

Alabama Fire College Snapshot:

HDPT TRAINING:
Principal Investigator:
<ul style="list-style-type: none"> Kenneth Oldfield
Evaluator(s):
<ul style="list-style-type: none"> Alan Veasey (internal evaluator) Melody izard (internal evaluator)
Grant Number:
<ul style="list-style-type: none"> U45ES006155
Goal(s) of Evaluation:
<ul style="list-style-type: none"> Determine trainees' ability to complete course related tasks Measure increases in trainee knowledge Determine trainee opinions of the effectiveness of their training
Evaluation tools:
<ul style="list-style-type: none"> During field training, checklists are used to document the successful completion of the basic skills involved. For classroom workshops, worksheets used by trainees serve the same function. In some courses practical examinations, which are actually learning activities as well as exams, are used. Written or picture-based exams are also used. In some cases, the class reviews videotapes of scenario-based exercises and critiques the exercise. Instructors use questions, discussion, and interaction with trainees to evaluate performance. An Evaluation Sheet is distributed to each trainee during each class that allows them to evaluate and comment on each topic and the class as whole. The form is kept anonymous to allow for candid input. Collection of anecdotal evidence. AFC solicits information on trainee activities and training effectiveness by using email as well as through surveys in courses. Forms distributed in refresher courses ask trainees to list the cleanup sites on which they have worked and the emergencies to which they have responded. Trainees are also asked to assess the effectiveness of the training they received and to provide relevant anecdotal evidence pertaining to training effectiveness. In order to insure minimum criteria compliance, AFC has developed a quality control checklist from the 2006 version of the Minimum Criteria Document. The checklist is used annually to review AFC's written Quality Control and Evaluation Program and to conduct a complete quality control audit of the program.
Population Served:
<ul style="list-style-type: none"> Native American tribal members and employees AND public safety personnel Fee-supported training for consultants, regulatory personnel, environmental managers, industrial emergency responders, and hazardous waste workers For the 2012 grant year, 83.0% of the trainees were male, most trainees fell into the 31-to-40 age group, and trainees identified themselves by race as Black or African American (11.6%), American Indian or Alaska Native (3.5%), White (75.0%), and Asian (0.7%)
Types of Courses/ Training Curricula Offered:

- Various courses including Responder Safety Awareness, Basic Disaster Life Support, Mass Casualty Incident Triage

Trainers:

- Instructors share new information with the other members of the staff after attending outside training, conferences, and meetings.
- AFC supports contributions to community and workplace safety and health by encouraging all staff to attend conferences, serve on committees, and make presentations.

Proof of effectiveness/value?

- Course evaluation forms indicate a 99.3% trainee approval rating for AFC’s NIEHS-funded training in the 2012 funding year.
- A Louisiana police officer reported, “It [training] made me more cautious around meth labs. This training was extremely useful because I was able to pass a lot of information to other members of our task force.”
- Trainees from the Alabama Department of Environmental Management commented that the training helped them recognize hazardous conditions during the cleanup activities after recent tornados.

Most beneficial aspects/well received methods:

- AFC staff use small-group problem solving, activity-based classroom workshops, scenario-based response exercises, and hands-on practice to accommodate those with limited ability to read.
- Instructor-to-student ratio is kept high to insure the safety of trainees, to facilitate hands-on training, and to effectively monitor trainee achievement of training objections.

HWWT TRAINING:

Principal Investigator:

- Kenneth Oldfield

Evaluator(s):

- Alan Veasey (internal evaluator)
- Melody Izard (internal evaluator)

Grant Number:

- U45ES006155

Goal(s) of Evaluation:

- Determine whether training objectives are being achieved and whether training methods are effective
- Modify training courses and modules as necessary based on information from evaluations

Evaluation tools:

- During field training, checklists are used to document the successful completion of the basic skills involved.
- For classroom workshops, worksheets used by trainees document completion.
- In some courses practical examinations, which are actually learning activities as well as exams, are used. Written or picture-based exams are also used. Exams are typically given well before the end of the course and then reviewed with the class before the end of the course.
- In some cases, the class reviews videotapes of scenario-based exercises and critiques the

exercise.

- Instructors also use questions, discussion, and interaction with trainees to evaluate performance.
- An Evaluation Sheet is distributed to each trainee during each class that allows them to evaluate and comment on each topic and the class as whole. The form is kept anonymous to allow for candid input.
- Anecdotal evidence of training effectiveness from class discussions during refresher courses and from trainees who respond to requests for follow-up information are collected.
- AFC solicits information on trainee activities and training effectiveness using email as well as through surveys in courses.
- In order to insure minimum criteria compliance, AFC has developed a quality control checklist from the 2006 version of the Minimum Criteria document. The checklist is used annually to review AFC's written Quality Control and Evaluation Program and to conduct a complete quality control audit of the program.

Population Served:

- Trainees include fire fighters, EMS personnel, law enforcement officers, telecommunications workers, industrial workers, and members of Native American tribes
- Fee-supported training for consultants, regulatory personnel, environmental managers, industrial emergency responders, and hazardous waste workers
- For the 2012 grant year, 83.0% of the trainees were male, most trainees fell into the 31-to-40 age group, and trainees identified themselves by race as Black or African American (11.6%), American Indian or Alaska Native (3.5%), White (75.0%), and Asian (0.7%)

Types of Courses/ Training Curricula Offered:

- Various courses including Air Monitoring for Hazardous Materials Incidents, Clandestine Meth Lab Awareness, WMD/All Hazards Awareness, Respirator Facepiece Fit-Testing, Hazardous Materials First Responder Awareness Level

Trainers:

- Peer trainers used
- Previous Native American trainees continue to conduct secondary training for others in their tribes and communities
- Instructors share new information with the other members of the staff after attending outside training, conferences, and meetings

Proof of effectiveness/value?

- Course evaluation forms indicate a 99.3% trainee approval rating for AFC's NIEHS-funded training in 2012.
- A Louisiana police officer reported, "It [training] made me more cautious around meth labs. This training was extremely useful because I was able to pass a lot of information to other members of our task force."
- Trainees from the Alabama Department of Environmental Management commented that the training helped them recognize hazardous conditions during the cleanup activities after recent tornados.

Most beneficial aspects/well received methods:

- By providing training in some locations that are remote and difficult to access, AFC provided training at all locations requested by Native American tribes through the NAWFS.
- AFC staff use small-group problem solving, activity-based classroom workshops, scenario-based response exercises, and hands-on practice to accommodate those with limited ability to read

- Gathering information about trainee participation in hazardous waste site remediation and chemical emergency response operations through general discussions and survey forms used with trainees who return for refresher courses was found to be effective.