

OAI Snapshot:

HWWT TRAINING:

Principal Investigator:

- Tipawan Reed

Evaluator(s):

- Dr. Robert Feldman, third-party evaluator
- Salvatore Cali, Director of Technical Training (CIH)
- Sanobeia Brima, Environmental Health and Safety Training Manager (IH)
- William McVey, Senior Director of Programs & Operations
- Alexander Prentzas, Director, Business + Worker Training Services

Grant Number:

- 5 U45 ES007850-18

Goal(s) of Evaluation:

- Refine and expand the evaluation process to assess the effectiveness of innovative instructional features and to capture data demonstrating the impact of training and application of the 3R's (reduce, reuse, recycle) beyond the classroom/worksite through use of Social Ecological Model (SEM)
- Obtain feedback on the impact training has had on trainees' jobs
- Evaluate effectiveness and qualifications of instructors

Evaluation tools:

- Use of the Social Ecological Model (SEM) to examine the impact of training on activities both inside and outside the workplace by looking at behavior in the context of 4 ecological levels (intrapersonal, interpersonal, organizational, and community).
- Student evaluation form in which students evaluate instructor and course context and effectiveness. Most items are rated on a 5-point scale from 1 (poor) to 5 (excellent).
- Tier 2 evaluation consists of an Internet Survey sent to trainees 3 months following completion of the class. This survey takes 5-10 minutes to complete and consists of 10 questions regarding usefulness, effectiveness, applicability of materials, barriers to applying learned competencies, examples of where training made a difference, and suggested improvements.
- Internal Trainer Evaluation Forms completed and retained by OAI. This evaluation via curriculum review using OAI's Curriculum Checklists and/or through classroom evaluations.
- OAI technical instructors are tracked for qualifying experience and background using an *Instructor Protocol Checklist*.

Population Served:

- First responders and hazardous waste workers in the Midwest and nationwide
- Target populations include: Firefighters from the Chicago Fire Department; first responders (fire), law enforcement and first receivers from the Commonwealth of Kentucky, Indiana, Tennessee and Minnesota; construction and debris removal workers in Louisiana and the surrounding Gulf area; underserved construction, manufacturing and green collar workers from the Chicago area.
- Primarily white, male and with a median age of 37.0 years

Types of Courses/ Training Curricula Offered:

- OSHA 1910.120 HAZWOPER courses- HAZMAT Technician/ Operations and refreshers, Hazardous Material/Container Operation, Incident Command System, Meth awareness , OSHA 10 hr. Construction and General Industry Safety, Confined Spaces, Hazard Awareness ,

etc.
Trainers:
<ul style="list-style-type: none"> OAI provides training to key instructors to ensure that they are current and effective
Proof of effectiveness/value?
<ul style="list-style-type: none"> Comment from a NY firefighter who participated in a HazMatIQ class in 2012: "... shows real life applications to our workplace and response. Should be included in any FDNY hazmat class that teaches chemical/physical properties." 2012 student evaluations show that on a 5-point scale from 1 (poor) to 5 (excellent), trainees felt more confident (4.31) about working with hazardous materials after completing their course, and they indicated that they would recommend the program to a co-worker (4.18). 2012 trainee follow up data states that: 82.4% of trainees reported that they were able to apply what they learned in the course on the job all or some of the time and that the greatest barrier to putting into practice what they learned in training was lack of equipment (46.3%), followed by lack of time (42.2%).
Most beneficial aspects/well received methods:
<ul style="list-style-type: none"> To maximize resources, OAI collaborated with a number of state, local and private entities. In a 2012 random sample of 100 comments, it was indicated that 55% of the trainees said that the "hands-on experience" was the part of the training they thought was the most beneficial.

MWT TRAINING:
Principal Investigator:
<ul style="list-style-type: none"> Tipawan Reed
Evaluator(s):
<ul style="list-style-type: none"> Salvatore Cali, Director of Technical Training (CIH) Sanobeia Brima, Environmental Health and Safety Training Manager (IH) Jamar Sullivan, Master Instructor (Firefighter) Dr. Donna McDaniel, third-party evaluator
Grant Number:
<ul style="list-style-type: none"> 5 U45 ES007850-18
Goal(s) of Evaluation:
<ul style="list-style-type: none"> (3rd party evaluation) Determine employment patterns for program graduates as well as how effective the training was in changing the behavior of the target population as it relates to their knowledge of the industries Evaluate student performance following training Evaluate effectiveness and qualifications of instructors
Evaluation tools:
<ul style="list-style-type: none"> Student performance during training is evaluated by technical training exam scores and/or hands-on instructor evaluations of student participation and completion of tasks. Focus group sessions also used to discover student/group problems and weaknesses. Student evaluation forms in which students evaluate both trainers and the entire course. Employment patterns for program graduates determined through interviews and their employers; verification required through review of pay stubs or by direct employer verification. For trainee follow-up, graduates are tracked for up to one year after graduation by case managers and employment specialists. Some consortium members (such as MWT-Chicago) use

an automated data management system to track students. Facebook is utilized to keep in touch with graduates.

- Internal Trainer Evaluation Forms completed and retained by OAI. This evaluation is attained via curriculum review using OAI's Curriculum Checklists and/or through classroom evaluations. Trainers also asked for suggestions to improve courses in the future.
- OAI technical instructors are tracked for qualifying experience and background using an *Instructor Protocol Checklist*.
- Third-party summative evaluation by Dr. Donna McDaniel – uses Social Ecological Model (SEM) to determine program impact on various levels in addition to job placement. Major sources of data are classroom observation, questionnaires administered to program and management staff at each site, and focus groups.

Population Served:

- Underrepresented minorities from communities in Chicago, Dallas, and Kansas City, MO suffering from high unemployment, poverty, insufficient education, unhealthy living conditions, and disproportionate exposure to environmental hazards
- Trainees primarily male
- Those in the fields of environmental restoration, hazardous materials handling, construction and emerging green industries
- Applicants required to have a high school diploma or a GED

Types of Courses/ Training Curricula Offered:

- Professional development and academic courses such as Environmental Literacy and Justice, Industry Related Math, Computer Skills, Employability Skills, Career Guidance, and Financial Literacy
- Technical training courses such as HAZWOPER, Confined Space, Asbestos Worker/Supervisor, and Lead Worker/Supervisor, Mold Remediation, Lock-Out/Tag-Out, Basic Construction, First-Aid/CPR, OSHA 10

Trainers:

- OAI requires that instructors receive annual refreshers and professional development courses related to their field of training.
- Collaborating organizations, in addition to recruiting participants, are involved in the entire training and job placement process and serve as additional motivators/advisors to students.

Proof of effectiveness/value?

- In the 2012 report of the MWT-Chicago program 12 out of 19 students found employment directly related to training following the program.
- In the 2011 report, job placement goals at both the Chicago and Dallas Training sites exceeded projected goals with 11 job placements (goal of 10 placements) in Chicago and 9 job placements (goal of 8 placements) in Dallas following training.
- With respect to the 3rd party SEM evaluation, in 2011 98% of participants felt that they would use the information learned in training at the Interpersonal level (at home), 99% at the organization level (at work), and 98% at the local, state, or national levels.
- Various success stories such as that of Rip Green, a graduate of the MWT program. Green gained employment at EnerSys, which makes and services batteries, as a result of his lead abatement and HAZWOPER certifications from the program. He now makes almost twice what he did in his previous job in the fast food industry.

Most beneficial aspects/well received methods:

- Great use of individual success stories from MWT program graduates

- Integrating reading, math and other academic and life skills training with technical training
- Maximize resources by collaborating with a number of state, local and private entities
- On-the-job training program called “Framework4Success” – transitional job program in which MWT graduates are eligible for paid temporary positions to prepare them for long-term employment
- Implemented an OAI MWT-Chicago group on Facebook to stay in touch with trainees