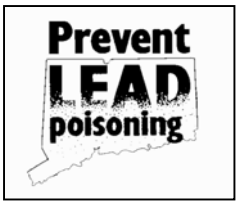

Lead-Safe Work Practices for Painting, Remodeling, and Maintenance

Introduction for the Instructor

A training program developed by the

University of Connecticut

Cooperative Extension System *and*

Environmental Research Institute

In partnership with the

State of Connecticut Department of Public Health

With support from the

U.S. Environmental Protection Agency *and*

U.S. Centers for Disease Control and Prevention

2001
Storrs, Connecticut

Instructor Manual

Contents

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Student Manual

Contents

Introduction

This lead-safe work practices course contains two components:

- A train-the-trainer component for instructors
- A student component for workers who performing painting, remodeling, and maintenance activities. These workers include, but are not limited to
  - Remodelers
  - Renovators
  - Maintenance workers
  - Painters
  - Dry wallers
  - Plumbers
  - Carpenters
  - Supervisors and administrators in the remodeling, renovation, and maintenance industries
  - Property owners

Course Description

Objectives

The goal of this program is to train workers to perform their tasks in ways that will not increase the possibility of lead poisoning for themselves, their families, and the residents of the dwellings. It is intended to meet the requirements of the U.S. Department of Housing and Urban Development for training in lead-safe practices for work on HUD-funded projects.

After taking this course, workers should

- Understand the sources of the lead problem
- Know the health effects of lead exposure for both children and adults
- Be familiar with federal and state laws and regulations concerning lead-based paint
- Understand how improper renovation, remodeling, and maintenance techniques can create lead hazards
- Know the principles of working smart, working wet, and working clean
- Know the proper techniques to avoid creating lead hazards
  - How to plan a lead-safe job
  - How to set up a lead-safe job
  - How to implement lead-safe work practices
  - How to clean up safely
  - How to dispose of waste safely and in compliance with federal and state regulations
- Know which practices are prohibited

This course is not a lead-abatement course; there are other training courses for such work. Nor is it a course in painting, remodeling, and renovation. We assume that students will already have training and/or experience in these activities.

Class Size

This course is intended for classes of ten to fifteen students. The relatively small class size is recommended so that the instructor can pay close attention to the comprehension, needs, and interests of the students. Experienced instructors may choose to have somewhat larger classes if they feel that they can effectively monitor students.

Materials

The course includes the following materials:

- This instructor manual
- A student manual
- *Keep It Clean* videotape

Other Required Materials

- *Lead Paint Safety: A Field Guide for Painting, Home Maintenance, and Renovation Work* (U.S. Department of Housing and Urban Development, Office of Lead Hazard Control)
- *Protect Your Family from Lead in Your Home* (U.S. EPA/HUD/CPSC), EPA 747-K-99-001
- *The Lead-Based Paint Pre-Renovation Education Rule: A Handbook for Contractors, Property Managers, and Maintenance Personnel* (U.S. EPA), EPA 747-B-99-004

Recommended Materials

- *Reducing Lead Hazards when Remodeling Your Home* (U.S. EPA)
- *Lead in Construction Standards* (OSHA)
- *The Connecticut Home Improvement Contractor* (Connecticut Department of Environmental Protection)

Props

Instructors are strongly encouraged to supplement these materials with equipment and supplies for hands-on activities. For example, instructors should demonstrate the use and care of a HEPA vacuum cleaner and, if possible, give students an opportunity to do the same. See "Instructor's Checklist" at the end of this section for additional suggestions.

Outline

Train-the-Trainer Component

The train-the-trainer component is expected to occupy two to four hours, depending on the previous experience of the prospective instructors.

A. Introduction to the Course
B. Teaching Methods
C. Practical Matters

Student Component

The student component is expected to occupy about seven training hours.

00. Titles

01. Introduction to Lead Poisoning
02. Lead Hazards
03. Laws and Regulations
04. Lead-Safe Work Principles
05. Planning a Lead-Safe Job
06. Setting Up a Lead-Safe Job
07. Lead-Safe Work Practices
08. Prohibited Practices
09. Cleanup, Clearance, and Waste Disposal
10. Review

Student Evaluations

Each student should complete an evaluation form at the end of the course. These forms are intended as an assessment of the course materials and the conduct of the training. Student evaluations can serve as helpful guides in improving both the materials and the effectiveness of the delivery.

The student evaluation form is included at the end of this instructor's introduction.

Final Exam Requirements

Students must take and pass a final exam to meet the requirements of completing the training. The exam should be offered in both written and oral forms, to ensure that students who have literacy problems are not unfairly disadvantaged. The passing score on the exam is 70. Students who do not pass should be offered the opportunity to retake the exam and/or to attend additional training and then retake the exam.

The exam should be administered as a "closed book" exam, with the instructor serving as proctor. Students may exchange exams for grading, and the instructor should use the opportunity to discuss the correct answers as another opportunity to reinforce key messages. The instructor should then collect and review all exams, with a view toward adapting future trainings to address any areas that seem particularly difficult for students.

The final exam is included at the end of this instructor's introduction.

Schedule

The following schedule is intended to serve as a guideline for instructors, not a rigid requirement. The developers anticipate that different classes will have different background knowledge, interests, skills, and commitment levels, all of which will require that instructors adjust the schedule to meet the needs of the individuals in the class. The developers expect that the course will occupy approximately eight hours, which includes two 15-minute breaks and an hour for lunch. Instructors should feel free to substitute shorter, more frequent breaks if that seems better for the class.

Note that each section contains a preview slide, offering an overview of that section; the main content slides; and a review, which should be conducted as a question-and-answer session. The developers strongly recommend that the preview slide be used only to orient students to the coming materials, not as the place to discuss the issues in detail.

Time	No. Minutes	Topics
9:00–9:30 AM	30	• Student registration • Distribution of student manuals and other course materials • Instructor and student self-introductions • Orientation: overview of schedule and materials; location of emergency exits, restrooms, telephones, food, and beverages; smoking policy; participation policy
9:30–10:30 AM	60	• Show *Keep It Clean* video 1. Introduction to Lead Poisoning
10:15–10:45	30	2. Lead Hazards
10:45–11:00	15	Break
11:00–11:30	30	3. Laws and Regulations
11:30–12:00	30	4. Lead-Safe Work Principles
12:00–1:00	60	Lunch
1:00–1:30	30	5. Planning a Lead-Safe Job
1:30–2:00	30	6. Setting Up a Lead-Safe Job
2:00–2:30	30	7. Lead-Safe Work Practices
2:30–2:45	15	Break
2:45–3:15	30	8. Prohibited Practices
3:15–4:00	30	9. Cleanup, Clearance, and Waste Disposal
4:00–4:30	30	10. Review Final questions and answers
4:30–5:00	30	Student course evaluation Student exam
	480	

Printing Directions

Except for this introductory text, which was created in Microsoft ® Word®, most of this course has been prepared in Microsoft® PowerPoint ®.

To print the entire Instructor's Manual, with instructor's notes, open PowerPoint and then open a file (including files A, B, C, and 00–10). Select

File > Print > Print what > Notes pages

To print the Student's Manual, open PowerPoint and then open a file (only files 00–10). Select File > Print > Print what > Handouts (3 slides per page)

In addition, print out for students the Student Manual Table of Contents at the beginning of this section and the "Lead-Safe Practices Checklist" at the end of this section.

Instructors

Qualifications

Instructors should be thoroughly familiar with issues of lead-based paint. At a minimum, instructors should have five years of experience in painting, remodeling, and maintenance work so as to seem a credible source of information for the students. The instructor must have the ability to establish a rapport with students and the background to gain student confidence and respect. Ideally, instructors should have several years of experience in teaching related courses.

Instructors should have a good understanding of

- The background of the lead-based paint problem
- The health effects of lead on both children and adults
- The nature of lead hazards
- The difference between lead abatement and lead-safe work practices
- Laws and regulations related to remodeling, renovating, and maintenance, especially as they apply to issues of lead-based paint
- Lead-safe work principles and practices
- Technical and practical issues of remodeling, renovating, and maintenance activities
- Business and economic issues of remodeling, renovating, and maintenance activities
- Contractor responsibilities
- Liability and insurance issues
- Proper use and care of supplies and equipment, such as personal protective clothing, respirators, HEPA vacuums

Responsibilities

Instructors are expected to prepare carefully to deliver this course, using the materials supplied and applying their own knowledge and expertise. Before presenting the course, they are expected to become thoroughly familiar with all the material. If they have any questions about they content, they should immediately contact the course developers or the Connecticut Department of Public Health.

Instructors are responsible for

- Reviewing both the instructor manual and the student manual in advance of the course
- Delivering the complete course within the allotted time
- Answering student questions or referring students to appropriate resources for answers
- Administering and supervising the grading of the final exam
- Administering student course evaluation

- Providing a statement of completion to all students who attend the entire course and pass the final exam
- Keeping records for all students and retaining them for three years:
  - Student's name and company
  - Student's address
  - Student's final exam score
- Completing a course evaluation form
- Forwarding copies of student records and course evaluations to
  Mary-Margaret Gaudio
  Extension Educator
  University of Connecticut Cooperative Extension System
  1800 Asylum Avenue
  West Hartford, CT 06117
  (860) 570-9072

Course Development

Developers

The course was developed by Joan Bothell, editor/writer at the University of Connecticut's Environmental Research Institute, and Mary-Margaret Gaudio, extension educator at the University of Connecticut's Cooperative Extension System, in cooperation with Alan Buzzetti of the Connecticut Department of Public Health. If you have questions about the content of this course, please contact:

Mary-Margaret Gaudio
Extension Educator
University of Connecticut
Cooperative Extension System
1800 Asylum Avenue
West Hartford, CT 06117
(860) 570-9072 or 570-9012

or

Alan Buzzetti
Connecticut Department of Public Health
410 Capitol Avenue
MS 51LED
Hartford, CT 06134-0308
(860) 509-7299

Acknowledgments

The course developers would like to acknowledge, with thanks, the assistance of Jean Claude Louhisdon of the Connecticut Department of Public Health; James M. Bryson of the U.S. Environmental Protection Agency, Region 1; Ross Bunell of the Connecticut Department of Environmental Protection, and Ellen Tohn, ERT Associates. They also wish to thank the four trainers who piloted the program and the manual: Ron Arena, ChemScope; Steve Craig, Environmental Training and Assessment; Sally Odle, Safe Homes Inc.; and George Williamson, Mystic Air Quality Consultants. Penelope Craig of Environmental Training and Assessment also provided valuable assistance.

Notice

The Connecticut Department of Public Health and the University of Connecticut's Environmental Research Institute and Cooperative Extension System do not authorize trainers to make any changes in this training. Updates required by changes in laws, regulations, or policies can be made only by the course developers and will be distributed to trainers.

Forms

Instructor Application Form

Name (please print):	
Signature:	Date:
Address:	
E-mail:	Phone number:
Professional or Trade Experience	
Which profession(s) or trade(s):	
Years of experience:	
Employer (name, address, phone number):	
Training or Teaching Experience	
Subjects taught:	
Years of experience:	
Employer (name, address, phone number):	
Other	
How will you deliver this course (computer presentation, 35 mm slides, other)?	
Can you use Microsoft® PowerPoint® files?	
Can you use a CD-ROM? A zip disk? Other? Do you have Internet access?	
Any special experience you have had or training you have taken related to this course:	

May we list your name on state and/or federal registries of trainers who have completed a train-the-trainer session on these course materials? ___yes ___no

Notes:

Please send this completed form to

Mary-Margaret Gaudio, Extension Educator, University of Connecticut Cooperative Extension System, 1800 Asylum Avenue, West Hartford, CT 06117

Instructor's Checklist

Preparation for Teaching

General Preparation

- ❑ Select location
  - ❑ Appropriate environment
  - ❑ Handicapped accessible
  - ❑ Adequate, well-lit parking
- ❑ Set date and time
  - ❑ Set snow date in winter
- ❑ Market the course
  - ❑ Send out brochures, press releases, etc.
  - ❑ Make personal contact with prospective students or businesses
- ❑ Mail out registration form (see attached sample)
- ❑ Develop participant list
- ❑ Mail confirmation with map and written directions
- ❑ Review instructor's manual
- ❑ Practice presentation
- ❑ Prepare or purchase handouts, supplementary material, sign in sheets, evaluations, student manuals
- ❑ Arrange for equipment at program location
- ❑ Gather supplies and equipment

Supplies

- ❑ Instructor's manual (CD-ROM, zip disk, slides, or transparencies)
- ❑ Participant materials
- ❑ Student manuals
- ❑ Handouts
- ❑ Evaluation forms
- ❑ Attendance sheet
- ❑ Sign-in sheet
- ❑ Name of participant
- ❑ Mailing address
- ❑ Phone number
- ❑ E-mail
- ❑ Company name
- ❑ Extra pens, pencils, and paper
- ❑ Name tags and tent cards

Teaching Equipment

- ❑ Laptop computer and projector, overhead projector, or slide projector
- ❑ Extra projector bulbs
- ❑ Screen
- ❑ Extension cords
- ❑ Flip chart, easel, and markers or chalk for blackboard

Demonstration Materials

Materials will vary somewhat, depending on the demonstrations or hands-on activity that the trainer selects

- ❑ Disposable coveralls, gloves, and shoe covers
- ❑ Goggles
- ❑ Tack cloth or pads
- ❑ Respirator with HEPA cartridge (disposable or nondisposable)
- ❑ HEPA vacuum with floor brush and corner tool
- ❑ Spray bottles for misting
- ❑ Cleaning detergent
- ❑ Three buckets
- ❑ Mop
- ❑ Rags
- ❑ Paper towels
- ❑ 6 mil poly sheeting
- ❑ 6 mil poly bags
- ❑ Duct tape
- ❑ Warning signs and tape
- ❑ Dust wipes

Student Registration Form

Your first name (please print)	Your last name (please print)
Your signature	
Your home address (please print) Number and street City	State Zip code
Your home phone number ( ) (include area code)	Your personal cell phone number ( ) (include area code)
Your home e-mail address	
If you are taking this course for your work, please list your profession:	Years of experience in this profession:

Your employer's name	Your employer's Home Improvement Contractor number (if applicable)
Your employer's address Number and street City	State Zip code
Your employer's phone number ( ) (include area code)	Your employer's cell phone number ( ) (include area code)
Your employer's e-mail address	

1. Do you have any special needs that the trainer should try to provide for? If so, please explain:	___hearing ___vision ___mobility ___other
2. For your final exam, do you prefer to take (please check one):	_____written test _____oral (spoken) test
3. Do you want your name to be listed on public websites that identify people who have completed this training?	____ Yes ____ No
4. Do you own the company that you listed as your employer?	____ Yes ____ No
5. If you answered **yes** to question 4, do you want your company to be listed on public websites that identify companies that have employees who have completed this training?	____ Yes ____ No

Participant: Do not write in this section.	**Trainer: Please complete this section.**
Did this participant successfully complete the training?	____ Yes ____ No
Trainer's name (please print)	Training date:
Trainer's signature	
Please send this form to Mary-Margaret Gaudio, Extension Educator, University of Connecticut Cooperative Extension System, 1800 Asylum Avenue, West Hartford, CT 06117-2600.	

Lead-Safe Planning Checklist for Residential Buildings

Use this checklist to plan every job

Street address of job: _____
Apartment number(s): _____
Name(s) of resident(s): _____
Name(s) of worker(s): _____

Planning

A. Assess the job
   1. Perform a visual inspection for lead hazards before you accept the job.
   2. Does this job require lead-safe work practices?

Yes This job requires lead-safe work practices	**No** This job does not require lead-safe work practices
Date of building	
❑ This building was built before 1978 ❑ I don't know when this building was built	❑ This building was built in 1978 or later
If you checked "Yes" above, continue this checklist. ⬇	If you checked "No" above, stop here. The job does not require lead-safe work practices.
Paint inspection report	
❑ A paint inspection report documents that there **is** lead-based paint in the work area ❑ There is no paint inspection report	❑ A paint inspection report documents that there is no lead-based paint in the work area
If you checked "Yes" above, continue this checklist. ⬇	If you checked "No" above, stop here. The job does not require lead-safe work practices.
Disturbing lead dust, paint, or contaminated soil	
❑ The job could create dust that might contain lead *or* ❑ The job could disturb known or suspected lead-based paint *or* ❑ The job requires cleanup of dust or debris that might contain lead *or* ❑ The job could disturb soil known or suspected to be contaminated with lead	❑ The job could not create dust that might contain lead *and* ❑ The job could not disturb known or suspected lead-based paint *and* ❑ The job could not require cleanup of dust or debris that might contain lead *and* ❑ The job could not disturb soil known or suspected to be contaminated with lead
If you checked "Yes" to any of the above, you must use lead-safe work practices. ⬇	If you checked "No" to all of the above, stop here. The job does not require lead-safe work practices.

3. Assess the level of risk

Low Risk	High Risk
❑ The job will generate low levels of dust *and* ❑ The surface and paint are currently in good condition *and* ❑ The job will disturb less than 2 square feet of surface	❑ The job will generate high levels of dust *or* ❑ The surface and paint are currently in poor condition *or* ❑ The job will disturb 2 or more square feet of surface

4. If possible, have an independent contractor do dust wipe sampling for a baseline lead level.

B. Notify the residents about the work
- ❑ In person ❑ By phone ❑ By letter
- ❑ Date of notification: _____
- ❑ Residents have been given a copy of *Protect Your Family from Lead in Your Home*
- ❑ Is it necessary to relocate residents? Yes _____ No _____
  If it is necessary to relocate residents, have appropriate arrangements been made? Yes_____ No _____

Working

A. Isolate the work site
- ❑ Keep residents (especially pregnant women and children) and pets away from the worksite
- ❑ Close windows and doors
- ❑ Turn off heating and air conditioning, and seal vents
- ❑ Remove as many household items as possible
- ❑ Apply protective sheeting as needed
- ❑ Put all necessary supplies and equipment at the worksite before work actually begins

B. Protect workers with appropriate gear
- ❑ Coveralls
- ❑ Shoe covers
- ❑ Gloves
- ❑ Goggles
- ❑ If required, respirator with HEPA filter

C. Use techniques that create as little dust as possible
- ❑ Work wet
  1. Mist work areas with water
  2. Wet scrape, sand, pry, saw, plane, and drill
- ❑ Work clean
  1. Use tack pads
  2. Use catch bags for debris
  3. Pick up as you go along
  4. HEPA vacuum often

Cleanup

A. General principles
- ❑ Work from the top down
- ❑ Work from clean to dirty
- ❑ Clean all surfaces, whether they were treated or not

B. Procedure
- ❑ Pick up large debris by hand using paper towels
- ❑ Wet sweep remaining large debris into dustpan
- ❑ Clean and pick up plastic sheeting
- ❑ HEPA vacuum all horizontal surfaces
- ❑ Clean with detergent
- ❑ Rinse
- ❑ Repeat until surfaces are clean

C. Floors
- ❑ Use 3-bucket system

D. Tools
- ❑ Decontaminate (wet wipe) on site *or*
- ❑ Bag and seal for later decontamination

E. Personal hygiene
- ❑ If possible, shower and wash hair before going home, or
- ❑ Wash hands and face before leaving work site and shower immediately at home
- ❑ Launder work clothes separately from family wash

F. Conduct a visual inspection
- ❑ Dust
- ❑ Chips
- ❑ Debris
- ❑ Deteriorated paint

G. Have an independent contractor conduct dust wipe testing

Waste Disposal

- ❑ Keep all debris in secure area until final disposal
- ❑ Outside: do not leave debris or plastic out overnight if work is not completed
- ❑ Dispose of waste in accordance with federal, state, and local guidelines

Student's Course Evaluation

We would like to ask your help in evaluating this course. Your comments and suggestions will help us to improve the course. Please fill out the following form honestly and completely. You are not required to sign your name, and your answers on this evaluation will not affect your score on the final exam.

Name of instructor: _____
Location: _____
Date of training: _____

Before I took this course, I knew			**Preventing Lead Poisoning**	After I took this course, I know		
Nothing about	Something about	A lot about		Nothing about	Something about	A lot about
			Lead is a poison that can make children sick.			
			Lead is a poison that can make adults sick.			
			Houses built before 1978 may contain lead-based paint.			
			Lead-based paint is the major source of lead poisoning today.			
			Unsafe remodeling, renovation, or maintenance practices can create or increase lead hazards.			
			Keeping residents away from the work area can help prevent lead poisoning.			
			Using methods that create as little dust as possible can help prevent lead poisoning.			
			Working wet can help prevent lead poisoning.			
			Using a HEPA vacuum for cleanup can help prevent lead poisoning.			
			Federal, state, and local laws may apply to disposal of debris.			

About this course

Why did you take this course?_____

What was the most important thing you learned in this course?_____

What did you like **best** about this course? _____

What did you like **least** about this course? _____

Do you have any questions now about lead-safe work practices?_____

If so, please write them here. _____
_____

Please check off yes, no, *or* I don't know *to answer the following questions:*

	Yes	No	I don't know
Were the materials you were given, such as the student manual, helpful?			
Were the hands-on activities helpful?			
Did the instructor know a lot about the subject?			
Did the instructor present the material clearly?			
Did the instructor give students a chance to ask questions?			
Did the instructor answer any questions you had about the subject?			
Would you recommend this course to other people in your trade or profession?			

Comments

Please feel free to write down any additional information about the course or the instructor that you think might be helpful to us in improving our training.

Instructor: **Please send a copy of this completed form to**
Mary-Margaret Gaudio, Extension Educator, University of Connecticut Cooperative Extension System, 1800 Asylum Avenue, West Hartford, CT 06117

Final Exam

Student name:_____ Date:_____

Check off whether the statements below are true or false	True	False
1. Lead poisoning is a serious health problem for children and adults today.		
2. Lead poisoning is a problem only in inner cities.		
3. People who are lead poisoned always look and act sick.		
4. Children may get lead poisoning by mouthing toys with lead dust on them, breathing dust from lead-based paint, and eating chips of lead-based paint.		
5. We can assume that houses built before 1978 probably contain lead-based paint.		
6. Workers who create lead dust may expose themselves and their families to the risk of lead poisoning.		
7. It's OK for children to play nearby when workers are doing renovations that may disturb lead-based paint		
8. The three principles of working safe are work smart, work wet, and work quick.		
9. A regular household vacuum cleaner is good for cleaning up lead dust.		
10. Dry sanding, dry scraping, and removing paint with open-flame burning are all prohibited practices under HUD guidelines.		
11. This course will qualify you to do lead abatement work		
12. Intact paint that contains lead can become a hazard.		
13. In many cases, residents must be informed about lead-safe work practices and must receive a copy of the EPA pamphlet *Protect Your Family from Lead in Your Home.*		
14. It is okay to leave the forced air heating ducts uncovered at the work site.		
15. Lead dust is not a problem outdoors.		
16. A typical cleanup should include removal of large debris, wet cleaning, and vacuuming with a HEPA vacuum.		
17. In HUD projects, the final cleanup is all that is necessary at the end of a project.		
18. Contractors must follow Connecticut Department of Environmental Protection (DEP) regulations for waste disposal.		
19. Some towns, cities, or municipalities have their own waste disposal regulations that must be followed.		
20. The goal of working lead-safe is to protect residents, especially children, workers, and workers' families from lead poisoning.		

Final Exam Answer Key

Check off whether the statements below are true or false	True	False
1. Lead poisoning is a serious health problem for children and adults today.	X	
2. Lead poisoning is a problem only in inner cities.		X
3. People who are lead poisoned always look and act sick.		X
4. Children may get lead poisoning by mouthing toys with lead dust on them, breathing dust from lead-based paint, and eating chips of lead-based paint.	X	
5. We can assume that houses built before 1978 probably contain lead-based paint.	X	
6. Workers who create lead dust may expose themselves and their families to the risk of lead poisoning.	X	
7. It's OK for children to play nearby when workers are doing renovations that may disturb lead-based paint		X
8. The three principles of working safe are work smart, work wet, and work quick.		X
9. A regular household vacuum cleaner is good for cleaning up lead dust.		X
10. Dry sanding, dry scraping, and removing paint with open-flame burning are all prohibited practices under HUD guidelines.	X	
11. This course will qualify you to do lead abatement work		X
12. Intact paint that contains lead can become a hazard.	X	
13. In many cases, residents must be informed about lead-safe work practices and must receive a copy of the EPA pamphlet *Protect Your Family from Lead in Your Home.*	X	
14. It is okay to leave the forced air heating ducts uncovered at the work site.		X
15. Lead dust is not a problem outdoors.		X
16. A typical cleanup should include removal of large debris, wet cleaning, and vacuuming with a HEPA vacuum.	X	
17. In HUD projects, the final cleanup is all that is necessary at the end of a project.		X
18. Contractors must follow Connecticut Department of Environmental Protection (DEP) regulations for waste disposal.	X	
19. Some towns, cities, or municipalities have their own waste disposal regulations that must be followed.	X	
20. The goal of working lead-safe is to protect residents, especially children, workers, and workers' families from lead poisoning.	X	

Instructor's Course Evaluation

We would like to ask your help in evaluating this course. Your comments and suggestions will help us to improve the training. Please fill out the following form honestly and completely.

Name: _____ Date of training: _____
Company: _____
Address: _____
Phone number: _____ E-mail: _____

	Yes	No
About the Course		
1. Was the information in the course accurate?		
2. Was the information in the course complete?		
3. Was the information in the course easy for you to use?		
4. Was it possible for you to cover all of the material in the time allotted?		
5. Was the information in the course easy for students to understand?		
6. Was the information in the course well organized?		
7. Were the materials for students complete? If not, what should be added?		
8. Were there special problems or difficulties with particular sections? If so, what were the sections and what were the problems?		
About the Students		
9. Did the students appear to be interested in the material?		
10. Did the students seem to understand the material? If not, what topics or sections seemed to be difficult?		

Would you like to propose any changes in the materials or the training program?

Other comments?

Instructor: **Please send a copy of this completed form to**
Mary-Margaret Gaudio, Extension Educator, University of Connecticut Cooperative Extension System, 1800 Asylum Avenue, West Hartford, CT 06117

Course Audit Observations

Instructor: _____ Date: _____
Audience: _____ No. of students: _____

	Poor		Adequate		Excellent	Notes
	1	2	3	4	5	
1. Covered all course materials in time allotted						
2. Presented information accurately and clearly						
3. Taught at level appropriate for audience						
4. Held audience attention						
5. Encouraged questions						
6. Answered questions clearly and completely						
7. Used appropriate hands-on activities						
8. Supplemented course materials as necessary						
9. Seemed knowledgeable about subject						

Comments

Evaluator:

Name: **Date:**

Course Materials

	No. of min.	Poor		Adequate		Excellent	Notes
		1	2	3	4	5	
Section 1: Introduction							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 2: Lead Hazards							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 3: Laws and Regulations							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 4: Lead-Safe Work Principles							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 5: Planning							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							

Section 6: Setting Up							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 7: Work Practices							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 8: Prohibited Practices							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 9: Cleanup, Clearance, and Waste Disposal							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							
Section 10: Review							
1. Appropriate level for audience							
2. Information clear to audience							
3. Held interest of audience							
4. Covered all important information							

Was an OSHA training component added to this course?

☐ **Yes** ☐ **No**

If yes, how long was the OSHA training? _____ hours

Statement of Completion

This is to state that

_____

Student's name

has successfully completed the

State of Connecticut's

HUD-approved training in

lead-safe work practices for

painting, remodeling, and maintenance

Instructor's name _____

Instructor's title _____

Date _____

Wallet-size statement

Statement of Completion

This is to state that

_____

Student's name

has successfully completed the State of Connecticut's HUD-approved training in lead-safe work practices for painting, remodeling, and maintenance

Instructor:
Date:

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