Appendix 1

SME Survey and Results

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A total of 50 questionnaires from SMEs were received and 235 tasks assessed across ten disciplines and the global category. Each task was assessed multiple times, from two to 18, depending upon the number of SMEs for each discipline. All totaled, 1,019 duplicated tasks were assessed, using twelve variables per task. What follows is a discipline-by-discipline review of the preliminary results. Key criteria are reflected below, particularly those which address the issues of criticality of the tasks (the exact question was "Indicate, on the scale below, the level of 'criticality' you associate with someone in your discipline being able to perform this task - How important is the task?" with a scale from Not Important (1.0) to Essential (5.0)) and the degree to which the tasks are accommodated through existing training (the exact question was "Select the likelihood that the knowledge, skill, or ability associated with the task is already a part of the training received by most professionals in this discipline." with the range from Not Part of Any Existing Training (0%) to Already Part of All Training (100%)). Additional items from the questionnaire were selected and assessed for this summary.

Discipline-specific Assessments

For purposes of the survey, there were ten disciplines assessed and one category labeled "Global" which represented tasks SMEs believed applied to all disciplines. The disciplines are:

1. Emergency Medical Services (EMS)
2. Emergency Management Agency (EMA)
3. Fire
4. Governmental Administration
5. Health Care
6. Hazardous Materials (HazMat)
7. Law Enforcement
8. Public Health
9. Public Safety Communications
10. Public Works
11. Global

EMA

There were 27 tasks included in the EMA questionnaire and two SMEs completed the questionnaires. The SMEs showed a high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .821. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 27 tasks showed that they felt the tasks reflected a criticality rating of 4.58 which, if converted to a percentage rating would equal 91.6%. They

believed that the tasks, on average, were accommodated by 38.49% of existing agency training in their discipline. About one third (36%) of the tasks were shown to be accommodated by less than 50% of existing training.

The preferred method of training was "Projects and Exercises" (recommended in 90% of the tasks) with on-site training in the agency the most appropriate location for 87% of the tasks. Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. About one third (30%) of the tasks were in the lower levels of the cognitive domain but 46% were placed in the "synthesis" category at the higher range of the domain.

This discipline provides a good example of the need for courses and curricula to address critical issues, since little training on those issues and tasks exists.

EMS

There were 14 tasks included in the EMS questionnaire and four SMEs completed the questionnaires. The SMEs showed a high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .904. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 14 tasks showed that they felt the tasks reflected a criticality rating of 4.15 which, if converted to a percentage rating would equal 83%. They believed that the tasks, on average, were accommodated by 31.2% of existing agency training in their discipline. About one third (36%) of the tasks were shown to be accommodated by more than 50% of existing training.

The preferred method of training was "Projects and Exercises" (recommended in 62.5% of the tasks) with on-site training in the agency the most appropriate location for 89% of the tasks. Additionally, Computer Based Instruction was shown to be preferred in 11% of the responses. Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. For example, administering treatment in a WMD incident was given an average criticality level of 5.0, the highest possible, and the rate to which it is accommodated by existing training averaged 30%. A high percentage (86%) of the tasks were in the lower levels of the cognitive domain.

This discipline provides a good example of the need for focused modules to address critical issues, integrated into existing training on those issues.

Fire

There were 21 tasks included in the Fire questionnaire and three SMEs completed the questionnaires. The SMEs showed a high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .903. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 21 tasks showed that they felt the tasks reflected a criticality rating of 4.19 which, if converted to a percentage rating would equal 83.8%. They believed that the tasks, on average, were accommodated by 59.8% of existing agency training in their discipline. About 77% of the tasks were shown to be accommodated by more than 50% of existing training.

The preferred method of training was "Projects and Exercises" (recommended in 56% of the tasks) and self-paced training was the preferred method in 15% of the responses. Few gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. A very high percentage (92%) of the tasks were in the lower levels of the cognitive domain.

This discipline provides a good example of one in which there are few gaps and the need for new, additional training is limited. Influencing the addition or inclusion of tasks into existing training would appear to be the most effective approach.

Governmental Administration

There were 11 tasks included in the Governmental Administration questionnaire and three SMEs completed the questionnaires. The SMEs showed a reasonably high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .754. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 11 tasks showed that they felt the tasks reflected a criticality rating of 4.15 which, if converted to a percentage rating would equal 83%. They believed that the tasks, on average, were accommodated by only 22.4% of existing agency training in their discipline. On-site training at the agency's location the most appropriate location for 85% of the tasks. Projects and exercises were preferred by 63% of the respondents and discussion was the appropriate training method selected for some tasks by 21%.

Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. About one third (36%) of the tasks were in the lower levels of the cognitive domain but 36% were also placed in the "synthesis" category at the higher range of the domain.

This discipline provides a good example of the need for courses and curricula to address critical issues, since either there is little existing training or the training that exists is deficient.

HazMat

There were 30 tasks included in the HazMat questionnaire and four SMEs completed the questionnaires. The SMEs showed a high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .903. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 30 tasks showed that they felt the tasks reflected a criticality rating of 4.44 which, if converted to a percentage rating would equal 88.8%. They believed that the tasks, on average, were accommodated by a very high 68.7% of existing agency training in their discipline. About 75% of the tasks were shown to be accommodated by more than 65% of existing training, according to the aggregate responses of the SMEs. So, even though the criticality levels were high, with 92% of the task questionnaires rating a criticality level of 4 or 5, most of the tasks are already accommodated by training in the discipline.

The preferred method of training was "Projects and Exercises" (recommended in 68% of the task questionnaires). Few gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. A high percentage (85%) of the tasks were in the lower levels of the cognitive domain.

This discipline provides few gaps and the need for new, additional training is limited. Influencing the addition or inclusion of tasks into existing training would appear to be the most effective approach.

Health Care

There were 27 tasks included in the Health Care questionnaire and two SMEs completed the questionnaires. The SMEs showed a very high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .946. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 27 tasks showed that they felt the tasks reflected a criticality rating of 4.28 which, if converted to a percentage rating would equal 85.6%. They believed that the tasks, on average, were accommodated by only 30.57% of existing agency training in their discipline. Problem-solving exercises (26%) and projects and exercises (35%) were viewed as the most preferred training methods.

Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. More than half (56%) of the tasks were in the lower levels of the cognitive domain.

It appears that there is either little existing training or the training that exists is deficient. This discipline provides a good example of the need for courses and curricula to address critical issues.

Law Enforcement

There were 25 tasks included in the Law Enforcement questionnaire and four SMEs completed the questionnaires. The SMEs showed a high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .852. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 25 tasks showed that they felt the tasks reflected a

criticality rating of 4.21 which, if converted to a percentage rating would equal 84.2%. They believed that the tasks, on average, were accommodated by only 26.7% of existing agency training in their discipline. Projects and exercises (34%) and programmed learning (23%) were viewed as the most preferred training methods. On-site training in the agency was strongly preferred (84%) with central facility training appropriate in 16% of the questionnaires.

Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. Two-thirds (66%) of the tasks were in the lower levels of the cognitive domain, making them very appropriate for programmed learning approaches.

It appears that there is either little existing training on WMD incidents for law enforcement or the training that exists does not reach most people in the discipline. This discipline provides a good example of the need for courses and curricula to address critical issues but, since there is a defined structure for existing training, adding to the capacity of that training would be most appropriate.

Public Health

There were 36 tasks included in the Public Health questionnaire and two SMEs completed portions of the questionnaires. The SMEs showed a high level of concordance in their answers to the questions that were completed, with a Kendall's W (Coefficient of Concordance) of .852. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 36 tasks showed that they felt the tasks reflected a criticality rating of 4.11 which, if converted to a percentage rating would equal 84.2%. They believed that the tasks, on average, were accommodated by only 17.07% of existing agency training in their discipline. This extremely low percentage suggests the need for validation of the information before progressing. Problem-solving exercises (28%) and projects and exercises (43%) were viewed as the most preferred training methods.

Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low.

It appears that there is either little existing training or the training that exists is deficient. This discipline provides a good example of the need for courses and curricula organized around planning activities and tactical response activities.

Public Safety Communications

There were 5 tasks included in the Public Safety Communications questionnaire and four SMEs completed the questionnaires. The SMEs showed a reasonably high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .788. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 5 tasks showed that they felt the tasks reflected a criticality

rating of 3.9 which, if converted to a percentage rating would equal 78%, a relatively low level of criticality. They believed that the tasks, on average, were accommodated by only 22.5% of existing agency training in their discipline. On-site training at the agency's location the most appropriate location for 75% of the tasks and distance learning methods appropriate for 20%. Projects and exercises were preferred by 20% of the respondents and discussion was the appropriate training method selected for some tasks by 30%.

Few gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low.

This discipline provides a good example of the need to develop courses and curricula which can be delivered in a distance format or added to existing training for those topics where gaps exist.

Public Works

There were 17 tasks included in the Public Works questionnaire and three SMEs completed the questionnaires. The SMEs showed a very high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .941. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0.

The average response of the SMEs to the 17 tasks showed that they felt the tasks reflected a criticality rating of 4.18 which, if converted to a percentage rating would equal 83.6%. They believed that the tasks, on average, were accommodated by only 32.3% of existing agency training in their discipline. Projects and exercises were preferred by 51% of the respondents and programmed learning was the appropriate training method selected for some tasks by 31%.

Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. About two-thirds (64%) of the tasks were in the lower levels of the cognitive domain.

This discipline provides a good example of the need for modular training to supplement existing training for the discipline, augmented and tested through exercises.

Global

The Global area, though not a "discipline," represents those tasks thought to be important to, or appropriate for, all disciplines associated with WMD.

There were 22 tasks included in the Global questionnaire and 18 SMEs completed the questionnaires. The SMEs showed a high level of concordance in their answers, with a Kendall's W (Coefficient of Concordance) of .892. Perfect concordance would be associated with a score of 1.0 and perfect disagreement world be reflected by a Kendall's W of 0.0. This concordance is especially impressive considering the number of SMEs associated with responding to the questionnaires.

The average response of the SMES to the 22 tasks showed that they felt the tasks reflected a criticality rating of 4.17 which, if converted to a percentage rating would equal 83.4%. They believed that the tasks, on average, were accommodated by 40.5% of existing agency training in their discipline. Projects and exercises (33%) and problem-solving exercises (29%) were viewed as the most preferred training methods for these tasks. On-site training in the agency was strongly preferred (88%).

Almost three-fourths (73%) of the task responses showed that the tasks were within the lower levels of the cognitive domain. This makes the tasks more appropriate for inclusion in existing training and for distance and modular approaches to serve as adjuncts to existing training.

Several gaps were identified where the criticality levels were high and the degree to which the tasks was accommodated by existing training was low. Some of these gaps seemed to fall within the general area of "planning." During the next phase of curriculum development, these tasks will be disaggregated into the disciplines for suggestions of training, with the highest priority going to those tasks where criticality is high.

The discipline-specific tasks below show the summary statistics for each task.

TASKS	Disc & #	%Accom	Criticality
Apply the resource allocation plan (EMA)	ema01	56.67	5.00
Assure vital information about the incident is effectively shared with all agencies (EMA)	ema02	55.00	4.67
Coordinate a large scale multi-jurisdictional/regional incident (EMA)	ema03	61.67	5.00
Coordinate all mitigation activities (EMA)	ema04	38.33	3.67
Coordinate evacuation/sheltering and protect in place activities (EMA)	ema05	45.00	4.67
Coordinate human services to include shelter, health, and welfare for emotional and physical needs (EMA)	ema06	73.33	4.67
Coordinate local WMD training for all potential responding agencies (EMA)	ema07	60.00	4.33
Coordinate patient tracking and family assistance activities with the health and medical fields (EMA)	ema08	33.33	4.00
Coordinate public warning, instruction, and information updates (EMA)	ema09	66.67	5.00
Coordinate structural recovery and "cleanup" (EMA)	ema10	33.33	3.33
Coordinate the activities of volunteer agencies, ham radio operators, and community emergency response team (EMA)	ema11	21.67	4.00
Coordinate the development of plans, procedures and protocols for response (EMA)	ema12	56.67	5.00
Coordinate the request, acquisition, distribution, and security of any needed resources (EMA)	ema13	40.00	4.33
Coordinate the request, acquisition, distribution, and security of the national pharmaceutical stock pile (EMA)	ema14	11.67	4.33
Coordinate volunteer organizations' actions and activities (EMA)	ema15	33.33	4.00
Coordinate with public health agencies for surveillance (EMA)	ema16	16.67	4.00
Maintain data inventory of state and local resources (EMA)	ema17	33.33	5.00
Manage and oversee the local or state WMD response and recovery program (EMA)	ema18	40.00	5.00
Participate and coordinate in a "risk assessment" (EMA)	ema19	15.00	4.67
Perform dissemination of information to the public during a WMD event (EMA)	ema20	68.33	5.00
Plan available resources and resources needed for response (EMA)	ema21	48.33	5.00
Develop mutual aid programs and protocols for WMD response (EMA)	ema22	28.33	4.67
Secure facilities during a WMD incident (EMA)	ema23	21.67	4.00
Serve as a liaison and coordinate local, state, and federal assets (EMA)	ema24	40.00	5.00
Train all EMA agency directors, supervisors, and staff in WMD response (EMA)	ema25	33.33	4.00
Design and execute interagency WMD exercises (EMA)	ema26	15.00	5.00
Manage and coordinate the activities of the EOC (EMA)	ema27	55.00	5.00
Participate in "risk assessment" (EMS)	ems01	21.25	3.75
Knowledge of WMD agents(EMS)	ems02	20.00	4.25
Maintain data inventory of state and local resources(EMS)	ems03	22.00	3.33
Understand the use and capability of detection equipment to identify WMD agents(EMS)	ems04	25.00	3.25
Know special dangers of WMD site(EMS)	ems05	20.00	4.25
Administer treatment(EMS)	ems06	30.00	5.00
Identify agents based on signs and symptoms(EMS)	ems07	25.00	4.75
Identify and preserve evidence (EMS)	ems08	15.00	3.50

Perform victim rescue(EMS)	ems09	25.00	4.25
Perform triage (EMS)	ems10	52.00	4.67
Recognize victim signs/symptoms/clusters of potential WMD(EMS)	ems11	25.00	4.25
Support medical monitoring and personnel safety of fire, HAZMAT, and police personnel(EMS)	ems12	55.00	3.75
Transport victims to hospital(EMS)	ems13	62.50	5.00
Use equipment to properly decontaminate victims(EMS)	ems14	42.50	4.00
Identify and preserve evidence (Fire)	fir01	61.67	4.67
Perform victim rescue(Fire)	fir02	83.33	5.00
Control the scene(Fire)	fir03	78.33	4.67
Perform hazard control and exposure protection(Fire)	fir04	78.33	4.00
Provide investigative assistance as required(Fire)	fir05	50.00	2.67
Establish hazard control zones(Fire)	fir06	78.33	4.67
Participate in "risk assessment" (Fire)	fir07	45.00	3.67
Be familiar with emergency patient care(Fire)	fir08	55.00	4.33
Be familiar with reference utilization for incident mitigation(Fire)	fir09	66.67	4.00
Know common decontamination terms (mass, technical, and personal) (Fire)	fir10	71.67	3.67
Know how and when to contain victims(Fire)	fir11	66.67	4.00
Know how to function within mass casualty incident operation plan(Fire)	fir12	55.00	4.00
Know how to wear and use appropriate level of PPE, in accordance with OSHA standards(Fire)	fir13	76.67	4.67
Know special dangers of WMD site for perimeter determination(Fire)	fir14	60.00	4.00
Knowledge of WMD agents(Fire)	fir15	55.00	4.33
Maintain data inventory of state and local resources(Fire)	fir16	33.33	3.67
Participate in intelligence sharing(Fire)	fir17	31.67	4.33
Understand the use and capability of detection equipment to identify WMD agents(Fire)	fir18	45.00	4.33
Identify agents based on signs and symptoms(Fire)	fir19	50.00	4.33
Distinguish HazMat/WMD from routine incidents(Fire)	fir20	66.67	4.67
Early recognition of victim's sign/symptoms of WMD(Fire)	fir21	42.50	4.50
Coordinate with PIOs to implement a joint information center system during a WMD incident (GA)	ga01	21.67	3.67
Coordinate, in concert with EMA, emerg services agencies, le, community resources, to exigencies of WMD incidents re: disruption of local activities(GA)	ga02	26.67	4.00
Coordination with EMA to design and execute continuity of public services during an incident(GA)	ga03	16.67	3.67
Develop a public policy vision for community recovery from a WMD incident(GA)	ga04	21.67	4.33
Develop confidence building strategies within management(GA)	ga05	28.33	3.67
Develop contingency plans for integration of state and federal, private resources at WMD incidents (GA)	ga06	33.33	4.67
Maintain data inventory of state and local resources(GA)	ga07	16.67	4.00
Perform dissemination of information to the public during a WMD event(GA)	ga08	21.67	3.67
Understand and exercise as appropriate emergency powers and declarations among local, state, private, and federal entities(GA)	ga09	23.33	4.67
Understand role and responsibilities during a WMD incident(GA)	ga10	26.67	5.00
Work with public information officials to develop and relay information and directives to the public(GA)	ga11	10.00	4.33
Administrative documentation completion (Global)	global01	45.83	3.89
Conduct Personnel rehabilitation(Global)	global02	41.94	3.89
Conduct/collect and share post-incident evaluation and documentation for ""Lessons Learned"" (Global)	global03	43.33	4.17
Cost recovery(Global)	global04	30.83	3.50
Develop a media-management plan(Global)	global05	43.61	4.11
Develop a plan to secure facilities during a WMD incident(Global)	global06	32.22	4.17
Implement a media management plan integrated with other agencies consistent with that of the government administration(Global)	global07	27.78	3.83
Personnel Utilization Considerations(Global)	global08	42.50	4.39
Understand role of agency in the EOC(Global)	global09	37.78	4.06
Make appropriate communication to other agencies(Global)	global10	45.28	4.22
Use self-protection strategies(Global)	global11	56.67	5.00
Vehicle/equipment restoration(Global)	global12	41.94	3.89
Develop a plan to establish alternative facilities and redundant capability during a WMD incident(Global)	global13	30.28	4.00
Develop plans for response to WMD(Global)	global14	33.89	4.89
Integrate volunteers, community groups, and individuals expertise, as appropriate, into the WMD response plan(Global)	global15	26.67	3.61
Participate in an awareness training program(Global)	global16	51.39	4.78
Revise plans based on lessons learned(Global)	global17	36.11	4.11
Understand decontamination equipment(Global)	global18	45.83	4.44
Understand glossary of WMD terminology(Global)	global19	41.67	3.67
Understand Incident Command System(Global)	global20	57.78	4.67
Understand state and federal assets available to assist in a WMD incident(Global)	global21	30.00	4.06
Understand transfer of command protocol(Global)	global22	49.17	4.17

Coordinate with law enforcement for security and fire/hazMat for decontamination (HC)	hc01	35.00	4.00
Develop a decontamination strategy to address single, multiple and mass patients(HC)	hc02	35.00	4.50
Develop plans for Communication of operational status internally and externally with EMA and EOC(HC)	hc03	35.00	5.00
Develop plans for Facility security(HC)	hc04	50.00	5.00
Develop plans for Fatality management(HC)	hc05	35.00	4.50
Develop plans for Illness, injury and line of duty death of personnel(HC)	hc06	32.50	4.50
Develop plans for Inclusion of outside-volunteer health care professionals(HC)	hc07	15.00	3.50
Develop plans for Mass medication of staff(HC)	hc08	15.00	4.00
Develop plans for Medical surveillance of victims(HC)	hc09	25.00	4.50
Develop plans for Mental health support for victims, family, and staff(HC)	hc10	25.00	4.00
Develop plans for Personal effects collection and handling(HC)	hc11	40.00	4.00
Develop plans for Specimen transfer to outside laboratories(HC)	hc12	25.00	4.00
Develop plans for Supplementing needed resources using traditional practices (i.e. vendors), and EMA and ESF 8(HC)	hc13	25.00	4.00
Develop plans for Utilization of outside local and state and federal resources (DMAT, NMRS) (HC)	hc14	25.00	4.00
Establish triage and treatment protocols for use in catastrophic circumstances(HC)	hc15	50.00	5.00
Have necessary equipment and training for decontamination(HC)	hc16	15.00	4.50
Know how and when to use medical references(HC)	hc17	75.00	3.50
Know how to wear and use the appropriate level of PPE(HC)	hc18	25.00	4.50
Know when to isolate victims(HC)	hc19	35.00	4.00
Participate in "risk assessment"(HC)	hc20	25.00	4.00
Participate in medical surveillance program in conjunction with EMA and public health(HC)	hc21	15.00	4.00
Recognize and preserve evidence(HC)	hc22	25.00	3.50
Recognize signs and symptoms of WMD agents through clinical assessment and obtaining presumptive diagnosis(HC)	hc23	35.00	5.00
Recognize Victim Symptoms of potential WMD(HC)	hc24	25.00	4.50
Understand decontamination equipment(HC)	hc25	25.00	4.50
Understand the magnitude of WMD influence on health care and practitioners(HC)	hc26	25.00	4.50
Use decontamination equipment(HC)	hc27	25.00	4.50
Participate in "risk assessment" (HAZ)	hz01	92.50	5.00
Be familiar with reference utilization for incident mitigation(HAZ)	hz02	85.00	5.00
Be familiar with emergency patient care(HAZ)	hz03	66.25	4.50
Coordinate clean up with a contractor(HAZ)	hz04	62.50	3.25
Develop an incident action plan(HAZ)	hz05	76.25	4.50
Know and apply scene control procedures(HAZ)	hz06	85.00	5.00
Know common decontamination terms (mass, technical, and personal) (HAZ)	hz07	78.75	4.00
Conduct agent control/containment(HAZ)	hz08	88.75	4.50
Perform medical monitoring and personnel safety of fire, HazMat, and police(HAZ)	hz09	85.00	4.25
Perform post-exposure medical surveillance(HAZ)	hz10	63.75	3.25
Provide site assessment and remediation(HAZ)	hz11	71.25	4.25
Provide technical information/recommendations to special operations teams from other agencies(HAZ)	hz12	57.50	4.25
Support investigation of WMD incident(HAZ)	hz13	46.25	4.00
Know how and when to contain victims(HAZ)	hz14	50.00	3.00
Identify and preserve evidence(HAZ)	hz15	53.75	4.00
Perform victim rescue(HAZ)	hz16	80.00	4.75
Control the scene(HAZ)	hz17	85.00	4.75
Perform hazard control and exposure protection(HAZ)	hz18	85.00	4.75
Provide investigative assistance as required(HAZ)	hz19	38.75	3.75
Establish hazard control zones(HAZ)	hz20	88.75	4.75
Know how to function within mass casualty incident operation plan(HAZ)	hz21	57.50	4.25
Know how to wear and use appropriate level of PPE, in accordance with OSHA standards(HAZ)	hz22	92.50	5.00
Know special dangers of WMD site for perimeter determination(HAZ)	hz23	58.75	4.75
Knowledge of WMD agents(HAZ)	hz24	58.75	4.50
Maintain data inventory of state and local resources(HAZ)	hz25	50.00	3.75
Participate in intelligence sharing(HAZ)	hz26	25.00	4.00
Understand the use and capability of detection equipment to identify WMD agents(HAZ)	hz27	71.25	5.00
Identify agents based on signs and symptoms(HAZ)	hz28	58.75	4.75
Distinguish HazMat/WMD from routine incidents(HAZ)	hz29	67.50	5.00
Early recognition of victim’s sign/symptoms of WMD(HAZ)	hz30	58.75	4.50
Coordinate intelligence collection (LE)	le01	32.50	4.25
Direct threat assessment(LE)	le02	32.50	4.25
Joint, regular training with other agencies(LE)	le03	35.00	4.00
Know and recognize types of agents(LE)	le04	25.00	4.50
Know how and when to operate diagnostic equipment(LE)	le05	11.25	3.50
Know self-protection strategies(LE)	le06	25.00	4.75
Know when to perform the "hand-off" within the ICS system(LE)	le07	20.00	4.50
Maintain certifications and training in compliance with OSHA and other regulations (LE)	le08	20.00	3.50

Understand special hazards of a terrorism incident(LE)	le09	28.75	4.50
Use reference material to determine appropriate PPE to wear(LE)	le10	20.00	4.00
Write agency plan for response for different jobs within law enforcement and integrates with plans from other agencies(LE)	le11	20.00	3.75
Participate in "risk assessment"(LE)	le12	15.00	4.00
Know how to wear and use appropriate level of PPE, in accordance with OSHA standards(LE)	le13	32.50	4.25
Know how and when to contain victims(LE)	le14	20.00	3.50
Collect and preserve evidence(LE)	le15	32.50	4.50
Conduct special operations in a hazardous environment(LE)	le16	20.00	4.75
Integrate criminal investigation with epidemiological investigation(LE)	le17	3.75	4.75
Investigate the incident(LE)	le18	28.75	4.50
Perform limited mitigation (LE)	le19	20.00	4.00
Perform render/safe procedures(LE)	le20	45.00	5.00
Provide site security(LE)	le21	50.00	4.00
Recognize a terrorist incident(LE)	le22	37.50	4.50
Recognize evidence(LE)	le23	38.75	4.00
Recognize the need to decontaminate people and animals (process and terminology) (LE)	le24	28.75	4.00
Search for additional devices(LE)	le25	23.75	4.00
Assist in establishing the site perimeter, based on agent (PH)	ph01	.00	2.00
Assist with coordination of clean-up contractors(PH)	ph02	15.00	2.00
Communicate with the public about reoccupation and resumption of normal activity(PH)	ph03	15.00	4.00
Conduct isolation(PH)	ph04	15.00	4.00
Conduct local pharmacy inventory of available meds and medical supplies in conjunction with the EMA(PH)	ph05	.00	4.00
Coordinate with EMA and other medical agencies to perform resource inventory of meds, ventilators, and beds available for use during an incident(PH)	ph06	25.00	4.50
Develop a mass fatality management plan in coordination with the EMA, medical examiner, and law enforcement(PH)	ph07	15.00	5.00
Develop a mass medication/immunization plan(PH)	ph08	15.00	5.00
Develop a plan for dealing with agency personnel, injury, illness or line of duty death(PH)	ph09	50.00	4.00
Develop a plan for health care personnel who volunteer during an incident(PH)	ph10	25.00	4.00
Develop a plan in conjunction with hospitals, and ATSDR, for medical surveillance and long-term evaluation of incident victims(PH)	ph11	15.00	3.50
Develop a plan in conjunction with the EMA for requesting, acquiring, securing, and distributing the national pharmaceutical stock pile(PH)	ph12	15.00	4.00
Develop a public health resource allocation plan(PH)	ph13	15.00	4.00
Develop alternative care facilities plan in coordination with EMA(PH)	ph14	25.00	4.50
Develop a mass medication administration plan for the agency personnel (internal) (PH)	ph15	15.00	4.00
Develop passive and active surveillance strategies(PH)	ph16	15.00	4.00
Establish an ICS plan for the agency(PH)	ph17	25.00	4.50
Formulate a plan for impact/threat analysis(PH)	ph18	15.00	4.00
Integrate epidemiological investigation and monitoring with CDC, WHO, and other US and international agencies(PH)	ph19	.00	4.00
Integrate with poison control centers, the release of information to hospitals, EMS, and other health care providers and the public(PH)	ph20	15.00	5.00
Know self-protection strategies(PH)	ph21	25.00	4.50
Know signs and symptoms of WMD agents(PH)	ph22	15.00	4.50
Know when and how to implement isolation, containment, and quarantine decisions(PH)	ph23	15.00	4.00
Know when to wear and use appropriate levels of PPE(PH)	ph24	25.00	4.50
Make assessment and treatment recommendations to hospitals and clinicians in the community(PH)	ph25	15.00	5.00
Make recommendations concerning the need for mass medication and immunization(PH)	ph26	15.00	4.00
Perform initial and on-going epidemiological study(PH)	ph27	15.00	4.00
Provide technical advice to command(PH)	ph28	15.00	4.00
Recognize patterns to infer threats or potential WMD incidents(PH)	ph29	15.00	4.00
Recognize the severity of the impact of WMD agents on the health and well-being of the community(PH)	ph30	15.00	4.00
Understand decontamination equipment(PH)	ph31	15.00	4.00
Understand magnitude of WMD influence on public health(PH)	ph32	15.00	4.00
Understand state and local authority to implement isolation, containment, and quarantine(PH)	ph33	.00	4.00
Use decontamination equipment for cleanup(PH)	ph34	15.00	4.00
Utilize the detection of monitoring equipment and coordinate the collection of laboratory analysis(PH)	ph35	15.00	4.00
Work with public information officials to develop and relay information and directives to the public(PH	ph36	15.00	4.00
Coordinate with EMA to support interagency and interjurisdiction communications (PSC)	psc01	33.75	4.00
Coordinate with other agencies to ensure radio interoperability, and other communication systems during a WMD incident(PSC)	psc02	26.25	4.25
Recognize the WMD implications of new technologies (such automatic vehicle locators which may trigger a detonation) (PSC)	psc03	7.50	3.50

Understand the media-management plan(PSC)	psc04	20.00	3.25
Recognize the possibility of WMD incident occurrence through calls for service, dispatch patterns, and signs and symptoms(PSC)	psc05	25.00	4.50
Assess vulnerability to WMD (PW)	pw01	21.67	4.67
Become familiar with characteristics of WMD events (identifying an explosive event, for example) (PW)	pw02	26.67	4.67
Conduct a "vulnerability assessment" for infrastructure impact(PW)	pw04	21.67	4.33
Conduct post-incident assessment of damages, and develop short-term and long-term recovery strategies(PW)	pw05	38.33	4.33
Cross-train technical support personnel(PW)	pw05	33.33	4.00
Develop a plan for continuity of services(PW)	pw06	43.33	4.00
Develop an equipment decontamination program(PW)	pw07	32.50	4.00
Develop mutual aid programs and protocols for WMD response(PW)	pw08	33.33	3.67
Develop teams to support USAR teams(PW)	pw09	15.00	3.67
Generate a system analysis for everyday operations(PW)	pw10	48.33	3.67
Know when and how to notify other agencies(PW)	pw11	55.00	4.00
Knowledge of the impact of WMD(PW)	pw12	21.67	4.33
Participate in response plan(PW)	pw13	55.00	5.00
Recognize/distinguish devices as WMD threats(PW)	pw14	28.33	4.67
Understand the benefits of advanced electronics utilization(PW)	pw15	15.00	3.33
Understand the environmental aspects of a WMD event in addressing the recovery of the infrastructure(PW)	pw16	21.67	4.00
Perform contaminated debris management for evidentiary and safety purposes(PW)	pw17	38.33	4.67

INSTRUCTIONS FOR SME QUESTIONNAIRE

The attached questionnaires, one set (page) of questions per task, are designed to validate information accumulated to date and refine tasks, learning objectives, and training methods. While there is no precise formula for determining any of these elements, we believe that through the use of Subject Matter Experts and focused, consolidated information gathering approaches, we can determine the most appropriate approaches in WMD training.

There are two distinct aspects of the questionnaire: the abstract elements (refining the tasks that ought to be among the unique or unusual knowledge, skills, and abilities of a discipline's preparation for and response to WMD incidents, including the most appropriate methods for training professionals to perform those tasks), and the concrete (the degree to which the training or the skills already exist in the discipline). It is essential that definitions be articulated for some of the terms so that there will be shared understanding of the questions. It will also be useful to provide a brief explanation of the process which has produced the information you are receiving. We are operating under the belief that if the process is a good one, the products should be good. At times this process may appear redundant but we believe that validation and verification flows from duplication at certain critical points.

First consider the Definitions on the attached sheet, then peruse the Process description. One of the questionnaires has been completed and is attached to show the preferred method. We expect to collect and collate multiple copies of each questionnaire so uniformity is important.

Should there be questions about the definitions, process, or questionnaires, please feel free to contact either Bill Pelfrey or Sarah Smiley for procedural questions. You might also consider contacting the Subject Matter Expert(s) whose participation in an earlier stage contributed to the development of the tasks. These SMEs are listed in the section titled "Progress to Date" below.

Definitions Applicable to the SME Questionnaires

Disciplines: Those agencies, organizations or groups considered most prominent preparation and response to an incident or suspected incident of WMD.

Tasks: The knowledge, skills, and abilities needed by persons preparing for or responding to a WMD incident, over and above the knowledge, skills, and abilities they possess as a member of their discipline or profession.

Taxonomy Categories: According to training and education literature, learning objectives should be defined for each task. These learning objectives should be consistent with educational objectives which are either cognitive (Recall or recognition of knowledge and the development of intellectual abilities and skills), affective (changes in interest, attitudes, and values), or psychomotor (development of manipulative or motor-skills which are neuromuscular or physical and involve different degrees of physical dexterity). The most prominent taxonomies or objectives organized in hierarchical form, are attached. Additionally, a sheet showing verbs "suggesting" particular levels of the taxonomies is also attached but care should be taken in relying only on this sheet. The other sheets provide far more specific information and guidance in correctly positioning tasks into the correct level of learning objectives.

Training Methods: Based on the taxonomy level, there are some methods of training and instruction which appear to be preferred. Generally, the methods are:

> **Self-paced Readings, Videos, and Classroom Lectures** - Learner in passive role, information able to be verbalized.
> **Discussion** (Classroom) - Learner in a more active role, feedback immediate
> **Problem-solving Exercises** - Active learning with problem solving skills reinforced
> **Programmed Learning** - material organized and presented in sequential, modular fashion.
> **Projects and Exercises** - Active, may involve simulations, involves problem-solving, applications.
> **Demonstrations** - Passive learning for more complex skills, psychomotor especially.

Training Sites: Below are the categories of training sites used here. Alternatives can be suggested in the questionnaire by the SME.

> **Central Location Training**: Some training courses are best offered in central locations. The reasons for transporting participants to central or regional locations can include issues such as models, rare equipment, instructional continuity, and the like.
> **On-site Training**. This traditional method could be offered at agency-specific locations, jurisdiction-specific locations, or regionally. Traditional methods are most appropriate for many clientele but time and travel restrictions may limit the audience.
> **TV/Video Instruction**. Many agencies and clientele would find it difficult if not impossible to attend training sessions of sufficient length to address the issues but could best utilize structured training. Capsulated training or instructional vignettes may be most appropriate for some audiences, depending on the sensitivity of the topic and the information.

Computer-based Instruction. This method may incorporate Internet instruction with the now established computer-based models for delivery of instruction to different audiences. This approach offers the most flexibility for the clientele but may compromise interaction, demonstration, and feedback.

Testing or Validating Performance: Typically, it is necessary to determine the degree to which the learner has become competent in the task. Several methods, based on the training literature, are listed. All that are acceptable methods can be identified and other methods not listed can be added for each task.

Criticality of Performance: Under the presumption that all tasks are not of equal criticality or importance, the scale used will assist in be certain that the most critical tasks are included in core instruction. In this regard, "criticality" refers to degree to which the task is important to the discipline or most professionals in the discipline.

Strategic Tasks: Tasks that are considered "Strategic" would be those associated with a plan, design, frame, project, or forecast.

Tactical Tasks: Tasks that are considered "Tactical" would be those associated with actions to execute; dispatch; proceed with, discharge; carry on, carry through, carry out, carry into effect, or put into effect.

Process to Date

(Included in the Instructions for the Survey)

Disciplines and Tasks were initially identified through a variety of assessment processes, some elaborate and quantitative, others based on focus groups and strategic planning sessions. At each iteration, the disciplines and tasks have been reevaluated by staff and Subject Matter Experts. The most recent effort to identify the disciplines and tasks involved the staff of ODP and the following Subject Matter Experts:

Craig DeAtley
Myra Sochel
Steven Khur
Daryl Louder
Mark Oxley
John King
Joe Saitta
Mark McCain
Bill May

These SMEs represented each of the disciplines, sometimes multiple disciplines, associated with WMD events. During a two-day session, the disciplines were identified and defined, then each discipline was subjected to the examination and discussion of all of the SMEs. The result was a list of tasks believed to be comprehensive, applicable to WMD incidents, and exclusive of preparatory work the professionals already possessed. Specifically excluded were knowledge, skills, and abilities professionals possessed independent of WMD incident needs. One of the last important issues

addressed in the meeting was the exclusion of any tasks which were not unique to WMD incidents, thus including only those which are created by virtue of such an incident.

The next step in the process, begun with these questionnaires, is the linkage of the tasks with the educational objectives, appropriate methods and location of training, criticality of the training, and performance measures. Once that information is gathered and validated, the tasks will be collected into curricula and modules for instruction developed, generally moving from the least complex to the most complex but keeping core tasks central. Determination of gaps between the expert-developed, validated training objectives and the existing courses produced under the initial curriculum will lead to the development of the most appropriate, comprehensive curriculum available. Once implemented, evaluations and continuing assessment will result in revisions and refinements, as is the case in every curriculum.

Completion of each Task Questionnaire

It is suggested that each SME consider the definitions, the process and the attached materials associated with the taxonomies to become familiar with the terms and terminology used here. Next, each task should be considered in steps consistent with the numbered question, consistent with the comments below:

1. Considering the task stated briefly in bold, re-write the task using phrases, terms, or synonyms which will be used to be sure each SME is addressing the same knowledge, skills, and activities.

2. Considering the taxonomies, along with the presumptive level, shown in italics, comment on whether you agree or disagree with the placement of the task in that category. If you disagree, identify an alternate level in one of the taxonomies. It should be recognized that this presumptive level has **not** been validated and, while it is defensible, it is proposed based only on the discussions from other meetings. There should be no perception of finality in the presentation of the presumed level and SMEs should feel free to recommend other levels.

3. Considering the training methods, validate or provide alternatives to the method(s) listed.

4. Based on what you feel to be the most appropriate (balancing efficiency with effectiveness) identify the site you would recommend for training in that task.

5. The most appropriate testing method to show performance or competency should flow logically from the previous items. No items are presumed as most appropriate since there may be some changes recommended in the previous items. Mark as many as you feel are appropriate but please be parsimonious in identifying these methods. Ultimately, curricula will have to show one or a very few of these methods as part of evaluation and your guidance will be useful in being certain the appropriate methods are identified.

6. On a scale of "Not Important" to "Essential" indicate your opinion of the criticality of this task. Not all tasks are as critical to the discipline or a majority of the professionals in the

discipline and it is important that we understand the relative importance or criticality of tasks so that core tasks can be emphasized and adjunct tasks can be available through modules or other means.

7. Considering what you know about the prevalence of training in certain tasks for "most" professionals in the discipline, indicate the degree to which training is already available through sources other than ODP/WMD related training. Note the direction of the scale - from "Training does not Currently Exist" to "Already part of All Training."

8. Identifying training as "Strategic" or "Tactical" assist us in understanding the tiers of personnel associated with a task.

9. Considering all of the information you were asked to provide in the other questions, note any additional elements, refinements, or revisions in the task, the category, the training methods, sites, performance measures or criticality you think is important. Every part of every questionnaire will be studied to gather information you think is important. Marginal notes, comments on the back of sheets, and additional sheets will be considered in collating information. If, for example, you feel it is important to note differences in the training needs of operational and administrative personnel for a task, please do so. Everything you say is important and will be utilized to integrate the various response into a clear, concise set of answers to each questionnaire.

We recognize the importance of this task and value the information you provide. We anticipate consistency in responses, however we have planed for diversity. It may be necessary to provide some SMEs with composite responses and gain validation for the responses if there are significant, irreconcilable differences in the responses.

Explanations of Cognitive Taxonomy (Extracted from Benjamin Bloom[1])

Knowledge (recognizing or recalling ideas, material, or phenomena)

Knowledge of terminology: define terms, distinguish words, understand terms and concepts.

Knowledge of Specific Facts: recall facts, dates, recognize events.

Knowledge of ways and means of dealing with specifics:
Familiarity with, conscious of, knowledge of rules, understanding continuity, know developmental categories, recognize range of features, know types, familiar with criteria, know basic elements, know how to attack or address problems, know various techniques.

Knowledge of universals and abstractions in a field:
Know key principles, know major generalizations, be familiar with key laws, recall major theories, understand interrelationships, understand structural organization.

Comprehension(when confronted with a communication, knowing what is being communicated and how to use it)

Translation: translate from symbolic form, read illustrations, read maps, tables, diagrams, graphs to or from verbal forms.

Interpretation: grasp a complete thought or situation, distinguish between appropriate and inappropriate conclusions drawn from a body of data or information, interpret social data, draw conclusions and state them effectively, predict trends.

Application (given a new problem, ability to apply correct abstractions without prompting)
Ability to apply generalizations to problems, ability to apply procedures to problems, skill in applying laws to situations.

Analysis (ability to break down material into constituent parts and detect relationships of the parts)

Analysis of elements ability to recognize unstated assumptions, ability to distinguish facts from hypotheses, skill in identifying motives, distinguish conclusions from the facts supporting conclusions.

Analysis of relationships comprehending interrelationships and order of relationships, recognizing relevant elements for validation, recognize essential facts, distinguish cause-and-effect, detect logical fallacies in arguments.

Analysis of organizational principles:
Recognize form and pattern in actions and behavior, ability to infer purpose or point of view, ability to infer philosophy, ability to recognize bias.

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[1]Bloom, Benjamin S., Max D. Engelhart, Edward J. Furst, Walter H. Hill, and David R. Krathwohl. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1, Cognitive Domain. New York: David McKay, pp. 25 - 39.

Synthesis (putting together elements and parts to form a whole)

Production of a unique communication	Ability to write creatively, make extemporaneous speeches.
Production of a plan	ability to propose ways to test a concept, integrate diverse concepts into a solution, plan a unit of instruction, design tools or machines.
Derive a set of abstract relations:	Ability to formulate a theory of action, perceive various was to organize actions or elements to address an issue or problem.

Evaluation (making judgments about the value of ideas, works, methods, or solutions)Assessing work, accuracy, or arguments, using certain criteria, comparing facts, theories or generalizations to determine validity; appraise judgments or values.

Description of Psychomotor Taxonomy[2]

Perception	ability to identify based on feel or touch.
Set	able to demonstrate use of simple tool, instrument, or mechanism.
Guided response	able to imitate an observed movement or procedure.
Mechanism	demonstrate mixing or combining of chemicals.
Complex overt response	operate complex or intricate equipment.
Origination	create original exercise, movement, game, or technique.

[2]Simpson, Elizabeth Jane. (1972). "The Classification of Educational Objectives in the Psychomotor Domain." The Psychomotor Domain, Vol. 3. Washington: Gryphon House. Pp. 43-56.

Affective Domain [3]

1.0 Receiving (attending)
- 1.1 Awareness
- 1.2 Willingness to receive
- 1.3 Controlled or selected attention

2.0 Responding
- 2.1 Acquiescence in responding
- 2.2 Willingness to respond
- 2.3 Satisfaction in response

3.0 Valuing
- 3.1 Acceptance of a value
- 3.2 Preference for a value
- 3.3 Commitment (conviction)

4.0 Organization
- 4.1 Conceptualization of a value
- 4.2 Organization of a value system

5.0 Characterization of a value or value complex
- 5.1 Generalized set
- 5.2 Characterization

[3]Krathwohl, David, R., Benjamin S. Bloom, and Bertram B. Masia. (1964). Taxonomy of Educational Objectives: The classification of Educational Goals Handbook II: Affective Domain. New York: David McKay Company.

Cognitive Domain Taxonomy and Verbs

Level	Verbs
Knowledge	identify, specify, state
Comprehension	explain, restate, translate
Application	apply, solve, use
Analysis	analyze, compare, contrast
Synthesis	design, develop, plan
Evaluation	assess, evaluate, judge

Affective Domain Taxonomy and Verbs

Level	Verbs
Receiving	accept, demonstrate awareness, listen
Responding	comply with, engage in, volunteer
Valuing	express a preference for, show concern
Organization	adhere to, defend, synthesize
Characterization by value	show empathy, show ethical consideration
Perception	distinguish, identify, select

Psychomotor Domain Taxonomy and Verbs

Level	Verbs
Set	assume a position, demonstrate, show
Guided Response	attempt, imitate, try
Mechanism	make habitual, practice, repeat
Complex overt response	carry out, operate, perform
Adaptation	adapt, change, revise
Origination	create, design, originate

Cognitive: Recall or recognition of knowledge and the development of intellectural abilities and skills.

Affective: Changes in interest, attitudes, and values, and the development of appreciations and adequate adjustments.

Psychomotor: Develop manipulative or motor-skills which are neuromuscular or physical and

Participate in "risk assessment" (Example of Task Survey Instrument)

Considering the Task above, respond to each of the following items:

1. This task could further be described as (include some text which clarifies the knowledge, skills, or abilities necessary for the performance of the task)
   _____
2. Based on the "taxonomy" categories, this task is consistent with that of "*Interpretation: grasp a complete thought or situation, distinguish between appropriate and inappropriate conclusions drawn from a body of data or information*" Yes__ No__ (If No, Which category does it best fit?_____)
3. The most appropriate method for providing the knowledge, skill, or abilities to perform this task is "Projects and Exercises." Yes__No__(If No, Which method is best?_____)
4. The most appropriate site for providing the knowledge, skill, or abilities to perform this task is "On-site at Agency." Yes ___ No____ (If No, Which site is best?_____)
5. What is the most appropriate method for testing or validating competence / performance related to the task?
   Written Test? Yes____
   Oral Examination? Yes___
   Self-assessment? Yes_____
   Individual (Personal) Demonstration? Yes____
   Small-Group Exercise? Yes___
   Large-Group or Multi-agency Exercise? Yes___
   Other _____(specify)
6. Indicate, on the scale below, the level of "criticality" you associate with someone in your discipline being able to perform this task - How important is the task?

Not Important	Somewhat Important	Useful	Very Important	Essential

7. Select the likelihood that the knowledge, skill, or ability associated with the task is already part of the training received by most professionals in this discipline?

Not Part of Any Existing Training	Part of Very Little Training (5%-25%)	Part of Some Training (25%-45%)	About Half	Part of More than Half of Training (55%-75%)	Part of Most Training (75%-95%)	Already Part of All Training

8. Is this task more "Strategic"___ or "Tactical"____ for someone in your discipline?

9. What additional comments do you have regarding this task (refinements, revisions, etc.):_____

Appendix 2

Tasks by Discipline with Learning Objectives

Appendix 2
Tasks by Discipline with Learning Objectives

EMA Tasks	NAME	Learning Objectives
Apply the resource allocation plan (EMA)	ema01	Understand the assignment or distribution of predesignated resources, based on knowledge of current asset inventory and consistent with priorities established in allocation plan.
Assure vital information about the incident is effectively shared with all agencies (EMA)	ema02	Understand information management and distribution processes to appropriate agencies through situation reports.
Coordinate a large scale multi-jurisdictional/regional incident (EMA)	ema03	Be able to direct the response and recovery activities of multiple jurisdictions. Coordinate and prioritize support in response to a widespread hazard. Understand crisis and consequence management.
Coordinate all mitigation activities (EMA)	ema04	Be able to direct actions and measures before, during and after an incident to prevent or minimize consequences of various hazards. Requires an understanding of threat reduction and vulnerability, based on analysis.
Coordinate evacuation/sheltering and protect in place activities (EMA)	ema05	Know general population protection through consequence analysis. Be able to determine and implement appropriate protective measures, including shelters (public or in place), instructions regarding traffic control, and mass care measures.
Coordinate human services to include shelter, health, and welfare for emotional and physical needs (EMA)	ema06	Know and understand mass care plan implementation through needs assessment

Coordinate local WMD training for all potential responding agencies (EMA)	ema07	Determine appropriate curricula and subject matter. Select and involve all agencies. Design training and levels appropriate for each agency. Assign or obtain instructors. Secure training sites. Implement training. Coordinate and monitor training.
Coordinate patient tracking with the health and medical fields (EMA)	ema08	Know and understand tertiary care capabilities through facilities needs assessment. Match VOAD and other volunteer and government assists with medical care facilities to care for and inform families of victims.
Coordinate family assistance. (EMA)	New	Provide critical services to friends and family of disaster victims, including logistical support (temporary housing, food, etc.), crisis counseling, religious support.
Coordinate public warning, instruction, and information updates (EMA)	ema09	Direct the timely, accurate, and unified release of public information, emergency instructions, and public alerts. Conduct an effective public information campaign, ensuring all releases are coordinated. Develop an organized warning alert information and dispersion process through centralized control and coordination.
Coordinate structural recovery and "cleanup" (EMA)	ema10	Be able to design and implement a program of recovery and restoration of facilities. Coordinate site rehabilitation through assessment and evaluation.
Coordinate the activities of volunteer agencies, ham radio operators, and community emergency response team (EMA)	ema11	Be able to activate, employ, monitor, support, and integrate myriad volunteer groups into emergency operations for response and recovery. Maintain inventory of community resources through local planning participation.
Coordinate the development of plans, procedures and protocols for response (EMA)	ema12	Know and understand crisis and consequence management. Be able to develop an emergency operations plan, integrating the expertise and protocols of various agencies with each other to create a unified approach.
Coordinate the request, acquisition, distribution, and security of any needed resources	ema13	Conduct resource management through data acquisition. Understand material management and logistics.

(EMA)		
Coordinate the request, acquisition, distribution, and security of the national pharmaceutical stock pile (EMA)	ema14	Understand mass prophylaxis, immunization, and catastrophic casualty management through pharmaceutical distribution. Be able to coordinate and facilitate delivery of appropriate pharmaceuticals from stockpile to areas affected.
Coordinate with public health agencies for surveillance (EMA)	ema16	Understand public health system response architecture. Integrate public information campaign with health alert network and provide support to health agencies in wide-area surveillance program. Design or influence a public health surveillance system which focuses on specific B.T. indicators.
Manage and oversee the local or state WMD response and recovery program (EMA)	ema18	Know and understand crisis and consequences management. Be able to integrate plans through centralized development process. Be able to manage and oversee response and recovery.
Participate and coordinate in a "risk assessment" (EMA)	ema19	Be able to manage, through assignment and coordination of SMEs, the collection of data on risk and vulnerability. Organize and assess the data.
Develop mutual aid programs and protocols for WMD response (EMA)	ema22	Organize a process including the identification of desired signatories, arrangement and execution of agreements, development of plans and protocols, training to insure understanding and compliance, examination through exercises, refinement as needed.
Secure facilities during a WMD incident (EMA)	ema23	Understand facilities self defense and protective measures through threat and vulnerability analysis. Understand issues and processes in securing key facilities such as EOC, JOC, hospitals, etc.
Coordinate local, state, and federal assets (EMA)	ema24	Recognize role and responsibilities for serving as central point of coordination from state EOC to incident command, ROC, JOC, or other command cells. Know and be able to impart the

		command and control operational objectives for response to an incident.
Train all EMA agency directors, supervisors, and staff in WMD response (EMA)	ema25	Be able to develop process to give coordinators and decision makers a better understanding of tactical processes, resources needed, and constraints.
Design and execute interagency WMD exercises (EMA)	ema26	Determine skills and capabilities needed. Train and assess those skills. Develop scenarios to address objectives. Execute interagency exercises. Reassess capabilities based on "Lessons Learned."
Manage and coordinate the activities of the EOC (EMA)	ema27	Know and understand EOC operations and plans. Recognize roles and responsibilities as Operations Manger in EOC support of R and R activities for local, regional, county, state areas of responsibility.
Coordinate donations and unsolicited volunteers. (EMA)	New	Establish a strategy for management of receipt for materials and volunteers. Coordinate the presence of unsolicited volunteers.
Collaborate with Public Health and Coordinate Public Health issues related to WMD. (EMA)	New	Serve as coordination point with Public Health on health services and health surveillance issues.

EMS Tasks	NAME	Learning Objectives
Participate in "risk assessment" (EMS)	ems01	Be able to survey a site for possible dangers using required skills and written tools such as check-lists. Analyze the local risks as they relate to EMS capability to respond effectively.
Knowledge of WMD agents (EMS)	ems02	Be aware of military and industrial chemicals which can be used to harm individuals and the environment. Understand the threats and characteristics of biological, nuclear, radiological, and explosive agents and devices.
Knowledge of public and private sector resources (EMS)	ems03	Know what resources exist at the local, state, or federal levels and how they can be accessed and utilized.
Know special dangers of WMD site (EMS)	ems05	Be able to characterize the hazards specific to WMD events. Understand the special dangers a WMD site poses.
Administer treatment (EMS)	ems06	Possess knowledge and skill necessary to assess and treat victims of WMD exposure.
Identify agents based on signs and symptoms (EMS)	ems07	Be able to recognize illness and/or injury caused by different WMD agents based on presenting signs and symptoms. Be able to recognize trends in victim signs and symptoms to indicate a WMD incident. Differentiate WMD casualties from more common illnesses based on agent-specific signs and symptoms.
Identify and preserve evidence (EMS)	ems08	Recognize a crime scene and attempt to preserve its integrity while caring for WMD victims, in order to avoid disturbing evidence.
Perform victim rescue (EMS)	ems09	Be able to extricate victims from site while ensuring self protection by understanding risks and utilizing proper protective measures based on knowledge of agents and toxic effects.
Perform triage (EMS)	ems10	Initially assess the number of victims. Prioritize patients according to severity, resource availability, and likelihood of a positive response to treatment based on WMD-specific criteria.
Support medical monitoring and personnel safety of fire,	ems12	Recognize the need for all personnel to be monitored and rehabilitated. Use patient

HAZMAT, and police personnel (EMS)		care skills to evaluate medical status of personnel based on problem indicators.
Transport victims to appropriate health care facility (EMS)	ems13	Based on needs of patient, quickly and safely transport patients for higher level of care, while maintaining personal protection.
Recognize the need to decontaminate victims properly prior to transport.	ems14	Understand the need for and the process for providing victim decontamination.

Fire Tasks	NAME	Learning Objectives
Identify and preserve evidence (Fire)	fir01	Be able to recognize potential evidence at a WMD/terrorist crime scene, identify the evidence, collect it, protect it, preserve it, and maintain chain of custody
Perform victim rescue (Fire)	fir02	Be able to safely and effectively remove viable patients form a contaminated environment or hazardous area, utilizing appropriate protective measures and available resources.
Control the scene (Fire)	fir03	Understand and identify differences in control zones (I.e. ,hot, warm and cold zones). Secure or isolate the incident scene by managing ingress and egress, preventing contaminated persons from leaving and on-lookers from entering.
Perform hazard control and exposure protection (Fire)	fir04	Describe and demonstrate means of controlling the hazards and protecting exposures at various kinds of WMD incidents. Identify and correctly manage the hazards. Apply the proper techniques to limit harm.
Provide investigative assistance as required (Fire)	fir05	Assist authorities in determining WMD event and, after determination, in the evidence identification and investigation, to include decontamination, lighting, fire protection, air supply, etc.
Participate in "risk assessment" (Fire)	fir07	Recognize and describe the critical factors which must be evaluated in order to determine the risks associated with the incident and determine appropriate actions.
Be familiar with emergency patient care (Fire)	fir08	Based on the Recognize signs and symptoms of specific injury/illness, using available equipment, provide or assist with proper intervention.
Be familiar with reference utilization for incident mitigation (Fire)	fir09	Be familiar with and able to use the applicable reference materials to determine the hazards, properties, isolation areas, appropriate PPE, and mitigation techniques for the agents involved.
Implement decontamination procedures (mass, technical,	fir10	Implement appropriate decontamination based on situational need and available

and personal) (Fire)		resources.
Know how and when to contain victims Fire)	fir11	Be able to describe when it is appropriate to isolate or contain occupants or victims and how it should be accomplished (casualty collection points, holding areas, etc.) until treatment can occur.
Know how to function within mass casualty incident operation plan (Fire)	fir12	Know and understand the discipline-specific role in a Mass Casualty Incident plan. Role may include triage, treatment, transport, management, or support.
Know how to wear and use appropriate level of PPE, in accordance with OSHA standards (Fire)	fir13	Be able to describe the proper PPE for the WMD agent and conditions involved in the incident, consistent with applicable standards. Demonstrate the proper selection, donning and doffing of PPE.
Know special dangers of WMD site for perimeter determination (Fire)	fir14	Understand and demonstrate knowledge of the types of agents, movement patterns, chemistry, and hazards of WMD agents. Apply these elements and factors to the scene and how they affect perimeters, isolation zones, physical properties, and dissemination methods.
Knowledge of WMD agents (Fire)	fir15	Be able to describe, identify, and discuss the properties, actions, hazards, and protective measures for nuclear, biological, chemical, radioactive, incendiary, and explosive products.
Participate in intelligence sharing (Fire)	fir17	Know and understand methods of collecting and sharing intelligence with law enforcement and other emergency response organizations
Understand the use and capability of detection equipment to identify WMD agents (Fire)	fir18	Demonstrate knowledge and understanding of procedures and practices for monitoring and detecting WMD agents or devices using available instruments.
Distinguish HazMat/WMD from routine incidents (Fire)	fir20	Be able to assess and identify a WMD incident from a routine incident based on clues such as outward warning signs, threats, signs and symptoms, presence of hazardous materials or unknown products at the scene.
Know common decontamination terms (mass, technical, and personal) (Fire	New	Know definitions of decontamination terms and describe or demonstrate how each would be used in a WMD incident.

and HAZ)		Know when each would apply.

Governmental Administrator Tasks	**NAME**	**Learning Objectives**
Coordination with EMA to design and execute continuity of government during an incident (GA)	ga03	Be able to use an integrated approach, based on local laws and policy of chief elected officials. Understand the use of existing continuity of government plans.
Develop policy in support of emergency operations.	new	Establish policy and executive orders to meet the exigencies of the incident.
Develop a public policy vision for community recovery from a WMD incident (GA)	ga04	Be able to formulate, in conjunction with other involved jurisdictions, an integrated public policy vision for recovery.
Develop confidence building strategies within management (GA)	ga05	Understand the processes for developing a team approach, able to enhance decision-making skills to be used during a WMD incident.
Understand and exercise as appropriate emergency powers and declarations among local, state, private, and federal entities (GA)	ga09	Review or develop inter-jurisdictional emergency powers agreements. Review legal authorities and define process to execute emergency powers and declare emergency.
Understand role and responsibilities during a WMD incident (GA)	ga10	Be able to synthesize roles and responsibilities of governmental officials with those of emergency management agency officials in orchestrating resources and responses to a WMD incident.

HazMat Tasks	NAME	Objectives
Participate in "risk assessment" (HAZ)	hz01	Describe critical factors that must be evaluated in order to determine risks associated with an incident. Determine appropriate response actions and make recommendations to commanders.
Be familiar with reference utilization for incident mitigation (HAZ)	hz02	Utilize available reference materials to determine the hazards, properties, isolation areas, appropriate PPE and mitigation techniques for agents involved. Recall facts from reference manuals. Make recommendations to EMS for WMD agents. Understand terms and concepts.
Be familiar with emergency patient care (HAZ)	hz03	Provide or assist with patient care based on specific illness or injury and the available resources. Utilize signs and symptoms to triage and treat patients.
Coordinate clean up with a contractor (HAZ)	hz04	Describe critical factors that must be considered or evaluated in order to coordinate the remediation of a WMD site with contractors, law enforcement, health department. Know emergency management and intergovernmental agency relationships and responsibilities.
Apply scene control procedures (HAZ)	hz06	Based on risk assessment, implement effective scene control procedures to protect personnel, control patients, minimize environmental impact. In accordance with agency SOPs.
Know common decontamination terms (mass, technical, and personal) (HAZ)	hz07	Know definitions of decontamination terms and describe or demonstrate how each would be used in a WMD incident. Know when each would apply. Describe and demonstrate means of controlling the hazards and protecting exposures at various kinds of WMD incidents. Identify and correctly manage the hazards. Apply the proper techniques to limit harm.
Conduct agent control/containment (HAZ)	hz08	Utilize offensive and defensive control techniques, such as overpacking, absorb, engineering control, used to minimize the

		risk. Control the spread of WMD agents and protect exposure.
Provide site assessment and remediation (HAZ)	hz11	Know, recognize and describe the factors to be evaluated in order to conduct a site assessment/characterization. Size up all related problems from an event. Prioritize problems. Know methods to clean up. Complete the same process for mitigation and remediation of the site.
Provide technical information/recommendations to command personnel and other agencies. (HAZ)	hz12	Use and understand reference sources. Provide technical information and recommendations regarding hazards, PPE, decontamination, public protection to other agencies. Be able to read maps, tables, diagrams.
Identify and preserve evidence (HAZ)	hz15	Recognize potential evidence at the crime scene of a WMD or terrorist incident and utilize appropriate actions to protect and preserve the evidence. Minimize movement of items, materials, devices, and victims (if possible). Know how to document, package, transfer, and preserve items which may have evidentiary value.
Perform victim rescue (HAZ)	hz16	Utilizing appropriate PPE and safety precautions, remove endangered victims from hazardous area to a place of refuge. Know how to triage victims, prioritizing by survival likelihood. Know resources available.
Support investigation of WMD incident (HAZ).	hz19	Prepare and provide descriptions of the role of investigators from the Fire Marshall or Environmental Crimes group. Prepare briefings and reports on size-up, observations, and actions to assist investigators trying to piece together (investigatively recreate) the incident. Provide PPE, air monitoring, sampling, containment devices, etc. in assistance and support to investigators. Know crime scene preservation, minimize personnel, chain of custody or evidence, all while securing safety.

Establish hazard control zones (HAZ)	hz20	Know and understand resource materials that provide data on the size of zones, SOPs and equipment available to establish control. Understand how material may be spread. Recognize the methods of establishing isolation zones and the factors to be considered, such as, hazards, physical/chemical properties, weather, etc.
Know how to function within mass casualty incident operation plan (HAZ)	hz21	Apply the Mass Casualty Incident SOP. Understand the role of the HazMat tech/specialist at the MCI. Understand team/member responsibilities regarding triage, treatment, transport.
Know how to wear and use appropriate level of PPE, in accordance with OSHA standards (HAZ)	hz22	Understand the capabilities and limitations of PPE in chemical, biological, radiation, incendiary, and explosive events. Be able to don and doff appropriate PPE. Be able to use and work in PPE
Maintain data inventory of state and local resources (HAZ)	hz25	Know resources needed to track WMD events. Be able to develop a list of standard and specialized resources and agencies that may be applicable to a WMD incident. Be able to initiate contacts and develop them as well as the process for accessing the resources.
Participate in intelligence sharing (HAZ)	hz26	Describe methods of collecting and sharing incident intelligence with law enforcement and other emergency response /management agencies. Develop inter-agency relationships and identify key agency contacts and alternate contacts.
Understand the use and capability of detection equipment to identify WMD agents (HAZ)	hz27	Be able to utilize detection equipment appropriate for different agents. Interpret detection results for action levels, control zone determination, PPE determination, and risk assessment.
Identify agents based on signs and symptoms (HAZ)	hz28	Be able to describe the specific physical signs and symptoms of victims exposed to various WMD agents. Recognize the signs and symptoms as warning signs of particular agents. Determine agent or class of agents based on signs and

		symptoms.
Distinguish HazMat/WMD from routine incidents (HAZ)	hz29	Based on outward indications, threats, multiple victims, signs and symptoms, etc., the intentional nature of a WMD incident as opposed to a routine incident. Recognize the need for additional vigilance in such an intentional incident, the need to be aware of secondary devices, evidence, etc.
Integrate activities with EOD (HAZ)	New	Provide technical assistance and other assistance to EOD personnel.
Integrate activities with Law Enforcement on scene and crowd control (HAZ)	New	Coordinate site security efforts by LE with EMS, Fire and HazMat activities inside the warm and hot zones.

Law Enforcement Task	NAME	Learning Objectives
Coordinate intelligence collection (LE)	le01	Know and understand criminal laws, privacy and security issues, applicable to WMD incidents. Recognize interrelationship between information from various sources, collate information, and recognize importance. Be able to share information with other appropriate agencies.
Direct threat assessment (LE)	le02	Be able to assess a situation to determine the dangers and requirements and conduct a vulnerability analysis. Be able to identify criminal elements, capabilities for WMD and likely targets.
Joint, regular training with other agencies (LE)	le03	Conduct training with other agencies to understand assets and sharing capabilities applicable to a WMD incident.
Know and recognize types of agents (LE)	le04	Be able to describe WMD agents, the implications, risks and self-protection levels appropriate to the agents.
Know how and when to operate diagnostic equipment (LE)	le05	Be able to select the appropriate detection equipment, based on the agent and incident, recognize the conditions necessary for operation, recognize the limitations of the equipment, and demonstrate the appropriate use of the equipment and interpretation of the results.
Know self-protection strategies (LE)	le06	Be able to recognize a hazard and select the appropriate PPE to reduce or prevent exposure.
Know when to perform the "hand-off" within the ICS system (LE)	le07	Know how to perform within an ICS system, conditions under which command is to be relinquished.
Maintain certifications and training in compliance with OSHA and other regulations (LE)	le08	Know and understand SOP or certifications related to OSHA and other certifying or training agencies pertaining to WMD events. Obtain instruction and sustain timely knowledge and credentials.
Understand special hazards of a terrorism incident (LE)	le09	Recognize and understand the unusual hazards, problems, and dangers inherent in WMD/terrorist incidents, such as secondary devices, and demonstrate appropriate response to those hazards.

Use reference material to determine appropriate PPE to wear (LE)	le10	Be able to assess situation and refer to HazMat or reference material to determine the appropriate level and use of PPE in an unknown hazard in an emergency situation. Demonstrate the correct selection for deployment of PPE.
Write agency plan for response for different jobs within law enforcement and integrates with plans from other agencies (LE)	le11	Be able to prepare a comprehensive plan for each element of the agency, which also integrates with plans of other related agencies, which provides written guidelines, procedures and protocols for emergency response and coordination during an incident.
Participate in "risk assessment" (LE)	le12	Perform analysis of community and specific target dangers and vulnerabilities. Determine and define vital infrastructures. Recognize and synthesize information related to risk.
Know how to wear and use appropriate level of PPE, in accordance with OSHA standards (LE)	le13	Be able to describe OSHA-compliant PPE, cross-referenced by type of hazard. Demonstrate the appropriate use of PPE.
Know how and when to contain victims	le14	Be able to recognize the appropriate segregation of victims of WMD incidents. Recognize the legal and jurisdictional limitations in securing victims. Recognize levels and options in the segregation of victims and witnesses.
Collect and preserve evidence (LE)	le15	Recognize and apply evidence gathering, maintenance, safeguarding, interpreting, and chain of custody protocols in WMD evidence. Be able to describe the collection and preservation methods.
Conduct special operations in a hazardous environment (LE)	le16	Know and recognize the special dangers and hazards inherent in special operations (SWAT, EOD, etc.) in a hazardous environment of a WMD or potential WMD situation.
Integrate criminal investigation with epidemiological investigation (LE)	le17	Recognize the importance and processes for coordinating investigation techniques with Public Health and Medical Examiner, while establishing areas of responsibility.
Investigate the incident (LE)	le18	Demonstrate ability to gather information and evidence, document the incident and elements of proof necessary for the successful identification and prosecution

		of perpetrators of WMD incidents.
Perform limited mitigation (LE)	le19	Demonstrate understanding of and methods of reducing WMD impact and consequences, regarding property loss, particularly infrastructure, and public safety, based on type of agent, personnel, and equipment availability. Elements include hardening targets, establishment of a perimeter, containment, immediate action, both defensive and offensive.
Perform render/safe procedures (LE)	le20	*Bomb Techs Only*: Understand and apply the FBI guidelines for render safe. Demonstrate the ability to disarm as suspected WMD improvised device, deactivating, neutralizing, or stabilizing the explosive or agent.
Provide site security (LE)	le21	Recognize site security measures to protect responders, victims, general public, property and equipment, based on special hazards. Maintain ingress and egress control and designate control points to keep area secure.
Recognize a terrorist incident (LE)	le22	Be able to explain and recognize the variables which would suggest a terrorist event or a WMD incident.
Recognize the need to decontaminate people and animals (process and terminology) (LE)	le24	Understand types of suspected WMD agents, signs and symptoms, and need for on-site gross decontamination.
Search for additional devices (LE)	le25	Be aware of potential for secondary WMD devices. Ability to recognize, detect, and isolate the devices.

Public Safety Communications Task	**NAME**	**Learning Objectives**
Coordinate with EMA to support interagency and interjurisdictional communications (PSC)	psc01	Understand the need for and processes of developing a joint communications system with emergency management agencies through a multi-jurisdictional system.
Coordinate with other agencies to ensure radio interoperability, and other communication systems during a WMD incident (PSC)	psc02	Understand the need for and processes of developing a joint interoperable communications system with responding agencies through a multi-jurisdictional system.
Recognize the WMD implications of new technologies (such automatic vehicle locators which may trigger a detonation) (PSC)	psc03	Know and recognize the dangers associated with certain advanced technologies in a WMD event. Based on the type of incident, recognize the hazards and effects of communications-driven WMD devices.
Recognize the possibility of WMD incident occurrence through calls for service, dispatch patterns, and signs and symptoms (PSC)	psc05	Be able to distinguish between routine emergency services and requests and those which might represent a cluster or pattern representing a WMD incident. Understand the implications of biological attacks and the need for systems and medical networking and reporting in order to interpret.
Understand how to identify and request additional resources from agencies (PSC)	New	Identify pertinent resources that would be useful to a communications system during a WMD event. Know the process for requesting additional resources from other agencies.
Manage large-scale WMD incidents while maintaining routine activities such as 911 (PSC)	New	Be able to maintain routine communications systems capabilities such as 911. At the same time, process the call volume from a large-scale WMD incident.

Public Works Task	NAME	Learning Objectives
Assess vulnerability to WMD (PW)	pw01	Understand goals, targets, and desired effects of a WMD event. Identify local targets and the threat or risk of attack. Assess vulnerability of the targets to an attack. Through vulnerability assess process, understand the effects of various attacks using various products on the infrastructure of a community.
Become familiar with characteristics of WMD events (identifying an explosive event, for example) (PW)	pw02	Know the characteristics, signs, symptoms, and response procedures for all biological, nuclear, incendiary, chemical, and explosive categories.
Conduct post-incident assessment of damages, and develop short-term and long-term recovery strategies (PW)	pw04	Develop and implement both shot-term and long-term restoration plans and activities.
Cross-train technical support personnel (PW)	pw05	Know and understand the response requirements in a WMD incident. Prepare technical personnel for multi-tasked response.
Develop a plan for continuity of services (PW)	pw06	Recognize the impact of WMD incident on routine services. Understand the operations plan designed to maintain those services.
Develop and implement an equipment decontamination program (PW)	pw07	Know and understand the effects of various agents. Know and understand decontamination equipment. Be able to apply the appropriate equipment to the appropriate agent. Recognize the capability, limitations of equipment.
Develop mutual aid programs and protocols for WMD response (PW)	pw08	Know the public and private resources available for use in response to a WMD event. Develop and implement preexisting mutual aid agreements and prearranged contracts.
Develop teams to support state and federal response assets (i.e., National Guard, US&R, and MMST) (PW)	pw09	Develop and coordinate compatible preparation, response, and recovery. Prepare a plan to integrate external resources into the response plan.
Generate a system analysis for everyday operations (PW)	pw10	Know and understand the extraordinary requirements posed by a WMD incident. Develop a process to review policies and

		procedures to facilitate continuity of operation.
Know when and how to notify other agencies (PW)	pw11	Recognize and catalogue all agencies involved in a WMD event and establish appropriate communication links. Insure the response plan contains notification procedures.
Knowledge of the impact of WMD event on the organization (PW)	pw12	Understand the physical and psychological effects of WMD event's impact on the organization's ability to conduct response and recovery operations.
Participate in response plan (PW)	pw13	Understand the Public Work's role in the WMD response plan.
Recognize/distinguish devices as WMD threats (PW)	pw14	Be able to identify and avoid devices used in WMD events. When identified, understand the proper procedures to be employed.
Understand the environmental impact of a WMD event in the infrastructure recovery process (PW)	pw16	Understand the effects of Biological, Nuclear, Incendiary, Chemical, and Explosive WMD events on the infrastructure and environment. Develop plans and procedures to account for the environmental impacts in the recovery process.
Perform contaminated debris management for evidentiary and safety purposes (PW)	pw17	Understand the contamination effects of various WMD products and the procedures for handling and disposing of them in a legally sufficient manner, maintaining human and environmental safety.
Integrate Public Works operations into incident management structure (PW)	New	Understand the ICS system and the role Public Works plays in that system. Develop operational plans consistent with the Incident Command System.

Global Tasks	NAME	Learning Objectives
Administrative documentation completion (Global)	global01	Be able to prepare concise and accurate reports and communications. Be familiar with all appropriate forms and reports and documents needed during and after an event. Be able to describe the administrative forms and process for completing the forms necessary to document the actions and activities as well as costs during a WMD incident. Be able to complete all administrative paperwork. Prepare, maintain incident logs and integrate into incident reports. Process through the appropriate Emergency Management Agency.
Conduct Personnel rehabilitation and maintain personnel wellness (Global)	global02	Understand the need for and processes for evaluating and refreshing the physical status and emotional needs of responders. Understand the physical and emotional health systems and the procedures appropriate to initiate preventive and corrective measures to offset dysfunction. Understand methods , including rotation, rest, fluids, and nourishment, to be used to restore personnel to pre-incident well-being.
Conduct/collect and share post-incident evaluation and documentation for ""Lessons Learned"" (Global)	global03	Recognize the need and value of conducting a post-incident evaluation. Recognize, gather, and document pertinent historical facts after an action in order to correct deficiencies and expand successes. Critically assess the actions of the organization and its personnel. Disseminate through after-action reports and statements. Engage in information sharing. Determine implications of assessment, particularly in multidisciplinary meetings and critiques.
Cost recovery (Global)	global04	Recognize the need to track, document, and quantify incurred expenses. Understand value of property and costs of restoration of services. Be able to compare extraordinary costs and expenses of WMD incident to those of routine activities. Be able to document

		and file appropriate recovery forms and materials with the appropriate agencies.
Use effective operational security techniques before, during and after a WMD incident.	global06	Develop a list of facilities needed and required during a WMD incident. Recognize the use of each facility. Assess the vulnerability of each facility, in various types of WMD attacks. Be able to apply physical security procedures to facilities, based on WMD event and vulnerability and prioritization of facilities based on criticality. Coordinate and implement on-site security, crowd control, and scene control. Be able to prepare a plan incorporating all of the key steps and issues. Use effective operations security techniques.
Implement a media management plan integrated with other agencies consistent with that of the government administration (Global)	global07	Be able to develop plans for a Joint Information Center. Recognize the difference between "routine" single agency responses and media needs in a WMD incident. Be able to communicate effectively, accurately, and concisely during an incident. Be able to coordinate a joint information system. Develop a strategy for the dissemination of information in a cohesive, unified manner. Integrate the media management plans of other agencies.
Personnel Utilization Considerations (Global)	global08	Based on the type of WMD incident, prepare estimates of the numbers and capacities of personnel to be used in traditional and non-traditional roles. Describe the acquisition and deployment of human resources to efficiently and effectively respond to an event.
Understand role of agency in the EOC (Global)	global09	Understand the role of the EOC during an incident. Recognize the role, duties, and function of the agency representative to the EOC during an event. Understand the agency mission and the relationship to other agencies in order to ensure their effective integration into the EOC.
Make appropriate communication to other agencies (Global)	global10	Understand the information needs of other agencies and the most effective means of communicating with each. Recognize the process for effectively exchanging

		information. Understand communication methods, distribution, and documentation requirements.
Perform a risk assessment to determine and implement appropriate self-protection strategies (Global)	global11	Based on the role in an emergency, understand the dangers and available methods to use self-protection. Demonstrate self-protection measures, such as time, distance, and shielding, that need to be taken at an incident.
Vehicle, equipment and facilities restoration (Global)	global12	Understand the need for and processes of reclaiming serviceability of equipment, facilities, and materials. Understand damage assessment and criteria to make vehicles, facilities, and equipment usable again, particularly if decontamination is needed.
Develop a plan to establish alternate facilities and redundant capability during a WMD incident (Global)	global13	Recognize the need for the development of contingencies for alternative operations sites and back-up systems. Understand the process for securing an alternative or redundant facility during a WMD incident. List the types of facilities that may require alternative capabilities, including ancillary treatment facilities. Recognize the resources available to a jurisdiction and how the resources can best be accessed.
Develop plans for response to WMD (Global)	global14	Assess community vulnerability and community resources. Develop a preparedness and emergency response plan for WMD. Recognize the role and responsibilities of the agency in responding to a WMD event. Determine a process to be used in developing a WMD plan, being certain that the process is flexible enough to address any type of event. Engage in the strategic planning process to formulate the plan.
Integrate volunteers, community groups, and individual expertise, as appropriate, into the WMD response plan (Global)	global15	Recognize the available community resources. Develop a component of the preparedness/response plan to integrate the use of volunteers and community groups during a WMD incident. Coordinate the plans of volunteer agencies such as American Red Cross, Salvation Army, and others, to be certain roles and responsibilities are delineated

		and mutually supportive.
Participate in an awareness training program (Global)	global16	Recognize the need for all personnel to be aware of the hazards of WMD agents and events and responder self-protection. Base the criticality and depth of awareness training on community vulnerabilities and the role and vulnerability of the individual and their agency. Be able to describe common WMD agents and self-protection strategies.
Revise plans based on lessons learned (Global)	global17	Use knowledge acquire fro previous experiences to improve the planning process. Develop a procedure to review post-incident reports and integrate recommendations into preparedness and response plans. Recognize gaps in services and activities.
Understand the need for and the equipment and processes used to perform decontamination. (Global)	global18	Be able to describe the basic and specialized decontamination equipment and process that can be utilized for gross, technical, and personal decontamination at a WMD incident.
Understand glossary of WMD terminology (Global)	global19	Be familiar with agent-specific and incident-specific terminology that is germane to a WMD event. Understand terms and acronyms so that communications among responders, commanders, and staff are clear and concise.
Understand public (local, state, federal) and private sector assets available to assist in a WMD incident (Global)	global21	Be able to develop a list of state and federal agencies and the assets they can provide during and after an incident. Recognize the response times of federal and state agencies and assets in providing support.
Understand agency's Incident Management System and Unified Management System, and the agency's inclusion into a Unified Incident Management (Global)	global20	Recognize the purpose and benefits of an Incident Command System. Recognize the structure used to control an incident site. Be able to identify the components of ICS and how they are organized, to include transfer of command protocol.
Conduct long term medical monitoring and surveillance.	New	Develop a system to ensure the short and long term medical monitoring of personnel exposed to WMD hazards so that any sequela can be addressed in a timely

		fashion.
Develop an incident action plan	New	Development an incident action plan for a simulated incident and coordinate the components of the plan with other response groups and agencies. Know basic elements of planning, addressing problems logically. Know key structures of organizations involved. Write effectively. Integrate diverse concepts into solutions. Formulate a theory of action.

Appendix 3

Task Sheets for Each Discipline

Revised and Approved During Final SME Meeting

- Strike through represents items changed or deleted
- Order number approximates the temporal order of the item in a WMD incident
- Question number corresponds to the number of the item in the Questionnaires
- Pages are in Landscape Format to accommodate the amount of information

EMA Tasks

Order	Q#	EMA Tasks	Importance	% Exist Trng	Trng Mthd	Site	Test	Support	EMA Plns	Field Ops	Dirs	Disc Trng	New Course
~~1~~	~~21~~	~~Plan available resources and resources needed for response~~	~~5.0~~	~~40.0~~	~~Projects& Exercises~~	~~On-site~~	~~Large-gp Small-gp Exercise~~	~~A~~	~~P~~	~~P~~	~~PM~~	~~X~~	
2	1	Apply the resource allocation plan	5.0	35.0	Projects& Exercises	On-site	Small-gp Exercise		P	P	PM	X	
3	25	Train all EMA agency directors, supervisors, and staff in WMD response	4.0	32.5	Program-med Lrng Projects& Exercises	On-site	Small-gp Exercise Demonst	A	P	P	PM	X	
4	27	Manage and coordinate the activities of the EOC	5.0	57.5	Projects& Exercises	On-site	Large-gp Exercise	A	P	P	PM	X	
5	23	Secure facilities during a WMD incident	4.0	25.0	Projects& Exercises	On-site	Small-gp Exercise	A	P	P	PM		X
6	18	Manage and oversee the local or state WMD response and recovery program	5.0	42.5	Projects& Exercises	On-site	Large-gp Small-gp Exercise	A	P	P	PM		X
7	16	Coordinate with public health agencies for surveillance	4.5	0.0	Projects& Exercises	Central On-site	Small-gp Exercise	A	P	P	PM		X
10	19	Participate and coordinate in a "risk assessment"	5.0	15.0	Projects& Exercises	Central On-site	Large-gp Small-gp Exercise	A	P	P	PM		X
~~11~~	~~17~~	~~Maintain data inventory of state and local resources~~	~~5.0~~	~~25.0~~	~~Projects& Exercises~~	~~On-site~~	~~Small-gp Exercise~~	~~A~~	~~P~~	~~P~~	~~PM~~	~~X~~	
12	7	Coordinate local WMD training for all potential responding agencies	5.0	40.0	Projects& Exercises	On-site	Small-gp Exercise	A	P	P	PM	X	
13	6	Coordinate human services to include shelter, health, and	5.0	85.0	Projects& Exercises	On-site	Large-gp Small-gp Exercise	A	P	P	PM	X	

		welfare for emotional and physical needs											
N	N	Coordinate family assistance.						*A*	*P*	*P*	*PM*		
14	8	Coordinate patient tracking and family assistance activities with the health and medical fields	*4.0*	*42.5*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
N	N	Coordinate donations and unsolicited volunteers											
~~15~~	~~15~~	~~Coordinate volunteer organizations' actions and activities~~	~~*4.0*~~	~~*25.0*~~	~~*Projects& Exercises*~~	~~*On-site*~~	~~*Small-gp Exercise*~~	~~*A*~~	~~*P*~~	~~*P*~~	~~*PM*~~	~~*X*~~	
16	11	Coordinate the activities of volunteer agencies, ham radio operators, and community emergency response team	*4.0*	*25.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
~~17~~	~~20~~	~~Perform dissemination of information to the public during a WMD event~~	~~*5.0*~~	~~*85.0*~~	~~*Projects& Exercises*~~	~~*On-site*~~	~~*Large-gp Small-gp Exercise*~~	~~*A*~~	~~*P*~~	~~*P*~~	~~*PM*~~	~~*X*~~ *B*	
18	10	Coordinate structural recovery and "cleanup"	*3.5*	*25.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
21	26	Design and execute interagency WMD exercises	*5.0*	*15.0*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X* *B*	
22	12	Coordinate the development of plans, procedures and protocols for response	*5.0*	*42.5*	*Projects& Exercises*	*Central On-site*	*Large-gp Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
23	3	Coordinate a large scale multi-jurisdictional/regional incident	*5.0*	*75.0*	*Projects& Exercises*	*On-site*	*Large-gp Exercise*	*A*	*P*	*P*	*PM*	*X* *B*	

24	22	Develop mutual aid programs and protocols for WMD response	*5.0*	*35.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
25	24	Coordinate local, state, and federal assets	*5.0*	*35.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X B*	
26	13	Coordinate the request, acquisition, distribution, and security of any needed resources	*4.5*	*17.5*	*Projects& Exercises*	*On-site*	*Large-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
27	14	Coordinate the request, acquisition, distribution, and security of the national pharmaceutical stock pile	*4.0*	*0.0*	*Prob-solv Exercises Program-med Lrng*	*Central On-site*	*Small-gp Exercise Large-gp Exercise*	*A*	*P*	*P*	*PM*		*X*
28	4	Coordinate all mitigation activities	*3.5*	*50.0*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
29	2	Assure vital information about the incident is effectively shared with all agencies	*4.5*	*50.0*	*Prob-solv Exercises*	*Central*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
30	9	Coordinate public warning, instruction, and information updates	*4.0*	*57.5*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
31	5	Coordinate evacuation/sheltering and protect in place activities	*4.5*	*60.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
N	N	Collaborate with Public Health and Coordinate Public Health issues related to WMD	*5.0*	*Unk*									*X*

Job Classifications appropriate to EMA are:

Support - Support staff in EMA

EMA Plns - EMA Planners

Fld Ops - Field Operations personnel within EMA

Dir - EMA Director, CEO

~~State & Adj Jur - State EMA Officials and Other Adjacent Jurisdictions' Official~~

Within the job classifications, the following levels of activity are expected for each task:

A Awareness

P Performance

PM Policy and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

B Bridge from existing training to new module or component emphasizing task

New Course - A new course is needed to accommodate the task or tasks.

EMS Tasks

Order	Q#	EMS Tasks	Importance	% Exist Trng	Trng Mthd	Site	Test	EMTB	EMTI	EMTP	Cmd	Disc Trng	New Course
1	2	Knowledge of WMD agents	*4.25*	*20.0*	*Projects& Exercises Program-med Lrng*	*On-Site*	*Written*	*P*	*P*	*P*	*P/M*	*X*	
2	5	Know special dangers of WMD site	*4.25*	*20.0*	*Self-pace Discuss*	*CBI=3*	*Written*	*P*	*P*	*P*	*P/M*	*X*	
~~3~~	~~4~~	~~Understand the use and capability of detection equipment to identify WMD agents~~	~~*3.25*~~	~~*25.0*~~	~~*Demonst*~~	~~*On-Site*~~	~~*Demonst*~~	~~*A*~~	~~*A*~~	~~*A*~~	~~*P/M*~~	~~*X*~~	
4	7	Identify agents based on signs and symptoms	*4.75*	*25.0*	*Self-pace*	*CBI=3*	*Written*	*P*	*P*	*P*	*P/M*	*X*	
5	10	Perform triage	*4.67*	*52.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*P*	*P*	*P*	*P/M*	*X*	
~~6~~	~~11~~	~~Recognize victim signs/symptoms/clusters of potential WMD~~	~~*4.25*~~	~~*25.0*~~	~~*Projects& Exercises*~~	~~*On-Site*~~	~~*Small-gp Exercise Demonst*~~	~~*P*~~	~~*P*~~	~~*P*~~	~~*P/M*~~	~~*X*~~	
7	6	Administer treatment	*5.0*	*30.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise Demonst*	*P*	*P*	*P*	*P/M*	*X*	
8	9	Perform victim rescue	*4.25*	*25.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*P*	*P*	*P*	*P/M*	*X*	
9	13	Transport victims to hospital	*5.0*	*62.5*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*P*	*P*	*P*	*P/M*	*X*	
10	14	Use equipment to properly decontaminate victims	*4.0*	*42.5*	*Discuss*	*On-Site*	*Small-gp Exercise*	*P*	*P*	*P*	*P/M*	*X*	
11	12	Support medical monitoring and personnel safety of fire, HazMat, and police personnel	*3.75*	*55.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*P*	*P*	*P*	*P/M*	*X*	

12	8	Identify and preserve evidence	*3.5*	*15.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*P*	*P*	*P*	*P/M*		*X*
20	1	Participate in "risk assessment"	*3.75*	*21.3*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*A*	*A*	*A*	*P/MP*		*X*
21	3	Maintain data inventory of state and local resources	*3.33*	*22.0*	*Projects& Exercises Program-med Lrng*	*On-Site*	*Small-gp Exercise*	*A*	*A*	*A*	*P/MP*	*X*	

Job Classifications appropriate to EMS are:

EMTB - Basic
EMTI- Intermediate
EMTP- Paramedics
Cmd- Commanders

Within the job classifications, the following levels of activity are expected for each task:

A Awareness
P Performance
PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

New Course - A new course is needed to accommodate the task or tasks.

Fire Tasks

Order	Q#	Fire Tasks	Importance	% Exist Trng	Trng Mthd	Site	Test	Firefighter	SpecOpns	Cmd	Disc Trng	New Course
1	20	Distinguish HazMat/WMD from routine incidents	*4.7*	*66.7*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*A*	*A*	*A*	*X*	
2	13	Know how to wear and use appropriate level of PPE, in accordance with OSHA standards	*4.7*	*76.7*	*Demonst*	*On-site*	*Demonst Written*	*P*	*P*	*PM*	*X*	
3	19	Identify agents based on signs and symptoms	*4.3*	*50.0*	*Program-med Lrng*	*On-site*	*Written Small-gp Exercise*	*P*	*P*	*P*	*X*	
4	14	Know special dangers of WMD site for perimeter determination	*4.0*	*60.0*	*Discuss*	*On-site*	*Written*	*A*	*A*	*PM*	*X*	
~~5~~	~~6~~	~~Establish hazard control zones~~	~~*4.7*~~	~~*78.3*~~	~~*Projects Exercises*~~	~~*On-site*~~	~~*Small-gp Exercise*~~	~~*P*~~	~~*P*~~	~~*PM*~~	~~*X*~~	
6	3	Control the scene	*4.7*	*78.3*	*Projects Exercises*	*On-site*	*Small-gp Large-gp Exercise*	*P*	*P*	*PM*	*X*	
7	15	Knowledge of WMD agents	*4.3*	*55.0*	*Program-med Lrng*	*On-site*	*Small-gp Exercise*	*A*	*A*	*A*	*X*	
8	18	Understand the use and capability of detection equipment to identify WMD agents	*4.3*	*45.0*	*Projects Exercises*	*On-site*	*Written Demonst*	*P*	*P*	*PM*	*X B*	*X W/o B*
9	10N	Know common decontamination terms and be able to implement appropriate decontamination procedures (mass, technical, and personal)	*3.7*	*71.7*	*Self-pace*	*Distance TV*	*Written*	*P*	*P*	*PM*	*X*	

10	21	Early recognition of victim's sign/symptoms of WMD	*4.5*	*42.5*	*Projects Exercises*	*On-site*	*Written Small-gp Exercise*	*P*	*P*	*PM*	*X*	
11	8	Be familiar with emergency patient care	*4.3*	*55.0*	*Self-pace*	*On-site Distance*	*Demonst Written*	*P*	*P*	*PM*	*X B*	*X W/o B*
12	2	Perform victim rescue	*5.0*	*83.3*	*Projects Exercises*	*On-site*	*Demonst Small-gp Exercise*	*P*	*P*	*PM*	*X B*	
13	11	Know how and when to contain victims	*4.0*	*66.7*	*Discuss*	*On-site*	*Small-gp Exercise*	*P*	*P*	*PM*	*X*	
14	9	Be familiar with reference utilization for incident mitigation	*4.0*	*66.7*	*Self-pace Prob-solv Exercises*	*On-site*	*Demonst Small-gp Exercise Written*	*P*	*P*	*PM*	*X*	
15	4	Perform hazard control and exposure protection	*4.0*	*78.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*P*	*P*	*PM*	*X*	
16	1	Identify and preserve evidence	*4.7*	*61.7*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*P*	*P*	*PM*	*X*	
17	5	Provide investigative assistance as required	*2.7*	*50.0*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*P*	*P*	*PM*	*X*	
20	7	Participate in "risk assessment"	*3.7*	*45.0*	*Prob-solv Exercises*	*On-site*	*Small-gp Exercise*	*P*	*P*	*PM*	*X*	
21	17	Participate in intelligence sharing	*4.3*	*31.7*	*Projects Exercises*	*On-site*	*Demonst Small-gp Exercise*	*A*	*A*	*PM*	*X B*	
22	12	Know how to function within mass casualty incident operation plan	*4.0*	*55.0*	*Projects Exercises*	*On-site*	*Small-gp Large-gp Exercise*	*P*	*P*	*PM*	*X*	
~~23~~	~~16~~	~~Maintain data inventory of state and local resources~~	~~*3.7*~~	~~*33.3*~~	~~*Projects Exercises*~~	~~*On-site*~~	~~*Small-gp Exercise*~~	~~*A*~~	~~*A*~~	~~*PM*~~	~~*X*~~	

Job Classifications appropriate to Fire are:

Firefighter
SpecOpns – Special Operations
Cmd- Commanders

Within the job classifications, the following levels of activity are expected for each task:

A Awareness
P Performance
PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

B - Indicates existing training can accommodate the task if a bridge is developed or added to existing curricula.

New Course - A new course is needed to accommodate the task or tasks.

Governmental Administration Tasks

Order	GA Tasks Q#		Importance	% Exist Trng	Trng Mthd	Site	Test	Loc GovOff	HR	RiskAd Attny	Oth Funct	Disc Trng	New Course
1	11	Work with public information officials to develop and relay information and directives to the public	4.33	10.0	Projects& Exercises	On-site	Small-gp Exercise Demonst	P	P	P	PM	X B	
2	9	Understand and exercise as appropriate emergency powers and declarations among local, state, private, and federal entities	4.67	23.33	Discuss	Central On-site	Small-gp Exercise	A	A	A	PM	X B	
3	5	Develop confidence building strategies within management	3.67	28.33	Projects& Exercises	On-site	Small-gp Exercise Large-gp Exercise	P	P	P	P	X B	
10	8	Perform dissemination of information to the public during a WMD event (Also Cognitive)	3.67	21.67	Discuss Prob-solv Exercises	Central	Small-gp Exercise	A	A	A	P/ PM	X B	
20	7	Maintain data inventory of state and local resources	4.0	16.67	Program-med Lrng	On-site	Small-gp Exercise Demonst Self-Assesmt	P	P	P	PM	X B	
21	1	Coordinate with PIOs to implement a joint information center system during a WMD incident	3.67	21.67	Projects& Exercises	On-site	Small-gp Exercise Large-gp Exercise	P	P	P	PM	X B	
22	2	Coordinate, in concert with EMA, emergency services agencies, law enforcement, community resources private and public to	4.0	26.67	Projects& Exercises Discuss	On-site	Small-gp Exercise Demonst	P	P	P	PM	X B	

		~~exigencies of WMD incidents regarding disruption of local activities~~											
N	N	Develop policy in support of emergency operations.						*A*	*A*	*A*	*P/ PM*		
22	10	Understand role and responsibilities during a WMD incident	*5.0*	*26.67*	*Projects& Exercises Prob-solv Exercises*	*On-site*	*Small-gp Exercise*	*A*	*A*	*A*	*PM*	*X B*	
23	3	Coordination with EMA to design and execute continuity of public services during an incident	*3.67*	*16.67*	*Projects& Exercises Discuss*	*On-site*	*Small-gp Exercise*	*A*	*A*	*A*	*PM*	*X B*	
24	4	Develop a public policy vision for community recovery from a WMD incident	*4.33*	*21.67*	*Projects& Exercises*	*On-site*	*Small-gp Exercise Demonst Large-gp Exercise*	*P*	*P*	*P*	*P/ PM*	*X B*	
~~25~~	~~6~~	~~Develop contingency plans for integration of state and federal, private resources at WMD incidents~~	~~*4.67*~~	~~*33.33*~~	~~*Projects& Exercises*~~	~~*On-site*~~	~~*Small-gp Exercise Demonst Large-gp Exercise*~~	~~*P*~~	~~*P*~~	~~*P*~~	~~*PM*~~	~~*X B*~~	

Job Classifications appropriate to Governmental Administrators are:

Other Local Governmental officials and staff, including Chief Elected Official
HR (Human Resources, Personnel, Finance)
Risk Administrators, City/County Attorney
Council Members, Other Jurisdictions' Functions (City and County)

Within the job classifications, the following levels of activity are expected for each task:

A Awareness
P Performance
PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

B - Existing training can accommodate the task if a bridge is installed in the curricula.

New Course - A new course is needed to accommodate the task or tasks.

HazMat Tasks

HazMat Tasks Order	Q#		Importance	% Exist Trng	Trng Mthd	Site	Test	Tech	Cmd	IS	Disc Trng	New Course
1	29	Distinguish HazMat/WMD from routine incidents	*5.0*	*67.5*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=4 Large=1*	*A*	*A*	*A*	*X*	
2	22	Know how to wear and use appropriate level of PPE, in accordance with OSHA standards	*5.0*	*92.5*	*Demonst N=3*	*On-site N=4*	*Demonst N=4*	*P*	*M*	*A*	*X*	
~~3~~	~~24~~	~~Knowledge of WMD agents~~	~~*4.5*~~	~~*58.75*~~	~~*Program Learning N=4*~~	~~*On-site N=2 Central N=2*~~	~~*Writing N=4*~~	~~*A*~~	~~*A*~~	~~*A*~~	~~*X*~~	
4	28	Identify agents based on signs and symptoms	*4.75*	*58.75*	*Program Learning N=4*	*On-site N=4*	*Small-gp N=3 Demo=1*	*P*	*PM*	*A*	*X*	
5	3	Be familiar with emergency patient care	*4.5*	*66.25*	*Program Learning N=4*	*On-site N=4*	*Demonst N=3 Small-gp Exercise N=2*	*P*	*PM*	*P*	*X B*	
6	16	Perform victim rescue	*4.75*	*80.0*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp N=4 Demo=3*	*P*	*PM*	*P*	*X B*	
7	30	Early recognition of victim's sign/symptoms of WMD	*4.5*	*58.75*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=3 Large=1*	*P*	*PM*	*P*	*X B*	
~~8~~	~~14~~	~~Know how and when to contain victims~~	~~*3.0*~~ ***4.5***	~~*50.0*~~	~~*Discuss N=2*~~	~~*On-site N=3*~~	~~*Small-gp Exercise N=2 Large=1*~~	~~*P*~~	~~*P/ PM*~~	~~*P*~~	~~*X*~~	
9	8	Conduct agent control/containment	*4.5*	*88.75*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=3 Large=1*	*P*	*M*	*A*		*X*

~~10~~	~~17~~	~~Control the scene~~	~~*4.75*~~	~~*85.0*~~	~~*Projects Exercises N=4*~~	~~*On-site N=4*~~	~~*Demonst N=2 Small=3*~~	~~*P*~~	~~*M*~~	~~*A*~~	~~*X*~~	
11	6	Know and apply scene *and crowd* control procedures *in conjunction with Law Enforcement*	*5.0*	*85.0*	*Discuss N=2 Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=3 Lg=2 Dem=2*	*P*	*M*	*A*	*X*	
12	20	Establish hazard control zones	*4.75*	*88.75*	*Projects Exercises N=4*	*On-site N=4*	*Large-gp Exercise N=3 Small=4*	*P*	*P/ PM*	*P*	*X*	
~~12~~	~~18~~	~~Perform hazard control and exposure protection~~	~~*4.75*~~	~~*85.0*~~	~~*Projects Exercises N=4*~~	~~*On-site N=4*~~	~~*Small-gp Exercise N=4*~~	~~*P*~~	~~*PM*~~	~~*A*~~	~~*X*~~	
13	7	Know common decontamination terms (mass, technical, and personal)	*4.0*	*78.75*	*Readings Video & Lecture N=4*	*CBI N=3 (App Diff)*	*Writing N=4*	*P*	*P/ PM*	*P*	*X B*	
~~14~~	~~19~~	~~Provide investigative assistance as required~~	~~*3.75*~~	~~*38.75*~~	~~*Projects Exercises N=4*~~	~~*On-site N=4*~~	~~*Small-gp N=4*~~	~~*P*~~	~~*PM*~~	~~*A*~~	~~*X B*~~	
~~15~~	~~23~~	~~Know special dangers of WMD site for perimeter determination~~	~~*4.75*~~	~~*58.75*~~	~~*Discuss N=2*~~	~~*On-site N=4*~~	~~*Small-gp Exercise N=3 Large=2 Writ=3*~~	~~*A*~~	~~*A*~~	~~*A*~~	~~*X*~~	
16	15	Identify and preserve evidence	*4.0*	*53.75*	*Projects Exercises N=4*	*On-site N=4*	*Demonst N=2 Small=3 LgExer=2*	*P*	*PM*	*P*	*X B*	
17	2	Be familiar with reference utilization for incident mitigation	*5.0*	*85.0*	*Program Learning N=3*	*On-site N=4*	*Demonst N=4 Small-gp Exercise N=4*	*P*	*P/ PM*	*A*	*X*	
~~18~~	~~9~~	~~Perform medical monitoring and personnel safety of fire, HazMat, and police~~	~~*4.25*~~	~~*85.0*~~	~~*Projects Exercises N=4*~~	~~*On-site N=4*~~	~~*Small-gp N=2. Lg, Demo, Writ=1*~~	~~*P*~~	~~*P/ PM*~~	~~*P*~~	~~*X*~~	

~~19~~	~~13~~	~~Support investigation of WMD incident~~	~~*4.0*~~	~~*46.25*~~	~~*Projects Exercises N=4*~~	~~*On-site N=4*~~	~~*Small-gp N=4*~~	~~*P*~~	~~*PM*~~	~~*A*~~	~~*X B*~~	
~~20~~	~~10~~	~~Perform post-exposure medical surveillance~~	~~*3.25*~~	~~*63.75*~~	~~*Projects Exercises N=2*~~	~~*On-site N=3*~~	~~*Demons N=2*~~	~~*P*~~	~~*PM*~~	~~*P*~~	~~*X*~~	
21	21	Know how to function within mass casualty incident operation plan	*4.25*	*57.5*	*Projects Exercises N=4*	*On-site N=4*	*Large-gp N=3 Small-gp N=4*	*P*	*PM*	*P*	*X B*	
50	1	Participate in "risk assessment"	*5.0*	*92.5*	*Prob-solv Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=4 Large=1*	*A/ P*	*P/ PM*	*A*	*X*	
51	27	Understand the use and capability of detection equipment to identify WMD agents	*5.0*	*71.25*	*Projects Exercises N=4*	*On-site N=4*	*Demonst N=4 Small-gp N=2*	*P*	*PM*	*A*	*X B*	
52	11	Provide site assessment and remediation	*4.25*	*71.25*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp N=4 Lg=2*	*P*	*PM*	*P*	*X B*	
53	12	Provide technical information/recommendations to special operations teams from other agencies	*4.25*	*57.5*	*Projects Exercises N=4*	*On-site N=3*	*Small-gp N=3 Lg=2*	*P*	*PM*	*P*	*X B*	
54	25	Maintain data inventory of state and local resources	*3.75*	*50.0*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp N=2 Lg=2*	*A*	*PM*	*A*	*X B*	
55	4	Coordinate clean up with a contractor	*3.25*	*62.5*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=4*	*P*	*PM*	*P*	*X*	
~~56~~	~~5~~	~~Develop an incident action plan~~	~~*4.5*~~	~~*76.5*~~	~~*Projects Exercises N=4*~~	~~*On-site N=4*~~	~~*Small-gp Exercise N=3 Dem=2*~~	~~*A*~~	~~*PM*~~	~~*A*~~	~~*X*~~	
57	26	Participate in intelligence sharing	*4.0*	*25.0*	*Projects Exercises N=4*	*On-site N=4*	*Small=3 Large=2*	*A*	*M*	*A*	*X B*	

N	N	Integrate activities with EOD	*4.5*	*25.0*								
N	N	Integrate activities with Law Enforcement on scene and crowd control										

Job Classifications appropriate to HazMat are:

Tech - Technician - Responders, line and tactical personnel

Cmd - Commanders

IS - Incident Support Officials from related jurisdictions or agencies

Within the job classifications, the following levels of activity are expected for each task:

A Awareness

P Performance

PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

B - Indicates existing training can accommodate the task if a bridge is developed or added to existing curricula.

New Course - A new course is needed to accommodate the task or tasks.

Law Enforcement Tasks

Order	Q#	Law Enforcement Tasks	Importance	% Exist Trng	Trng Mthd	Site	Test	Patrol	SpecOpns	Invest	Cmd	Disc Trng	New Course
1	22	Recognize a terrorist incident	*4.5*	*37.5*	*Discuss Projects& Exercises*	*On-Site*	*Written Small-gp Exercise*	P	P	P	PM	X	
2	9	Understand special hazards of a terrorism incident	*4.5*	*28.75*	*Discuss*	*On-Site*	*Written Small-gp Exercise*	P	P	P	PM	X	
3	6	Know self-protection strategies	*4.75*	*25.0*	*Discuss*	*Central*	*Written Demonst*	P	P	P	PM	X	
4	13	Know how to wear and use appropriate level of PPE, in accordance with OSHA standards	*4.25*	*32.5*	*Demonst Discuss*	*On-Site*	*Written Demonst*	P	P	P	PM	X	
5	10	Use reference material to determine appropriate PPE to wear	*4.0*	*20.0*	*Discuss Program-med Lrng*	*On-Site*	*Written Demonst*	P	P	P	PM	X	
6	4	Know and recognize types of agents	*4.5*	*25.0*	*Self-pace Program-med Lrng*	*Central*	*Written*	P	P	P	PM	X	
7	24	Recognize the need to decontaminate people and animals (process and terminology)	*4.0*	*28.75*	*Program-med Lrng*	*On-Site*	*Written Demonst*	P	P	P	PM	X	
10	25	Search for additional devices	*4.0*	*23.75*	*Prob-solv Exercises Program-med Lrng*	*On-Site*	*Demonst Small-gp Exercise*	P	P	P	PM	X	
13	21	Provide site security	*4.0*	*50.0*	*Demonst Program-med Lrng Prob-solv Exercises*	*On-Site*	*Large-gp Exercise*	P	A	A	PM	X	

8	14	Know how and when to contain victims	~~*3.5*~~ ***4.5***	*20.0*	*Discuss*	*On-Site*	*Written Oral Exm Small-gp Exercise*	P	P	P	PM	X	
~~9~~	~~23~~	~~Recognize evidence~~	~~*4.0*~~	~~*38.75*~~	~~*Programmed Lrng*~~	~~*On-Site*~~	~~*Written Demonst Small-gp Exercise*~~	~~P~~	~~P~~	~~P~~	~~PM~~	~~X~~	
11	19	Perform limited mitigation	*4.0*	*20.0*	*Demonst Projects& Exercises*	*On-Site*	*Demonst*	P	P	P	PM	X	
12	16	Conduct special operations in a hazardous environment	*4.75*	*20.0*	*Demonst Projects& Exercises*	*On-Site*	*Demonst Small-gp Large-gp Exercise*	A	P	P	PM		X
14	15	Collect and preserve evidence	*4.5*	*32.5*	*Demonst Projects& Exercises*	*On-Site*	*Demonst Small-gp Exercise*	P	P	P	PM	X	
15	18	Investigate the incident	*4.5*	*28.75*	*Prob-solv Exercises Program-med Lrng*	*On-Site*	*Written Demonst Small-gp Exercise*	A	P	P	PM	X	
16	5	Know how and when to operate diagnostic equipment	*3.5*	*11.25*	*Demonst Discuss*	*Central*	*Demonst*	P	P	P	P	X	
17	8	Maintain certifications and training in compliance with OSHA and other regulations	*3.5*	*20.0*	*Discuss Projects& Exercises*	*Central*	*Written Demonst*	A	A	A	PM		X
21	2	Direct threat assessment	*4.25*	*32.5*	*Prob-solv Exercises*	*On-Site*	*Demonst*	A	P	A	A/ PM	X	
22	20	Perform render/safe procedures	*5.0*	*45.0*	*Demonst Projects& Exercises*	*Central & Onsite*	*Written Demonst Oral Exm*	A	P	P	PM	X	
23	7	Know when to perform the "hand-off" within the ICS system	*4.5*	*20.0*	*Prob-solv Exercises*	*Central*	*Small-gp Large-gp Exercise*	A	P	A	P/ PM	X	
24	12	Participate in "risk assessment"	~~*4.0*~~ ***5.0***	*15.0*	*Prob-solv Exercises Projects& Exercises*	*On-Site*	*Small-gp Large-gp Exercise*	A	P	P	P/ PM	X	

25	3	Joint, regular training with other agencies	*4.0*	*35.0*	*Projects& Exercises*	*On-Site*	*Small-gp Large-gp Exercise*	P	P	P	P/ PM	X	
26	17	Integrate criminal investigation with epidemiological investigation	*4.75*	*3.75*	*Program-med Lrng Projects& Exercises*	*On-Site*	*Small-gp Large-gp Exercise*	A	A	P	PM		X
27	1	Coordinate intelligence collection	~~*4.25*~~ ***5.0***	*32.5*	*Program-med Lrng Projects& Exercises*	*Central*	*Demonst*	A	P	P	P/ PM	X	
28	11	Write agency plan for response for different jobs within law enforcement and integrates with plans from other agencies	*3.75*	*20.0*	*Projects& Exercises*	*On-Site*	*Demonst*	A	A	A	PM	X	

Job Classifications appropriate to Law Enforcement are:

Patrol - Patrol Officers

SpecOpns - Special Operations including EOD, Aviation, Harbor, etc.

Invest - Criminal Investigations

Cmd- Commanders

Within the job classifications, the following levels of activity are expected for each task:

A Awareness

P Performance

PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

B - Indicates existing training can accommodate the task if a bridge is developed or added to existing curricula.

New Course - A new course is needed to accommodate the task or tasks.

Public Safety Communications Tasks

Order	PSC Tasks Q#		Importance	% Exist Trng	Trng Mthd	Site	Test	TelC	Supvsr	Disc Trng	New Course
1	5	Recognize the possibility of WMD incident occurrence through calls for service, dispatch patterns, and signs and symptoms	*4.5* *5.0*	*25.0*	*Discuss* *Prob-solv* *Exercises*	*On-site*	*Written* *Self-Assesmt* *Small-gp* *Large-gp* *Exercise*	*P*	*PM*		*X*
2	3	Recognize the WMD implications of new technologies (such automatic vehicle locators which may trigger a detonation)	*3.5* *4.0*	*7.5*	*Discuss*	*Distance* *TV*	*Written* *Self-Assesmt* *Small-gp* *Exercise*	*P*	*P*		*X*
3	4	Understand the media-management plan	*3.25* *4.25*	*20.0*	*Discuss*	*On-site*	*Written* *Small-gp* *Exercise*	*A*	*PM*	*X*	
10	1	Coordinate with EMA to support interagency and interjurisdiction communications	*4.0* *4.5*	*33.75*	*Self-pace* *Program-med Lrng*	*On-site* *Central*	*Demonst* *Small-gp* *Large-gp* *Exercise*	*A*	*P*	*X*	
11	2	Coordinate with other agencies to ensure radio interoperability, and other communication systems during a WMD incident	*4.25* *4.75*	*26.25*	*Projects&* *Exercises*	*On-site*	*Demonst* *Small-gp* *Large-gp* *Exercise*	*A*	*PM*	*X*	
N	N	Understand how to identify and request additional resources from other agencies.	*5.0*					*P*	*P/ PM*		

N	N	Manage and coordinate a large scale incident while maintaining routine operations (i.e., 911)	*5.0*					*P*	*P/ PM*		

Job Classifications appropriate to Public Safety Communications are:

TelC - Telecommunicators or operators in communications division

Supsrv - First and second line supervisors of communications personnel

Within the job classifications, the following levels of activity are expected for each task:

A Awareness

P Performance

PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

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New Course - A new course is needed to accommodate the task or tasks.

Public Works Tasks

Order	Q#	Public Works Tasks	Importance	% Exist Trng	Trng Mthd	Site	Test	Emp	Gen Opn	Plns, Eng	Supvsr Dir	Disc Trng	New Course
1	14	Recognize/distinguish devices as WMD threats	*4.67*	*28.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise Written*	*A*	*P*	*P*	*A*		*X*
2	2	Become familiar with characteristics of WMD events (identifying an explosive event, for example)	*4.67*	*26.7*	*Program-med Lrng*	*On-site*	*Small-gp Exercise Demonst*	*A*	*A*	*A*	*A*		*X*
3	13	Participate in response plan	*5.0*	*55.0*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*P/ PM*	*X*	
4	17	Perform contaminated debris management for evidentiary and safety purposes	*4.67*	*38.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*		*X*
5	7	Develop an equipment decontamination program	*4.0*	*32.5*	*Prob-solv Exercises*	*On-site*	*Demonst*	*A*	*P*	*P*	*PM*	*X*	
21	10	Generate a system analysis for everyday operations	*3.67*	*48.3*	*Prob-solv Exercises*	*Distance TV*	*Small-gp Exercise*	*A*	*A*	*A*	*PM*	*X*	
22	11	Know when and how to notify other agencies	*4.0*	*55.0*	*Discuss*	*On-site*	*Demonst*	*A*	*A*	*A*	*PM*	*X*	
23	12	Knowledge of the impact of WMD	*4.33*	*21.7*	*Program-med Lrng*	*On-site*	*Small-gp Exercise Demonst*	*A*	*A*	*A*	*A*		*X*
24	16	Understand the environmental aspects of a WMD event in addressing the recovery of the infrastructure	*4.0*	*21.7*	*Program-med Lrng*	*On-site*	*Small-gp Exercise*	*A*	*A*	*A*	*PM*	*X*	
25	4	Conduct post-incident assessment of damages, and	*4.33*	*38.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*A*	*A*	*A*	*PM*	*X*	

		develop short-term and long-term recovery strategies					*Self-Assesmt*						
~~26~~	~~15~~	~~Understand the benefits of advanced electronics utilization~~	~~*3.33*~~	~~*15.0*~~	~~*Program-med Lrng*~~	~~*On-site*~~	~~*Demonst*~~	~~*A*~~	~~*P*~~	~~*A*~~	~~*PM*~~		~~*X*~~
31	1	Assess vulnerability to WMD	*4.67*	*21.7*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*		*X*
~~32~~	~~3~~	~~Conduct a "vulnerability assessment" for infrastructure impact~~	~~*4.33*~~	~~*21.7*~~	~~*Projects Exercises*~~	~~*On-site*~~	~~*Small-gp Exercise Demonst*~~	~~*A*~~	~~*P*~~	~~*PM*~~	~~*PM*~~	~~*X*~~	
35	8	Develop mutual aid programs and protocols for WMD response	*3.67*	*33.3*	*Projects Exercises*	*On-site*	*Large; Self-Assesmt*	*A*	*A*	*A*	*PM*	*X*	
33	6	Develop a plan for continuity of services	*4.0*	*43.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*A*	*A*	*A*	*PM*	*X*	
34	5	Cross-train technical support personnel	*4.0*	*33.3*	*Program-med Lrng*	*On-site*	*Small-gp Exercise Written*	*A*	*P*	*P*	*PM*		*X*
36	9	Develop teams to support state and federal response assets (i.e., National Guard, US&R, and MMST)	*3.67* ***4.5***	*15.0*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*A*	*P*	*P*	*PM*	*X*	
N	N	Integrate Public Works operations with the Incident Management structure	*4.0*	*30.0*									

Job Classifications appropriate to Public Works are:

Emp - All Non-operations Employees and staff
Gen Opn - Line personnel and operations supervisors
Pln, Eng - Planners, Engineers, Lab Technicians
Supvsr, Dir - Superintendent or Agency Director
Oth - Other Jurisdictions' or Related Agency Officials

Within the job classifications, the following levels of activity are expected for each task:

A Awareness
P Performance
PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

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Global Tasks

Order	Q#	Global Tasks	Importance	% Exist Trng	Trng Mthd	Site	Test	Respon	Supp	Spec	Cmd	Disc Trng	New Course
1	16	Participate in an awareness training program	*4.78*	*51.39*	*Self-pace Lecture Video 18*	*Distance TV N=17*	*Written N=12*	*A*	*A*	*A*	*A*	*X*	
2	18	Understand decontamination equipment	*4.44*	*45.83*	*Demonst N=17*	*On-site N=17*	*Demonst N=10 Small=8*	*P*	*A*	*P*	*PM*	*X*	
3	19	Understand glossary of WMD terminology	*3.67*	*41.67*	*Self-pace Lecture Video 18*	*On-site N=13 CBI=4*	*Written N=16*	*P*	*A*	*P*	*PM*	*X*	
N	N	Understand the Integrated Unified Command structure						*A*	*A*	*P*	*P/ PM*		
10	11	Use self-protection strategies	*5.0*	*56.67*	*Demonst N=16*	*On-site N=17*	*Demonst N=15*	*P*	*P*	*P*	*P/ PM*	*X*	
20	14	Develop plans for response to WMD	*4.89*	*33.89*	*Prob-solv Exercises N=14*	*On-site N=17*	*Small-gp Exercise N=10 Large=11*	*A*	*A*	*A*	*PM*	*X*	
N	N	Develop an incident action plan											
~~21~~	~~22~~	~~Understand transfer of command protocol~~	~~*4.17*~~	~~*49.17*~~	~~*Discuss N=17*~~	~~*On-site N=17*~~	~~*Small-gp Exercise N=12*~~	~~*A*~~	~~*A*~~	~~*A*~~	~~*M*~~	*X*	
22	9	Understand role of agency in the EOC	*4.06*	*37.78*	*Prob-solv Exercises N=13*	*On-site N=17*	*Large-gp Exercise N=15 Small=9*	*A*	*A*	*A*	*PM*	*X*	
22	20	Understand Incident Management System AND unified Management System, and the agency's inclusion into a Unified Incident Management	*4.67*	*57.78*	*Discuss N=16*	*Central N=11 Onsite=6*	*Small-gp Exercise N=13 Large=7*	*P*	*A*	*P*	*P/ PM*	*X*	

22	21	Understand public (local, state, federal) and private sector assets available to assist in a WMD incident	*4.06*	*30.0*	*Discuss N=18*	*On-Site N=15*	*Written Small Large Each=6*	*A*	*A*	*P*	*P/ PM*		*X*
~~23~~	~~5~~	~~Develop a media-management plan~~	~~*4.11*~~	~~*43.61*~~	~~*Projects Exercises N=13*~~	~~*On-site N=18*~~	~~*Small-gp Exercise Large=8*~~					*X*	
24	7	Implement a media management plan integrated with other agencies consistent with that of the government administration	*3.83*	*27.78*	*Projects Exercises N=18*	*On-site N=18*	*Large-gp Exercise N=14 Small=9*	*A*	*A*	*A*	*P/ PM*	*X*	
25	6	Use effective operational security techniques before, during and after a WMD incident	*4.17*	*32.2*	*Projects Exercises N=17*	*On-site N=18*	*Small-gp Exercise N=12 Large=11*	*A*	*A*	*A*	*P/ PM*		*X*
26	2	Conduct personnel wellness and rehabilitation	*3.89*	*41.94*	*Prob-solv Exercises N=16*	*On-site N=18*	*Small-gp Exercise N=11*	*P*	*P*	*P*	*P/ PM*	*X*	
27	8	Personnel Utilization Considerations	*4.39*	*42.5*	*Prob-solv Exercises N=16*	*On-site N=18*	*Small-gp Exercise N=14 Large=11*	*P*	*P*	*P*	*P/ PM*	*X*	
28	10	Make appropriate communication to other agencies	*4.22*	*45.28*	*Projects Exercises N=16*	*On-site N=18*	*Large-gp N=14 Small=11*	*P*	*P*	*P*	*P/ PM*	*X*	
29	13	Develop a plan to establish alternative facilities and redundant capability during a WMD incident	*4.0*	*30.28*	*Projects Exercises N=15*	*On-site N=17*	*Small-gp Exercise N=12 Dem=12*	*A*	*A*	*A*	*P/ PM*	*X*	
30	15	Integrate volunteers, community groups, and individual expertise, as appropriate, into the WMD response plan	*3.61*	*26.67*	*Prob-solv Exercises N=17*	*On-site N=18*	*Large-gp N=10 Small-gp N=9*	*A*	*A*	*A*	*P/ PM*		*X*

31	12	Vehicle, equipment, and facilities restoration	*3.89*	*41.94*	*Prob-solv Exercises N=11*	*On-site N=18*	*Demonst N=10*	*P*	*P*	*P*	*P/ PM*	*X*	
32	4	Cost recovery	*3.5*	*30.83*	*Prob-solv Exercises N=14*	*On-site N=15*	*Demonst N=9 Small=8*	*A*	*A*	*A*	*P/ PM*	*X*	
33	1	Administrative documentation completion	*3.89*	*45.8*	*Prob-solv Exercises N=14*	*On-site N=18*	*Demonst N=13*	*A*	*A*	*P*	*P/ PM*	*X*	
34	3	Conduct/collect and share post-incident evaluation and documentation for “Lessons Learned”	*4.17*	*43.33*	*Projects Exercises N=16*	*On-site N=18*	*Small-gp Exercise N=13 Large=10*	*P*	*P*	*P*	*P/ PM*	*X*	
35	17	Revise plans based on lessons learned	*4.11*	*36.11*	*Projects Exercises N=17*	*On-site N=17*	*Small-gp Exercise N=15 Large=7*	*P*	*A*	*P*	*P/ PM*	*X*	
N	N	Conduct long term medical monitoring and surveillance											

Job Classifications appropriate to Global are:

Respon - Responders
Supp - Support Personnel
Spec - Specialists
Cmd- Commanders

Within the job classifications, the following levels of activity are expected for each task:

A Awareness
P Performance
PM Planning and Management

Final two columns described as:

Disc Trng -Task can be added to existing training in the discipline to accommodate gaps or persons who have not received training on this topic.

New Course - A new course is needed to accommodate the task or tasks.

Appendix 4

Gap Analysis Results

Gap Analysis Legend Codes:

Y - We inserted a "Y" in the boxes along the top of the first task for each discipline to show that, "Yes," ODP has an existing course incorporating this task.

YL - This means "Yes, but Limited." The task is technically covered in an existing course(s), but not to the degree necessary to develop proficiency within that job classification.

R - This is our strong recommendation that a new course is required or that an existing course should be enhanced to adequately and appropriately address this specific task.

R L - Recommended that a new course be developed but for certain job classifications

OPSEC - This refers to a course on Operational Security issues.

Evi Co - There are three evidence courses in development directly related to WMD crime scenes - Awareness video, Operations Level, and Technician level.

D - Signifies that the course is currently under development by ODP or, if being developed by another agency, that organization will be listed directly below the "D" in the Gap Analysis box.

D L - Shows that a course is under development but limited to certain job classifications.

O - Means that a course with this task is being provided by some "other" agency listed directly underneath the "O" in the Gap Analysis box. If there is no number afterwards, then the course(s) cover each of the job classifications. If there is a number immediately after the "O", then it covers only that particular job classification.

OPN - Is the Operations level course being developed through CRA for a risk-based response specifically targeting first-arriving units.

RAP - Is the Chemical Protective Clothing course developed through CRA and the New York City Fire Department.

B and BIO - Each mean that a course is recommended - focusing specifically on the biological-related aspect of that task.

NFA - National Fire Academy

Disc	Tasks	Importance	% Exist Trng	Trng Mthd	Site	Test	Disc Trng	New Course	Gap Anal.
EMA	Apply the resource allocation plan	*5.0*	*35.0*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*X*		*R*
EMA	Train all EMA agency directors, supervisors, and staff in WMD response	*4.0*	*32.5*	*Program-med Lrng Projects& Exercises*	*On-site*	*Small-gp Exercise Demonst*	*X*		*R PLN*
EMA	Manage and coordinate the activities of the EOC	*5.0*	*57.5*	*Projects& Exercises*	*On-site*	*Large-gp Exercise*	*X*		*R*
EMA	Secure facilities during a WMD incident	*4.0*	*25.0*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*		*X*	*Y*
EMA	Manage and oversee the local or state WMD response and recovery program	*5.0*	*42.5*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*		*X*	*R PLN*
EMA	Coordinate with public health agencies for surveillance	*4.5*	*0.0*	*Projects& Exercises*	*Central On-site*	*Small-gp Exercise*		*X*	*D PHS*
EMA	Participate and coordinate in a "risk assessment"	*5.0*	*15.0*	*Projects& Exercises*	*Central On-site*	*Large-gp Small-gp Exercise*		*X*	*Y*
EMA	Coordinate local WMD training for all potential responding agencies	*5.0*	*40.0*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*X*		*R*
EMA	Coordinate human services to include shelter, health, and welfare for emotional and physical needs	*5.0*	*85.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*X*		*O PHS FEMA*
EMA	Coordinate family assistance.								*O FED*
EMA	Coordinate patient tracking and family assistance activities with the health and medical fields	*4.0*	*42.5*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*X*		*O PHS FEMA*
EMA	Coordinate donations and unsolicited volunteers								*O FED*
EMA	Coordinate the activities of volunteer agencies, ham radio operators, and community emergency response team	*4.0*	*25.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*X*		*R*
EMA	Coordinate structural recovery and "cleanup"	*3.5*	*25.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*X*		*O FED*
EMA	Design and execute interagency WMD exercises	*5.0*	*15.0*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*X B*		*D NTS/ EMI*

EMA	Coordinate the development of plans, procedures and protocols for response	*5.0*	*42.5*	*Projects& Exercises*	*Central On-site*	*Large-gp Small-gp Exercise*	*X*		*O EMI*
EMA	Coordinate a large scale multi-jurisdictional/regional incident	*5.0*	*75.0*	*Projects& Exercises*	*On-site*	*Large-gp Exercise*	*X B*		*Y*
EMA	Develop mutual aid programs and protocols for WMD response	*5.0*	*35.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*X*		*R*
EMA	Coordinate local, state, and federal assets	*5.0*	*35.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*X B*		*R*
EMA	Coordinate the request, acquisition, distribution, and security of any needed resources	*4.5*	*17.5*	*Projects& Exercises*	*On-site*	*Large-gp Exercise*	*X*		*R*
EMA	Coordinate the request, acquisition, distribution, and security of the national pharmaceutical stock pile	*4.0*	*0.0*	*Prob-solv Exercises Program-med Lrng*	*Central On-site*	*Small-gp Exercise Large-gp Exercise*		*X*	*D PHS*
EMA	Coordinate all mitigation activities	*3.5*	*50.0*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*X*		*O EMI*
EMA	Assure vital information about the incident is effectively shared with all agencies	*4.5*	*50.0*	*Prob-solv Exercises*	*Central*	*Small-gp Exercise*	*X*		*R OPSEC*
EMA	Coordinate public warning, instruction, and information updates	*4.0*	*57.5*	*Projects& Exercises*	*On-site*	*Small-gp Exercise*	*X*		*R* DOE *NWS*
EMA	Coordinate evacuation/sheltering and protect in place activities	*4.5*	*60.0*	*Projects& Exercises*	*On-site*	*Large-gp Small-gp Exercise*	*X*		***R***
EMA	Collaborate with Public Health and Coordinate Public Health issues related to WMD	*5.0*	*Unk*					*X*	*D PHS*
EMS	Knowledge of WMD agents	*4.25*	*20.0*	*Projects& Exercises Program-med Lrng*	*On-Site*	*Written*	*X*		*Y*
EMS	Know special dangers of WMD site	*4.25*	*20.0*	*Self-pace Discuss*	*CBI=3*	*Written*	*X*		*Y*
EMS	Identify agents based on signs and symptoms	*4.75*	*25.0*	*Self-pace*	*CBI=3*	*Written*	*X*		*Y*
EMS	Perform triage	*4.67*	*52.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*X*		*Y*
EMS	Administer treatment	*5.0*	*30.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise Demonst*	*X*		*D O PHS*

EMS	Perform victim rescue	*4.25*	*25.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*X*		*D OPN RAP*
EMS	Transport victims to hospital	*5.0*	*62.5*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*X*		*Y*
EMS	Use equipment to properly decontaminate victims	*4.0*	*42.5*	*Discuss*	*On-Site*	*Small-gp Exercise*	*X*		*D O PHS*
EMS	Support medical monitoring and personnel safety of fire, HazMat, and police personnel	*3.75*	*55.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*	*X*		*Y*
EMS	Identify and preserve evidence	*3.5*	*15.0*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*		*X*	*D FBI*
EMS	Participate in "risk assessment"	*3.75*	*21.3*	*Projects& Exercises*	*On-Site*	*Small-gp Exercise*		*X*	*D OPN RAP*
EMS	Maintain data inventory of state and local resources	*3.33*	*22.0*	*Projects& Exercises Program-med Lrng*	*On-Site*	*Small-gp Exercise*	*X*		*R L*
F	Distinguish HazMat/WMD from routine incidents	*4.7*	*66.7*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*X*		Y
F	Know how to wear and use appropriate level of PPE, in accordance with OSHA standards	*4.7*	*76.7*	*Demonst*	*On-site*	*Demonst Written*	*X*		Y
F	Identify agents based on signs and symptoms	*4.3*	*50.0*	*Program-med Lrng*	*On-site*	*Written Small-gp Exercise*	*X*		Y
F	Know special dangers of WMD site for perimeter determination	*4.0*	*60.0*	*Discuss*	*On-site*	*Written*	*X*		Y
F	Control the scene	*4.7*	*78.3*	*Projects Exercises*	*On-site*	*Small-gp Large-gp Exercise*	*X*		Y
F	Knowledge of WMD agents	*4.3*	*55.0*	*Program-med Lrng*	*On-site*	*Small-gp Exercise*	*X*		Y
F	Understand the use and capability of detection equipment to identify WMD agents	*4.3*	*45.0*	*Projects Exercises*	*On-site*	*Written Demonst*	*X B*	X W/ o B	R BIO
F	Know common decontamination terms and be able to implement appropriate decontamination procedures (mass,	*3.7*	*71.7*	*Self-pace*	*Distance TV*	*Written*	*X*		Y

	technical, and personal)								
F	Early recognition of victim's sign/symptoms of WMD	*4.5*	*42.5*	*Projects Exercises*	*On-site*	*Written Small-gp Exercise*	*X*		Y
F	Be familiar with emergency patient care	*4.3*	*55.0*	*Self-pace*	*On-site Distance*	*Demonst Written*	*X B*	X W/o B	R BIO
F	Perform victim rescue	*5.0*	*83.3*	*Projects Exercises*	*On-site*	*Demonst Small-gp Exercise*	*X B*		D 1 OPN RAP
F	Know how and when to contain victims	*4.0*	*66.7*	*Discuss*	*On-site*	*Small-gp Exercise*	*X*		Y
F	Be familiar with reference utilization for incident mitigation	*4.0*	*66.7*	*Self-pace Prob-solv Exercises*	*On-site*	*Demonst Small-gp Exercise Written*	*X*		R 3
F	Perform hazard control and exposure protection	*4.0*	*78.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*X*		Y
F	Identify and preserve evidence	*4.7*	*61.7*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*X*		D
F	Provide investigative assistance as required	*2.7*	*50.0*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*X*		D
F	Participate in "risk assessment"	*3.7*	*45.0*	*Prob-solv Exercises*	*On-site*	*Small-gp Exercise*	*X*		D OPN RAP
F	Participate in intelligence sharing	*4.3*	*31.7*	*Projects Exercises*	*On-site*	*Demonst Small-gp Exercise*	*X B*		R OPSEC
F	Know how to function within mass casualty incident operation plan	*4.0*	*55.0*	*Projects Exercises*	*On-site*	*Small-gp Large-gp Exercise*	*X*		Y
GA	Understand and exercise as appropriate emergency powers and declarations among local, state, private, and federal entities	*4.67*	*23.33*	*Discuss*	*Central On-site*	*Small-gp Exercise*	*XB Y*		*Y*
GA	Develop confidence building strategies within management	*3.67*	*28.33*	*Projects& Exercises*	*On-site*	*Small-gp Exercise Large-gp Exercise*	*X B*		*Y*
GA	Develop policy in support of emergency operations.								*Y*
GA	Understand role and responsibilities during a WMD incident	*5.0*	*26.67*	*Projects& Exercises Prob-solv Exercises*	*On-site*	*Small-gp Exercise*	*X B*		*Y*

GA	Coordination with EMA to design and execute continuity of public services during an incident	*3.67*	*16.67*	*Projects& Exercises Discuss*	*On-site*	*Small-gp Exercise*	*X B*		*Y*
GA	Develop a public policy vision for community recovery from a WMD incident	*4.33*	*21.67*	*Projects& Exercises*	*On-site*	*Small-gp Exercise Demonst Large-gp Exercise*	*X B*		*R*
GL	Participate in an awareness training program	*4.78*	*51.39*	*Self-pace Lecture Video 18*	*Distan ce TV N=17*	*Written N=12*	*X*		*Y*
GL	Understand decontamination equipment	*4.44*	*45.83*	*Demonst N=17*	*On-site N=17*	*Demonst N=10 Small=8*	*X*		*Y*
GL	Understand glossary of WMD terminology	*3.67*	*41.67*	*Self-pace Lecture Video 18*	*On-site N=13 CBI=4*	*Written N=16*	*X*		*Y*
GL	Understand the Integrated Unified Command structure	*4.17*	*50.0*						*Y*
GL	Use self-protection strategies	*5.0*	*56.67*	*Demonst N=16*	*On-site N=17*	*Demonst N=15*	*X*		*Y*
GL	Develop plans for response to WMD	*4.89*	*33.89*	*Prob-solv Exercises N=14*	*On-site N=17*	*Small-gp Exercise N=10 Large=11*	*X*		*Y*
GL	Develop an incident action plan	*5.0*							*Y*
GL	Understand role of agency in the EOC	*4.06*	*37.78*	*Prob-solv Exercises N=13*	*On-site N=17*	*Large-gp Exercise N=15 Small=9*	*X*		*Y*
GL	Understand Incident Management System AND unified Management System, and the agency's inclusion into a Unified Incident Management	*4.67*	*57.78*	*Discuss N=16*	*Central N=11 Onsite =6*	*Small-gp Exercise N=13 Large=7*	*X*		*Y*
GL	Understand public (local, state, federal) and private sector assets available to assist in a WMD incident	*4.06*	*30.0*	*Discuss N=18*	*On-Site N=15*	*Writen Small Large Each=6*		*X*	*Ref*
GL	Implement a media management plan integrated with other agencies consistent with that of the government administration	*3.83*	*27.78*	*Projects Exercises N=18*	*On-site N=18*	*Large-gp Exercise N=14 Small=9*	*X*		*R*
GL	Use effective operational security techniques before, during and after a WMD incident	*4.17*	*32.2*	*Projects Exercises N=17*	*On-site N=18*	*Small-gp Exercise N=12 Large=11*		*X*	*R (OPSEC)*

GL	Conduct personnel wellness and rehabilitation	*3.89*	*41.94*	*Prob-solv Exercises N=16*	*On-site N=18*	*Small-gp Exercise N=11*	*X*		*Y*
GL	Personnel Utilization Considerations	*4.39*	*42.5*	*Prob-solv Exercises N=16*	*On-site N=18*	*Small-gp Exercise N=14 Large=11*	*X*		*Y*
GL	Make appropriate communication to other agencies	*4.22*	*45.28*	*Projects Exercises N=16*	*On-site N=18*	*Large-gp N=14 Small=11*	*X*		*Y*
GL	Develop a plan to establish alternative facilities and redundant capability during a WMD incident	*4.0*	*30.28*	*Projects Exercises N=15*	*On-site N=17*	*Small-gp Exercise N=12 Dem=12*	*X*		*Y*
GL	Integrate volunteers, community groups, and individual expertise, as appropriate, into the WMD response plan	*3.61*	*26.67*	*Prob-solv Exercises N=17*	*On-site N=18*	*Large-gp N=10 Small-gp N=9*		*X*	*R*
GL	Vehicle, equipment, and facilities restoration	*3.89*	*41.94*	*Prob-solv Exercises N=11*	*On-site N=18*	*Demonst N=10*	*X*		*Y*
GL	Cost recovery	*3.5*	*30.83*	*Prob-solv Exercises N=14*	*On-site N=15*	*Demonst N=9 Small=8*	*X*		*Y*
GL	Administrative documentation completion	*3.89*	*45.8*	*Prob-solv Exercises N=14*	*On-site N=18*	*Demonst N=13*	*X*		*Y*
GL	Conduct/collect and share post-incident evaluation and documentation for “Lessons Learned”	*4.17*	*43.33*	*Projects Exercises N=16*	*On-site N=18*	*Small-gp Exercise N=13 Large=10*	*X*		*Y*
GL	Revise plans based on lessons learned	*4.11*	*36.11*	*Projects Exercises N=17*	*On-site N=17*	*Small-gp Exercise N=15 Large=7*	*X*		*Y*
GL	Conduct long term medical monitoring and surveillance								*YL (Hospital Provider)*
HM	Distinguish HazMat/WMD from routine incidents	*5.0*	*67.5*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=4 Large=1*	*X*		Y
HM	Know how to wear and use appropriate level of PPE, in accordance with OSHA standards	*5.0*	*92.5*	*Demonst N=3*	*On-site N=4*	*Demonst N=4*	*X*		Y
HM	Identify agents based on signs and symptoms	*4.75*	*58.75*	*Program Learning N=4*	*On-site N=4*	*Small-gp N=3 Demo=1*	*X*		Y
HM	Be familiar with emergency patient care	*4.5*	*66.25*	*Program Learning*	*On-site N=4*	*Demonst N=3*	*X*		Y

				N=4		*Small-gp Exercise N=2*	*B*		
HM	Perform victim rescue	*4.75*	*80.0*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp N=4 Demo=3*	*X B*		Y
HM	Early recognition of victim's sign/symptoms of WMD	*4.5*	*58.75*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=3 Large=1*	*X B*		Y
HM	Conduct agent control/containment	*4.5*	*88.75*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=3 Large=1*		X	R O-NFA
HM	Know and apply scene *and crowd* control procedures *in conjunction with Law Enforcement*	*5.0*	*85.0*	*Discuss N=2 Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=3 Lg=2 Dem=2*	*X*		D IAFF
HM	Establish hazard control zones	*4.75*	*88.75*	*Projects Exercises N=4*	*On-site N=4*	*Large-gp Exercise N=3 Small=4*	*X*		Y
HM	Know common decontamination terms (mass, technical, and personal)	*4.0*	*78.75*	*Readings Video & Lecture N=4*	*CBI N=3 (App Diff)*	*Writing N=4*	*X B*		Y
HM	Identify and preserve evidence	*4.0*	*53.75*	*Projects Exercises N=4*	*On-site N=4*	*Demonst N=2 Small=3 LgExer=2*	*X B*		D FBI
HM	Be familiar with reference utilization for incident mitigation	*5.0*	*85.0*	*Program Learning N=3*	*On-site N=4*	*Demonst N=4 Small-gp Exercise N=4*	*X*		R L
HM	Know how to function within mass casualty incident operation plan	*4.25*	*57.5*	*Projects Exercises N=4*	*On-site N=4*	*Large-gp N=3 Small-gp N=4*	*X B*		Y
HM	Participate in "risk assessment"	*5.0*	*92.5*	*Prob-solv Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=4 Large=1*	*X*		D OPN RAP
HM	Understand the use and capability of detection equipment to identify WMD agents	*5.0*	*71.25*	*Projects Exercises N=4*	*On-site N=4*	*Demonst N=4 Small-gp N=2*	*X B*		R BIO
HM	Provide site assessment and remediation	*4.25*	*71.25*	*Projects Exercises*	*On-site N=4*	*Small-gp N=4*	*X*		D

				N=4		*Lg=2*	*B*		OPN RAP
HM	Provide technical information/recommendations to special operations teams from other agencies	*4.25*	*57.5*	*Projects Exercises N=4*	*On-site N=3*	*Small-gp N=3 Lg=2*	*X* *B*		O FED
HM	Maintain data inventory of state and local resources	*3.75*	*50.0*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp N=2 Lg=2*	*X* *B*		R L
HM	Coordinate clean up with a contractor	*3.25*	*62.5*	*Projects Exercises N=4*	*On-site N=4*	*Small-gp Exercise N=4*	*X*		O FED
HM	Participate in intelligence sharing	*4.0*	*25.0*	*Projects Exercises N=4*	*On-site N=4*	*Small=3 Large=2*	*X* *B*		R OPSEC
HM	Integrate activities with EOD	*4.5*	*25.0*						R
HM	Integrate activities with Law Enforcement on scene and crowd control	*4.5*	*25.0*						D
LE	Recognize a terrorist incident	*4.5*	*37.5*	*Discuss Projects& Exercises*	*On-Site*	*Written Small-gp Exercise*	X		D
LE	Understand special hazards of a terrorism incident	*4.5*	*28.75*	*Discuss*	*On-Site*	*Written Small-gp Exercise*	X		D
LE	Know self-protection strategies	*4.75*	*25.0*	*Discuss*	*Central*	*Written Demonst*	X		D
LE	Know how to wear and use appropriate level of PPE, in accordance with OSHA standards	*4.25*	*32.5*	*Demonst* *Discuss*	*On-Site*	*Written Demonst*	X		D L
LE	Use reference material to determine appropriate PPE to wear	*4.0*	*20.0*	*Discuss Program-med Lrng*	*On-Site*	*Written Demonst*	X		Y
LE	Know and recognize types of agents	*4.5*	*25.0*	*Self-pace Program-med Lrng*	*Central*	*Written*	X		Y
LE	Recognize the need to decontaminate people and animals (process and terminology)	*4.0*	*28.75*	*Program-med Lrng*	*On-Site*	*Written Demonst*	X		Y
LE	Search for additional devices	*4.0*	*23.75*	*Prob-solv Exercises Program-med Lrng*	*On-Site*	*Demonst Small-gp Exercise*	X		Y
LE	Provide site security	*4.0*	*50.0*	*Demonst Program-med Lrng*	*On-Site*	*Large-gp Exercise*	X		Y

				Prob-solv Exercises					
LE	Know how and when to contain victims	***4.5***	*20.0*	*Discuss*	*On-Site*	*Written Oral Exm Small-gp Exercise*	X		Y
LE	Perform limited mitigation	*4.0*	*20.0*	*Demonst Projects& Exercises*	*On-Site*	*Demonst*	X		D
LE	Conduct special operations in a hazardous environment	*4.75*	*20.0*	*Demonst Projects& Exercises*	*On-Site*	*Demonst Small-gp Large-gp Exercise*		X	D L
LE	Collect and preserve evidence	*4.5*	*32.5*	*Demonst Projects& Exercises*	*On-Site*	*Demonst Small-gp Exercise*	X		D
LE	Investigate the incident	*4.5*	*28.75*	*Prob-solv Exercises Program-med Lrng*	*On-Site*	*Written Demonst Small-gp Exercise*	X		R
LE	Know how and when to operate diagnostic equipment	*3.5*	*11.25*	*Demonst Discuss*	*Central*	*Demonst*	X		R L
LE	Maintain certifications and training in compliance with OSHA and other regulations	*3.5*	*20.0*	*Discuss Projects& Exercises*	*Central*	*Written Demonst*		X	R L
LE	Direct threat assessment	*4.25*	*32.5*	*Prob-solv Exercises*	*On-Site*	*Demonst*	X		Y
LE	Perform render/safe procedures	*5.0*	*45.0*	*Demonst Projects& Exercises*	*Central & Onsite*	*Written Demonst Oral Exm*	X		Y
LE	Know when to perform the "hand-off" within the ICS system	*4.5*	*20.0*	*Prob-solv Exercises*	*Central*	*Small-gp Large-gp Exercise*	X		Y
LE	Participate in "risk assessment"	***5.0***	*15.0*	*Prob-solv Exercises Projects& Exercises*	*On-Site*	*Small-gp Large-gp Exercise*	X		D OPNS RAP
LE	Joint, regular training with other agencies	*4.0*	*35.0*	*Projects& Exercises*	*On-Site*	*Small-gp Large-gp Exercise*	X		R
LE	Integrate criminal investigation with epidemiological investigation	*4.75*	*3.75*	*Program-med Lrng Projects& Exercises*	*On-Site*	*Small-gp Large-gp Exercise*		X	R
LE	Coordinate intelligence collection	***5.0***	*32.5*	*Program-med Lrng Projects& Exercises*	*Central*	*Demonst*	X		D

LE	Write agency plan for response for different jobs within law enforcement and integrates with plans from other agencies	*3.75*	*20.0*	*Projects& Exercises*	*On-Site*	*Demonst*	X		R
PSC	Recognize the possibility of WMD incident occurrence through calls for service, dispatch patterns, and signs and symptoms	*5.0*	*25.0*	*Discuss Prob-solv Exercises*	*On-site*	*Written Self-Assesmt Small-gp Large-gp Exercise*		*X*	*Y*
PSC	Recognize the WMD implications of new technologies (such automatic vehicle locators which may trigger a detonation)	*4.0*	*7.5*	*Discuss*	*Distance TV*	*Written Self-Assesmt Small-gp Exercise*		*X*	*Y*
PSC	Understand the media-management plan	*4.25*	*20.0*	*Discuss*	*On-site*	*Written Small-gp Exercise*	*X*		*Y*
PSC	Coordinate with EMA to support interagency and interjurisdiction communications	*4.5*	*33.75*	*Self-pace Program-med Lrng*	*On-site Central*	*Demonst Small-gp Large-gp Exercise*	*X*		*Y*
PSC	Coordinate with other agencies to ensure radio interoperability, and other communication systems during a WMD incident	*4.75*	*26.25*	*Projects& Exercises*	*On-site*	*Demonst Small-gp Large-gp Exercise*	*X*		*Y*
PSC	Understand how to identify and request additional resources from other agencies.	*5.0*							*Y*
PSC	Manage and coordinate a large scale incident while maintaining routine operations (i.e., 911)	*5.0*							*Y*
PW	Recognize/distinguish devices as WMD threats	*4.67*	*28.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise Written*		*X*	*Y*
PW	Become familiar with characteristics of WMD events (identifying an explosive event, for example)	*4.67*	*26.7*	*Program-med Lrng*	*On-site*	*Small-gp Exercise Demonst*		*X*	*Y*
PW	Participate in response plan	*5.0*	*55.0*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*X*		*Y*
PW	Perform contaminated debris management for evidentiary and safety purposes	*4.67*	*38.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise*		*X*	*D Evi Co*
PW	Develop an equipment decontamination program	*4.0*	*32.5*	*Prob-solv Exercises*	*On-site*	*Demonst*	*X*		*Y*
PW	Generate a system analysis for everyday operations	*3.67*	*48.3*	*Prob-solv Exercises*	*Distance TV*	*Small-gp Exercise*	*X*		*Y*

PW	Know when and how to notify other agencies	*4.0*	*55.0*	*Discuss*	*On-site*	*Demonst*	*X*		*Y*
PW	Knowledge of the impact of WMD	*4.33*	*21.7*	*Program-med Lrng*	*On-site*	*Small-gp Exercise Demonst*		*X*	*Y*
PW	Understand the environmental aspects of a WMD event in addressing the recovery of the infrastructure	*4.0*	*21.7*	*Program-med Lrng*	*On-site*	*Small-gp Exercise*	*X*		*Y*
PW	Conduct post-incident assessment of damages, and develop short-term and long-term recovery strategies	*4.33*	*38.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise* *Self-Assesmt*	*X*		*Y*
PW	Assess vulnerability to WMD	*4.67*	*21.7*	*Projects Exercises*	*On-site*	*Small-gp Exercise*		*X*	*Y*
PW	Develop mutual aid programs and protocols for WMD response	*3.67*	*33.3*	*Projects Exercises*	*On-site*	*Large; Self-Assesmt*	*X*		*Y*
PW	Develop a plan for continuity of services	*4.0*	*43.3*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*X*		*Y*
PW	Cross-train technical support personnel	*4.0*	*33.3*	*Program-med Lrng*	*On-site*	*Small-gp Exercise Written*		*X*	*Y*
PW	Develop teams to support state and federal response assets (i.e., National Guard, US&R, and MMST)	***4.5***	*15.0*	*Projects Exercises*	*On-site*	*Small-gp Exercise*	*X*		*Y*
PW	Integrate Public Works operations with the Incident Management structure	*4.0*	*30.0*						*Y*

Appendix 5

Defining WMD Responders By Performance Task

Appendix 5
Defining WMD Responders by Performance Tasks*

Identification of Participants: The people who may be required to perform duties during the response to a WMD terrorism incident may well extend the current definition of emergency responder. As a general rule, these responders are any employees or potentially volunteers who are engaged in responding to WMD terrorism incident situations during the crisis, consequence, or recovery phases of the response operation. These people will normally be in the following disciplines: fire services, hazardous materials response, emergency medical services, law enforcement, public works, public health, and emergency management. These disciplines pertain to the Federal, state, county, and local levels. Augmentation by other disciplines such as the military is dependent on their availability at or in proximity to the site of the incident. A key point in the discussion of whom is to determine if those participating are qualified to perform duties to include self-protection against personal harm. A qualified person is a person with specific training, knowledge of the subject, and experience in the area for which the person has the responsibility and authority to control.

PURPOSE: The purpose of this section is to assist in defining the minimum competencies that emergency responders need to be qualified at the four defined competency levels. This is provided to give guidance to state and local certifying officials who certify that they have qualified individuals to respond to WMD terrorism incidents.

Tiers or Levels of Competency: Listed following is an overview of each level of competency – Awareness, Operations, Technician, and Incident Command. This format follows the established competency levels in OSHA 1910.120 and NFPA guidelines. The detailed competencies at each level offer more precise definition of what is expected of an individual qualified at each level. These are a minimum and may be added to as required at the state or local levels. These descriptions provide standardized guidance to the certifying supervisor for personnel in the organization who will be needed to respond to a WMD terrorism incident.

* Initially, ODPS adopted the competency levels described in this Appendix. These levels or tiers were well established in some disciplines and were consistent with OSHA and NFPA guidelines. In the latter stages of the development of the Training Strategy, however, it became clear that the four tiers (Awareness, Operations, Technician, and Incident Command) were most applicable to only a portion of the disciplines and represented an obstacle to the development of tasks and learning objectives in other disciplines. As a generalized alternative, three tiers, Awareness, Performance, and Planning/Management were later adopted. These three tiers were consistent with Public Health planning and were not inconsistent with OSHA and NFPA guidelines. In effect, Operations and Technician levels were aggregated into "Performance" in the final taxonomy.

WMD Emergency Responder Awareness Level: WMD emergency responders at the awareness level are individuals who are likely to witness, discover, or respond to a WMD incident and who have been trained to initiate an emergency response sequence by notifying the proper authorities of the release. They would take no further action beyond notifying the authorities of the release. WMD emergency responders at the awareness level shall have sufficient training or have had sufficient experience to objectively demonstrate competency in the following areas:

An understanding of what WMD are and the risks associated with them in an incident.

An understanding of the potential outcomes associated with an emergency created when WMD and associated hazards are present.

The ability to recognize the presence of WMD in an emergency.

The ability to identify the WMD that leave characteristic and easily recognizable and discernable signs.

An understanding of the role of the WMD emergency responder awareness individual in the emergency response plan including site security and control and the U.S. Department of Transportation's Emergency Response Guidebook.

The ability to realize the need for additional resources, and to make appropriate notifications to the dispatch center, communications center, or Emergency Operations Center.

WMD Emergency Responder Operations Level: WMD emergency responders at the operations level are individuals who respond to releases or potential releases of hazardous substances as part of the initial response to the site of a WMD incident for the purpose of protecting nearby persons, property, or the environment from the effects of the incident. They are trained to respond in a defensive fashion without actually trying to stop the incident. Their function is to contain the incident from a safe distance, keep effects from spreading, and prevent exposures. WMD emergency responders at the operational level have received at least eight hours of training or have had sufficient experience to objectively demonstrate competency in the following areas in addition to those listed for the awareness level and the manager shall so certify.

Knowledge of the basic hazard and risk assessment techniques.

Know how to select and use proper personal protective equipment provided to the WMD emergency responder operational level.

An understanding of basic WMD terms.

Know how to perform basic defensive control measures for WMD and how to contain and/or confine the WMD effects within the capabilities of the resources and personal protective equipment available with their unit.

Know how to implement basic decontamination procedures for WMD.

An understanding of the relevant standard operating procedures and termination procedures.

WMD Technician: WMD technicians are individuals who respond to WMD incidents and potential WMD incidents for the purpose of stopping the incident or treating casualties. They assume a more aggressive role than a emergency responder at the operations level in that they will approach the point of release in order to prevent or mitigate the release of a hazardous substance or treat affected personnel. WMD technicians shall have received at least 24 hours of training equal to the emergency responder operations level and in addition have competency in the following areas and the manager shall so certify:

Know how to implement the emergency response plan.

Know the classification, identification and verification of known and unknown materials by using chemical, biological, radiological, or explosives field survey instruments and detection equipment.

Be able to function within an assigned role in the Unified Command System.

Know how to select and use proper specialized fully encapsulated personal protective equipment provided the WMD technician.

Understand hazard and risk assessment techniques.

Be able to perform advanced medical treatment, control, containment, and/or confinement operations within the capabilities of the resources and personal protective equipment available with the unit.

Know how to perform basic triage for WMD contaminated casualties.

Understand and implement decontamination procedures.

Understand termination procedures.

Understand basic chemical, biological, radiological, and toxicological

terminology and behavior.

WMD Incident Command: Incident commanders, who will assume control of the WMD incident scene beyond the emergency responder awareness level, shall receive at least 24 hours of emergency response plan training equal to the emergency responder operations level and in addition have emergency response plan competency in the following areas and the manager shall so certify:

Know and be able to implement and operate in the Unified Command System.

Know how to implement your internal emergency response plan.

Know and understand the hazards and risks associated with employees working in personal protective equipment.

Know how to implement the jurisdiction's emergency response plan.

Know of the Federal Response Plan and Terrorism Annex, state emergency response plan, jurisdiction emergency response plan and terrorism annex, and of the Federal Regional Response Team.

Know and understand the importance of decontamination procedures.

Appendix 6

Course Development Procedures

Appendix 6
Course Development Procedures

The Office for Domestic Preparedness (ODP) utilizes the Federal WMD DP Course Development and Review Program (CDARP) to guide the development of WMD domestic preparedness training courses. This program has been proposed by ODP for use throughout the federal WMD training community.

I. DESCRIPTION

CDARP GOAL: Create a transparent and coordinated effort to develop, validate, review and maintain quality WMD DP training courses for our nation's emergency responders.

The Department of Justice, Office of Justice Programs, Office for Domestic Preparedness (ODP) is proposing a Federal WMD DP Course Development and Review Program. (CDARP). To date, approximately eight federal agencies and offices have developed over 100 WMD DP training courses for state and local emergency responders. CDARP would provide a centralized, transparent and coordinated mechanism for the development of new WMD DP training courses and for the review of current WMD DP training courses for state and local emergency responders. CDARP would ensure the quality of training course content, the accuracy of course information, and compliance with applicable standards, policies and procedures at the federal, state and local levels. CDARP would strengthen the combined efforts of the federal agencies to develop quality training courses and would boost the confidence of state and local authorities with the knowledge that there is a coordinated effort by the federal authorities to provide the best possible training for the state and local emergency responder community.

The Training Resources and Data Exchange (TRADE) Group is a valuable resource for the creation and implementation of CDARP. The TRADE Group was established to ensure a unified and coordinated federal training preparedness effort and to improve the consistency and the quality of WMD training. The participating federal agencies and offices include DOJ/ODP, PHS, FBI, DOE, CDC, FEMA, TSWG, EMI, NFA, and FLETC. The TRADE Group meets every other month to exchange relevant information in the area of WMD DP training for local, state, and federal emergency responders. As an already established group representing the federal agencies and offices that currently provide WMD DP training courses to emergency responders, the TRADE Group is the foundation for implementing the CDARP process.

ODP's Centralized Scheduling and Information Desk (CSID) will also be integral in the implementation of CDARP. The CSID maintains comprehensive WMD DP training, exercise and conference event information. Monthly CSID reports are distributed to several hundred members of federal, state and local agencies. The CSID will maintain information on all courses under development and will notify federal agencies when current courses are up for review. This will ensure a centralized information source for CDARP.

ODP recognizes that each agency has an independent course development and review process. CDARP would supplement current agency processes - running parallel to or in coordination with the individual agency process. The outcome of this course development and review process would be a coordinated, articulated, and quality WMD DP training course curriculum offered by the federal agencies to state and local emergency responders.

II. OBJECTIVES

Objective 1: Foundation

Objective 2: Development Phase

Objective 3: Pilot Phase

Objective 4: Validation Phase

Objective 5: Maintenance Phase

III. ROADMAP of the CDARP Process

STEP 1: Foundation

- The TRADE Group will take the federally compiled list of WMD DP courses and distribute this list to relevant federal agency partners.

STEP 2: Development Phase

- **New Course Development**
  - The following actions will be coordinated through the TRADE Group:
    - When an agency or office initiates the development of a new WMD DP training course, notification of this course development will be made to the federal agencies.
    - Federal agencies will identify which training courses they would like to review.
    - The federal agency developing the WMD DP training course will provide information on all pertinent meetings and reviews associated with the development of the course. (This would include initial planning meetings and alpha and beta reviews).
    - Federal agencies participating in the development process will provide constructive feedback during these initial meetings and reviews.
    - The agency developing the course will gather input from each federal agency during this process.

STEP 3: Pilot Phase

- Similar to the Development Phase, the Pilot Phase allows for each federal agency to participate in relevant meetings and the piloting of the WMD DP training course under development.
- The developing agency will notify the interested federal agency partners of the date, time, location and other pertinent information regarding the pilot course.
- Interested federal partners will attend the pilot course and once again provide constructive feedback to the agency developing the course.

STEP 4: Validation Phase

- As noted above, each individual federal agency can validate its own WMD DP training course. In addition, the federal agencies participating in CDARP will also validate the course.

- **Course Validation**
  - During the validation process, the developing agency will work closely with the federal agencies to gather, incorporate and finalize comments and feedback. The developing agency should also select five to eight subject matter experts (SMEs) from relevant disciplines from state and local agencies to participate in this validation process.
  - The developing agency will send out all materials associated with the new WMD DP training course review - including relevant background information, course review agenda, points of contact and instructions to course review participants.
  - During the validation process the developing agency should review and discuss all comments provided by federal agency participants and the state and local SMEs.
  - Once the comments have been reviewed, the developing agency will reply back to the participating federal agency regarding the comments made on the course. This may occur during specific agency meetings. Final changes will then be addressed and all changes will be incorporated into the course and course materials. Each participating federal agency will then review the course and in five working days will validate the course.
  - The final outcome of this entire development and validation process will be an acknowledgment page that lists every federal agency that reviewed and validated the new WMD DP training course and a short statement that notifies the state and local first responders that the course has been reviewed and validated by every federal agency on the acknowledgement page. The statement will read "the contents of this course have been developed, reviewed and approved in coordination with... (specific agencies listed)." The seal of each agency will be displayed on the page.

STEP 5: Maintenance Phase

- Once a new WMD DP training course has been developed and validated, it will be entered into the CSID database and assigned to a particular review cycle.

- Course Review Cycle
  - Two years after the validation of the course, the agency responsible for the course will again engage a group of SMEs and the interested federal agencies to review and update the WMDP training course.
  - The review will take place through the course review process, detailed previously, to ensure the accuracy, completeness and success of the course in training state and local emergency responders.
  - Six months prior to the two year date, ODP's Centralized Scheduling and Information Desk (CSID) will notify all of the federal agencies via e-mail the course to be reviewed and information regarding the review process.
  - Maintaining the course review process will ensure that each WMD DP training course offered by a federal agency continues to provide relevant and necessary information and continues to enhance the skills of the state and local emergency responders.

IV. RESOURCES AND CORE COMPETENCIES

There are three main resources that will be utilized for CDARP:

The TRADE Group

The TRADE Group will be the driving force behind the implementation and operation of CDARP. The TRADE Group will act as the centralized coordinator for disseminating and maintaining information on the WMD training courses through the CDARP Process.

The Centralized Scheduling and Information Desk (CSID)

The CSID is an ODP asset. The CSID is a comprehensive information, management and scheduling tool for WMD DP events. The CSID is comprised of a Master Calendar, WMD DP Database and an On-Site Call Desk. The CSID will be utilized to maintain and distribute WMD training course information including the course review cycle, related SMEs and point of contact information.

Subject Matter Experts (SMEs)

Subject Matter Experts from the state and local emergency responder community will be utilized extensively during the course review process. These should be pulled from groups such as the InterAgency Board (IAB) for Equipment Standardization and InterOperability who have extensive experience working with WMD issues.

V. OPPORTUNITIES AND SHOW STOPPERS

CDARP will create and enhance transparency and coordination among the numerous federal agencies and offices involved in WMD domestic preparedness training. Through a coordinated WMD DP training course development and review process, the myriad of federal recourses being allocated to homeland defense efforts will be channeled into a constructive and cohesive effort to train America's emergency responders.

Appendix 7

Delivery Techniques

Appendix 7
Delivery Techniques

PURPOSE: To establish the delivery techniques to be used for DOJ/OJP developed WMD terrorism incident response training for the Nation's emergency responders.

PROTOCOL: The challenge is to get the appropriate training to the correct training audience. A coherent training strategy establishes the WHO, WHEN, WHERE, and HOW for delivery of the training. The WHAT is determined by the needs analysis and curriculum developers.

Training Course Focus: There are two primary foci for the training. The first is the individual emergency responder. This training focuses on information and skills the individual needs to master to accomplish their job in the WMD environment. The target audience for this training is more immense than in any other training endeavor attempted. This audience is comprised of emergency responders from all the disciplines discussed in this strategy. To get the training to the audience will require using all forms of delivery available. As with all training for the personnel who make our jurisdictions function, we have to have methods that maximize the training time available and use reasonable technologies. The second focus for training is on the jurisdiction. This training focuses on preparing the jurisdiction to respond to a WMD terrorism incident. The jurisdiction leadership requires practice in forming the multi-disciplined team that will have all the resources required to accomplish all tasks involved in both the crisis and consequence phases of such an incident.

Training Course Delivery Techniques: In general, two delivery techniques to be considered are *direct delivery* and *programmed instruction*.

> *Direct Delivery*: This is the formal method of classroom instruction that includes the use of performance-based and competency-based objectives. This type of delivery is used when instructor interface with the training audience is deemed necessary to accomplish the goals and objectives of the course, as articulated. This method is appropriate for all levels of instruction above the Awareness Level of courses. Dependent upon the complexity of the subject matter and resources required for delivery, this is most efficiently done by using a centrally developed program of instruction that includes a rigorous Train-the-Trainer component to allow maximum delivery opportunity in state-level and/or jurisdiction-level accredited training organizations. The types of direct delivery are: School-site (central training location); Work-site (training at the work-site of the audience); Video-teletraining where there is live interaction between the instructor and the learner (uses more sophisticated classrooms and technology).

> *Distance-learning Instruction*: This form of training delivery is most appropriate for courses where the goal is to impart basic information to the training audience. This method also has the potential to accommodate a large training audience. This may take

the form of traditional video or television (without interactive elements) Internet-based, computer-based, or paper-based instruction. The availability of computers and Internet access must be determined before using Internet-based and computer-based programmed instruction. This method offers information in small bits, provides immediate feedback and allows the student to work at his/her own pace. This is a good method for the Awareness Level and for some supplementary modules at the other competency levels.

Selection of Delivery Technique: An analytic process should be used in determining the delivery technique for each course. The best delivery technique should be selected for each course as there is no correct answer that applies in all cases. The following process is offered for consideration. After assessing the factors presented in STEP 1, progress in order through the determination of delivery technique to use for the instruction

STEP 1: Factors to consider in determining the correct technique:

The training audience for the course
The size of the total training audience for the course
The course objective(s)
The complexities of the skills to be mastered in the course
The availability of the internet to the training audience
The availability of computers to the training audience
The cost of the delivery method

STEP 2: Since the objective of the technique used is to reach the entire training audience, the technique and methods within the technique must work toward meeting this goal. Next decide on the delivery technique to use.

In general, use Direct Delivery when the learning objective makes it preferable for instructor to student interface due to the complexity of the skill, requirement for performance-based training feedback, or it best facilitates delivery to the target training audience.

As the first priority, use a Train-the-Trainer approach, or interactive Video-teletraining to reach the greatest training audience in the most efficient and effective manner.

As second priority, conduct courses at the work-site location of the training audience by a central training group. This gives you the maximum participation by the target audience and is especially good for use in jurisdiction-focused oriented courses. It is typically the most effective form of instruction.

As the third priority, conduct courses at regional locations in the area of the student population by a central training group. This reduces inconvenience of the participants but compromises the effectiveness for some topics.

And lastly, conduct training at a central location only with a central training group. This may well be necessary for courses dependent on facilities found at only one place or training aids that are not conducive to movement to different training locations.

Use traditional Distance-learning Delivery to reach the maximum training audience in the most effective manner when instructor to student interface is not required for learning. The requirement continues for constant student feedback on how well they are accomplishing the objectives in the course with this technique.

Use Internet-based courses if you are certain the training audience has access to and volition to use this form of training.

Use computer-based courses under the same conditions as in (1) above. These both get to a large group but must be within the desire of the training audience to use to get training return.

Use a paper-based "correspondence" courses to reach the maximum number and still use the Distance-learning Delivery Technique. This may be a combination of a downloaded Internet-base course or a printed copy of a computer-based course. The operative point is that there is student feedback during the conduct of the course.

The following table may be useful in selecting the instructional method based on the type and level of the educational objectives for a course:

Instructional Methods	**Type of Objective**				
	Cognitive: Low	Cognitive: High	Affective	Psychomotor: Competence	Psychomotor: Performance
Readings/Video	XXX	X	X	X	
Lecture	XXX	X	X	X	
Discussion	XX	XX	XXX	X	X
Problem-solving exercises	XX	XXX	X		X
Programmed learning	XXX	XX		X	

Learning projects	XXX	XXX	X	X	X
Role projects		X	XX	X	XX
Demonstration	X	X	X	XX	XX
Real-life experiences	X	XX	XX	XXX	XXX
Simulated experiences	X	XX	XX	XXX	X
Video review	X			XXX	X

In this table, the instructional methods can be described as most appropriate if:

Readings/Video -	Learner in a passive role.
Lecture -	Learner in passive role, information able to be verbalized.
Discussion -	Learner in a more active role, feedback immediate.
Problem-solving exercises -	Active learning with problem solving skills reinforced.
Programmed learning -	Material organized and presented in sequential, modular fashion.
Learning projects-	Active, self-paced, ipsative, may involve simulations, involves problem-solving, applications.
Role projects -	Appropriate for psychomotor skills, experience different roles.
Demonstration -	Passive learning for more complex skills, psychomotor especially.
Real-life experiences -	Necessary to understand, appreciate, experience - affective and psychomotor.
Simulated experiences -	Evaluation as well as training is needed.
Video review -	Evaluation, reassessment, repetition are sought.

OUTCOME: By choosing the most efficient and effective delivery technique for training in each competency level, appropriate training can be delivered to the estimated 4 million emergency responders in this Nation.

Appendix 8

Evaluation of Training
Quality Control

Appendix 8
Evaluation of Training: Quality Control

PROTOCOL: This portion of the procedures describes the assessment of the training provided for the emergency responders.

The Quality Control Process involves a continuous cycle which constantly accepts inputs for improvement of the curriculum, the instruction, and the participant. These inputs are derived from the conduct of training and exercises as well as changes in the environment.

GENERAL PROCESS:

The first aspect and key to this process is to establish a mechanism to continuously clarify and determine desired performance or competency, and deficiencies. The following are the recommended steps to organize this fact assessment part of the process.

- Organizational changes within the response force.
- Evaluation findings from training and exercises that are measured against an accepted standard received in course critiques.
- Lessons learned provided from training and exercises that are registered in the official data base.
- Law or regulation changes requiring responder actions.
- Material/system changes (Research and Development) that impact responders received as input from evaluation of National Research and Development efforts.
- New training constraints that potentially impact responder operations
- Examine performance data from actual operations conducted as recorded from direct observations and recorded in official After Action Reports.
- Specify precisely the performance desired for the responders, the degree to which they meet or exceed those levels as a result of the training
- Specify when sound practices and/or deficiencies are noted.

Definitions Applicable to Evaluation of Training:

Assessment	the formal or informal process of measuring an activity or initiative.
Norm-referenced	assessing an individual's achievement measured in comparison peers, a group or cohort, and/or historical data.
Criterion-referenced	assessing an individual's accomplishments or achievements relative to some externally defined or explicit criteria or standards of performance.
Ipsative assessment	assessment of an individual's accomplishments or

	achievements through a self-referenced or personalized criterion - self-assessment.
Formative assessment	a step-by-step process of assessing progress. Often based on a learning plan or action plan and the degree to which each element of the plan is accomplished.
Summative assessment	a comprehensive or formal confirmation of achievement, usually at the end of an instructional program.
Assessment reliability	refers to the degree to which the assessment technique or instrument produces the same range of results each time it is applied. Also refers to the assessment technique's ability to differentiate between participant's performance.
Assessment validity	refers to the degree to which the assessment ensures the knowledge, skill, ability, or achievement it is designed to measure.
Performance criteria	refers to the range or list of activities which must be demonstrated or knowledge which must be shown in order to judge the individual learning exercise adequate.
Accreditation of prior learning	the determination or ascertaining of knowledge, skills, and abilities the learner brings into the training initiative from prior experience or prior instruction.
Standards	the set of criteria or elements which have been determined, by whatever process, to be necessary for competency.
Competency	Knowledge, skills, and abilities which, together, account for the ability to deliver a specified professional service.

Methods which can be used to assess the training:

- Rating forms
- Self-assessment forms
- Essays on trainee's experience
- Written or computer-interactive tests
- Questionnaires
- Oral Examinations or Individual interviews
- Group interviews or Group discussions
- Direct observation
- Exercises or Performance Audits

It is noted that Exercises or Performance Audits represent the highest level of assessment and are appropriate for the most complex skills and activities but not appropriate for lower level objectives. Two type of assessments are:

process - the data addressing the progress and process of instruction, frequency of activities, attendance of participants, rates of use of resources; and,

product - data showing the impact or results of the instruction on the accomplishment of tasks, the effectiveness of training, and the diminishing of problems for which the training is designed to ameliorate.

Product assessment is preferred over process assessment.

The product or ultimate change may be measured in actual events or through change in the organization or it may be measured by proxy through exercises.

Program Assessment: Program assessment may be holistic and include the entire program or initiative. It may also be more focused and address each course or category of offering. If it is holistic, the program should have a statement of purpose or "mission" statement described earlier. This statement serves as the goal against which the program is measured. The assessment of a program's efforts to accommodate such broadly worded statements is almost always subjective but the subjective assessment should be justified in an evaluation plan/report and the justification should be articulated. The assessment should have points of evidence or proof that the assessment is appropriate.

In addition to curriculum goals, curriculum objectives must be developed early in the process. These objectives should be measurable and may include some of the same terms used in goals but the objectives are stated in more specific terms which lend themselves to evaluation and assessment. Examples of curriculum objectives would be:

Ten percent of emergency department personnel will be trained in triage procedures (assessment) each year in the target cities/hospitals;

Every state will have at least five persons trained to develop state-specific reaction (application) strategies for emergency events.

Course objectives should be refinements of the broader curriculum goals. They should be stated in performance or behavioral terms - the knowledge, skills, and abilities which the participants are expected to demonstrate in the abstract or broadest terms. Additionally, the following questions must be answered in assessing the training program:

Is the scope of the curriculum adequate?
Is the scope of the curriculum realistic?
Is the curriculum relevant?
Is there balance in the curriculum?
Is curriculum integration desirable?

Is the curriculum properly sequenced?
Is there continuity of programs?
Are curricula and courses well articulated between levels?
Are types of learning transferable?

The answers to these questions, as well as others which can be developed for a particular type of training, can help to restructure the curriculum, the courses, and the levels of instruction. Additionally, the needs and issues will change over time and this change must be accommodated in the curricular change.

Instructional Assessment: There are actually two aspects of assessment of the instructional component, the assessment or evaluation of the instructors and the techniques, process, and materials used by the instructor. The other aspect of instructional assessment is the evaluation of the participants during the instruction, not simply after the instruction is over. Each of these will be addressed separately.

Assessing Instructors. Instructors may be evaluated using any of three methods:

Participant survey: This, the most traditional and widely used technique, is a cost-effective, efficient method of assessing instruction by those who have observed the greatest portion of that instruction - the participants. Often this assessment will be norm-referenced and issues associated with assessment reliability and assessment validity must be addressed. Complicating the picture for this approach, is the fact that multiple instructors is problematic. When a variety of instructors are used or when classes or sections are "team-taught," the survey results may be measuring what they are intended to measure or something else.

Ipsative or Self-evaluation: Requiring instructors to evaluate their own effectiveness is a useful technique. Instructors, particularly those who hold certification as instructors and/or advanced degrees, understand the expectations of the process and the degree to which they meet those expectations.

Direct observation. A time-tested method of assessing instruction is to observe random portions of the instruction. If normative assessments are to be used, there must be a standardization of questions or dimensions used in an observational assessment.

In addition to these methods, a passive should be employed involving the examination and evaluation of instructional materials, including syllabi, handouts, and presentation files.

Participant Assessment: Impact assessment is best accomplished using a "summative evaluation." Summative evaluation is the assessment that takes place at the end of a course or unit. For learning objectives in the cognitive domain, written examinations (post-tests) are frequently used means of summative evaluation of instruction. The two types of "measurement"

of participants' performance are norm-referenced and criterion-referenced measurements.

1. The main function of norm-referenced measurement is to ascertain the student's relative position within a normative group.
2. Either general conceptual outcomes or precise objectives may be specified when constructing norm-referenced measurement.
3. The criterion for mastery is not usually specified when using norm-referenced measurement.
4. Test items for norm-referenced measurement are constructed to discriminate among participants.

Criterion-referenced assessments measure the participant's achievements against a predefined "standard," criteria or widely accepted performance level. The criteria may be the learning objectives formulated prior to the course or the behavioral objectives prepared when the course was designed. One distinct advantage of the criterion-referenced assessment approach is its ability to influence the future development of the curriculum.

1. The main function of criterion-referenced measurement is to assess whether the participant has mastered a specific criterion or performance standard.
2. Complete behavioral objectives are specified when constructing criterion-referenced measurements.
3. The criterion for mastery must be stated for use in criterion-referenced measurement.

Competencies suggest the presence of objective criterion so a criterion-referenced assessment is most consistent with that approach. Competency can be defined as the knowledge, skills, and abilities which, together, account for the ability to deliver a specified professional service. Competency-based instruction and performance-based instruction involve the determination of objectives, describing the objectives in terms of criteria or competencies, and assessing the participant's progress, relative to the criterion or competencies. The use of "portfolios" is an assessment tools to measure performance of authentic or real life tasks.

The penultimate method of assessing performance is through live exercises combined with lessons learned. Exercises can be viewed as the last, most realistic training module and the one in which the participant or agency is expected to operationalize the information gained in other training modules.

Appendix 9

Screening Sheet for New Or Existing Courses

Appendix 9
Screening Sheet for New or Existing Courses

Audience (Participant/Discipline)Title or Name and level of activity:
Stage of Entry to Situation:
Tasks by Participant:

Terminal Objective (Ultimate Performance)

Enabling Objectives (Incremental Performance)
Expectation of Previous Training, Existing Proficiencies, or Skill Level:
Position in Taxonomy (Approximate or Preferred)
Cognitive
Affective
Psychomotor

Training Content Narrative (comments on identifying and sequencing (**N**)ecessary or (**D**)esired Knowledge, Skills, and Abilities by this category of participants):

Appropriate Instructional Methods
Readings/Video
Lecture
Discussion
Problem-solving exercises
Programmed learning
Learning projects
Role projects
Demonstration
Real-life experiences
Simulated experiences
Video review

Appropriate Delivery Method(s):

TTT:
Justification for Central Site:
Justification for Work-Site:
Justification for Regional:
Special Equipment or Exigencies:
Grouped/Team Instruction Necessary:
Individualized Instruction Appropriate:
Self-Paced:

Evaluation Methods:

Ipsative/Norm Referenced/Criteria Referenced:
Formative/Summative:
Written/Demonstration/Exercise: