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Readiness: Training Identification and Preparedness Planning

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Course Description

Overview

The goal of Readiness: Training Identification and Preparedness Planning is to teach participants how to create effective training plans for their agencies and jurisdictions using an approach that includes the whole community. By evaluating their abilities to meet their emergency operations plans (EOP) using traditional and national preparedness tools, participants can answer the following critical readiness questions:

- How prepared do we need to be?
- How prepared are we?
- How do we prioritize efforts to close the difference? (DHS 2007, 3)

Agencies that plan and train together are much better equipped to successfully respond together. In this course, participants will learn a jurisdiction training assessment process in which an integrated assessment team creates a jurisdictional profile and evaluates their abilities to fully implement their EOP. Participants will then be able to identify and catalog training goals and identify ways to meet them by prioritizing training efforts, developing improvement plans, and implementing a course of action.

Core Capabilities

This course teaches an evaluative tool that addresses the following core capabilities:

- Planning
- Public Information and Warning
- Operational Coordination
- Intelligence and Information Sharing (Prevention and Protection)
- Risk Management for Protection Programs and Activities
- Community Resilience
- Long-Term Vulnerability Reduction
- Risk and Disaster Resilience Assessment
- Threat and Hazard Identification
- Operational Communications
- Public and Private Services and Resources
- Situational Assessment

Scope

This is a management and planning-level course. Participants’ success in the course requires an open and honest discourse about and evaluation of training gaps in their agencies and jurisdictions. The six modules in the course build on each other, working through a seven-step gap analysis process that focuses on the whole community; when implemented in their
agencies and jurisdictions, the process will allow participants to create comprehensive training plans.

This course has several options for methods of delivery:

- **Train-the-trainer (TTT) delivery** enables supervisors to attend the course, become certified as instructors of the course, and then return to their organization to teach co-workers and employees. Upon request, the NCBRT will provide all necessary instructional materials to certified trainers who want to provide instruction to their organizations.

- **Direct delivery (DD) format** is taught by NCBRT instructors and intended for anyone who is interested in the content of the course. Participants will receive credit for the course but will not be certified to instruct.

- **Indirect delivery (ID) format** is taught by someone who has passed the TTT version of the course and is intended for anyone who is interested in the content of the course. The instructor of this type of course delivery is not directly employed by the NCBRT. Participants will receive credit for the course but will not be certified to instruct.

- **Combined TTT and DD course format** is available to jurisdictions who cannot meet the minimum participant numbers for TTT delivery. The two versions are taught simultaneously over a two-day timeframe. In the TTT portion of the course, TTT participants will engage in a facilitated discussion with NCBRT instructors to help prepare them to teach this course. An example agenda for a combined format class delivery can be found below.

### Combined TTT/Direct Delivery

| Day 1 | Module 1 | Course Overview | 1.5 hours | TTT/DD Participants |
|       | Module 2 | Preparedness Tools—How Prepared Do We Need to Be? | 1.0 hours | TTT/DD Participants |
|       | Module 3 | Team Building and Jurisdictional Awareness | 2.5 hours | TTT/DD Participants |
|       | Module 4 | Identifying Training Needs—How Prepared Are We? | 3.0 hours | TTT/DD Participants |

| Day 2 | Module 5 | Creating an Improvement Plan—How Do We Prioritize Efforts to Close the Difference? | 4.0 hours | TTT/DD Participants |
|       | Module 6 | Next Steps, Testing, and Evaluation | 1.0 hour | TTT/DD Participants |
|       | Train-the-Trainer Module 1 | Train-the-Trainer Module: Preparing to Teach Readiness: Training Identification and Preparedness Planning | 3.0 hours | TTT Participants |
**Target Audience**

The target audience for this course includes federal, state, local, and tribal representatives of each of the following response disciplines: law enforcement, emergency medical service, emergency management agency, fire service, hazardous materials personnel, public works, governmental administrative, public safety communication, healthcare, public health, food and agriculture, nongovernmental organizations, and members of the private sector.

Also included are individuals whose responsibilities include the following job functions: plan development, including emergency operations plans; training needs determination and management; resource allocation and management (personnel, equipment, and systems); purchasing and logistics management; exercise coordination, development, and evaluation; capabilities evaluation; organizational design and management.

**Note:** At many points in this course, federal, state, and local agencies are mentioned. Whenever this phrase occurs, it should be understood to include tribal and territorial governing agencies as well.

**Prerequisites**

Participants for this course should have significant expertise in their functional areas and in training management. They should have regular interaction with other response agencies and disciplines, some level of decision-making authority within their agencies, and general regional knowledge of the area.

Participants should have knowledge of the jurisdictional emergency response plan and mutual aid agreements as well as discipline-specific internal training processes. Experience with data collection and interpreting reporting tools is important, as is the ability to create an operational calendar at the conclusion of the assessment.

Although knowledge of the National Incident Management System (NIMS), the Incident Command System (ICS), and the Whole Community Approach is beneficial, it is not required for this course.

Additionally, participants of the train-the-trainer course should have prior instructional experience and knowledge of instructional methodology. They should also have instructor or trainer certification by the authority having jurisdiction.

**Course Length**

This course is designed for presentation by two instructors over two days. Beginning and ending time for instruction can be adjusted to accommodate local requirements at the training location. However, the schedule should permit one 10-minute break approximately every hour and a one-hour lunch break every day. Total instructional time is 13 hours for six standard modules. Train-the-trainer participants will also attend a supplemental session lasting 3 hours.
Required Materials/Facilities

The following equipment and materials are required to support instruction in this course:

- Instructor Guide
- Instructor ID
- Presentation slide CD-ROM and Resource CD-RW
- Audio-Visual kit
- Projection screen
- Attendance sheet
- Black markers
- Pre-Test answer key
- Post-Test answer key
- Easel and easel pad
- Markers
- Internet connection

One per participant of the following items:
- Participant Guide
- Instructor Guide (for train-the-trainer participants only)
- Resource CD
- Laptop or computer, if available
- Registration form and test answer sheet
- Pencil
- Tent name card
- NCBRT training course catalog
- DHS Student Assessment of Course and Instructors evaluation form
- Pre-Test
- Post-Test
- “Plan. Train. Respond. Together” job aid card
- Instructor bios
- NCBRT Trainer Application (train-the-trainer participants only)

The host agency will be required to provide the following classroom and logistical needs:

- 40-person classroom (for 30 participants and instructional support personnel), environmentally controlled (heating, ventilation, and air conditioning [HVAC]); tables should be round or rectangular allowing for class participants to work in groups (not an auditorium with fixed seating)
- A computer lab with projection screen and a computer for each participant, or a laptop for each participant; participants may bring their own
- Internet access; to classroom and computer lab (if one is used)
- Three additional tables to use for display materials and as a projector surface
- Two easels and easel pads with markers
- Audiovisual equipment: projection screen or area in classroom
- Eight power outlets in the classroom for audiovisual components and computers used by the instructional support personnel and participants during the course
- Instructor access the day before the class start date for classroom setup
- Adequate security to prevent having to reset the classroom daily
• Adequate participant and instructor parking

Testing/Certification

Participants will be given two tests—a pre-test administered during the first module (prior to instruction), and a post-test administered during the last module after completion of instruction. Each test will include one or more items designed to assess mastery of the module enabling learning objectives. Successful performance on the post-test (scoring 70% or better if direct delivery or 80% for train-the-trainer) will be recognized by issuance of a Certificate of Completion. Unsuccessful performance on the post-test will be reflected by issuance of a Letter of Attendance that recognizes the individual’s presence during the instruction. Re-tests are available upon request.

Reference List


Evaluation Strategy

Participants are required to complete a course evaluation at the end of the course, which focuses on the following issues:

- Value of materials in supporting the course goal and module objectives
- Effectiveness of instruction (instructors presented content in an understandable manner, used relevant examples, encouraged participation, and answered questions in a clear and concise manner)
- Relevance of instruction to each participant’s assessment of real-world requirements and concerns

Course Structure/Content Outline

Module 1: Course Overview

Terminal Learning Objective

Participants will become acquainted with their peers in an interactive setting by completing the Module 1 classroom activity, complete a registration form and pre-test as directed by instructors, and define preparedness of the whole community, integration, and interoperability.

Enabling Learning Objectives

In this module, participants will

1-1 introduce themselves by sharing their background, their experience, and what they hope to gain from this training,
1-2 define preparedness based on whole community engagement,
1-3 define integration and interoperability and understand their importance in preparedness planning,
1-4 fill out a complete and accurate registration form, and
1-5 assess their baseline knowledge of course content by completing a pre-test.
Module 2: Preparedness Tools—How Prepared Do We Need to Be?

Terminal Learning Objective
Participants will be able to recognize what preparedness tools they will need to begin a gap analysis.

Enabling Learning Objectives
In this module, participants will

2-1 review the components of the national preparedness cycle as defined in the National Incident Management System (NIMS),
2-2 recognize traditional and national preparedness tools that can be used to evaluate readiness, and
2-3 identify a threat of concern to their jurisdictions.

Module 3: Team Building and Jurisdictional Awareness

Terminal Learning Objective
Participants will be able to complete the first two steps of the jurisdiction training assessment process: how to identify potential members of an assessment team and complete a jurisdictional profile.

Enabling Learning Objectives
In this module, participants will

3-1 list potential members needed for a jurisdiction training assessment team for their jurisdiction using the Whole Community Approach, and
3-2 create a jurisdictional profile, including geographic area, key responders, resource groups, and critical infrastructure and key resources in mixed whole-class and small-group activities.
Module 4: Identifying Training Needs—*How Prepared Are We?*

**Terminal Learning Objective**
Participants will be able to compose training goals by performing a gap analysis of an after-action report (AAR) and their emergency operations plan (EOP).

**Enabling Learning Objectives**
In this module, participants will

4-1 perform gap analysis on an after-action report and their emergency operations plan,
4-2 identify training needs, and
4-3 develop proactive training goals.

Module 5: Creating an Improvement Plan—*How Do We Prioritize Efforts to Close the Difference?*

**Terminal Learning Objective**
Participants will be able to create a prioritized training plan and a multiyear training plan to address training goals in their jurisdiction.

**Enabling Learning Objectives**
As a class, participants will

5-1 prioritize training goals, identify the personnel in need of the training, and identify whether the training would be initial or refresher training;
5-2 identify quality training sources and use online course databases; and
5-3 create multiyear training plans based on prioritization.

Module 6: Next Steps, Testing, and Evaluation

**Terminal Learning Objective**
Participants will be able to take the next steps to bring their training plans to fruition. They will also complete a comprehensive post-test and course evaluation.

**Enabling Learning Objectives**
Participants will

6-1 review the jurisdiction training assessment process taught in the course,
6-2 discuss the next steps to take to put their training plans into action,
6-3 complete a comprehensive post-test successfully, and
6-4 provide feedback by completing a course evaluation form.
Train-the-Trainer Module: Preparing to Teach *Readiness: Training Identification and Preparedness Planning*

**Terminal Learning Objective**
Participants will be able to successfully teach an indirect delivery of *Readiness: Training Identification and Preparedness Planning*.

**Enabling Learning Objectives**
In this module, participants will

- **TTT-1** review administrative requirements of becoming an NCBRT Trainer and scheduling an indirect delivery,
- **TTT-2** use the Instructor Guide to review and discuss supplemental information, background knowledge, and instructional details for teaching *Readiness: Training Identification and Preparedness Planning*,
- **TTT-3** review additional preparation work needed to teach *Readiness: Training Identification and Preparedness Planning*,
- **TTT-4** reflect on and discuss the course they have just completed, and
- **TTT-5** evaluate their emergency operations plan from the standpoint of a trainer of the process.
Course Design Matrix

Module 1: Course Overview

Scope Statement
In this module, participants and instructors introduce themselves by engaging in a brief opening activity. Participants discuss the definitions of the terms *preparedness*, *integration*, and *interoperability*, complete a registration form, and take a pre-test. The pre-test is a self-evaluation tool to help participants determine their level of knowledge on the course material before the course begins. Instructors introduce the course modules by name and briefly describe the primary focus of the modules.

Terminal Learning Objective
Participants will become acquainted with their peers in an interactive setting by completing the Module 1 classroom activity, complete a registration form and pre-test as directed by instructors, and define *preparedness* of the whole community, *integration*, and *interoperability*.

Enabling Learning Objectives
In this module, participants will

1-1 introduce themselves by sharing their background, their experience, and what they hope to gain from this training,
1-2 define *preparedness* based on whole community engagement,
1-3 define *integration* and *interoperability* and understand their importance in preparedness planning,
1-4 fill out a complete and accurate registration form, and
1-5 assess their baseline knowledge of course content by completing a pre-test.

Lesson Topics
Welcome, Introductions Activity, Can You Fully Implement Your EOP?, Preparedness, Course Goal, Registration Form, Testing, Course Materials, Course Overview, Course Agenda, Summary

Instructional Strategy
Video; Lecture; Pre-Test

Assessment Strategy
- Instructor observation of participants’ involvement in the classroom discussion
- Instructor-led discussion to ensure participants understand how instructors will evaluate performance
- Instructor administration of a pre-test to assess participants’ prior knowledge of course materials
Practical Exercise Statement
Not applicable

Module 2: Preparedness Tools—How Prepared Do We Need to Be?

Scope Statement
This module provides an overview of the national preparedness cycle and traditional and national preparedness tools that should be used to assess training gaps.

Terminal Learning Objective
Participants will be able to recognize what preparedness tools they will need to begin a gap analysis.

Enabling Learning Objectives
In this module, participants will

2-1 review the components of the national preparedness cycle as defined in the National Incident Management System (NIMS),
2-2 recognize traditional and national preparedness tools that can be used to evaluate readiness, and
2-3 identify a threat of concern to their jurisdictions.

Lesson Topics
The National Preparedness Cycle, Discussion: Identifying Training Needs, Traditional Preparedness Tools, National Preparedness Tools, Summary

Instructional Strategy
Lecture; Participant Activity

Assessment Strategy
- Instructor observation of participants’ involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

Practical Exercise Statement
Through discussion, participants will identify the threats that they consider to be of most concern to their jurisdiction.
Module 3: Team Building and Jurisdictional Awareness

Scope Statement
In this module, participants will learn about and begin a jurisdiction training assessment process.

Terminal Learning Objective
Participants will be able to complete the first two steps of the jurisdiction training assessment process: how to identify potential members of an assessment team and complete a jurisdictional profile.

Enabling Learning Objectives
In this module, participants will

3-1 list potential members needed for a jurisdiction training assessment team for their jurisdiction using the Whole Community Approach, and
3-2 create a jurisdictional profile, including geographic area, key responders, resource groups, and critical infrastructure and key resources in mixed whole-class and small-group activities.

Lesson Topics
Jurisdiction Training Assessment, The Jurisdiction Training Assessment Process, Step One: Form an Assessment Team, Step One Activity: Identify Assessment Team Members, Step Two: Create a Jurisdictional Profile, Step Two Activity: Create a Jurisdictional Profile, Summary

Instructional Strategy
Lecture; Participant Activity

Assessment Strategy
- Instructor observation of participants’ involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

Practical Exercise Statement
Working in groups, participants will learn how to complete the first two steps of the jurisdiction training assessment process: forming an assessment team and creating a jurisdictional profile.
Module 4: Identifying Training Needs—*How Prepared Are We?*

**Scope Statement**

In this module, participants will learn about Steps Three and Four of the jurisdiction training assessment process. They will learn how to identify training needs by performing a gap analysis on an after-action report (AAR) and their emergency operations plan (EOP), and they will begin a practice training plan by developing training needs into training goals.

**Terminal Learning Objective**

Participants will be able to compose training goals by performing a gap analysis of an after-action report (AAR) and their emergency operations plan (EOP).

**Enabling Learning Objectives**

In this module, participants will

4-1 perform gap analysis on an after-action report and their emergency operations plan,

4-2 identify training needs, and

4-3 develop proactive training goals.

**Lesson Topics**

Step Three: Identify Training Needs, Using an After-Action Report to Identify Training Needs,


**Instructional Strategy**

Lecture; Participant Activity

**Assessment Strategy**

- Instructor observation of participants’ involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

**Practical Exercise Statement**

Participants will explore Steps Three and Four of the jurisdiction training assessment process. First they will identify training needs in their jurisdiction’s ability to implement their emergency operations plan (EOP), and then they will begin a training plan by learning how to develop those training needs into precise, proactive training goals.
Module 5: Creating an Improvement Plan—How Do We Prioritize Efforts to Close the Difference?

Scope Statement
This module will take participants through Steps Five through Seven of the jurisdiction training assessment process. Using the training plan they began in Module 4, participants will review and prioritize each training goal, identify personnel needing training and the frequency of training needed, and identify available training sources to meet them. Finally, participants will create a multiyear training plan to provide near-, mid-, and long-term training plans for the jurisdiction.

Terminal Learning Objective
Participants will be able to create a prioritized training plan and a multiyear training plan to address training goals in their jurisdiction.

Enabling Learning Objectives
As a class, participants will

5-1 prioritize training goals, identify the personnel in need of the training, and identify whether the training would be initial or refresher training;
5-2 identify quality training sources and use online course databases; and
5-3 create multiyear training plans based on prioritization.

Lesson Topics

Instructional Strategy
Lecture; Participant Activity

Assessment Strategy
- Instructor observation of participants’ involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

Practical Exercise Statement
Working in small groups, participants will complete Steps Five through Seven of the jurisdiction training assessment process: identifying training priorities, personnel in need of training, and frequency of training; locating training sources to meet those needs; and preparing near-, mid-, and long-term schedules for training.
Module 6: Next Steps, Testing, and Evaluation

Scope Statement
In this module, participants will review course content and learn next steps to take in their training assessment process. They will also take an objectives-based post-test; they must score a 70% or greater (80% if attending a train-the-trainer delivery) to receive a Certificate of Completion. Retests may be administered on-site if needed. Participants will also complete a course evaluation form and will provide feedback on course instruction, content, and materials.

Terminal Learning Objective
Participants will be able to take the next steps to bring their training plans to fruition. They will also complete a comprehensive post-test and course evaluation.

Enabling Learning Objectives
Participants will

6-1 review the jurisdiction training assessment process taught in the course,
6-2 discuss the next steps to take to put their training plans into action,
6-3 complete a comprehensive post-test successfully, and
6-4 provide feedback by completing a course evaluation form.

Lesson Topics
Course Conclusion, Next Steps, Working with an Assessment Team, Training Plan Template, Scheduling Training, Post-Test, Course Evaluation

Instructional Strategy
Lecture; Post-Test; Course Evaluation

Assessment Strategy
- Instructor observation of participants' involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

Practical Exercise Statement
Not applicable
Train-the-Trainer Module: Preparing to Teach Readiness: Training Identification and Preparedness Planning

Scope Statement
In this module, train-the-trainer participants will engage in activities and discussion to prepare them to teach Readiness: Training Identification and Preparedness Planning in an indirect delivery.

Terminal Learning Objective
Participants will be able to successfully teach an indirect delivery of Readiness: Training Identification and Preparedness Planning.

Enabling Learning Objectives
In this module, participants will

- TTT-1 review administrative requirements of becoming an NCBRT Trainer and scheduling an indirect delivery,
- TTT-2 use the Instructor Guide to review and discuss supplemental information, background knowledge, and instructional details for teaching Readiness: Training Identification and Preparedness Planning,
- TTT-3 review additional preparation work needed to teach Readiness: Training Identification and Preparedness Planning,
- TTT-4 reflect on and discuss the course they have just completed,
- TTT-5 evaluate their emergency operations plan from the standpoint of a trainer of the process.

Lesson Topics

Instructional Strategy
Lecture; Participant Activity

Assessment Strategy
- Instructor observation of participants’ involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

Practical Exercise Statement
In groups of two or three, participants will evaluate their emergency operations plan (EOP) for a different threat than was used in Module 4, answer reflection questions about their process, and discuss.
Course Agenda

Day 1

- Module 1  Course Overview  
  1.5 hour
- Module 2  Preparedness Tools— How Prepared Do We Need to Be?  
  1.0 hour
- Module 3  Team Building and Jurisdictional Awareness  
  2.5 hours
- Module 4  Identifying Training Needs—How Prepared Are We?  
  3.0 hours

Day 2

- Module 5  Creating an Improvement Plan— How Do We Prioritize Efforts to Close the Difference?  
  4.0 hours
- Module 6  Next Steps, Testing, and Evaluation  
  1.0 hour
- Train-the-Trainer Module: Preparing to Teach Readiness: Training Identification and Preparedness Planning (for train-the-trainer participants only)  
  3.0 hours