Minimum Criteria Document as a Valuable Tool

Workplace Safety Training Program’s Use of the MCD For Stability During Transitions

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Workplace Safety Training Program

• University of Alabama at Birmingham (1988-2009)
  • Program developed in 1988 at Center for Labor Education and Research as original grantee of NIEHS Worker Education and Training Program

• Jefferson State Community College (2009-2011)
  • CLEAR and WST moved at UAB’s request
  • CLEAR lost legislative funding after 45 years of serving the labor community

• Alabama Fire College (2011-Present)
  • Allan Rice, AFC Executive Director, recognized valuable training program and brought WST into AFC
Three Different Environments, One Program

• Major University
  • Major focus on academic credit production and research programs drove the organization and structure of schools, departments and centers
  • Extensive experience and resources for grant administration and support

• Community College
  • Academic credit production and adult continuing education
  • Local, academic education structure

• State Fire Training Academy
  • Hands-on training not structured in semesters, but in days and weeks
  • Comfortable with on campus and remote training
Minimum Criteria Document

• Product of collaboration of grantees at NIEHS workshops in 1990, 1994, 2005, and 2017

• Organically grown from diverse experiences in training centered on one topic – OSHA’s Hazardous Waste Operations and Emergency Response Standard (HAZWOPER) and supporting training

• Grantees must evaluate our programs by this standard each year
• Alan Veasey, former PI/PD
• Pulled action items from the version of MCD resulting from the 2005 workshop and organized those items into a lengthy but useful checklist
• Checklist is used each year to assess compliance of the program
• The checklist has been revised each time WST moved to a new institution
• WST currently revising checklist to meet the MCD from 2017 workshop
Checklist from MCD

1. MINIMUM TRAINING PROGRAM DESIGN CRITERIA

The following minimum general criteria are considered mandatory for the following categories of training venues that are conducted by WST with NIMS/HRD:

- Initial training and annual recertification training required by 29 CFR 1910.120.
- NIMS Criteria Document (NCD) program approved by 29 CFR 1910.120.
- Supplementary training (e.g., operational experience), and
- National response “nationally recognized” or “other” venule (e.g., NREAP). Note: The minimum general criteria are mandatory for training conducted by WST using NIMS funding sources.

1.2 Assumptions

The duration of training for providers is sufficient to meet minimum competencies as shown in Table 1. Note: Table 1 is a summary of the range of training options that make up the minimum competencies among the training or “nationally recognized” or “other” venule as well as NREAP criteria.

2.8 Adequacy and Appropriateness for Accepting Trainers

The adequacy and appropriateness of the WST program for accepting trainers has been assessed according to:

- Compliance with the NIMS criteria.
- The training already presents the necessary knowledge and skills of their training course, or if not, they are considered necessary for those skills existing in the NIMS program.
- The ability to deliver training in a way that ensures the required training is available to all personnel as required.
- The methods of these providers are in WST course and have demonstrated competency in the area.
- Compliance with the medical clearance policy.

This program uses the National Fire Protection (NFPA) International environment and administrative support

The institutional environment and administrative support

- Adequate administrative structure and administrative support.
- Social responsibilities for the WST program have been met for the adequacy and appropriateness of training, and
- Educational technology infrastructure.
Specific Value of MCD in WST’s Journey

• Consistent structure in different institutional environments that resulted in 2 successful Change of Institutions and 6 competitive reapplications

• Cohesion and organizational framework within each kind of institution

• Support in discussions about staffing and other quality issues at each institution

• Benchmark of quality for the administration of the WST Program