# Midwest Consortium Snapshot:

**HWWT TRAINING:**

<table>
<thead>
<tr>
<th>Principal Investigator:</th>
<th>Carol Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator(s):</td>
<td>Evaluator Services Center – Jerry Jordan</td>
</tr>
<tr>
<td>Grant Number:</td>
<td>U45ES06184</td>
</tr>
<tr>
<td>Goal(s) of Evaluation:</td>
<td>Document the impact of training by identifying changes in workplace practices and barriers to change</td>
</tr>
<tr>
<td></td>
<td>Assess the quality and relevance of the training program</td>
</tr>
<tr>
<td></td>
<td>Get trainee feedback on instructors, the course, and abilities in course-specific core competencies and relevance to work activities</td>
</tr>
<tr>
<td></td>
<td>Measure trainee knowledge gain</td>
</tr>
</tbody>
</table>

**Evaluation tools:**

- All participants are asked to complete registration forms, to gather demographic and work information from trainees.
- Curricula of 24-hours or longer duration include pretest and posttest assessments.
- The University of Cincinnati Evaluation Services Center designed new program evaluation forms aligned with program-specific outcome criteria. The Consortium implemented these program evaluation forms across the curricula on February 1, 2011. (All forms are shown at the evaluation website, [http://www.uc.edu/evaluationservices/mwc/courseforms.html](http://www.uc.edu/evaluationservices/mwc/courseforms.html))
- During refresher training, participants are asked to evaluate the relevance of their training to their current work. (scale 1=Strongly Disagree to 4= Strongly Agree)
- Refresher trainees were asked if they believed the course greatly improved their ability to perform key tasks. (response on a 4-point scale from 1=strongly disagree, to 4=Strongly Agree)
- In trainee follow up at refresher courses, aside from the types of activities they performed, site worker refresher trainees reported where they had worked in the past year.
- Content-based pretests and posttests used.
- Collection of anecdotal stories from students and employers.

**Population Served:**

- Workers who may be exposed to hazardous materials while performing jobs covered by the OSHA Hazardous Waste Operations and Emergency Response standard in the Midwest.
- In 2012, among those reporting race and sex, 18 percent were nonwhite, 21 percent were female, and 43 percent reported one year of experience or less with hazardous materials.

**Types of Courses/ Training Curricula Offered:**

- Include Site Worker, Site Worker Refresher, Hospital Decontamination, First-on-the-Scene Industrial, First-on-the-Scene Municipal, Toxic Use Reduction, Reporting Environmental Releases, Mold Remediation, Meth Lab Cleanup, Health & Safety for Weatherization, Emergency Response and Technician Level Courses

**Trainers:**

- Each training center provides initial training and orientation for new instructors, as well as
ongoing technical training and opportunities for critique of presentation style in order to improve training delivery skills.

### Proof of effectiveness/value?

- Of 1737 refresher trainees responding: 99% agreed or strongly agreed that this course updated them on new information; 98% was appropriate for their job; 98% taught them skills they will use on their job; 97% made them feel that they can do their job better; and 99% made them want to work more safely.
- Across all courses, trainees’ posttest scores increased by an average of 23 units over their pretest scores. (Score indicates percent correct on the test)
- Sample comment from a trainee: “The safety training I have received has helped to identify potential hazards to myself and co-workers. Due to this training my company has started using more citrus and organic based cleaners.”
- Sample comment from a trainee: “I was asked to remove a material I was not familiar with at the site of one of my regular customers. As a result of my training, I asked to read the MSDS sheet, just to make sure I knew what I was handling.”

### Most beneficial aspects/well received methods:

- Short, informational programs continue to be offered to the ESL community
- Thorough collection and use of anecdotal data from trainees and employers