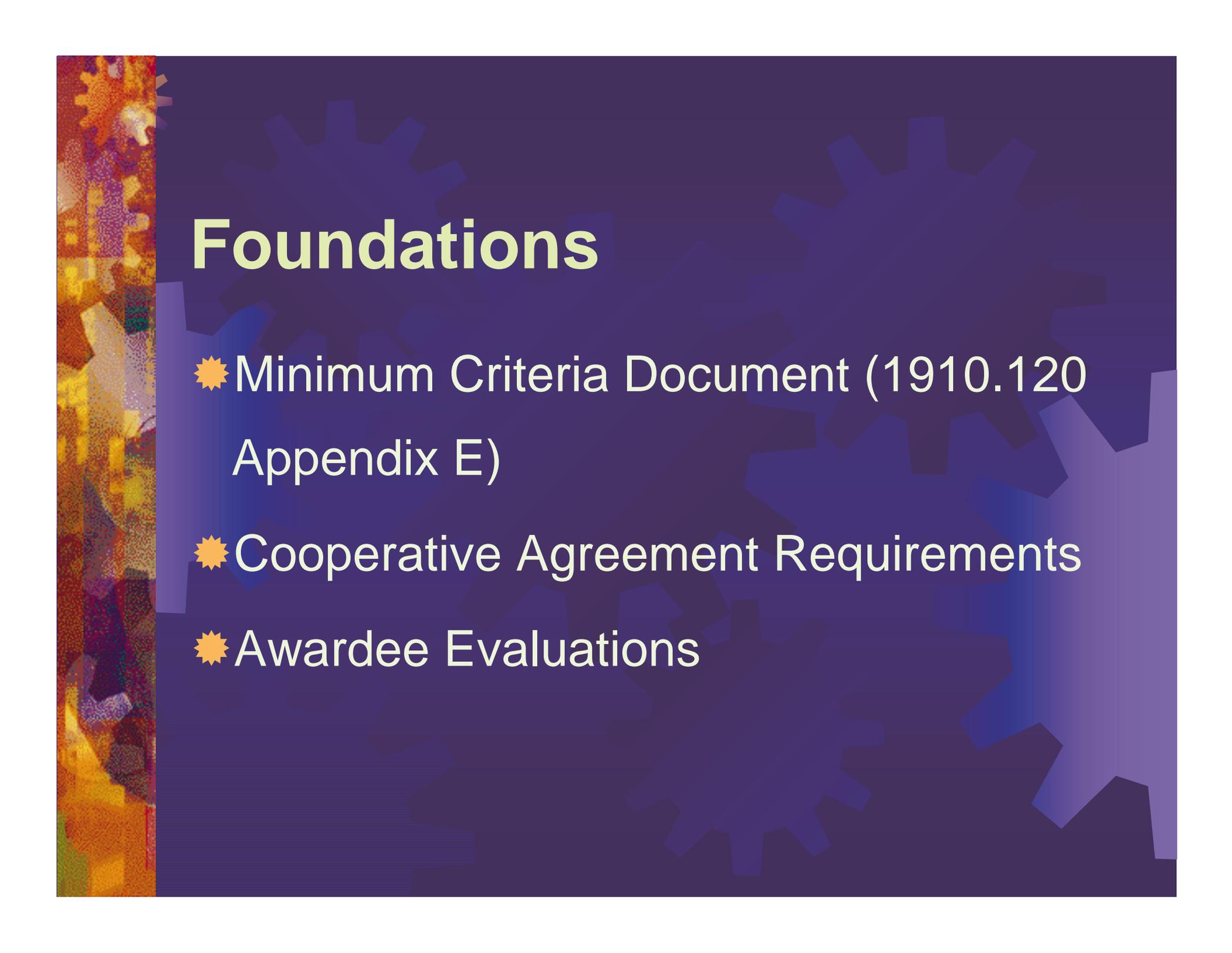# Training Program Quality Assurance and Evaluation

Best Practices for Worker Training

Foundations

- Minimum Criteria Document (1910.120 Appendix E)

- Cooperative Agreement Requirements

- Awardee Evaluations

Minimum Criteria Document

Suggested Program Quality Control Criteria

1. Training Plan

2. Program Management

3. Facilities and Resources

4. Quality Control and Evaluation

5. Students

6. Institutional Environment and Administrative Support

Quality Control and Evaluation

* Advisory Committee and/or Outside Reviewers for overall policy guidance
* Adequate and appropriate quality control and evaluation program to account for …
    * Instructor Performance
    * Course evaluation for improvement
    * Student evaluations
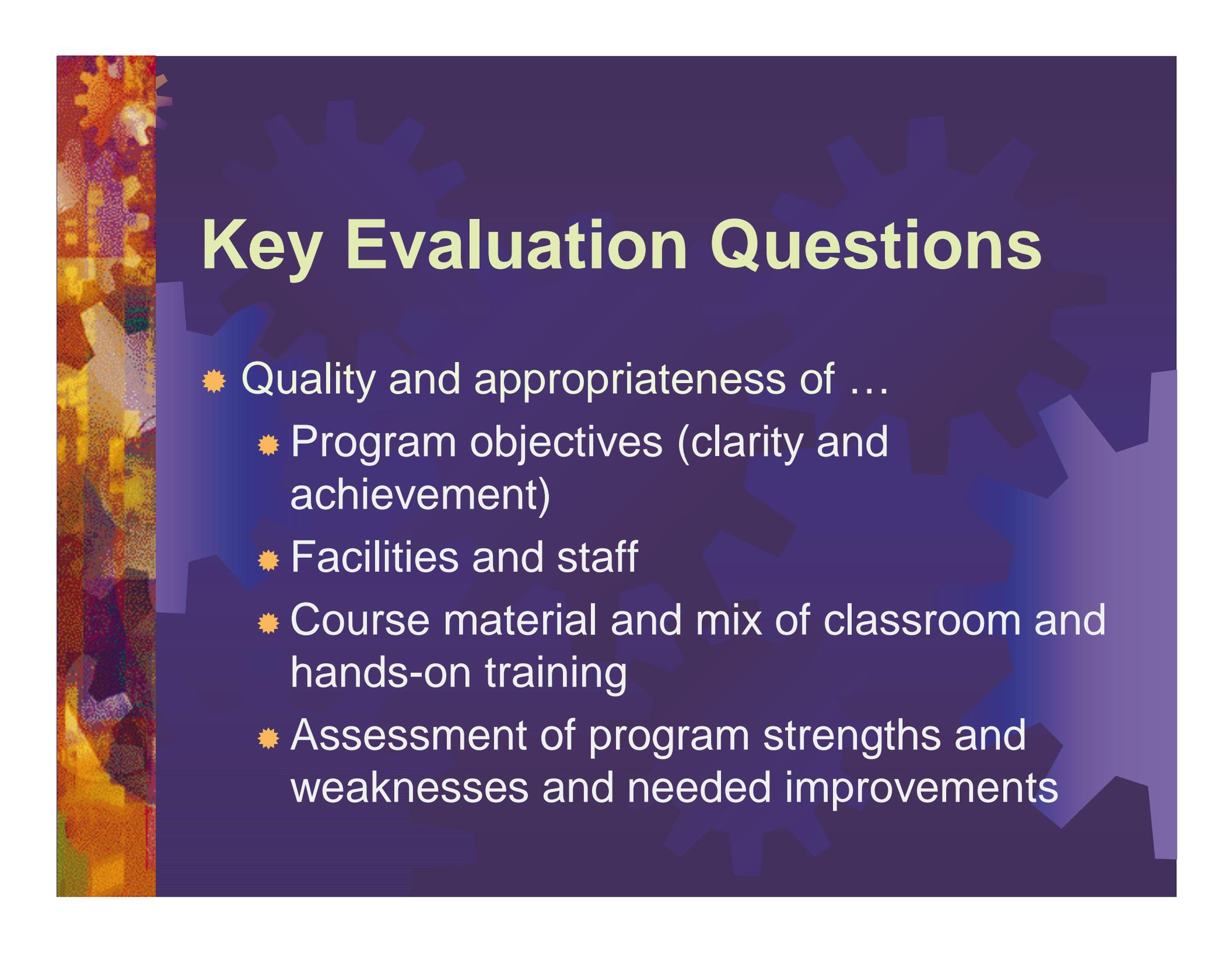
Key Evaluation Questions

* Quality and appropriateness of …
  * Program objectives (clarity and achievement)
  * Facilities and staff
  * Course material and mix of classroom and hands-on training
 * Assessment of program strengths and weaknesses and needed improvements

Cooperative Agreements

- NIEHS – Stewardship and Oversight Roles
  - Guiding Language for Quality Assurance and Evaluation
  - NIEHS - Review Panel - team of outside experts and agency staff
- Awardees – Lead responsibility in quality control and internal evaluation
 - Established own evaluation systems

Cooperative Agreement Requirements

* Independent Board of Advisors
  * Appropriate training and expertise to evaluate and oversee the proposed worker training program
* Formal Quality Control and Evaluation Plan
  * Different forms depending on the the nature of the student population and awardee's program culture
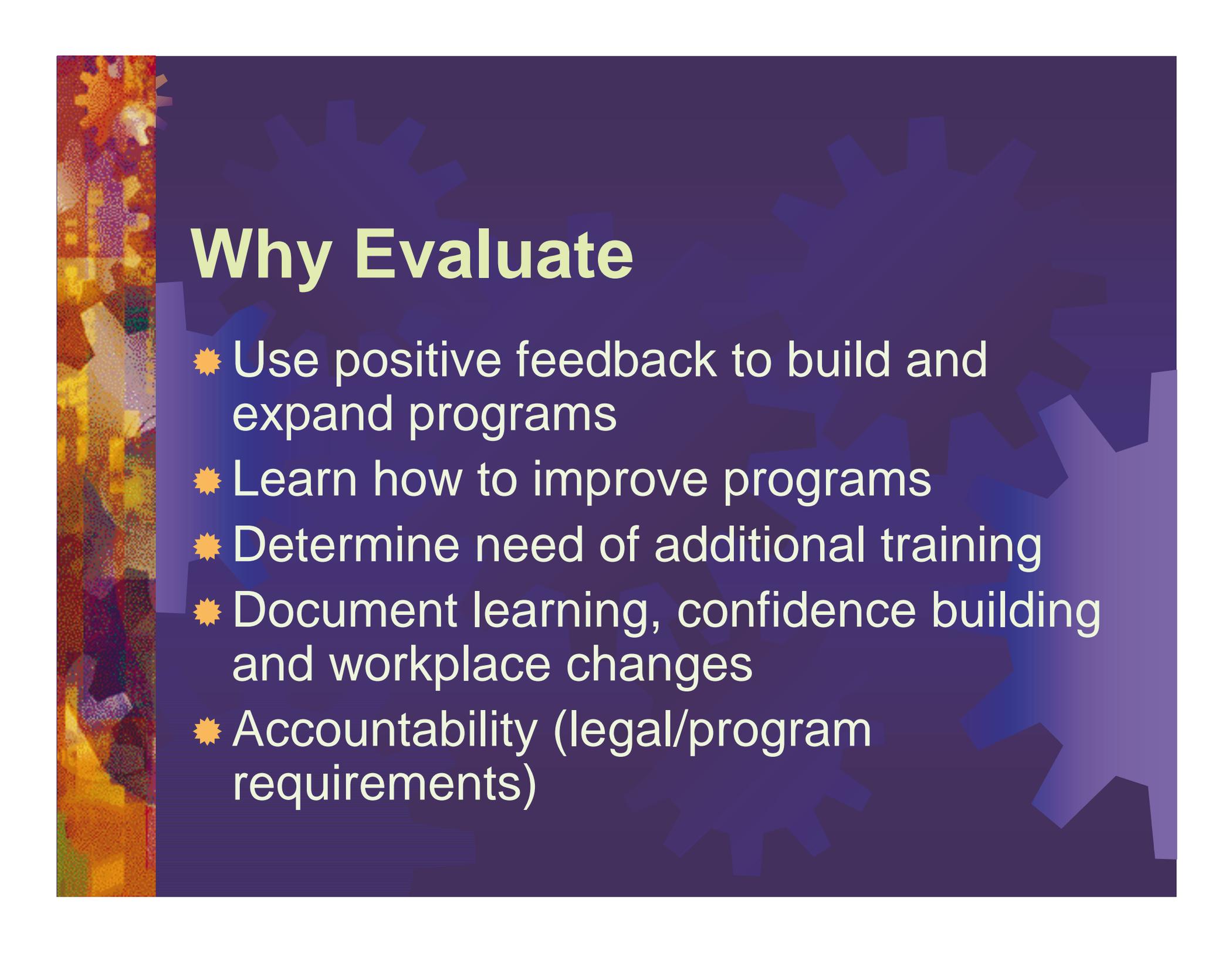
Why Evaluate

* Use positive feedback to build and expand programs
* Learn how to improve programs
* Determine need of additional training
* Document learning, confidence building and workplace changes
* Accountability (legal/program requirements)
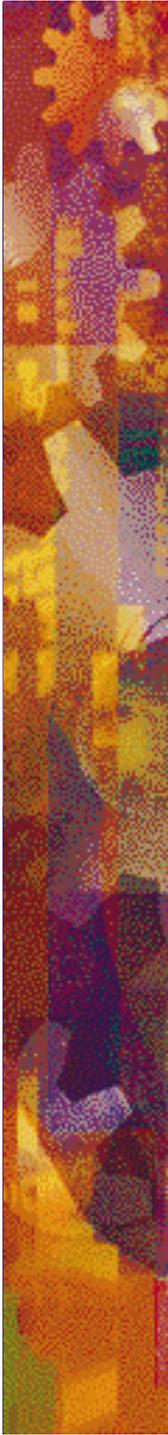
# Multi-Program Evaluation: A Descriptive Review

February 1996

- ☀ Review of over 50 awardee evaluation reports and 13 grant related journal articles and publications

- ☀ Used in overall program review
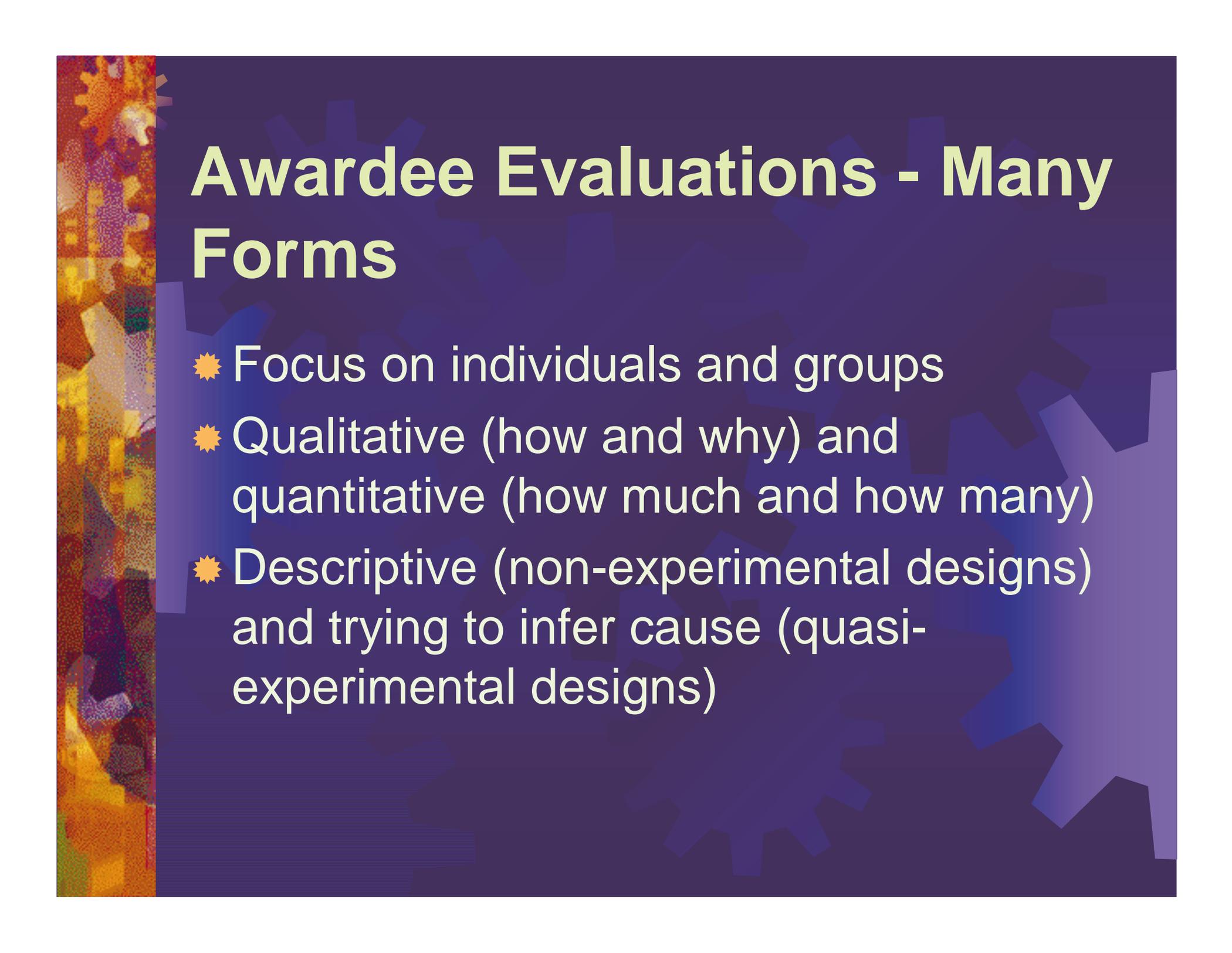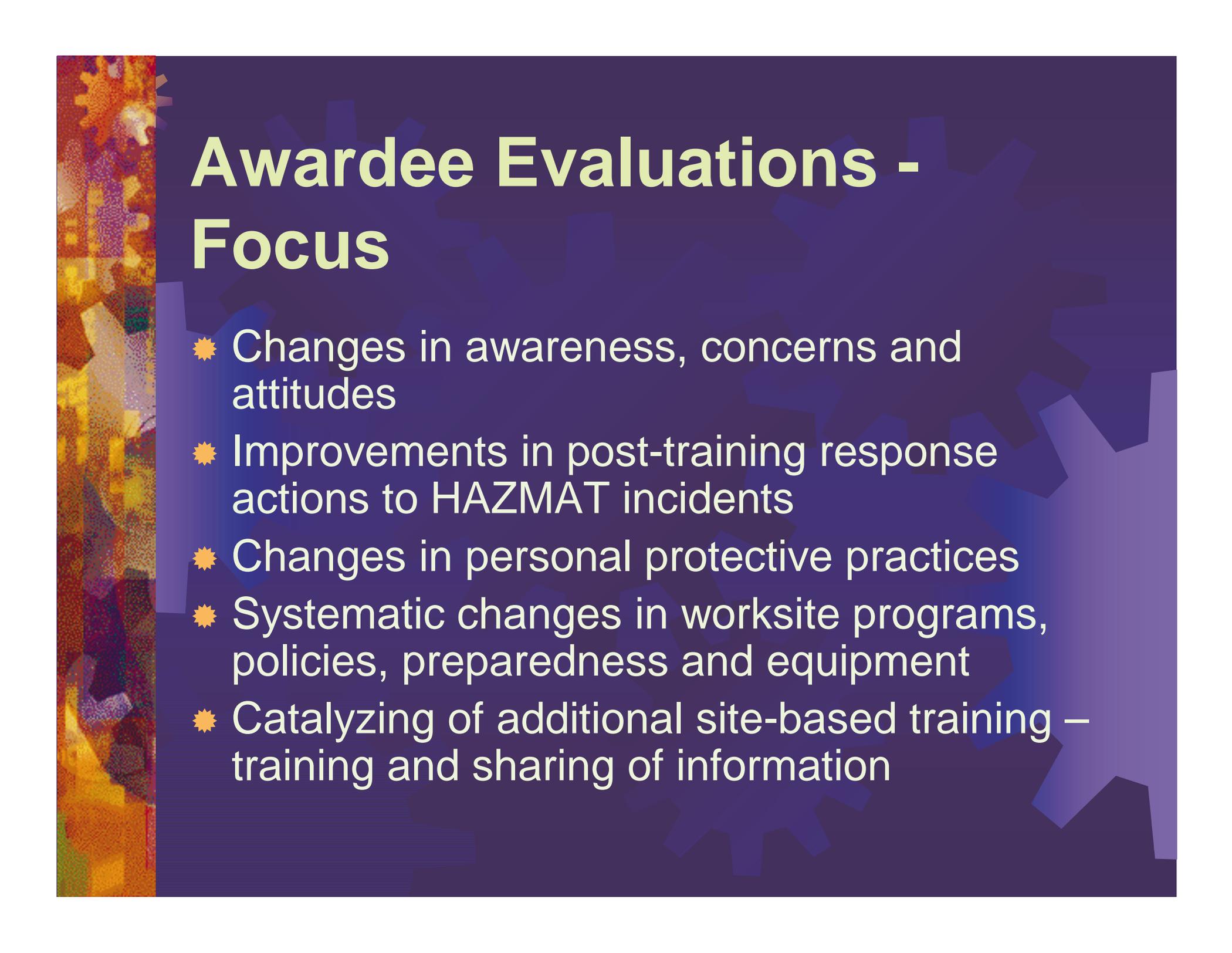
Awardee Evaluations - Many Forms

- Focus on individuals and groups
- Qualitative (how and why) and quantitative (how much and how many)
- Descriptive (non-experimental designs) and trying to infer cause (quasi-experimental designs)
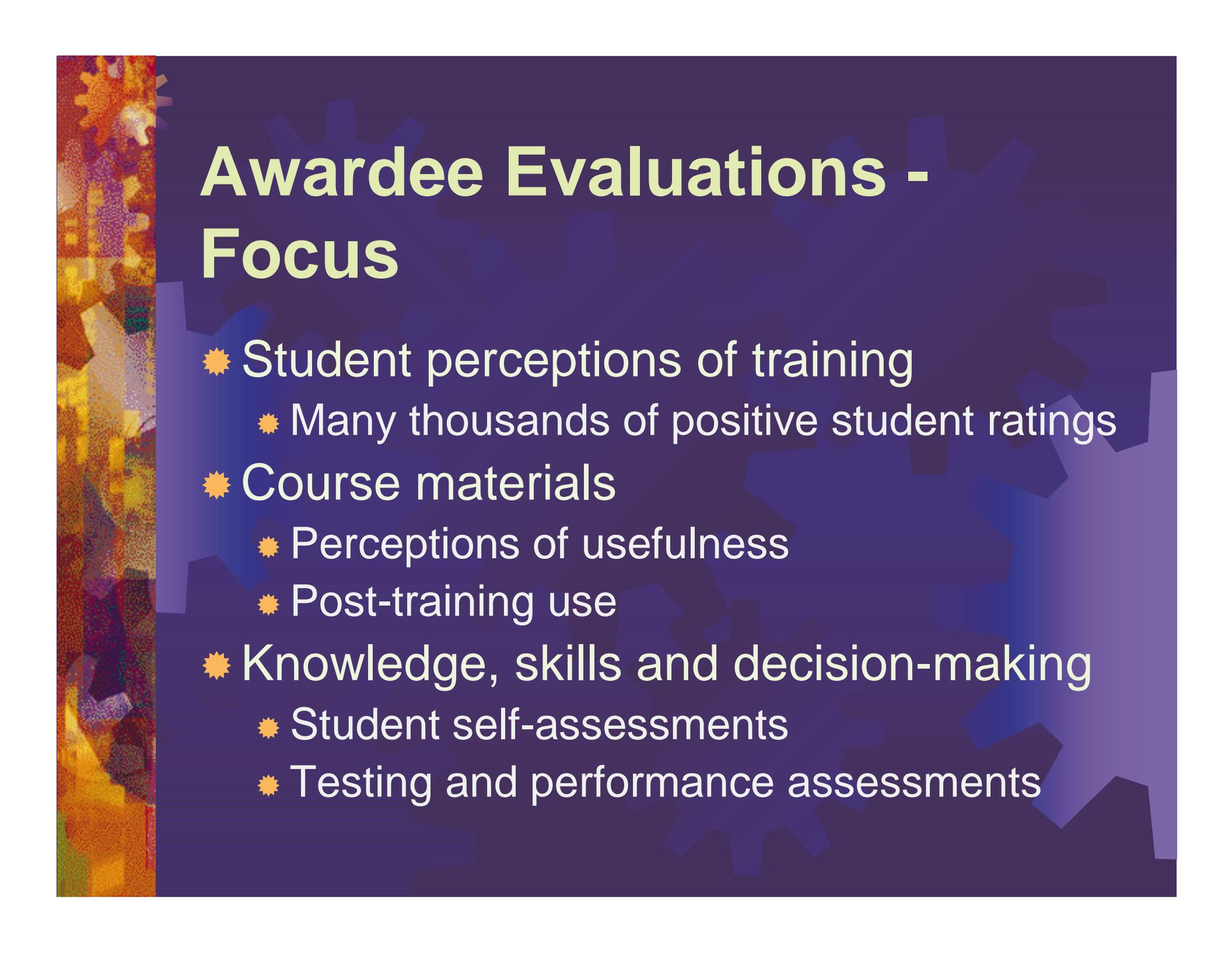
Awardee Evaluations - Focus

* Student perceptions of training
    * Many thousands of positive student ratings
* Course materials
    * Perceptions of usefulness
    * Post-training use
* Knowledge, skills and decision-making
    * Student self-assessments
   * Testing and performance assessments

Awardee Evaluations - Focus

* Changes in awareness, concerns and attitudes
* Improvements in post-training response actions to HAZMAT incidents
* Changes in personal protective practices
* Systematic changes in worksite programs, policies, preparedness and equipment
* Catalyzing of additional site-based training – training and sharing of information
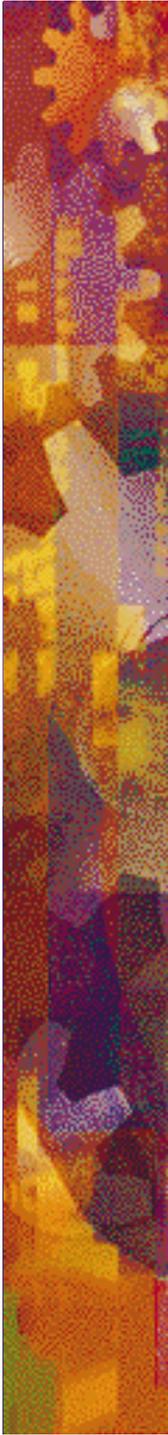
An Evaluation of the NIEHS WETP - External Panel Report

"Not only has the NIEHS grant program provided training to hundreds of thousands of workers, managers and health and safety professionals, it has also made a substantial contribution to a more systematic, analytical and scientific approach to training program development, delivery and evaluation in terms of advancing the state of the art."
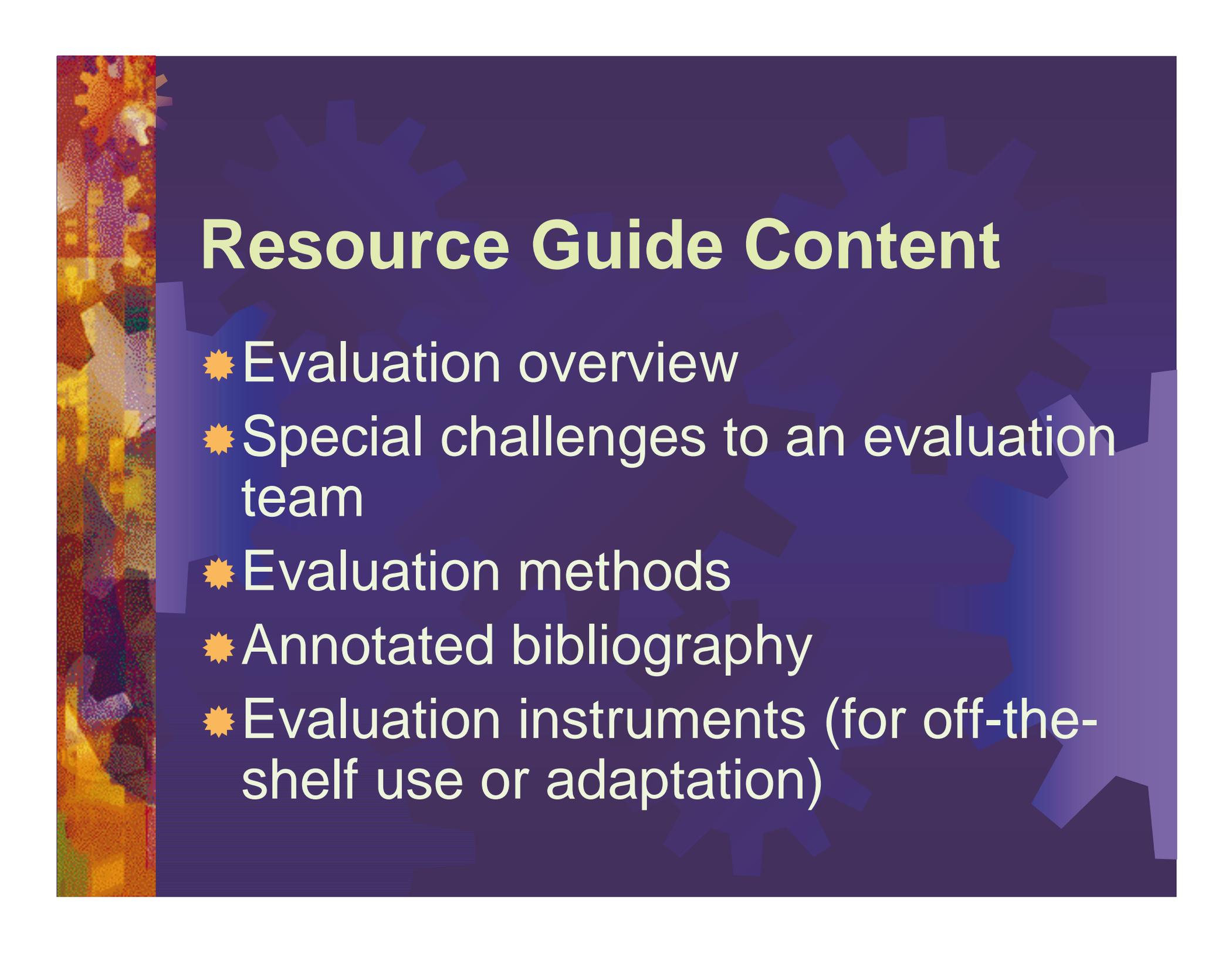
December 28, 1995
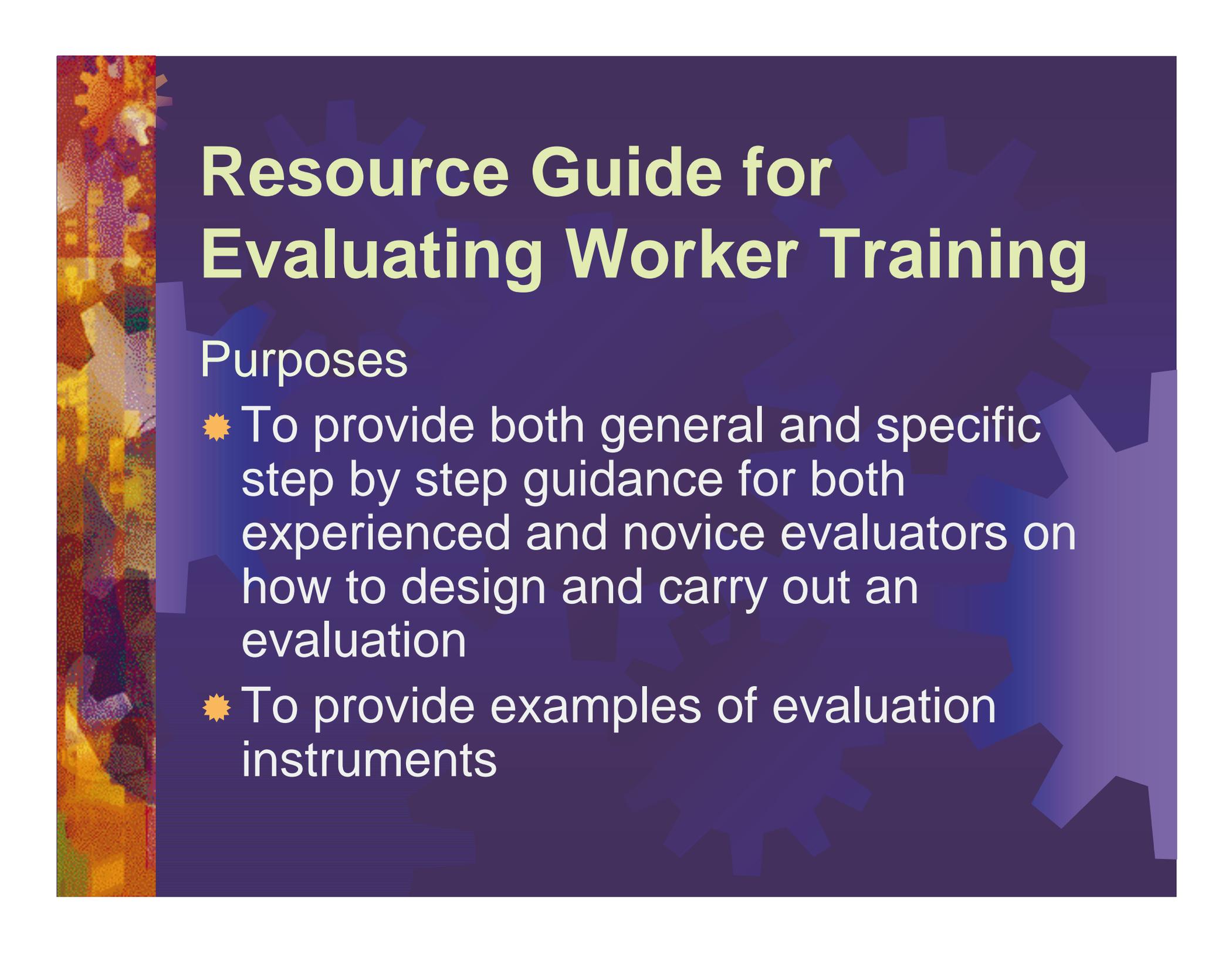
Resource Guide for Evaluating Worker Training

Purposes

* To provide both general and specific step by step guidance for both experienced and novice evaluators on how to design and carry out an evaluation

* To provide examples of evaluation instruments

Resource Guide Content

- Evaluation overview
- Special challenges to an evaluation team
- Evaluation methods
- Annotated bibliography
- Evaluation instruments (for off-the-shelf use or adaptation)
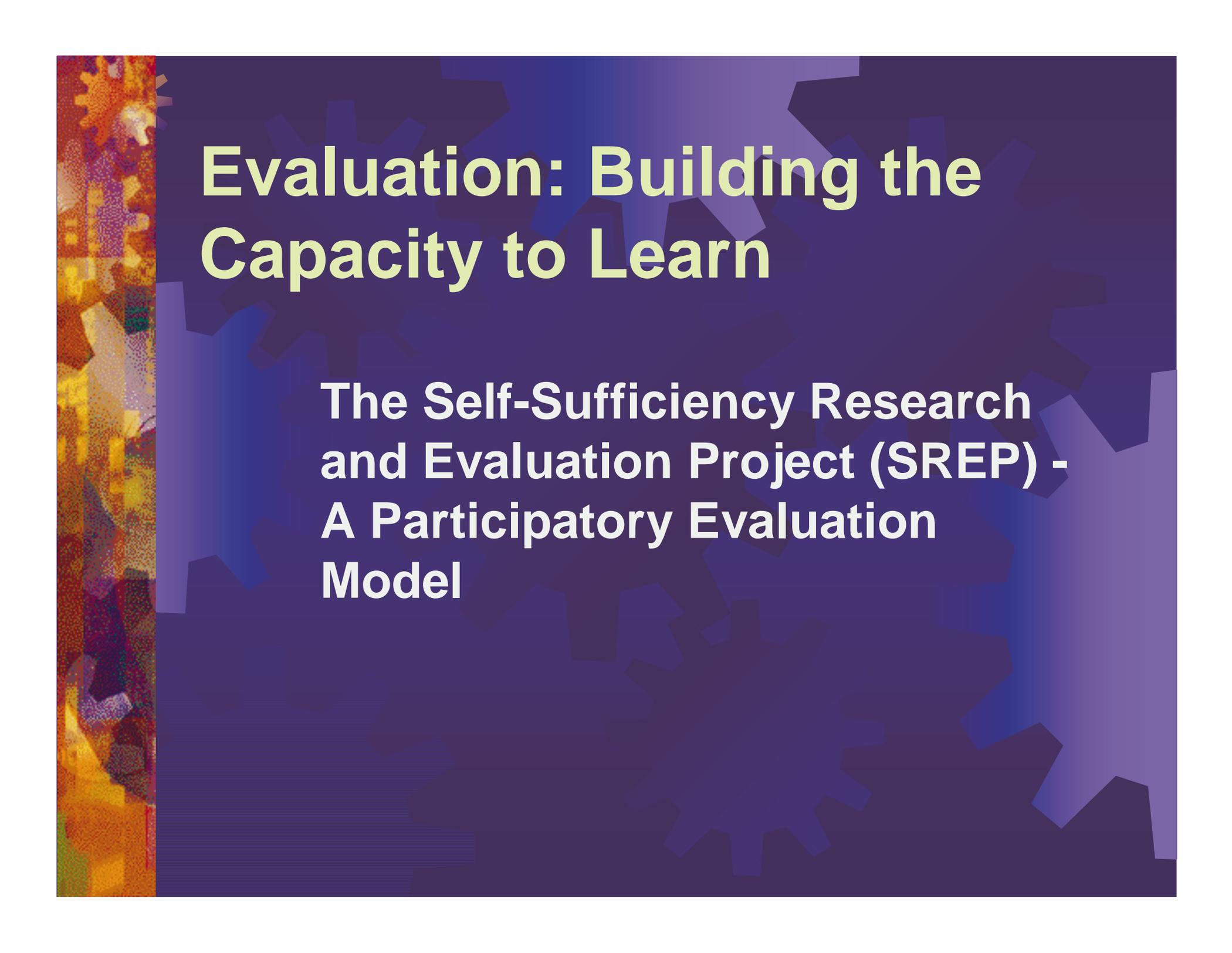
Evaluation: Building the Capacity to Learn

The Self-Sufficiency Research and Evaluation Project (SREP) - A Participatory Evaluation Model

SREP Partners

- ☀ AFSCME - American Federation of State, County and Municipal Employees with the University of Massachusetts Lowell

- ☀ PACE - Paper, Allied Industrial, Chemical and Energy Workers International Union with the Labor Institute and New Perspectives Consulting Group

- ☀ UAW - United Auto Workers with University of Michigan

SREP - A Multi-Organizational Collaborative

- Three partners—union-based occupational safety and health education programs

- Team-based—composed of worker-trainers, program staff and/or evaluators

SREP Overview

Workshops   **Team Evaluation Projects**

| Research and Evaluation Overview Introduction to Program Theories
May 1998 | → | Develop and refine evaluation questions and designs |
Developing Evaluation Plans Gathering and Analyzing Data Aug 1998	→	Refine data collection plans , begin data and analysis
Developing Meaning and Promoting the Use of Findings Jan 1999	→	Ongoing data collection, analysis and report generation
Collective Reflections Developing Lessons Learned May 1999	→	Develop program diffusion, prepare lessons learned report
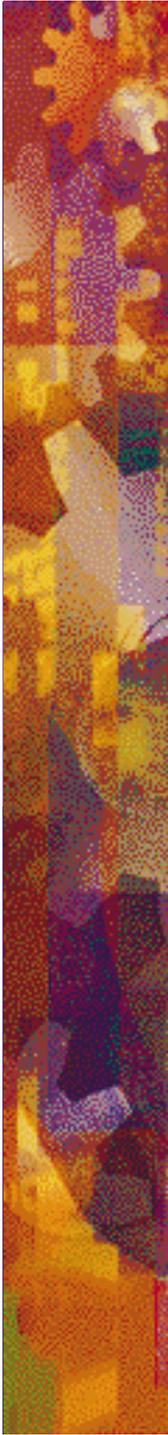
Description of SREP Team Projects

* School district: Short survey and focus group (AFSCME)

* Municipality: Pilot individual interviews (AFSCME)

* Oil Refinery: In-plant labor management refinery team use of "Charting How Your Program Works:" and monitoring new safety and health initiative (PACE)
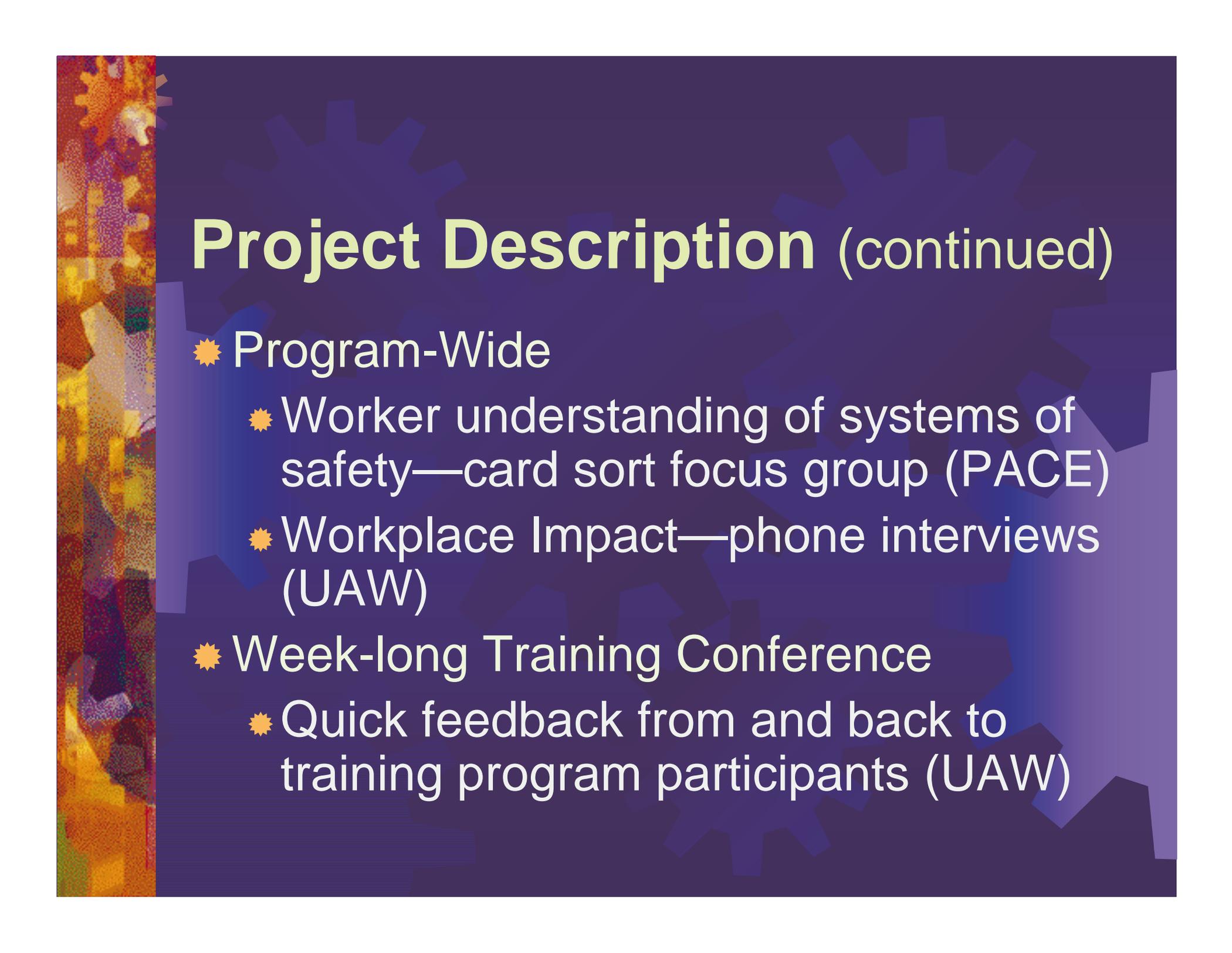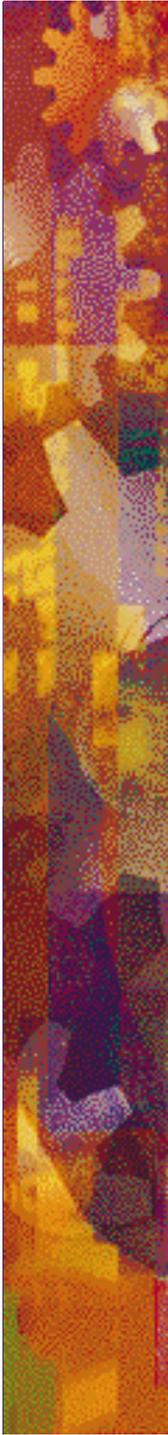
Project Description (continued)

- Program-Wide
  - Worker understanding of systems of safety—card sort focus group (PACE)
 - Workplace Impact—phone interviews (UAW)
- Week-long Training Conference
  - Quick feedback from and back to training program participants (UAW)

Model of Worker-Led, Team-based Participatory Evaluation

1. Builds a community united in a shared commitment to the rights of all workers to safe and healthy workplaces.

2. Actively involves workers in all aspects of evaluation.

3. Is a collective effort—within and among partner organizations—that draws upon each other's insights, strengths and experiences
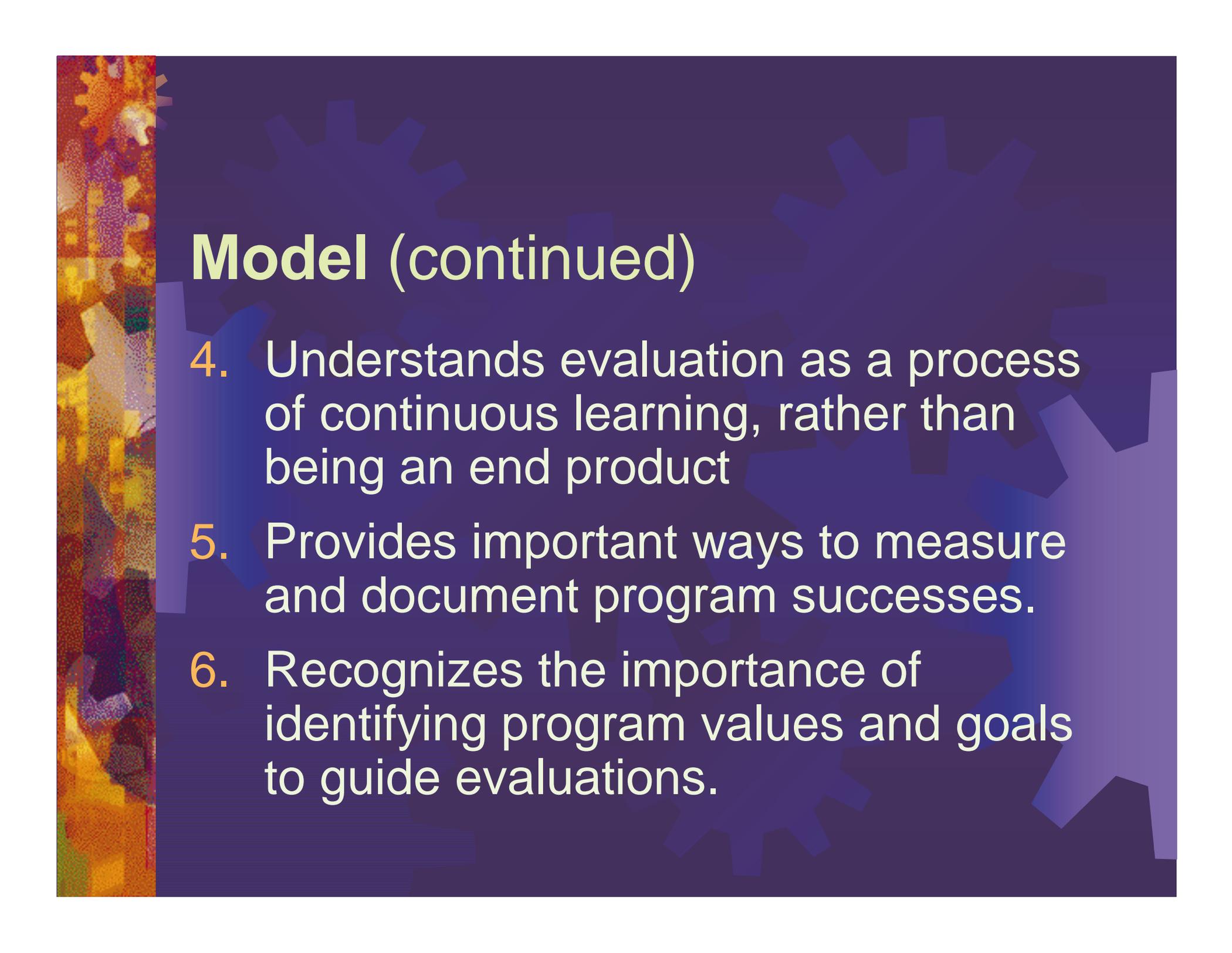
Model (continued)

4. Understands evaluation as a process of continuous learning, rather than being an end product

5. Provides important ways to measure and document program successes.

6. Recognizes the importance of identifying program values and goals to guide evaluations.

Worker-Led, Team-Based Evaluation

Traditional

Who:

* Evaluation consultant, program administrator

What they do:

* Consultant designs, conducts, analyzes and writes report

* Worker trainers and trainers may distribute and collect evaluation forms

* Consultant recommends changes and future directions for programs

Participatory

Who:

* Team of worker trainers, trainers, evaluation consultant, program administrator and staff

What they do:

* Team decides evaluation focus, design, data collection instruments, analysis, etc.

* Consultant may provide more hands-on work while those internal to program provide ideas and feedback

* Team reflects on findings and decides implications for future program directions

Worker-Led, Team-Based Evaluation (continued)

Traditional

When:

* At the end of project

How/Who:

* Formal written report for program administrators, funders

Use:

* To make judgments

Participatory

When:

* Throughout project

How/Who:

* Variety of formats—formal written reports, group activities, newsletters—for worker trainers, program administrators, funders, staff

* **Use:**

* Learn how program works to guide ongoing improvements

* Expand original learning

SREP Is Ongoing

* Beginning May 30 SREP partners will begin a new round of three-day workshops that will involve participants in training, planning and organizing to carry out participatory evaluations of their programs

* We welcome inquiries about joining us