

Brotherhood of Teamsters Snapshot:

DOE TRAINING:
Principal Investigator:
<ul style="list-style-type: none">• Lamont Byrd
Evaluator(s):
<ul style="list-style-type: none">• Ms. Chee Chang, Program Manager• Y-Stress, independent contractor, evaluates rail training courses
Grant Number:
<ul style="list-style-type: none">• U45ES14103
Goal(s) of Evaluation:
<ul style="list-style-type: none">• Identify knowledge gains as a result of training events• Evaluate students' opinions on the courses and the material learned• Evaluation changes in knowledge, attitudes, and outcomes from courses• Maintain quality control of training and promote a sense of ownership among the principals involved in this training program
Evaluation tools:
<ul style="list-style-type: none">• Multiple choice pre- and post-tests are used for many courses. A comparison of group results on the pre-tests and post-tests provides an indication of course effectiveness. Some of the questions measure the participants' knowledge of radiological subjects, such as radiological terms, types of radiation, package labels, and use of the DOT Emergency Response Guidebook.• Students complete anonymous evaluation forms after each course regarding whether their expectations for the course were met, whether they will be able to utilize course learning at work, whether they found the materials useful, and whether hands-on and dress-out activities were appropriate to their jobs.• Site visits from the program manager. Includes visits to classrooms and mock worksites as well as physical inventory of equipment and supplies purchased with federal funds.• Evaluation from independent contractor (Y-Stress) combines questionnaires, small group activities, telephone interviews, and daily post-training administrative meetings.• Anecdotal data are collected.• Informal program evaluation through observation of classroom and hands-on training activities and daily training team meetings.• The IBT Worker Training Program tracks workers who acquire or continue employment in the field of hazardous waste clean-up and transportation.• Telephone interviews are planned as follow-up on trainee outcomes.• Self-audits ensues compliance with Minimum Criteria document, monitoring facilities, training, education materials, trainer/trainee ratios, etc.
Population Served:
<ul style="list-style-type: none">• Workers and communities affected by and involved in the remediation of DOE sites and the transportation of radioactive and chemical waste.• Workers employed or potentially employed within the DOE nuclear weapons complex include remediation site workers and supervisors, construction workers and supervisors, truck transportation workers and supervisors, railroad workers and supervisors.• Primarily male and almost 75% of participants report receiving no previous company radiological training.

Types of Courses/ Training Curricula Offered:
<ul style="list-style-type: none"> • Include Train the Trainer courses, Hazardous Waste Worker courses, Respiratory Protection courses, OSHA Construction Safety and Health courses, Radiological Worker courses, Forklift Safety courses, etc.
Trainers:
<ul style="list-style-type: none"> • Worker-trainers, including bilingual trainers • Annual 40-hour Instructor Development Program required as a qualification for instructors
Proof of effectiveness/value?
<ul style="list-style-type: none"> • In the 2012 report, the average score for questions 1 through 15 of the questionnaire increasing from 32% (pre-training) to 93% (post-training). • In the 2012 report, 93% of participants agreed that they have a better understanding of their role in the safe transportation of radioactive material and 96% thought the course better prepared them to prevent and/or respond to a radiological incident. • Responses from trainees on what knowledge they have gained from training: <ul style="list-style-type: none"> ○ “How to respond in a situation with more confidence. In other words get out without panicking.” ○ “To have my coworkers become aware of the safety orientation of the packaging to transport.”
Most beneficial aspects/well received methods:
<ul style="list-style-type: none"> • To address literacy issues, if a trainee is having difficulty comprehending the questions on either the Pre-Test or Post-Test, the instructor administers the test orally. • Program expressly lays out requirements for student safety, such as requiring documentation of physical exams, ensuring a max student/instructor ratio of 5:1, and requiring that all trainers are CPR certified for hands- on training. • When asked what was helpful, trainees cited the diverse backgrounds as well as the personal experience of the instructors. • Expressly report measures made to ensure trainee safety, such as student/instructor ratio, CPR requirements for instructors, evacuation plans, etc.

<i>HDPT TRAINING:</i>
Principal Investigator:
<ul style="list-style-type: none"> • Lamont Byrd
Evaluator(s):
<ul style="list-style-type: none"> • Ms. Chee Chang, Program Manager • Y-Stress, independent contractor, evaluates rail training courses
Grant Number:
<ul style="list-style-type: none"> • U45ES14084
Goal(s) of Evaluation:
<ul style="list-style-type: none"> • Gauge the students’ understanding of the material presented in courses • Evaluate students’ opinions on the courses and the material learned • Maintain quality control

Evaluation tools:

- Use of pre- and post-tests. A comparison of group results on the pre-tests and post-tests indicates course effectiveness.
- Students complete anonymous evaluation forms after each course regarding whether their expectations for the course were met, whether they will be able to utilize course learning at work, whether they found the materials useful, and whether hands-on and dress-out activities were appropriate to their jobs.
- Site visits from the program manager. Includes visits to classrooms and mock worksites as well as physical inventory of equipment and supplies purchased with federal funds.
- Evaluation from independent contractor (Y-Stress) combines questionnaires, small group activities, telephone interviews, and daily post-training administrative meetings.
- Use of Audience Response Systems (ARs), which are polling devices used to measure knowledge, understanding, opinions, and demographics. It works with computer software to compile, analyze, and visually display the data.
- Anecdotal data are used.
- Informal program evaluation is conducted through observation of classroom and hands-on training activities.
- The IBT Worker Training Program tracks workers who acquire or continue employment in the field of hazardous waste clean-up and transportation.
- Self-audits ensures compliance with Minimum Criteria document, monitoring facilities, training, education materials, trainer/trainee ratios, etc.

Population Served:

- Railroad workers and supervisors, truck drivers and supervisors, and longshore workers and supervisors who deal with hazmat transportation or work
- Workers and communities affected by and involved in the transportation or work with hazmat dangers

Types of Courses/ Training Curricula Offered:

- Include Hazmat Transportation Security Awareness courses, Emergency Responder courses, Disaster Site Worker courses, etc.

Trainers:

- English and bilingual worker-trainers
- Annual 40-hour Instructor Development Program required as a qualification for instructors

Proof of effectiveness/value?

- As a result of participating in the IBT Worker Training Program, 71 workers in the greater LA area acquired Hazardous Materials Transportation Safety and Security Awareness training required by OSHA and DOT, making them eligible to obtain or continue employment in the transportation of hazardous materials.
- In the 2012 report, 97% of participants in Rail Program courses thought trainers were well prepared and did a good job teaching.

Most beneficial aspects/well received methods:

- Training delivered in both English and Spanish in order to serve minority and immigrant workers.
- To address literacy issues, if a trainee is having difficulty comprehending the questions on either the Pre-Test or Post-Test, the instructor administers the test orally.
- Expressly report measures made to ensure trainee safety, such as requirements of documentation of a physical exam and evacuation plans.
- Use of Audience Response Systems – provides prompt feedback and engages students.

HWWT TRAINING:

Principal Investigator:

- Lamont Byrd

Evaluator(s):

- Ms. Chee Chang, Program Manager
- Y-Stress, independent contractor, evaluates rail training courses

Grant Number:

- U45ES14084

Goal(s) of Evaluation:

- Determine whether workers are more able to follow safe work practices, recognize hazardous materials and security threats, and effectively initiate response procedures following training
- Demonstrate students' understanding of the course materials
- Discover whether the program caused cognitive shifts, behavioral changes, and positive impacts from these changes
- Determine whether the program aided participants in obtaining or continuing employment at hazardous waste clean-up sites, construction sites or in the transportation of hazardous materials

Evaluation tools:

- The IBT Worker Training Program conducts comprehensive financial inspections of a regional training center and issue an audit report.
- Use of multiple choice pre- and post-tests. A comparison of group results on the pre-tests and post-tests provides an indication of course effectiveness.
- Students complete anonymous evaluation forms after each course regarding whether their expectations for the course were met, whether they will be able to utilize course learning at work, whether they found the materials useful, and whether hands-on and dress-out activities were appropriate to their jobs.
- Site visits from the program manager. Includes visits to classrooms and mock worksites as well as physical inventory of equipment and supplies purchased with federal funds.
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- Informal program evaluation is conducted through observation of classroom and hands-on training activities.
- The IBT Worker Training Program tracks workers who acquire or continue employment in the field of hazardous waste clean-up and transportation
- Self-audits ensuring compliance with Minimum Criteria document, monitoring facilities, training, education materials, trainer/trainee ratios, etc.

Population Served:

- Workers and communities affected by and involved in the transportation or remediation of hazardous waste sites
- Workers receiving training include remediation site workers, construction site workers and supervisors, truck transportation workers and supervisors, and railroad workers and supervisors involved in the transportation of hazardous materials
- Over 80% of the participants had previously received no company Hazmat training or less than 8 hours

Types of Courses/ Training Curricula Offered:

- Various courses including Awareness Level Hazardous Materials Training, Chemical/Emergency Response Training, Instructor Development Training, OSHA Outreach Safety and Health Training, OSHA Construction Safety and Health course, etc.

Trainers:

- Worker trainers, including bilingual trainers

Proof of effectiveness/value?

- The 2012 report states that for one of many training programs, for questions 1-16 on the pre- and post-tests, average scores increased from 43% pre-training to 85% post-training. Shows knowledge gains across the board. Similar trends noted in other courses.
- Following a Rail Workers C/ER program in Utah, all participants felt the trainers did a good job in teaching the course, were well prepared to teach their modules, and would recommend the course to others. 73% of the participants rated the course as “great.”
- Comment from a participant in a Chinle, AZ Railworker training: “I think this training was awesome and it was good. I have learned more about chemicals that we all use today in this world, how to handle it, and how to approach it and help save the lives of others. Thank you.”
- Comment from a trainee in a Train-the-Trainer course: “The instructors gave me several tips on how to get up in front of the class and have a more comfortable presence in front of the class.”

Most beneficial aspects/well received methods:

- Training delivered in English and Spanish in order to serve minority and immigrant workers.
- Use of on-line learning and itinerant instructors traveling to remote work crews in order to increase access for workers unable to attend on-site training.
- In order to address literacy issues, if a trainee is experiencing difficulty, the instructor will verbally tutor him/her in course materials.
- Expressly report measures made to ensure trainee safety, such as requirements of documentation of a physical exam and evacuation plans.
- Use of Audience Response Systems – provides prompt feedback and engages students.
- Rail Workers Hazardous Materials Training Program has identified environmental justice and disparity issues among Native American (Navajo/Diné) workers and has held outreach programs in the Navajo Nation.