, from simple to complex _____
 Gives instructions, guides/coaches practice; encourages imitation _____
 Provides time for practice to develop mechanics, confidence _____
 Ensures that all participants demonstrate all skills _____
 Concludes with review and summary of main points _____

Subtotal points: 0

Self Presentation:

Appears neat, clean; dresses appropriately for presentation _____
 Engages learners in appropriate eye contact _____
 Paraphrases material; uses inclusive language _____
 Projects voice; uses expression, voice inflection _____
 Avoids/minimizes hesitation sounds (um, uh), fillers (okay), etc. _____
 Uses appropriate gestures/expressions for emphasis _____

Subtotal points: 0

Program Facilitation:

*Achieves objectives in cognitive development and/or psychomotor skills _____
 Adapts lesson and uses interactive participation to meet standards, guidelines _____
 *Ensures safe environment; gives written and oral safety guides for skills/hazards _____
 Uses various teaching methods to provide many opportunities for participants to meet objectives and learn successfully _____
 Uses planned lesson to cover appropriate material in a given time _____
 *Attends to administrative details _____

Subtotal points: 0

Minimum required score: 84 Total Points Earned: 0

*Instructor must receive minimum score of 3 points in these categories. If the situation does not apply to the instructor (e.g., administrative details may be the responsibility of the lead instructor), assign the "meets standard" score of 3 points.



Mentor/Mentee Evaluation Program

- The goal of this program is to help each mentee successfully transition into the IAFF Hazmat Instructor cadre.
- Each mentee is required observe and then co-instruct with his or her mentor a minimum of three times.
- The evaluations can occur during and FRO, ERT: Ops and Technician class.
- During this reporting period the department identified 10 instructors who are members in good standing from various IAFF affiliates.



2007 Program Evaluation

The evaluation by the Lippy Group was contractually focused on the following ten areas:

1. Methods of communication
2. The student database
3. The student registration process
4. Class records (storage, accuracy, etc.)
5. Class sizes
6. Make-up of the instructor cadre
7. Current programs
8. New programs
9. The Instructor Resource Center
10. Blended learning



2019 Program Evaluation

“A program evaluation provides data and findings that can be used to make decisions about a program, such as how to adjust it or whether to continue or expand it, and to communicate program successes, challenges, and opportunities to stakeholders.”

National Institute for Environmental Health Sciences, Worker Training Program (2018) Minimum Health and Safety Training Criteria: Guidance for Hazardous Waste Operations and Emergency Response (HAZWOPER) and HAZWOPER-Supporting Training, page 36



2018-19 Program Evaluation

IAFF will undergo an independent, comprehensive evaluation of its Hazardous Materials Training Program. Using the Kirkpatrick Model and guidelines set forth in the 2018 NIEHS/WTP Minimum Criteria document, the overall training program will be assessed by conducting:

- Process evaluation—are program activities being implemented as intended?
- Outcome evaluation—is the program achieving desired outcomes for the target population?
- Impact evaluation—is the program achieving its ultimate goals?

The proposed program evaluation will be conducted at a strategic level, with potential opportunities for in-depth study identified that are beyond the scope of this engagement.



Questions?

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