



Center Excellence
HOMELAND SECURITY

**Skills Panel Formation for
Homeland Security**

Skills Panel Formation for Homeland Security

Final Report

Workforce Training and Education Coordinating Board

A Project Funded by:



Workforce Training and Education Coordinating Board

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Forward

The Center of Excellence for Homeland Security at Pierce College is pleased to offer this Skills Panel Formation for Homeland Security Final Report. This report, combined with the Homeland Security Trends Analysis 2007 – 2008, a companion report published by Pierce College last fall, provides an in-depth look at how homeland security issues are impacting education.

This report provides a comprehensive review of the all-important competencies, skills and tasks being performed in the field by employees in key industry disciplines designated by the Department of Homeland Security as having training, equipment, organization and exercise requirements in the event of a major catastrophe. These industry disciplines include: Public Works, Public Health, Health Care, Emergency Management Agencies, Special Teams (HAZMAT), Law Enforcement, Fire Services, Emergency Medical Services, and Emergency Communications. In addition, because of its importance to Homeland Security, this report also includes an analysis of Private Sector Security. 9/11 Commission Vice Chair Lee H. Hamilton, has estimated that “*nearly 85% of the critical infrastructure of our country is owned and operated by the private sector*” and its protection is so vital that its incapacity has the potential to harm the nation’s physical security, economic security, or public health. Therefore, the inclusion of an analysis of Private Sector Security was deemed essential.

The specific skills identified in this report related to Homeland Security need to be integrated into existing curriculum to help us prevent, protect against, and if necessary, respond to, and recover from a major catastrophic event. Community colleges are well positioned to lead this effort. A 2004 survey conducted by the American Association of Community Colleges (AACC) supported data from an earlier report by the National Center for Education Statistics in 2003, which indicated that close to 80% of the nation’s firefighters, police, and emergency medical technicians are trained by community colleges. The same report indicated that 60% of all new nurses in the health care industry are also trained at community colleges. Consequently, it is incumbent upon us to revise our curriculum to reflect the needs of those in the field, and help us better protect our communities against any man-made catastrophe or natural disaster.

It is our sincere hope that you will find this information to be both useful and timely as your institution considers integrating the competencies and skills identified in this report into existing programs. We stand by willing to assist you in any way that we can and would welcome your feedback or lessons learned from the field.

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The Homeland Security Skill Panel Steering Committee provided significant contributions to this project as well as guidance and leadership. Committee Members included:

- Robert Schneider, Emergency Manager, City of Redmond
- Lori Van De Wege, Regional Learning Specialist Liaison, Washington State Department of Health
- Michael L. Smith, Terrorism and Disaster Response Specialist, Department of Health
- Joe Pope, School Safety/Legislative Liaison, Association of Washington School Principals
- Ron Conlin, C.F.E., C.P.P. Loss Prevention Manager, 7-Eleven, Inc., North Pacific Division (US)
- Pat Ward, Administrator, SBCTC Colleges
- Lit Dudley, Exercise & Training Manager, Washington Emergency Management, Washington Military Department
- Shad Burcham, Planning & Logistics Project Manager, King County Office of Emergency Management
- John Fortugno, Director, Homeland Security Institute, SBCTC
- Linda Nguyen, Executive Director, TPCETC/WDC
- David Hodgeboom, Program Coordinator, Department of Agriculture
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- Jason Levy, PhD, Disaster Reduction and Emergency Planning, Institute for Global and Community Resilience, Western Washington University
- Jo Ann Baria, Dean of Workforce Education, Pierce College District 11
- Michael A. Campbell, Director, Center of Excellence, Pierce College District 11

The project team would also like to acknowledge all of the skill panel participants, and validation reviewers named within this report for generously providing their time and content expertise to this project.

Executive Summary

BACKGROUND

Homeland Security continues to evolve as an industry cluster and has been designated by the Department of Labor as a High Demand Industry. This industry cluster is experiencing a need for standardization and coordination among the various participants. In the State of Washington, current industry integration is facilitated by the Emergency Management's Committee on Homeland Security (CHS), which is a cross-discipline organization that meets monthly in Pierce County (Camp Murray). The regions within the state have the same requirements to establish homeland security agencies to train, exercise, organize and equip their first responders within Washington State. Homeland Security has been organized using a nine-region model with funding and training needs being allocated by region. Priorities discussed at the Sub-Committee meeting on training have focused on the increased need for trained and credentialed employees who meet nationally defined standards in this industry cluster. Previous strategy in these discipline areas has been to train incumbent workers in Homeland Security related areas; however, as security requirements grow, the current specialist inventory shrinks and outside sources for trained specialists will be needed.

Skills Panels Defined Current and Future Industry Needs

The Skills Panel Formation for Homeland Security project funded by the Washington State Workforce Training and Education Coordinating Board was an effort to identify the homeland security-related skills in the job categories within the ten disciplines recognized by the Department of Homeland Security as having training, equipment, organization, and exercise requirements.

To accomplish this goal, three primary objectives were identified. First, staff was tasked with identifying and cataloging all homeland security-related programs state-wide. This objective was quickly broadened to include the identification of all programs nationally. The second objective was to determine how effective current training programs were and to identify training gaps. To achieve this goal staff developed a Workforce Assessment for Homeland Security-Related Training Needs survey and disseminated it to those in the field. The third objective and centerpiece of the project involved holding a series of focus group workshops, one for each of the ten industry clusters. These workshops were designed to identify specific homeland security-related competencies, skills and tasks.

ACCOMPLISHMENTS

Online Repository of Homeland Security Academic Programs

One of the accomplishments of this project was the creation of an online database (accessible on the COE website) which serves as a repository of state and national education and training programs related to Homeland Security. Initially, since there were few programs, keeping the list current did not require a significant amount of staff time to maintain. However, this changed dramatically over time. Programs related to homeland security began to appear at colleges in virtually every state in the nation. Consequently, it became a very difficult task to attempt to stay up with the explosion of new and emerging programs. The Center of Excellence for Homeland Security website still maintains a list of both state and national programs at:

<http://www.pierce.ctc.edu/HomelandSecurity/skillPanel/usaColleges.php>.

Toward the end of the project, three nationally recognized organizations appeared, all with outstanding online repositories and a far greater infrastructure to maintain them. It was determined that the COE website would concentrate on maintaining information about programs within Washington State including programs related to the ten industry clusters designated by the Department of Homeland Security as having responsibilities in the event of a major catastrophe. The COE's links to national programs will be phased out, but links to the three outstanding repositories will be maintained on the site. The three repositories are:

Center for Homeland Security Defense
<http://www.chds.us/?partners/institutions>.

Emergency Management Institute (EMI)
<http://training.fema.gov/EMIWeb/edu/collegelist/>.

National Academic Consortia at the Ohio State University
<http://homelandsecurity.osu.edu/NACHS/members.html>.

Workforce Assessment for Homeland Security-Related Training Needs

One of the major objectives of this project was to analyze the training needs of those in the field. Specifically, project staff wanted to determine whether or not training needs were being met, and if there were any training gaps. To achieve this goal, a Workforce Assessment for Homeland Security-Related Training Needs survey was developed and disseminated to those in the field.

The Survey Highlights section below provides a summary of some of the more important answers from respondents. A complete list of all the responses for each question (in aggregate) is provided within the body of this report.

Demographics

- Most respondents were full-time employees (88.3%) Q2
- 32.7% of the respondents were over age 55 Q7
- 23.8% said they were going to retire within the next five years, while another 12.4% said they were not sure. Q8

Homeland Security-Related Training Needs

- 69% indicated a need for training in Cyber Security Q9
- Respondents indicated a high level of need for Chemical, Biological, Radiological, Nuclear, and Explosive/Energetic (CBRNE) training. Q11
- Respondents indicated a high level of need for training in Consequence Management Q13
- Respondents indicated a high level of need for training in Acute Traumatic Stress Q15

Training Preferences

- Only 18% of training is being provided by educational institutions Q18
- 96% of respondents said they were satisfied or very satisfied with Government Agency Trainers. This is the highest degree of satisfaction indicated. Q19
- 16% of respondents said they were not at all satisfied or only somewhat satisfied with training provided by educational institutions. This is the lowest degree of satisfaction indicated. Q19
- Respondents listed a number of training gaps which correspond to the results from the ten skill panel workshops. (See Question 20 below) Q20
- 88% of respondents indicated that they are more interested in taking short courses (8-16 hours of instruction with no homework) than any other type of training. Courses offering CEU's or certificate programs were the next most desirable type of training program preferred. Degree programs by and large were not of high interest. Q21 & Q 22
- On-site, regional training site or computer-based training options were all indicated as the most desirable training setting. Q24
- Distance education and 2-3 day conferences and workshops were the most preferred training delivery method. Q25
- The motivation for training is clearly: (1) develop a better understanding in an area of importance related to current job, (2) broaden skill base, (3) stay current in field. Q26
- The most significant barrier indicated to seeking out training is finding time during the work schedule. Q27
- Respondents indicated they had access to needed technology for training purposes. Q28

Question 20 reference above identified the following gaps by topic:

- All Hazards
- Chemical, Biological, Radiological, Nuclear, Explosive/Energetic (CBRNE) Threats
- Community Preparedness
- Interoperability
- NIMS/ICS

Focus Group Workshops

Ten focus group workshops were held during this grant project as follows.

Emergency Medical Services
Emergency Communications
Law Enforcement
Fire Services
Special Teams (HAZMAT)
Public Works
Public Health
Emergency Management Agencies
Health Care
Private Sector Security

These workshops were completed by using a modified Designing a Curriculum (DACUM) approach. A DACUM is normally used to conduct a task analysis of a single occupation, however, it was decided that the process could be used to harvest the homeland security-related skills from a cluster of occupations. This process worked extremely well as the evaluations of workshop participants attest.

The results provided staff with specific homeland security-related competencies, skills and tasks in each of the industry clusters. In addition, staff also gathered information on other skills, tasks, knowledge and recommendations from participants that is pertinent to the cluster.

After the workshops were completed, the results were validated by other professionals in the field. This helped to ensure that the content identified by workshop panelists was indeed accurate and reflective of the competencies and tasks being performed in the field.

PROJECT RECOMMENDATIONS

Recommendation # 1: Colleges currently offering programs associated with any of the industry clusters involved in this study are encouraged to share the results of this report with their advisory committees to determine an appropriate course of action for their institution.

Recommendation # 2: Colleges are encouraged to conduct a Training Needs Survey in their respective communities to identify possible homeland security-related education and training opportunities.

Recommendation # 3: Colleges are encouraged to closely review those competencies, skills and tasks identified by workshop panelists that were not related to homeland security but being performed by those in the field to determine if there are any gaps in existing curriculum.

Recommendation # 4: Colleges are urged to seriously consider integrating content from the following six topics into existing curriculum: National Incident Management System (NIMS), All Hazards Awareness, Weapons of Mass Destruction (WMD), Interoperability, Community Preparedness and Communications.

Note: Recommendation # 4 may present challenges to colleges. Some programs may have constraints on the number of hours a program can offer. Another barrier is the possible cost of curriculum development. However, given the importance of integrating this content into existing curriculum, these barriers should not be impossible to overcome. Perhaps one solution is to seek grant funding to develop modules or a course which would lead to a more consistent treatment of these important topics state-wide.

Appendices

In this section, copies of all of the workshop results are provided.

1. Project Background

In June 2004, the Washington State Board for Community and Technical Colleges designated Pierce College as the Center of Excellence for Homeland Security (COE). Centers of Excellence are designated educational institutions that build and sustain Washington's competitive advantage through statewide leadership. Each Center focuses on a targeted industry important to the state's economy and is built upon a reputation for developing and delivering flexible, innovative and quality education and training programs. Targeted industries are those that have been identified as strategic to the economic growth of a region or the state. Each Center is guided by industry experts to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce. One of the original goals of the statewide creation of COE's was to:

"Lead or participate in industry Skills Panels and use industry defined skill standards as a basis for educational programs"

Consequently, it was determined that a Skill Panel Formation for Homeland Security grant project would be pursued in an attempt to identify specific homeland security-related skill sets of those industry clusters that would be required to respond to a major event. Other important reasons for pursuing skill panel funding were:

- Homeland Security was an emerging industry.
- Homeland Security industry clusters were part of the economic base of the state and region.
- Training and education programs for emerging Homeland Security personnel had not been thoroughly developed
- Specific educational and career pathways at community and technical colleges and four year universities had not been fully developed.
- No labor market analysis had been conducted.

On Monday, October 11, 2004, a project team comprised of Mike Campbell, Director Center of Excellence for Homeland Security, Steve Fenton, a Consultant, Pam Woll-Hunter, Coordinator, Washington State Department of Public Health, and Jo Ann Baria, Interim Vice President for Extended Learning at Pierce College, gave a presentation of the proposed project to representatives of the Washington State Board for Community and Technical Colleges.

The project team gave an overview of the Homeland Security industry and how it had grown exponentially since September 11, 2001. The team explained how the Department of Homeland Security had designated ten industry clusters that would have responsibilities in the event of a major catastrophe. The ten industry clusters included: Public Works, Public Health, Health Care, Emergency Management Agencies, Special Teams (HAZMAT), Government Agencies, Law Enforcement, Fire, Emergency Medical Services, and Emergency Communications. The team explained how they would seek to develop relationships with representatives of these industry clusters in identifying common (and unique) homeland security-related skills required of workers in these clusters. Lastly, the team also provided a brief description of the major project goals which were developed in collaboration with the subcommittee on training in response to industry needs and included:

- Form and Convene Homeland Security Steering Committee, Skills Panel, and establish Skills Panel priorities
- Conduct a regional industry or "industry cluster" labor market analysis and publish/distribute results.
- Identify current and emerging education and training programs in Homeland Security and related disciplines (national and state)
- Conduct regional industry or industry cluster labor market analysis and publish/distribute results
- Develop plan to identify Homeland Security skills sets related to basic HS requirements across industry clusters
- Identify skills and training gaps
- Produce tools, products and recommendations

In November 2004, Pierce College received notification that a grant for the project had been awarded for a Phase I. Specific details of the grant award were as follows:

Funding Source: Washington State Workforce Training and Education Coordinating Board

Funding Amount: \$60,000 Contract Number: 05AAL (038)

Timeframe: November 23, 2004 – August 31, 2005

Mission: Industry Skills Panels are designed to harnesses the expertise of leaders in business, labor, education, and economic development to identify workforce development strategies in a key industry. Skills Panels promote innovation and enable industry leaders and public partners to be proactive—addressing changing needs for businesses quickly and efficiently. A panel produces tools, products, and recommendations to enhance the competitiveness of an industry’s workforce.

With the emergence of Homeland Security as a career field and homeland security-related employment opportunities increasing, the need for assessment of emerging skill sets both for incumbent workers and for new workers was a priority. In addition to the above listed goals, project staff was committed to coordinating efforts with the *Homeland Security Institute and interface with:

- Western Washington University
- Washington State Emergency Management Association (WSEMA)
- Workforce Development Council (WDC)
- Tacoma-Pierce County Employment and Training Consortium
- Economic Development Board for Tacoma-Pierce County
- Pierce County Central Labor Council
- Private Industry

* The Homeland Security Institute (HSI), funded jointly by the Washington State EMD to the State Board of Community and Technical Colleges was founded in 2004. HSI was created to facilitate and coordinate a training program throughout all the emergency response disciplines. A major mission of the Institute was to record and track emergency responder training information.

2. Overview of the Project

2.1 Year 1 – Phase One

Contract Number: 05AAL (038)

Year 1 (Phase I) Funding Amount: \$60,000

Timeframe: November 23, 2004 – August 31, 2005

Skill Panel Project Manager Selection: To manage the Skill Panel Project, Pierce College selected Steve Fenton, a private consultant with over twenty-three years experience specializing in environmental, health and safety education and training, and homeland security program development. Steve holds a Master of Science Degree in Educational Administration from Western Illinois University in Macomb, Illinois, and a Bachelor of Science Degree in Business Administration from Southern Illinois University-Edwardsville. He had worked with community colleges nationally in the areas of assessment and evaluation, research, grant writing, project and grant management, and workforce development strategies. Steve was also an at-large member of the board of directors of the Partnership for Environmental Technology Education (PETE), a national organization of community and technical colleges established in 1995 to address the environmental education and training needs of

business and industry. Steve worked extensively with Kirkwood Community College in Cedar Rapids, Iowa, a national leader in the development of curriculum and training related to Homeland Security. Specifically, he worked with Kirkwood Community College on the following grant projects:

- (1) Agro Terrorism Preparedness Center: Steve is an Agro Terrorism Master Trainer through the AgTerror Preparedness Center at Kirkwood Community College. This course has been approved by the Department of Homeland Security.
- (2) Agriculture Infrastructure Protection through Avian Influenza Response Training: Steve is a Master Trainer in Avian Influenza, and also the National Outreach Coordinator for this project which is funded by the Department of Homeland Security.
- (3) Hazard Response Technology Featuring the Semantic Web: Funded by the Department of Justice, Fenton developed an introductory course for teaching the use of the semantic web technology in retrieving information needed to plan for and respond to potential terrorist and hazardous events.
- (4) Terrorist Agent Response Technology: Fenton assisted with the development of a Worker Safety for Disaster Response Train-the-Trainer course funded by the National Institute of Environmental Health Sciences (NIEHS).

Once Mr. Fenton was on board, the selection of steering committee members was completed. Several of the individuals who were selected for the steering committee had already been engaged in the subcommittee on training and were very involved in the formation and approval of the Center of Excellence for Homeland Security concept. Steering committee members included:

Steering Committee Members	Titles	Organization	Affiliation
Pam Woll-Hunter	PHEPR Education/Training Coordinator	Washington State Department of Health	Public Health
David Hodgeboom	Program Coordinator	Department of Agriculture	Agriculture
Robert Schneider	Emergency Manager	City of Redmond	Public Works
Karin Frinell-Hanrahan	Citizen Corps Coordinator	WCNCS	Volunteer Organization
Michael L. Smith	Terrorism and Disaster Response Specialist	Department of Health, Office of EMS and Trauma Systems	EMS
Ron Conlin	Loss Prevention Mgr.	7-Eleven, Inc., North Pacific Division (US)	Private Industry
Shelbie Brown	Loss Prevention Specialist	State Farm Insurance	Private Industry
Michael Gordon	State Training Officer	Washington Military Department Emergency Management Division	Emergency Management
Shad Burcham	Planning & Logistics Project Manager	King County Office of Emergency Management	Emergency Management
Mary Corso	President (Former Washington State Fire Marshal)	MSCI Training	Fire

Linda Nguyen	Strategic Initiative Manager	Tacoma-Pierce County Employment and Training Consortium	WDC
Joe Pope	School Safety/Legislative Liaison	The Association of Washington School Principals	Education
Pat Ward	Administrator	SBCTC	Education
John Fortugno	Director, Homeland Security Institute	SBCTC	Education
Jo Ann Baria	Dean, Workforce Education Extended Learning	Pierce College	Education
Mike Campbell	Director of Pierce College Homeland Security Center of Excellence	Pierce College COE	Education
Steve Fenton	Project Manager	Pierce College	Education

Steering Committee Member Notes: In recruiting Steering Committee members, every attempt was made to identify individuals that were experts in their industry cluster. At the first meeting, committee members requested that face-to-face meetings only be called if there was urgent business that required their input and to conduct as much business electronically as possible. At the first face-to-face meeting all Steering Committee members received a Steering Committee Handbook which contains information relevant to the project.

At each subsequent meeting of the Steering Committee, new handouts were provided for them so that they would have current information. When new committee members were identified, separate one-on-one meetings were held to help orient them to the purpose and processes of the project.

Skill Panel Project and Center of Excellence Alignment: To ensure consistency and non-duplicative efforts, the Skill Panel project and the Center of Excellence for Homeland Security were aligned in the following ways:

- Skill Panel project manager reported directly to the Director of the Center of Excellence for Homeland Security.
- COE website served as the platform for the dissemination of information about the project.
- COE facility served as primary host for steering committee and focus group activities.
- COE and the Skill Panel project staff worked collaboratively in curriculum development based on Skills Panel recommendations.
- The two projects leveraged resources whenever possible.

The initial Skill Panel project award notification was received in November and the project immediately moved forward with the identification of steering committee members, and the first meeting was held on December 14, 2004. The four major goals of the program (see below) were discussed and it was agreed that these goals satisfied the intent of the grant.

Goal # 1: Form and Convene Homeland Security Steering Committee, Skills Panel, and establish Skills Panel priorities.

Goal # 2: Identify current and emerging education and training programs in Homeland Security and related disciplines.

Goal # 3: Conduct a regional industry or "industry cluster" labor market analysis and publish/distribute results.

Goal # 4: Develop Plan to Identify Homeland Security Skills Sets related to basic requirements across disciplines

In consultation with the steering committee, tracking tables were developed for each project goal, and are included here.

Goal # 1: Form and Convene Homeland Security Steering Committee, Skills Panel, and establish Skills Panel priorities.

Activities	Deliverables	Anticipated Completion Date	Actual Completion Date
Hire Project Manager	Announcement and hiring complete	10/04 – 11/04	11/08/04
Form Project Steering Committee	Coordinate with Center of Excellence (COE) advisory committee in project prioritization and implementation.	11/04-12/04	12/04
Establish priorities	Priorities set and reported to COE	12/04 – 12/04	12/15
Nominate and elect chair and vice chair of skills panel from representatives	Chair and Vice Chair of panel nominated, elected and officiate at all meetings.	2/04 – 2/04	TBD
Recruit, convene and facilitate skills panel for Homeland Security	Industry, labor and education representatives recruited to participate on skills panel (by state regions/industry clusters).	11/04 - 5/05	
Skills Panel representatives oversee development and implementation of project deliverables	All projects undertaken by project manager will be presented to the Homeland Security Skills Panel for input, recommendations and approval	12/04 – 8/05	Ongoing
Facilitate communication with partners regarding project priorities and deliverables. This includes COE, HSI and Skills Panel information to industry associations and educational institutions.	(1) Center of Excellence website utilization for communication (2) CTC points of contact and list serve (3) Homeland Security Institute coordination (4) Committee on Homeland Security monthly meetings (5) Sub Committee on training monthly meetings (6) Participation in related associations and organizations representing Homeland Security Skills panel and Center of Excellence	9/04-ongoing	Ongoing

By the end of year one, all of the activities in Goal # 1 were either completed or ongoing. The only activity not addressed in year one was: “Recruit, convene and facilitate skills panel for Homeland Security.” This activity was targeted to begin early in year two due to the complex nature of this industry cluster and the need to recruit panelists for ten skills panel workshops.

Goal # 2: Identify current and emerging education and training programs in Homeland Security and related disciplines.

Activities	Deliverables	Anticipated Completion Date	Actual Completion Date
Research national employment data in Homeland Security and related disciplines	<ul style="list-style-type: none"> - National Wage data information delivered to project partners - Positions/Titles identified to create database for system use - Education and Career ladders 	11/04-1/05	TBD
Research and identify current Washington State training and education structures	<ul style="list-style-type: none"> - Establish a database of current education and training programs on statewide level, include CTCs, First Responders, etc. 	11/04-8/05	Ongoing
Research Homeland Security training and education structure nationally	<ul style="list-style-type: none"> - Creation of an on-line repository of CTC Homeland Security education and training opportunities. 	02/05 – 07/05	Ongoing
Research national trends in skill standards for Homeland Security, as well as related industry clusters.	<ul style="list-style-type: none"> - Define Homeland Security training in Public and Private Sectors - Define which disciplines have national skill standards and/or related training standards and certifications - Identify emerging national standards and skill sets 	11/04-1/05	Ongoing
Produce preliminary report of findings	<ul style="list-style-type: none"> - Information collected, summarized, analyzed, and distributed to Skills Panel members, participating companies, labor and grant partners to assist in assessment of current programs 	06/05 – 08/05	Ongoing - available on the website

During year one for goal two, the majority of the time was spent identifying homeland security-related education (academic programs) and training (non-credit programs) both state-wide and nationally. To assist the project manager in this effort, a consultant, Dr. Andrew Jackman was contracted to assist in this research. By the end of year one, all of the education and training programs identified were catalogued and accessible on the Center of Excellence website. Please note again that all items in blue font had either been completed or were under way.

Goal # 3: Conduct a regional industry or "industry cluster" labor market analysis and publish/distribute results.

Activities	Deliverables	Anticipated Completion Date	Actual Completion Date
Project manager and researcher plan market analysis and needs assessment	- Create customized labor market analysis and needs assessment that will determine the emerging needs of the Homeland Security industry	12/04 – 02/05	04-06-05
Conduct labor analysis and needs assessment	- Labor market analysis and needs assessment completed - Gap Identification areas highlighted - State Wage data compiled in database - Education and Career ladders identified (emerging ones defined) - Positions/Titles identified to create database for system use	02/05 - 05/05	Ongoing
Conduct specialized surveys of each industry cluster	- Determination of current training standards for each of the 10 industry clusters in homeland security	02/05 – 06/05	TBD
Dissemination of research	- Information collected, summarized, analyzed, and distributed to Skills panel members, participation companies, labor and grant partners	05/05 – 08/08	TBD

During year one for goal three, a customized “Workforce Assessment for Homeland Security-Related Training Needs” survey instrument was created, reviewed, and disseminated. Three categories of questions were developed and included, Demographic Information, Defining Homeland Security-Related Training Needs, and Training Preferences. The survey took approximately fifteen minutes to

complete and was developed to be completed either in hard copy or electronically on the COE website. The survey was first disseminated at the Partners in Emergency Preparedness Conference on April 19-20, 2005 in Bellevue, Washington. An exhibit booth was shared between the Center of Excellence for Homeland Security and the Homeland Security Institute and provided an excellent venue for conducting the Skills Panel survey (and to interact face-to-face with industry professionals).

Goal # 4: Develop Plan to Identify Homeland Security Skills Sets related to basic requirements across industry clusters.

Activities	Deliverables	Anticipated Completion Date	Actual Completion Date
Utilize skills panels from various industry clusters to identify basic HS skill sets	<ul style="list-style-type: none"> - Homeland Security basic skills defined - Produce tools, and facilitation of program development 	09/01/05	
Utilize skills panels from various industry clusters to identify components in training for targeted program areas (i.e. Criminal Justice, Transportation, Fire, etc.)	<ul style="list-style-type: none"> - Disseminate information on preliminary skills sets 	10/01/05 – 07/30/06	

Goal four was the centerpiece of the project and involved holding a series of ten focus group workshops, one for each of the industry clusters. After considerable deliberation, project staff determined the best way to identify homeland security-related skills was to use a modified Designing a Curriculum (DACUM) approach. A DACUM is normally used to conduct a task analysis of a single occupation, but it was decided that the process could be adapted to harvest the homeland security-related skills from a cluster of occupations. This approach would then be used on the ten industry clusters identified by the Department of Homeland Security as having training, equipment, organization and exercise requirements. These industry clusters included: Public Works, Public Health, Health Care, Emergency Communications, Emergency Management, Special Teams (HAZMAT), Government agencies, Fire Services, Law Enforcement, and Emergency Medical Services.

2.2 Year 2 – Phase Two

Contract Number: 05AAL (038)

Year 2 (Phase II) Funding Amount: \$50,000

Timeframe: Contract extended through June 30, 2006

The project applied for and received a contract extension for a Phase II on August 25, 2005. The contract was extended through June 30, 2006. During Year two, work continued on all four of the major goals for the project as shown below.

Goal # 1: Form and Convene Homeland Security Steering Committee, Skills Panel, and establish Skills Panel priorities.

Activities	Deliverables	Anticipated Completion Date
Hire Project Manager	Announcement and hiring complete	11/08/04
Form Project Steering Committee	Coordinate with Center of Excellence (COE) advisory committee in project prioritization and implementation.	11/04-12/04
Establish priorities	Priorities set and reported to COE	12/04 – 12/04
Recruit, convene and facilitate skills panel for Homeland Security	Industry, labor and education representatives recruited to participate on skills panel (by state regions/industry clusters).	01/30/06
Skills Panel representatives oversee development and implementation of project deliverables	All projects undertaken by project manager will be presented to the Homeland Security Skills Panel for input, recommendations and approval	11/04 – 06/30/06
Facilitate communication with partners regarding project priorities and deliverables. This includes COE, HSI and Skills Panel information to industry associations and educational institutions.	<ol style="list-style-type: none"> (1) Center of Excellence website utilization for communication (2) CTC points of contact and list serve (3) Homeland Security Institute coordination (4) Committee on Homeland Security monthly meetings (5) Sub Committee on training monthly meetings (6) Participation in related associations and organizations representing Homeland Security Skills panel and Center of Excellence 	11/04 – 06/30/06

Due to job changes and rotations, the composition of the Steering Committee changed by the end of Year One as follows:

Steering Committee Members	Titles	Organization	Affiliation
Lori Van De Wege	Regional Learning Specialist Liaison	Washington State Department of Health	Public Health
David Hodgeboom	Program Coordinator	Department of Agriculture	Agriculture
Robert Schneider	Emergency Manager	City of Redmond	Public Works
Judy L. Harmon	Training Coordinator	Pierce County Department of Emergency Mgmt	Emergency Management
Michael L. Smith	Terrorism and Disaster Response Specialist	Department of Health, Office of EMS and Trauma Systems	EMS
Joe Pope	School Safety/Legislative Liaison	The Association of Washington School Principals	Education
Ron Conlin	Loss Prevention Mgr.	7-Eleven, Inc., North Pacific Division (US)	Private Industry
Pat Ward	Administrator	SBCTC	Education
Vickie Brown	Branch Manager Logistics	Securitas Security Services Inc.	Private Industry
Kathy Burke	Regional Training Manager	FEMA, Region X	Emergency Management
Lit Dudley	Exercise & Training Manager	Washington Military Department Emergency Management Division	Emergency Management
Shad Burcham	Planning & Logistics Project Manager	King County Office of Emergency Management	Emergency Management
Mary Corso	President (Former Washington State Fire Marshal)	MSCI Training	Fire
Linda Nguyen	Strategic Initiative Manager	Tacoma-Pierce County Employment and Training Consortium	WDC
John Fortugno	Director, Homeland Security Institute	SBCTC	Education
Jo Ann Baria	Dean, Workforce Education Extended Learning	Pierce College	Education
Michael A. Campbell	Director of Pierce College Homeland Security Center of Excellence	Pierce College COE	Education
Steve Fenton	Project Manager	Pierce College	Education

As was the case in year one, when new members were identified, efforts were made to hold separate one-on-one meetings between the project manager and new members. At these meetings, handbooks were provided to the new members and the contents reviewed to ensure they were brought up to speed as quickly as possible.

Goal # 2: Identify current and emerging education and training programs in Homeland Security and related disciplines.

Activities	Deliverables	Anticipated Completion Date
Research national employment data in Homeland Security and related industry clusters	<ul style="list-style-type: none"> - National Wage data information delivered to project partners - Positions/Titles identified to create database for system use - Education and Career ladders 	11/04 – 06/06
Research and identify current Washington State training and education structures	- Expand the database of current education and training programs on statewide level, include CTCs, First Responders, etc	11/04 – 03/31/06
Research Homeland Security training and education structure nationally	- Expand the on-line repository of Homeland Security education and training opportunities nationally.	11/04 – 03/31/08
Research national trends in skill standards for Homeland Security, as well as related industry clusters.	<ul style="list-style-type: none"> - Define Homeland Security training in Public and Private Sectors - Define which disciplines have national skill standards and/or related training standards and certifications - Identify emerging national standards and skill sets 	11/04 – 03/31/06
Produce preliminary report of findings	- Information collected, summarized, analyzed, and distributed to Skills Panel members, participating companies, labor and grant partners to assist in assessment of current programs	06/30/06

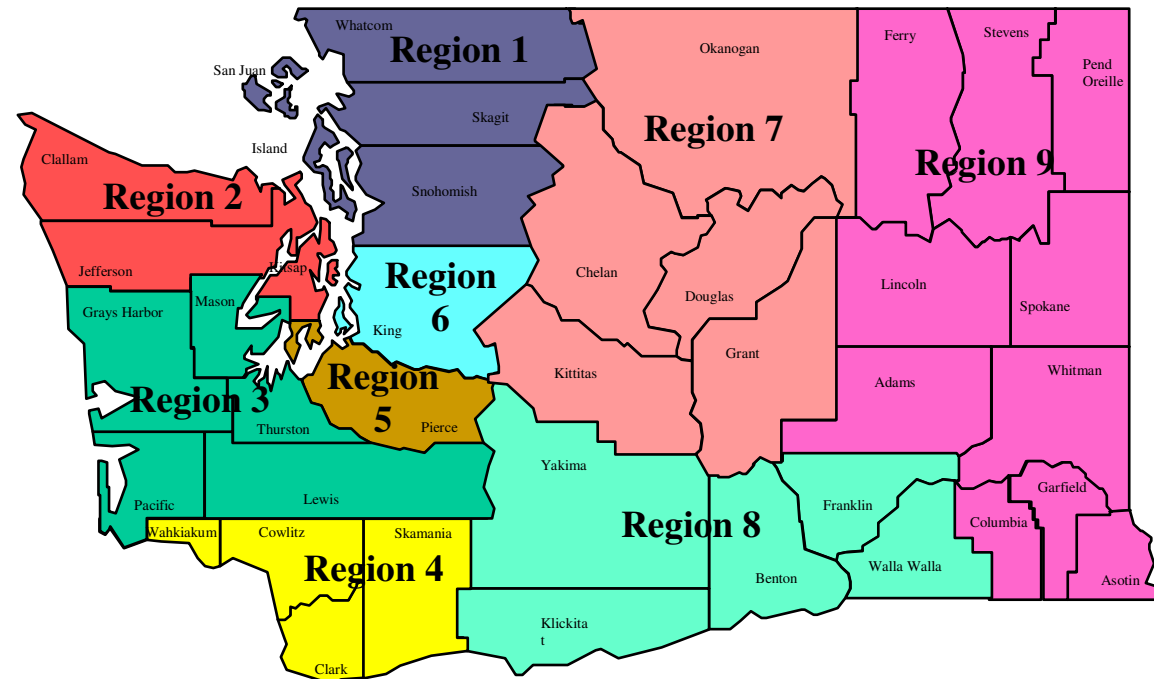
During year two, the primary focus continued to be on the identification of education (credit programs) and training (non-credit programs) statewide and nationally. Links to specific program information (not just a generic college website) were identified and provided on the Center of Excellence website. COE staff regularly tested the links to ensure they were still active.

Goal # 3: Conduct a regional industry or "industry cluster" labor market analysis and publish/distribute results.

Activities	Deliverables	Anticipated Completion Date
Project manager and researcher plan market analysis and needs assessment	- Create customized labor market analysis and needs assessment that will determine the emerging needs of the Homeland Security industry	04/30/06
Conduct labor analysis and needs assessment	- Labor market analysis and needs assessment completed - Gap Identification areas highlighted - State Wage data compiled in database - Education and Career ladders identified (emerging ones defined) - Positions/Titles identified to create database for system use	06/30/06
Conduct specialized surveys to businesses (Industry Clusters) by region.	- Determination of current training standards for each of the 10 industry clusters in homeland security	06/30/06
Dissemination of research	- Information collected, summarized, analyzed, and distributed to Skills panel members, participation companies, labor and grant partners	06/30/06

During year two, the primary focus on goal three was the dissemination of the “Workforce Assessment for Homeland Security-Related Training Needs” survey. The survey was disseminated to all Steering Committee members, all skill panel workshop panelists and reviewers, and to all state and regional contacts. Activity three, “Conduct specialized surveys to businesses (Industry Clusters) by region,” involved the identification of experts in each industry cluster to participate in the validation process. These individuals did not participate in the workshops but reviewed the results independently to validate the accuracy of results and to ensure the skills and tasks identified were being performed by experts in the field.

It was determined early in Phase II that the approach to holding the upcoming modified focus group workshops, the centerpiece of goal four, would be to recruit individuals from each of the regions based on the state emergency management structure. (See below)



Emergency Management Regional Structure in Washington State

Many excellent panelists were identified by our state and regional contacts and the workshops were designed to identify specific homeland security-related skills and competencies. (See [Section 3: Accomplishments](#)), for a list of panelists and those individuals who validated the results).

Goal # 4: Develop Plan to Identify Homeland Security Skills Sets related to basic requirements across disciplines

Activities	Deliverables	Anticipated Completion Date
Utilize skill panel focus group workshops from each industry cluster to identify Homeland Security skill sets	- Homeland Security skill sets specific to each industry cluster are defined and publicized - Homeland Security skill sets common to all industry clusters are defined and publicized	1/31/06
Conduct specialized surveys of each industry cluster	- Validate the results of skill panel focus group workshops	03/31/06
Dissemination of research	- Information is collected, analyzed, summarized and distributed to all project partners including CTC's - Facilitate program development and work with COE and Pierce College on dissemination of information.	06/30/06

Eight workshops were held during year two and included:

Emergency Medical Services: (Workshop Dates: September 26 & 27, 2005):

Emergency Communications: (Workshop Dates: November 29 & 30, 2005):

Law Enforcement: (Workshop Dates: December 12 & 13, 2005)

Fire Services: (Workshop Dates: January 17 & 18, 2006)

Special Teams (HAZMAT): (Workshop Dates: February 13 & 14, 2006)

Public Works: (Workshop Dates: March 20 & 21, 2006)

Public Health: (Workshop Dates: April 17 & 18, 2006)

Emergency Management Agencies: (Workshop Dates: May 23 & 24, 2006)

At the conclusion of year two, only two workshops (Health Care, and Private Sector Security) had not been completed. It was the goal of the project team to try and secure funding to complete these last two workshops in year three.

2.3 Year 3 – Phase Three

Contract Number: IAA 717-07
Year 3 (Phase III) Funding Amount: \$10,000
Timeframe: December 4, 2006 – June 29, 2007

At the conclusion of year two, an application was submitted to secure year three, phase three funding. It was determined that a new, separate application would have to be submitted. On December 4, 2006, Pierce College was awarded \$10,000 to complete the project and write a Final Report. However, before the end of this grant period, the project was extended through June 30, 2008 and increased from \$10,000 to \$40,000 to allow for the completion of all project deliverables.

Contract Number: IAA 717-07 (Modified)
Year 3 (Phase III) Funding Amount: \$40,000
Timeframe: December 4, 2006 – June 30, 2008

This contract modification allowed project staff to complete three of the primary goals of the project. During this period, staff completed the following:

- (1) Education and Training Repository: Phase III funding allowed for the expansion and completion of the repository of colleges offering education and training programs state-wide and nationally.
- (2) Workforce Needs Assessment for Homeland Security-Related Training Needs: Completed the dissemination of the Needs survey and analysis of training needs and gaps.
- (3) Focus Group Workshops: Completed the final two focus group workshops and the validation of the Health Care and Private Sector Security clusters.
- (4) Final Report: Completed writing the Final Report for the project, which was published and disseminated to all community and technical colleges in Washington State and project partners.

Steering Committee Changes

Tyler Ray of the Citizens Corps left his position, and Dr. Jason Levy, of Western Washington University was added to the committee.

3. Accomplishments

3.1 Online Repository of Programs

One of the benefits of having this grant project fall under the umbrella of the Center of Excellence for Homeland Security at Pierce College was the excellent website that had already been created for the Center. The website address is: <http://www.pierce.ctc.edu/HomelandSecurity/>. Since this website generates considerable traffic (see results on page 28), being able to post information about the Homeland Security Skills Panels project on this website was significant. Consequently, one of the major accomplishments of this project was the creation of an online database to serve as a repository of state and national education and training programs related to Homeland Security. Early in year one and continuing through the duration of the project, homeland security-related education (academic) and training (non-credit) programs were identified at Washington State community and technical colleges and also four-year colleges and universities and posted on the website. In addition, efforts were made to identify every academic program at a community or technical college in Washington State related to the industry clusters designated by the Department of Homeland Security (DHS) as having training, equipment, organization and exercise requirements. This list is extensive and can be found at: <http://www.pierce.ctc.edu/HomelandSecurity/skillPanel/educational-training-opportunities.php>. Whenever possible a direct link to specific education and training program content was provided rather than providing a generic link to a college or university website. This saves the user time and eliminates the frustration of trying to find specific program information via a college or university homepage. COE staff were especially helpful in this effort by testing all links on a bi-weekly basis to ensure they were not broken or no longer operable.

As a value added piece, project staff attempted to identify and provide links to education and training programs at colleges and universities nationally. Early on in the project, there were relatively few colleges and universities that offered programs in homeland security nationally, and keeping the list current did not require a significant amount of staff time to maintain. However, this changed dramatically in just a few years. Programs related to homeland security began to appear at colleges in virtually every state in the nation. Consequently, it became an increasingly difficult task to maintain the repository of national programs. At the same time, new and excellent online repositories began to appear. Specifically there are three organizations that have outstanding online repositories of college programs, and a far greater infrastructure to maintain them. The COE website will continue to provide links to these three sites, but repository developed by the COE will gradually be phased out. The three organizations with outstanding online repositories include:

Center for Homeland Security Defense

The Naval Postgraduate School Center for Homeland Defense & Security (CHDS) has certificate and degree programs listed by institution, with a link directly to the program. This is a very “user friendly” site and also provides a direct link to the department referenced so the user doesn’t have to “drill down” through the website and search for information. <http://www.chds.us/?partners/institutions>.

Emergency Management Institute (EMI)

The Emergency Management Institute (EMI) is located in Emmitsburg, Maryland, and offers a variety of emergency management related courses on site and also through distance learning. The distance learning courses are self-paced courses designed for people who have emergency management responsibilities and the general public. All are offered free-of-charge to those who qualify for enrollment. In addition, they also maintain a data base of colleges that offer programs in emergency management, homeland security and related programs. <http://training.fema.gov/EMIWeb/edu/collegelist/>.

National Academic Consortia at the Ohio State University

The National Academic Consortium for Homeland Security comprises public and private academic institutions engaged in scientific research, technology development and transition, education and training, and service programs concerned with current and future U.S. national security challenges, issues, problems and solutions, at home and around the world. This is a site geared more towards four-year institutions, but there are several community and technical college members. Unfortunately, the link provided only takes you to the institutional home page, so the user must still search from the home page for the requested information. Current member institutions of this consortium can be found at: <http://homelandsecurity.osu.edu/NACHS/members.html>.

COE Website Traffic

To provide an idea of the volume of traffic there is on the Center of Excellence for Homeland Security at Pierce College, the following information is provided. Over a 28-week period from November 11, 2007 – May 22, 2008, there have been 2,429 Absolute Unique Visitors to the site. This is an average of 87 visitors per week. The definition of Absolute Unique Visitors is the number of unduplicated (counted only once) visitors to the website over the course of a specified time period.

COE Website Traffic	
Time Period	Absolute Unique Visitors
Nov 11, 2007 - Nov 17, 2007	14
Nov 18, 2007 - Nov 24, 2007	52
Nov 25, 2007 - Dec 1, 2007	55
Dec 2, 2007 - Dec 8, 2007	65
Dec 9, 2007 - Dec 15, 2007	75
Dec 16, 2007 - Dec 22, 2007	65
Dec 23, 2007 - Dec 29, 2007	55
Dec 30, 2007 - Jan 5, 2008	70
Jan 6, 2008 - Jan 12, 2008	87
Jan 13, 2008 - Jan 19, 2008	60
Jan 20, 2008 - Jan 26, 2008	117
Jan 27, 2008 - Feb 2, 2008	111
Feb 3, 2008 - Feb 9, 2008	111
Feb 10, 2008 - Feb 16, 2008	92
Feb 17, 2008 - Feb 23, 2008	97
Feb 24, 2008 - Mar 1, 2008	111
Mar 2, 2008 - Mar 8, 2008	100
Mar 9, 2008 - Mar 15, 2008	90
Mar 16, 2008 - Mar 22, 2008	64
Mar 23, 2008 - Mar 29, 2008	106
Mar 30, 2008 - Apr 5, 2008	102
Apr 6, 2008 - Apr 12, 2008	89
Apr 13, 2008 - Apr 19, 2008	87
Apr 20, 2008 - Apr 26, 2008	130
Apr 27, 2008 - May 3, 2008	128
May 4, 2008 - May 10, 2008	96
May 11, 2008 - May 17, 2008	125
May 18, 2008 - May 22, 2008	79

3.2 Workforce Needs Assessment

A major goal of this project was determining whether or not training needs were being met and if there were any training gaps. To achieve this goal, a Workforce Assessment for Homeland Security-Related Training Needs survey was developed and disseminated to those in the field. The survey was designed to be able to complete quickly (in just 15-20 minutes) and was available in both hard copy and electronically. This survey had three major sections:

- (1) Demographic Information
- (2) Homeland Security-Related Training Needs
- (3) Training Preferences

The Survey Highlights section below provides a summary of the more important answers from respondents. A complete list of all the responses for each question (in aggregate) follows the Survey Highlights section, and answers of particular interest or significance are highlighted in blue font.

About the Survey

There were 111 respondents to the survey. Because respondents had the option to skip questions, or provide multiple answers to some questions the results do not always add up to the 111. In addition, due to large number of individual industry clusters that were surveyed, there were not enough respondents in each category to do a meaningful, in-depth analysis of each cluster, so the results below are in aggregate.

Survey Highlights

DEMOGRAPHICS

- Most respondents were full-time employees (88.3%) Q2
- 32.7% of the respondents were over age 55 Q7
- 23.8% said they were going to retire within the next five years, while another 12.4% said they were not sure. Q8

HOMELAND SECURITY-RELATED TRAINING NEEDS

- 51 respondents indicated a need for training in Cyber Security Q9
- A significant number of respondents (between 31 and 44) indicated a need for Chemical, Biological, Radiological, Nuclear, and Explosive/Energetic (CBRNE) training. Q11
- 49 respondents indicated a need for training in Consequence Management Q13
- 56 respondents indicated a need for training in Acute Traumatic Stress Q15

TRAINING PREFERENCES

Education:

- Only 18% of training is being provided by educational institutions Q18
- 16% of respondents said they were not at all satisfied or somewhat satisfied with training provided by educational institutions. This is the lowest degree of satisfaction indicated. Q19
- 88% of respondents indicated that they are more interested in taking short courses (8-16 hours of instruction with no homework) than any other type of training. Courses offering CEU's or certificate programs were the next most desirable type of training program preferred. Degree programs by and large were not of high interest. Q21 & Q 22

Training:

- 96% of respondents said they were satisfied or very satisfied with Government Agency Trainers. This is the highest degree of satisfaction indicated. Q19
- On-site, regional training site or computer-based training options were indicated as the most desirable training settings. Q24
- Distance education and 2-3 day conferences and workshops were the most preferred training delivery method. Q25
- Respondents indicated that they have access to needed technology at both work and home is available. Q28
- The most significant barrier indicated to seeking out training is finding time during the work schedule. Q27
- The motivation for training is clearly: (1) develop a better understanding in an area of importance related to current job, (2) broaden skill base, (3) stay current in field. Q26

Training Gaps:

- Respondents listed a number of training gaps including: interoperability, all-hazards awareness, CBRNE threats, NIMS/ICS, and community preparedness. These training gaps correspond to the results from the ten skill panel workshops. (See Question 20 below) Q20

Demographic Information

Question 1 – In what industry discipline are you currently employed?

Your Industry	Number of Reponses	Percent
Government Agencies	20	18.0
Emergency Medical Services	14	12.6
Emergency Communications	13	11.7
Emergency Management	13	11.7
Fire Services	12	10.9
Law Enforcement	9	8.1
Private Sector Security	9	8.1
Health Care	8	7.2
Public Health	7	6.3
Public Works	4	3.6
Volunteer Organizations	2	1.8
TOTAL	111	100.0

Question 2 – Indicate your current position and whether you work full time, part-time, or volunteer.

Type of Employment	Number of Reponses	Percent
Full-Time	98	88.3
Part-Time	8	7.2
Volunteer	5	4.5
TOTAL	111	100.0

Question 3 – How many years in your current position?

Years in Current Position	Number of Reponses	Percent
0- 11 months	20	18.5
1-3 years	32	29.6
4-6 years	27	25.0
7-10 years	10	9.3
11-15 years	12	11.1
16-20	5	4.6
21+	2	1.9
TOTAL	108	100.0

Note: 73.1% of respondents have been in their current positions six years or less. This closely corresponds to the events of September 11, 2001, which subsequently had a profound effect on training and training requirements.

Question 4 – Please indicate each level of education that you have completed.

Level of Education	Number of Reponses
Some high school	17
High school diploma or GED	50
Certificate in your industry discipline	36
Associate degree	31
Bachelors degree	42
Masters degree	35

Note: Approximately 40 percent (42) of the respondents had at least a bachelor’s degree.

Question 5 – Lists all individual degrees obtained.

Note: Less than five percent of the degrees listed were in homeland security-related fields.

Question 6 – Gender

Gender	Number of Reponses	Percent
Male	53	49.5
Female	54	50.5
TOTAL	107	100.0

Question 7 – Age

Age Range	Number of Reponses	Percent
24 years or below	6	5.6
25-34	7	6.6
35-44	18	16.8
45-54	41	38.3
55 years or above	35	32.7
TOTAL	107	100.0

Question 8 – Do you plan to retire from your position in the next five years?

Pending Retirement	Number of Reponses	Percent
No	67	63.8
Yes	25	23.8
Don't Know/Not Sure	13	12.4
TOTAL	105	100.0

Homeland Security-Related Training Needs

Subsection: Preparedness and Planning

Question 9 – Training Experience and Needs

Training Topic	Had Training Since 9/11	Need Training
Cyber Security	23	51
Industrial Security	34	39
Vulnerability Analysis: Threat and Risk Assessment	59	31
Leadership Skills	63	30
Terrorism & Terrorist Threats	70	27
Specific procedures to follow during emergencies	69	25
Identifying potential emergency situations	80	20

Question 10 – Training Importance

Training Topic	High Importance	Medium Importance	Low Importance
Specific procedures to follow during emergencies	75	11	3
Leadership Skills	74	16	3
Identifying potential emergency situations	69	20	4
Vulnerability Analysis: Threat and Risk Assessment	64	26	1
Terrorism & Terrorist Threats	52	34	6
Industrial Security	31	43	12
Cyber Security	28	43	15

Note: In Question 9, 51 respondents indicated a need for training in Cyber Security, though in Question 10, only 28 respondents indicated that Cyber Security was of High Importance. The top five training topics of highest importance in Question 10 (in blue font), have also been the topics that most respondents have already had training on (see Question 9).

Subsection: Understanding CBRNE Threats

Question 11 – Training Experience and Needs

Training Topic	Had Training Since 9/11	Need Training
Industrial Chemical Agents and Toxicology	45	44
Military Chemical Agents	37	41
Airborne Particulates	49	37
Nuclear Agents	50	37
Explosive and Energetic Agents	49	37
Radiological Agents	56	34
Biological Agents	62	31

Question 12 – Training Importance

Training Topic	High Importance	Medium Importance	Low Importance
Biological Agents	59	22	8
Explosive and Energetic Agents	56	27	6
Industrial Chemical Agents and Toxicology	52	31	6
Radiological Agents	50	32	7
Airborne Particulates	50	30	9
Nuclear Agents	47	31	11
Military Chemical Agents	40	38	11

Note: There was consistency in the answers provided by respondents to Questions 11 and 12. Although many respondents in Question 11 indicated they had training in CBRNE Threats since 9/11, there was still a significant need for training in all CBRNE topics. In Question 12, approximately ninety percent of respondents indicated each training topic was of High or Medium Importance.

Subsection: Response and Mitigation

Question 13 – Training Experience and Needs

Training Topic	Had Training Since 9/11	Need Training
Consequence Management	33	49
Monitoring, Detection, and Sampling	30	47
Crime Scene Investigations	31	43
Personal Protective Equipment: Levels A, B, and C	42	42
Decontamination	39	42
Crises Management	52	34
Risk Communication and working with the media	53	33
National Incident Command System (NIMS)	73	16
Disaster Management : Incident Command System (ICS)	74	15

Question 14 – Training Importance

Training Topic	High Importance	Medium Importance	Low Importance
Disaster Management : Incident Command System (ICS)	66	22	3
Crises Management	63	22	3
National Incident Command System (NIMS)	61	22	6
Risk Communication and Working with the Media	59	26	8
Personal Protective Equipment: Levels A, B, and C	51	20	16
Consequence Management	50	30	6
Decontamination	50	25	10
Monitoring, Detection, and Sampling	42	25	22
Crime Scene Investigations	39	23	23

Note: Of all the training topics listed in this subsection, forty-nine respondents indicated a need for training in Consequence Management. Correspondingly, eighty of eighty-six respondents indicated Consequence Management was of High or Medium importance as a training topic. This combination of high need and importance indicate a possible area of training for community and technical colleges to consider. Two other topics, Crisis Management and Risk Communications and Working with the Media, also score very high in these two categories.

Subsection: Recovery and Evaluation

Question 15 – Training Experience and Needs

Training Topic	Had Training Since 9/11	Need Training
Acute Traumatic Stress Management	27	56
Management of Mass Fatalities	33	48
Community involvement/mobilization	46	39
Business Continuity	40	41

Question 16 – Training Importance

Training Topic	High Importance	Medium Importance	Low Importance
Community involvement/mobilization	64	18	6
Acute Traumatic Stress Management	53	27	5
Business Continuity	51	29	6
Management of Mass Fatalities	51	31	6

Note: All four topics listed in Question 15 indicate a consistent level of need for training, and Question 16 provides evidence that respondents feel these topics are important. In researching non-credit training programs related to these topics, project staff found few courses available which may be an indication that training opportunities in these topics exist for community and technical colleges.

Question 17 – Other (please specify):

Note: Training topics listed here included NIMS and CERT training.

Training Preferences

Question 18 – Enter the number of homeland security related courses you have taken from each vendor.

Training Vendor	Number of Responses
Government Agency Trainer	71
Private Sector Trainer Consultant	62
In-House Trainer	53
Educational Institution	48
Other	23

Question 19 – Indicate the level of satisfaction with your training vendor. If you use multiple vendors, please evaluate all of them.

Training Vendor	Not at all Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable
Government Agency Trainer	0	3	40	30	17
In-House Trainer	0	7	29	22	21
Private Sector Trainer Consultant	3	5	22	31	20
Educational Institution	5	5	14	17	23
Other	0	1	10	6	24

Note: For “Other” Training Vendors listed in Question 18 & 19, most respondents identified FEMA/EMI. There were several responses indicating “NIMS online training,” but no specific vendor was identified.

Question 20 – What additional training needs or gaps do you see in homeland security-related training?

(8) Interoperability:

- Inter agency drills including first responders, City, County and Public works.
- Coordination roles between all agencies involved.
- Intra-organization seminars to familiarize each part of each organization with the activities and capabilities of others--it seems that different groups within the same organization don't know what the others do!
- Multi-agency Planning (How to play well with others in the sandbox).
- Need to know who's who and what the tie in is between all organizations involved. At the present time there is a lot of confusion.
- Intra-agency Cooperation.
- Multi-jurisdictional training, i.e.: fire, EMS, law enforcement, state agencies, public works, etc.
- Interoperability communications, planning and exercises.

(5) All Hazards/CBRNE Threats:

- Localized training that presents the problems and situations you are most likely to incur.
- Understanding generational hazards/consequences.
- All hazards emphasis vs CBRNE, hands on experience with disasters, more lessons learned from professionals involved in catastrophic events.
- Threat analysis, Terrorism Intelligence.
- Law Enforcement Response - deterrence/ prevention of WMD incidents.

(4) NIMS/ICS:

- NIMS Requirements and access to the required training, especially in rural areas for volunteers.
- Monies need to be allocated to drill fire/EMS providers in NIMS/ICS to discover how functional organizations would be during a disaster. Hurricane Katrina illustrated this perfectly.
- More access to ICS/EOC interface
- Gap: Online, required courses (e.g., ICS 700, 100, 200) give an overview but are not very memorable to people who don't use it often.

(3) Community Preparedness:

- We have denied the need for community preparedness for the general public, have made haphazard, feeble attempts when trying, and do not provide enough specifics to the first responders in our community also. My college is in total denial of its own incompetence in this area, and think that making a speech, or opening a center, will get the job done.
- Community Mobilization Emergency Communications Dispatcher.
- More grass roots level.

(8) Miscellaneous:

- Not sure what exactly is classified as homeland security training vs. other emergency response training.
- Training specifically for calltakers/dispatchers.
- Keeping up with the constant changes.
- Everyone wants to be a suit, not many come from operational background.
- Train-The-Trainer Courses for a multitude of courses.
- Advanced Haz Mat Life Support (AHLS) for all ALS agencies.
- Need to reactivate the course Roger Serra taught for Public Elected Officials and Senior Management for government and business.
- A whole area is not well covered - Food and Agriculture. Easy target - huge risk - great economic loss.

Note: Respondents indicated several training gaps (Interoperability, All-hazards/CBRNE Threats, NIMS/ICS, and Community Preparedness), that also surfaced again as critical homeland security-related skills and tasks in the skill panel workshops.

Question 21 – What is your level of interest in pursuing each of the following training/education options in the next three years?

Education or Training Goals	No Interest	Some Interest	Moderate Interest	High Interest
Short Courses (8-16 hours of instruction no homework)	4	8	36	48
Courses that offer continuing education Units (CEU)	22	18	25	29
Certificate Program	24	19	25	29
Associates Degree	61	6	9	13
Undergraduate Degree	61	7	11	14
Masters Degree	53	19	12	9
Doctoral degree (e.g. PhD, EdD)	61	4	13	8
Professional degree (e.g. MD, JD)	67	7	4	6

Question 22 – Which of the following credit options would you prefer for training/education?
(Check all that apply)

Credit Options	Number of Responses
Continuing Education Units (CEU)	46
No Preference	38
Graduate Credit	31
Undergraduate credit	25
Other	6

Note: Questions 21 and 22 indicate the majority of respondents are more interested in short, non-credit courses than degree programs.

Question 23 – How important are the

Training Preference	No Importance	Some Importance	Moderate Importance	High Importance
Opportunity to complete at your own pace	7	20	38	39
Opportunity to interact with other participants face-to-face	4	26	41	35
Opportunity to start at any time	3	23	42	36
Opportunity to interact with instructor face-to-face	10	24	44	28
Being part of a group taking the same course at the same time	7	27	50	21

Question 24 – How would you rate your level of interest in pursuing training/education in the following learning settings?

Training Setting	No Interest	Some Interest	Moderate Interest	High Interest
Computer-based training (self-study or interactive)	5	18	40	37
Regional training with instructor	4	22	35	36
On-site training (multi-day workshop with instructor)	2	21	42	35
Self-directed learning (with provided learning material)	8	26	41	23
College or University course work	25	24	38	13
Video-conferencing (compressed Video)	19	37	36	6
Satellite downlink conference (1 way video, two-way audio)	28	35	32	3

Question 25 – How would you rate your level of interest in the following training/education modes of delivery?

Training Delivery Method	No Interest	Some Interest	Moderate Interest	High Interest
Several day workshops/conferences (2-3 days)	7	19	44	36
Distance Education (i.e. satellite or web-based course)	11	21	40	32
One-week summer intensive (classes held 8 hours per day)	32	25	24	22
Two week intensive (classes held 8 hours per day)	40	27	19	15
Weekend Classes	40	30	20	14
Evening Classes	40	25	25	13

Question 26 – To what degree are the following factors likely to motivate you to participate and complete training courses?

Training Motivation	No Motivation	Some Motivation	Moderate Motivation	High Motivation
Develop a better understanding in an area of importance to my current job	0	14	35	57
Broaden skill base	0	9	39	56
Stay current in a field	6	7	40	51
Apply credit towards a certificate or degree	40	17	16	26
Increase salary potential	24	33	26	20
Licensure requirement (or other credentials)	37	21	22	20
Enhance competitiveness in job market	20	31	38	15
Seeking a major career change	46	38	14	6

Question 27 – To what degree are the following factors likely to be a barrier to your participating and completing training courses?

Training Barriers	No Barrier	Somewhat of a Barrier	Moderate Barrier	High Barrier
Finding time during work schedule	3	17	38	47
Family commitments	6	43	33	23
Cost of the course	15	35	32	22
Your organization's support for training (i.e. time off to take course, paying for course, etc.)	34	34	17	20
Traveling away from work to take a course	9	41	39	16

Note: Though there are several potential barriers to taking training programs, the most significant barrier indicated is finding time.

Question 28– Do you have access to technology:

Access to Technology	At Home	At Work	Not Sure
Word processing program (Word, WordPerfect, etc.)	93	105	0
Software to browse the internet, such as Netscape, or Internet Explorer	92	104	2
Adobe Reader (to view .pdf files)	92	99	0
An internet service provider (for example, AOL, MSN, Earthlink, etc.)	90	96	2
A Pentium II or equivalent computer	88	99	6
Spreadsheet program (Excel, etc.)	87	104	1
Presentation software (such as PowerPoint)	85	102	0
High speed internet connection (DSL or cable modem)	82	97	4
Database program (i.e. Access, Filemaker)	65	92	8
Satellite connection	13	35	23

Note: The overwhelming majority of respondents reported they have access to needed technology.

Summary

The Workforce Assessment for Homeland Security-Related Training Needs Survey accomplished the stated objective of analyzing training needs of those in the field and identifying training gaps. In addition, demographics of those in the field and their training preferences were also identified and provided. Used in conjunction with the information provided in Section 3.4 Homeland Security Skill Identification, should be useful to community and technical colleges considering offering homeland security-related training programs.

3.3 Homeland Security Trends Analysis 2007 – 2008

The Homeland Security Trends Analysis 2007 2008 report was developed as a companion document to this skills panel project. The Trends Analysis report provided a summary of how events conspired to make the field of Homeland Security one of the fastest growing fields in the US. It examined the complex nature of the threats we face as a nation, and the skills required of our workforce in order to meet the challenges of these threats. The unprecedented growth of the field of Homeland Security is not confined to one sector of the economy, but rather transcends all segments of the economy. While our nation faces very serious threats, academic institutions can and are playing a pivotal role in the education and training of the workforce in all sectors of our economy. Opportunities clearly exist for colleges and universities to develop certificate, credit and non-credit education and training programs to meet the threats we face especially if it can be delivered in a flexible and accessible format. The Trend Analysis report provided information on current and projected employment in the field, and the training and skills necessary to be effective in those jobs. Those interested in a copy of this report can view an online PDF of the report at: <http://www.pierce.ctc.edu/HomelandSecurity/>. To request a hard copy, contact:

Michael A. Campbell, Director

Center of Excellence for Homeland Security
Pierce College, District 11
9401 Farwest Drive S.W.
Lakewood, WA 98498-1999



Overview

The centerpiece of the skill panel project was the identification of specific homeland security-related skills currently being used by individuals in ten industry clusters. These clusters were designated by the Department of Homeland Security as having training, equipment, organization and exercise requirements in preparation for response to a major catastrophe, and include: Public Works, Public Health, Health Care, Emergency Management Agency, Special Teams (HAZMAT), Government Administrative, Law Enforcement, Fire Service, Emergency Medical Services, and Emergency Communications. The Homeland Security Skill Panel steering committee recommended including Private Sector Security in this project instead of the Government Administrative cluster. Committee members felt that the Private Sector Security cluster, which is primarily focused on the security of people and critical infrastructure, was more appropriate to analyze than the Government Administrative cluster which is focused heavily on public elected officials. The results from this project provided below identify specific skills related to Homeland Security that should be integrated into existing curriculum to prevent, protect against, respond to, and recover from a major catastrophic event.

The Process

One of the major challenges posed to the project team was determining how to identify specific homeland security-related skills in an industry representing a cluster of occupations rather than a single occupation. The project team evaluated a number of possible approaches to overcome this challenge. And, after careful consideration, it was determined that the best way to identify these skills was to use a modified Designing a Curriculum (DACUM) approach. A DACUM is normally used to conduct a task analysis of a single occupation, however, it was decided that by using a modified process that these skills could be harvested from a cluster of occupations. The project team was prepared to use another process if the modified DACUM approach was not effective. However, after the first workshop, it was clear to the project team that the process was very effective. The panelists were satisfied with both the process and the results. Many participants reported they would be able to use the results in their own workplaces for a variety of purposes. Each workshop was a day and a half in duration. The first day was spent brainstorming general job categories or areas of competence and then identifying the corresponding specific job skills and tasks. The second half day was spent in refining and sequencing the general job categories and homeland security-specific skills. In addition, during the last half day, participants also identified additional knowledge, skills or traits that might be useful to curriculum developers.

Workshop Staff

Project Manager, Steve Fenton is a certified DACUM facilitator led the workshop, and Dr. Andrew Jackman, a consultant, was the workshop recorder. Fenton and Jackman organized, coordinated, facilitated, recorded, and prepared the results for all of the workshops. In addition, evaluations for each workshop were completed by panelists and reviewed by the project team to ensure that the process remained effective.

The Results

The workshops provided a unique forum for participants to be able to communicate with their peers from around the state and also yielded excellent results. (See Appendices A – J for the results of each workshop) The primary objective of identifying homeland security-related skills and competencies unique to each discipline was realized. In addition, and just as important, it also became clear that there are certain homeland security-related skills common across industry clusters. Workshop panelists also stated that the workshops created a more heightened sense of the need for improved interoperability. Lastly, the panelists identified specific recommendations for improving community and technical college curriculum. These recommendations are addressed in Section Four of this report. The following cluster workshops were completed:

Emergency Medical Services: September 26 & 27, 2005
Law Enforcement: December 12 & 13, 2005
Special Teams (HAZMAT): February 13 & 14, 2006
Public Health: April 17 & 18, 2006
Health Care: January 28 & 29, 2008

Emergency Communications: November 29 & 30, 2005
Fire Services: January 17 & 18, 2006
Public Works: March 20 & 21, 2006
Emergency Management Agencies: May 23 & 24, 2006
Private Sector Security: January 30 & 31, 2008

Workshop Summaries

Staff in each of the nine Emergency Management Regions provided names and contact information of potential panelists in their respective regions. Members of the Steering Committee also provided names of possible panelists. The result was an impressive list of panelists who were experts in their fields. Each of the summaries which follow, are structured the same way, and contain: (1) a definition of the industry cluster came directly from the Department of Homeland Security, (2) a list of workshop panelists, (3) a brief narrative summary of the results, and (4) a list of competencies and tasks performed by those in the field related to homeland security. If any additional knowledge or skills were identified by the panelists related to homeland security, they are also provided. The information below is extracted from the full chart of results in the appendices. Please note that blue font indicates those homeland security-related tasks performed by employees in each cluster.

Emergency Medical Services: September 26 & 27, 2005

Emergency Medical Services Defined: Individuals who, on a full-time, part-time, or voluntary basis, who provide ground-based and aeromedical services and pre-hospital care. This category includes but is not limited to:

- EMT (basic)
- Paramedic (advanced)
- First Responders

Emergency Medical Services Workshop Panelists:

Dave McCarthy, Training Coordinator, Northwest Region EMD & TCC

Tim McKern, Assistant Fire Chief, Mason CFPD#5

Zita Wiltgen, Regional Administrator, Southwest Region EMS & Trauma Care Council

Mike Smith, Program Chair and Lead Instructor, Tacoma Community College

Ray Eickmeyer, Paramedic, Lake Chelan Valley EMS

Todd Lenseigne, Battalion Chief/Paramedic – EMS/Safety Officer, Yakima FPD #5

Michael Smith, EMS Terrorism and Disaster Response Specialist, Dept. of Health

Summary: Michael Smith, EMS Terrorism and Disaster Response Specialist, Department of Health, also a member of our Steering Committee, was instrumental in helping to recruit an outstanding panel of EMS experts. The EMS panelists built a chart that was reflective of those who work in the EMS field. They identified the major competencies and the corresponding tasks, and then honed in on homeland security competencies and tasks. One entirely new competency was identified – Incident Management Systems. Under this competency, the National Incident Management System (NIMS) training was identified as an important component of the job of someone in EMS that wasn't there pre-September 11th. The National Response Plan (now the National Response Framework) was also noted as essential knowledge to have in the field. Other tasks identified in this workshop that would become part of a consistent theme were the changes in communication technology, the importance of interoperability, possessing “all-hazards awareness” and the ability to recognize WMD threats. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Incident Management Systems:

- Complete NIMS training
- Adhere to required NIMS training
- Be familiar with local, state and National Response Plan
- Participate in cross- disciplinary training

Communications

- Utilize standard terminology
- Operate a radio (Interoperability across disciplines)
- Use of telecommunications/GIS technology (operate telephone and cell phone)
- Operate computer technology

Safety

- Utilize Proper Personal Protective Equipment and Body Substance Isolation (Responder)

Well Being of the EMS Provider

- Ensure personal/family preparedness
- Utilize proper Personal Protective Equipment and Body Substance Isolation (Responder)
- Maintain physical well-being (hydration, nutrition, rest)

Other Knowledge and Skills

Other Knowledge and Skills:

- Recognizing and reporting public health threats (i.e. epidemics, and Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE))
- Altered care and response for extreme disasters, i.e., Katrina

Knowledge of Standards:

- All hazards awareness
- Appropriate decontamination
- Ongoing interoperability with All Disciplines

Note: Please see Appendix A: Emergency Medical Services Workshop Results to review the results in their entirety.

Emergency Communications: November 29 & 30, 2005

Emergency Communications Defined: Individuals who, on a full-time, part-time, or voluntary basis, through technology, serve as a conduit and put persons reporting an incident in touch with response personnel and emergency management, to identify an incident occurrence and help support the resolution of life-safety, criminal, environmental, and facilities problems associated with the event. This category includes but is not limited to:

- Call Takers
- Shift Supervisors
- Medical Control Centers
- Dispatchers (EMS, Police, and Fire)

Emergency Communications Workshop Panelists:

Craig Larsen, Communications Shift Supervisor, Washington State Patrol

Karen Miller, Shift Supervisor, Fire Comm (Pierce County)

Mark L. Creley, Dispatch Supervisor, City Communications, City of Puyallup

Dan Aycock, Captain, Walla Walla Police Department & 911 Coordinator/Communications Manager

Summary: The Emergency Communications panelists identified a new general area of competence specific to homeland security in their discipline – Knowledge and Understanding of National Incident Management System (NIMS).

Completing training, practicing the application of NIMS and applying NIMS were all tasks now being required. In addition, homeland security tasks in Information Management, Radio Protocol, Interdisciplinary Knowledge, Security, Hazards Recognition and Professional Development were also identified. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Information Management

- Evaluate Information; Prioritize

Radio Protocol

- Learn inter-operable protocols
- Understand and use applicable Radio Terminology

Interdisciplinary Knowledge

- Become familiar with other disciplines as needed
- Knowledge of Mutual Aide Agencies and Resources

Security

- Understand facility specific Security Measures
- Identify potential facility vulnerabilities
- Apply facility specific Security Measures
- Develop and Practice Personal Safety Procedures

Hazards Recognition

- WMD awareness (Weapons of Mass Destruction)
- Identify potential “targets”
- Evaluate Situational Information

Knowledge and Understanding of NIMS

- Complete NIMS Training
- Practice the Application of NIMS
- Apply NIMS

Professional Development

- Participate in continuing education (homeland security)
- Promote cross-training within and across agencies to insure adequate and knowledgeable personnel

Other Knowledge and Skills

No additional skills related to homeland security were identified.

Note: Please see Appendix B: Emergency Communications Workshop Results to review the results in their entirety.

Law Enforcement: December 12 & 13, 2005

Law Enforcement Defined: Individuals who, on a full-time, part-time, or voluntary basis, work for agencies at the local, municipal, and State levels with responsibilities as sworn law enforcement officers. This category includes but is not limited to:

- Patrol Officers
- SWAT Teams
- Bomb Technicians
- Evidence Technicians
- Supervision/Management/Incident Command
- Investigations

Law Enforcement Workshop Panelists:

Chris Jensen, Lieutenant, City of Bainbridge Island Police Department

Cynthia Fajardo, Sergeant, Pierce County Sheriff's Office

Maria Agnew, Sergeant, Emergency Management, Chelan County Sheriff's Office

Summary: The Law Enforcement panelists identified a large number of homeland security-related skills and tasks that have either emerged or changed significantly post 9/11. A new competency, Home Land Security Interoperability was identified, and like prior workshops, the NIMS, equipment, and interoperability issues were all identified. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Organizational Accountability

- Maintain and manage Records
- Prepare for, and perform Audits
- Equipment tracking
- Tracking Training
- Manage Homeland Security assets

Community Involvement

- Knowledge of Demographics

Communication

- Read, Write and Comprehend Appropriate Information
- Disseminate information both written and verbal
- Utilize observation skills

Interpersonal Skills

- Recognize Cultural Differences

Leadership Skills

- Exercise Appropriate Judgment and Decision Making Distinguish right versus wrong, good versus evil ETHICS
- Demonstrate Legal Knowledge
- Demonstrate Knowledge of Policy
- Demonstrate Knowledge of appropriate use of force

- Understand political Implications

Demonstrate Competencies (Physical & Technical) * Per Basic Law Enforcement Academy (BLEA)

- Ability to operate lethal and less lethal equipment (i.e. fire arms, taser, bean bag, etc)
- Demonstrate information technology competencies
- Identify and respond to Crisis or Disaster Events
- Other specialties (marine services, SWAT, Bike patrol, any and all else)
- Conduct investigations
- Forensic investigation Understanding
- Understanding importance of intelligence collection and dissemination

Equipment Proficiencies

- Operate and maintain Vehicles
- Operate Radio and Car Computers

Mandated Training

- Obtain Homeland security training
- Operate and Maintain Specialty Equipment

Career Development

- Participate in professional organizations
- Obtain Homeland security training

Safety and Health (personal)

- Participate in professional organizations
- Obtain Homeland security training

Home Land Security Interoperability

- Identify and protect critical infrastructure
- Acquire and obtain required HLS training (e.g. NIMS, ODP)
Coordinate with Emergency Management to obtain HLS equipment
- Collect and Disseminate Intelligence Data
- Interface with other agencies i.e., military, non-government, non-LE

Other Knowledge and Skills

Expanded Law Enforcement Response Local

- Activate Mutual Aide
- NIMS/ Incident Command Systems

Expanded Law Enforcement Response State

- Activate State Law Enforcement Mobilization
- NIMS/ Incident Command Systems

Expanded Law Enforcement Response Federal

- Declaration of Governors Order
- NIMS/ Incident Command Systems

In all three of the above response activities, Resume Normal Operations is the final step.

Note: Please see Appendix C: Law Enforcement Workshop Results to review the results in their entirety.

Fire Services: January 17 & 18, 2006

Fire Services Defined: Individuals who, on a full-time, part-time, or voluntary basis, provide life-safety services, including fire suppression, rescue, arson investigation, public education, and prevention. This category includes but is not limited to:

- Firefighters
- Company Officers
- Fire Marshal's Office
- Urban Search and Rescue (USAR) Teams
- Technical Rescue Teams

Fire Services Workshop Panelists:

Art White, Deputy Chief of Training, Safety and Special Operations, Everett Fire Dept.

Gary L. Aleshire, Jr., Deputy Chief, Snohomish Fire District 1

Steven Wright, Battalion Chief, South Kitsap Fire and Rescue

Bret Stohr, Assistant Fire Chief, Operations Division McChord Air Force Base

Stan Smoke, Assistant Chief, Fire Marshal, Wenatchee Fire and Rescue

Mary Corso, Interim Dean, Fire Service Training, Bates Technical College (& Former Washington State Fire Marshal)

Summary: The Fire Services cluster was the only group that reported that all of the competencies and tasks associated with their industry had now changed as a result of homeland security. In looking at the results, it was no surprise to see Incident Management, Communications Technology and All Hazards Assessment as general areas of competence. Under Incident Management, specific NIMS related tasks were identified, as was cross disciplinary training. Interoperability was again listed as an important task. Since the fire services professionals interact extensively with the public, there were also several tasks related to community preparedness and prevention. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Incident Management

- Complete NIMS Training to the appropriate level as indicated in the Department SOP's
- Adhere to required NIMS training
- Participate in cross disciplinary training

Communications Technology

- Develop integrated interoperability communication plan with other responder disciplines

All Hazards Assessment

- Conduct exercises with allied disciplines
- Evaluate and Update All Hazards programs and policies
- Analyze emerging risks/vulnerabilities/trends
- Develop policy and procedures to address all hazards response

Prevention and Code Enforcement

- Perform all risk assessment to determine community prevention/intervention programs and strategies

Public Education/ Community Preparedness

- Analyze and enhance community preparedness programs through ongoing evaluation process.

Other Knowledge and Skills

No specific knowledge and skills in homeland security identified, but recommendations are insightful.

Recommendations

- (1) Encourage colleges to deliver curriculum which is inclusive of testing and certifications. (Often schools train the students but do not administer the test; consequently departments should provide students the opportunity to take the exams so that they get the certifications affiliated with their training.)
- (2) Programs need to reengineer program content and numbering to maximize transferability to other institutions locally and nationally.
- (3) Certificate programs (e.g. Fire Fighter 1 and 2, Officer 1 and 2, Prevention and Specialized training etc.) should encapsulate the program so that it ends in two year degree.
- (4) Encourage Fire Departments and agencies to recognize and reward degree achievement.
- (5) Encourage the State to adopt standardized 'required' training for each job specific function.

Note: Please see Appendix D: Fire Service Workshop Results to review the results in their entirety.

Special Teams (HAZMAT): February 13 & 14, 2006

Special Teams (HAZMAT) Defined: Individuals, who, on a full-time, part-time, or voluntary basis, perform search and rescue, mitigate threats, identify, characterize, provide risk assessment, and mitigate/control the release of a hazardous substance or potentially hazardous substance. This category includes but is not limited to:

- SWAT Teams
- Hazardous Materials Personnel
- Structural Collapse Rescue
- High Angle Rescue
- Urban Search and Rescue
- Bomb Squads
- Confined Space
- Metropolitan Medical Response System (MMRS)

Special Teams Workshop Panelists:

Troy Madill, Captain, Job Title, McChord AFB Fire & Emergency Services

Brian Pille, Lieutenant FF/EMT, HazMat OPR, McChord AFB Fire & Emergency Svcs

Patrick Lillie, Lieutenant/Paramedic/Rescue Technician, Lakewood Fire Department

Matt McCarthy, HazMat Specialist, Puyallup Fire Dept and WA-TF1 Urban Search & Rescue Team

Patrick Lonergan Program Specialist, Chelan County Sheriff's Office, Department of Emergency Management
Mike Spring, Chief, Benton County Fire District No. 4, & Chair for the Tri-County Haz-Mat team

Summary: The Special Teams (HAZMAT) panel identified several new general areas of competence and associated tasks related to homeland security. The ability to understand and comply with NIMS and the National Response Plan (National Response Framework) were identified as tasks performed by those in the discipline. Training in Weapons of Mass Destruction (WMD), and several interoperability related tasks were also identified. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Requisite knowledge

- Comply with Federal and State Statutory requirements
- Knowledge of Chemistry, Physics and Mathematics
- Ability to understand and comply with NIMS/ National Response Plan
- Complete required WMD training
- Understand local policies and procedures
- Demonstrate equipment use and competence

Communications

- Develop a communications model or plan
- Use established terminology as defined in NIMS
- Demonstrate appropriate use of technology

Analyze the incident scene

- Determine Authority having Jurisdiction
- Perform Risk/Benefit analysis
- Recon the area, mitigate life hazards as appropriate
- Determine scope of incident/hazard
- Identify properties of incident/hazard
- Research incident/hazard properties
- Isolate and deny entry as appropriate in accordance with Emergency Response Guidebook (ERG)
- Determine what resources are needed (human and equipment)

Formulate an Incident Action Plan(s)

- Establish effective communications
- Determine what resources are needed (human and equipment)

Implement an Incident Action Plan (IAP)

- Finalize written Incident Action Plan
- Accomplish incident objectives

Termination of Emergency portion of incident

- Release incident to responsible party

Professional Development

- Participate in ongoing and continuing education

Other Knowledge and Skills

No specific knowledge and skills in homeland security identified.

Note: Please see Appendix E: Special Teams Workshop Results to review the results in their entirety.

Public Works: March 20 & 21, 2006

Public Works Defined: Public Works refers to those organizations and individuals who make up the public/private infrastructure for the construction and management of these roles at the Federal level. The categories/roles include administration, technical, supervision, and craft (basic and advanced). This category includes but is not limited to:

- Environmental Services (Water Quality)
- Solid Waste
- Animal Services
- Water Treatment
- Public Buildings and Parks
- Telecommunications, Electric Districts, and Digital Cable
- Engineering and Equipment Services

Public Works Workshop Panelists:

Michael Maloney, Program Manager, Advanced Center of Transportation Technologies, Clark College

Brian McDonnell, Training Coordinator, Pierce County Public Works and Utilities

Bob Walter, Director of Education, The Humane Society for Tacoma and Pierce County

Jeff Lincoln, Public Works Director, City of Steilacoom

Correne Buck, Animal Control Officer, Lakewood Police Department

David G. Hall, Pumping & Water Treatment Operations Department Head, Lakewood Water District

Chris Waarvick, Director of Public Works, City of Yakima

Summary: The above panel represented a very diverse group of occupations who work in the Public Works cluster. In addition to identifying homeland security-related tasks specific to Public Works, there were several tasks identified that were previously noted by previous skill panel groups. Tasks related to NIMS, ICS, interoperability, and communications technology are a few examples. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Technical Skills

- Complete NIMS training and Certification
- Complete appropriate levels of ICS
- Understand Safety and Security issues pertinent to appropriate division
- Demonstrate computer proficiency appropriate to position

Supporting Technologies

- Utilize plain text (standard terminology) communication
- Understand the range of electronic communications systems, and SCADA
- Basic understanding of the abilities and limitations of common communications systems
- Understands data security, warehousing and EDI

- Demonstrate knowledge of different software and scanners
- Understanding communications interoperability
- Understand GPS technology
- Utilize GIS

Emergency Management, Planning

- Knowledge and implementation of the emergency response plan
- Understand district's security measures
- Understanding of basic Hazards, risk analysis
- Cataloging community resources
- Awareness of the requirement to have a hazards mitigation plan
- Know how to open and implement EOC

Administration and Management (Finance, Accounting)

- Utilize proper ICS forms (documentation)
- Understand resource recovery
- Understand how to operate within Incident Command System (area and unified commands.)
- Understanding basic finance, cost accounting requirements in an emergency response
- Keep your emergency response and vulnerability assessment plan current
- Understand all levels of the regulatory framework

Customer Service

- Demonstrate basic speaking and listening skills under stress
- Know how to refer individuals and agencies to access public or individual assistance programs

Public Information and Education

- Understand the PIO function
- Provide preparedness training for the public (people and pets)
- Inform the public of realistic level of service expectation
- How to establish and operate Joint Information Center
- Know what is or is not appropriate information for release to public

Professional Development and Training

- Keep current with CDC recommendations on health issues, sanitation and disease
- Obtain training in Hazard communications (e.g. MSDS)
- Have basic understanding of Hazmat
- Obtain and maintain appropriate training particular to individual agency requirements and regulations
- Keep updated from NIMS integration center
- Participate in table-top or disaster drill exercises

Operations and Maintenance

- Assess Facilities
- Identify and integrate emergency shelters for animals and people
- Understanding transportation and logistics

Interagency Interoperability

- Networking with other agencies and organizations
- Have understanding of how different agencies are handling different disease

- Know what agencies cache emergency (food and medical) supplies for animals as well as people

Other Knowledge and Skills

No specific knowledge and skills in homeland security were identified.

Note: Please see Appendix F: Public Works Workshop Results to review the results in their entirety.

Public Health: April 17 & 18, 2006

Public Health Defined: Individuals whose responsibilities include the prevention of epidemics and spread of disease, protection from environmental hazards, the promotion of healthy behavior, responding to disasters and assistance in recovery, as well as assuring the quality and accessibility of health services. This category includes but is not limited to:

- Epidemiologists
- Environmental Engineers
- Environmental Scientists
- Occupational Safety and Health Specialists
- Health Educators
- Public Health Policy Analysts
- Community Social Workers
- Psychologists
- Mental Health Providers
- Counselors

Public Health Workshop Panelists:

Lori Van De Wege, Regional Learning Specialist Liaison, Washington State Department of Health

Eric Sergienko, MD, CDC EIS Officer, Epidemiology Washington State DOH – PHL

Roger Arango, Local Emergency Response Coordinator, Grant County Health District

Nathan Weed, Regional Emergency Response Coordinator, Clark County Health Department

Joby Winans, PIO / Senior Organizational Development and Training Specialist/Safety Officer, Tacoma-Pierce County Health Department

Leslie Koenig, Regional Emergency Response Coordinator, Benton – Franklin Health District

Summary: The Public Health panelists identified new homeland security-related tasks and also existing tasks in their cluster that had been altered as a result of homeland security initiatives. In addition to industry specific tasks identified, the panel noted several tasks that had previously been identified in other workshops including: NIMS, Multidisciplinary training, understanding CBRNE threats, and communications technology. The following are the specific homeland security-related results identified by the panelists:

Note: Blue font indicates those [homeland security-related](#) tasks and skills performed by employees in the Public Health discipline.

Note: Green font indicates those tasks that are performed by employees in the Public Health discipline that have been altered as a result of [homeland security-related](#) issues.

Homeland Security-related Competencies and Skills

Public Health Professional Skills

Field Epidemiology Skills:

- Understand and apply concepts of Surveillance including syndromic surveillance
- Obtain and package appropriate laboratory samples for analysis

Community Assessment Skills:

- Use assessment data for both program/policy development and emergency response

***Public Health Emergency Preparedness and Response**

- Comply with NIMS directives
- Be familiar with local, state and National Response Plans for all-hazards
- Participate in multi-disciplinary training e.g. ICS, NIMS, Forensic Epi, and other emergency preparedness training.
- Understand basic concepts of CBRNE
- Understand the concepts of Mass Prophylaxis and Vaccination
- Understand the concepts of isolation and quarantine
- Demonstrate knowledge and appropriate use of Personal Protective Equipment (PPE)
- Identify and access resources for public health response
- Be aware of the Laboratory Response Network (LRN)

Public Health Laws, Regulations and Protocols

- Understand Department of Health and Board of Health Structure in Washington State and powers as codified in RCW and WAC
- Understand the HIPAA (health insurance, portability, and accountability) and Washington State privacy law under RCW 70.02.
- Be informed about notifiable conditions and the disease reporting process
- Understand and apply forensic public health practices
- Be aware of the impact of contracts and grant processes on public health practice

Quality Assurance Concepts

- Draft goals and measurable objectives (SMART specific, measurable, attainable, reasonable, trainable)

Technology Skills

- Utilize communication technology e.g. satellite telephone, blackberries, etc.
- Understand and apply principles of GIS technology
- Use web based emergency management tools such as WebEOC
- Expedite the receipt and dissemination of critical public health information using web based communications

Communication Skills

- Using the principles of risk communication, communicate clearly and effectively the risks associated with public health issues

Professional development

- Adapt the Washington State learning management system to the individual's professional development needs.
- Keep current on new and emerging training requirements in public health including Homeland Security

Other Knowledge and Skills

No specific knowledge and skills in homeland security identified.

Note: Please see Appendix G: Public Health Workshop Results to review the results in their entirety.

Emergency Management Agencies: May 23 & 24, 2006

Emergency Management Agency Defined: Organizations, both local and State, that coordinate preparation, recognition, response, and recovery for WMD incidents. This category includes but is not limited to:

- State and Local Emergency Management Agencies (EMAs)

- Voluntary Organizations Active in Disaster (VOADs)
- Professional Associations (e.g., American Society of Civil Engineers, American Institute of Architects)
- Human Service Agencies
- Private Agencies Supporting EMA Activities

Emergency Management Agencies Workshop Panelists:

Zita Wiltgen, Administrator, Southwest Region EMS & Trauma Care Council

Jody Woodcock, Program Manager, Pierce County Department of Emergency Management

Paul McNeil, Response Section Manager, Washington Emergency Management Division

Eric Cunningham, Emergency Management Specialist, Douglas County Emergency Management

Don Marlatt, Emergency Management Director, Walla Walla County, Emergency Management

Summary: The Emergency Management Agencies panel identified a new general area of competence in their industry cluster – the National Incident Management System (NIMS). Understanding, complying with and completing training in NIMS were all tasks now being required. In addition, tasks in communications technology, and interoperability issues were also identified. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Communications and Technology

- Equip all responders with interoperable radios, MDTs, software, WebEoc, etc.

Plans, Policies and Procedures

- Develop or contribute to, and coordinate the Interoperable Communication Plans

Resource Management

- Resource identification and typing

Mitigation

- Support and participate where required in regional law enforcement intelligence groups

Preparedness

Coordinate Emergency Management advisory council and or Citizens Corps Council activities where appropriate

***NIMS**

- Comply with NIMS
- Complete NIMS training
- Complete National Response Plan (NRP) training (Independent Study-800) and ICS-100, ICS-200, and IS-700.

Professional Development

- Complete Office of Grants Training (OGT) required courses

Other Knowledge and Skills

No specific knowledge and skills in homeland security identified.

Note: Please see Appendix G: Emergency Management Agencies Workshop Results to review the results in their entirety.

Health Care: January 28 & 29, 2008

Health Care Defined: Individuals who provide clinical, forensic, and administrative skills in hospitals, physician offices, clinics and other facilities which offer medical care including surveillance (passive and active), diagnosis, laboratory evaluation, treatment, mental health support, epidemiology investigation, evidence collection, along with fatality management for humans and animals. This category includes but is not limited to:

- Physicians, Dentists, Nurses, Physician Extenders (Physician Assistants and Nurse Practitioners), Veterinarians, Pharmacists, and Technicians
- Medical Examiners/Coroners, Therapists, Epidemiologists, Facility Management, Security, Environmental Investigators, and Medical Records

Health Care Workshop Panelists:

Eileen Newton, Disaster Coordinator, Franciscan Health System

Linda Tieman, Executive Director, Washington Center for Nursing

Bonnie L. Smith, Interim Director, Center of Excellence - Allied Health, Yakima Valley CC

Summary: The Health Care panel identified a number of homeland security-related tasks that are now being performed by employees in the Health Care industry cluster. Not surprisingly, NIMS, ICS, the need for interoperability, and identifying CBRNE threats were all included on the list. This panel also included a list of recommendations to the healthcare industry and emerging trends in the field that will be of value to educators. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills

Clinical Care (medicine, nursing, pharmacy, therapies, labs, radiology, etc)

- Recognize and treat potential CBRNE victims
- Implement surge capacity

Support Services (dietary, housecleaning, security, laundry, general administration, office transportation, etc.)

- Implement surge capacity

Patient Safety & Quality Improvement

- Identify and report suspicious behavior

Human Resources

- Establish verification and credentialing standards during a disaster (joint commission)
- Demonstrate safe work practices
- Establish standards for supervising professional disaster volunteers (joint commission)
- Evaluate and assess effectiveness of credentialing process and supervision of volunteer professional staff during an event.

Professional Ethics

- Develop an ethical framework to determine revised standards of care when resources are severely limited or in austere conditions

Education

- Insure that the staff has the education and training to meet HLS performance standards
- Establish and track NIMS training requirements for staff i.e. which staff must complete ICS 100.

Resource Management (equipment, supplies, etc)

- Comply with NIMS resource typing

Facilities and Security

- Minimize unauthorized access to sensitive information

Incident Management

- Initiate incident command system

Finance

- Create regular monitoring and reporting system to document expenses relating to disaster services
- Complete paperwork and submit for disaster recovery reimbursement
- Identify opportunities to acquire HLS grants for emergency preparedness

Leadership Skills

- Insure that awareness, training and resources for HLS requirements are established.
- Review and support mitigation and response plans developed based on the HVA. (joint commission)
- Work closely with other agencies to develop a community response plan
- Participate in organizational, local and regional disaster drills.
- Utilize ICS for small, large and planned events.

Other Knowledge and Skills

Though this panel did not identify any additional knowledge or skills, they did identify recommendations and emerging trends as follows:

Recommendation to healthcare industry:

- Investigate opportunities to make it easier for the general public and visitors to help in the security process.
- Recognize that there are multiple federal, state, local and professional regulations which effect the healthcare industry regardless of setting.
- Identify how these recommendations are being implemented at four year plus institutions.
- Insure competencies are met by students who are from out-of-state or received their education on-line
- Insure that educators in the healthcare field have current subject matter expertise and skills.
- Healthcare education systems need to be aware of emerging trends in HLS and integrate those competencies into the curriculum.

Emerging trends:

- Stress interdisciplinary approach and collaboration (team work) in education and in the work setting.
- Consider implications of changing demographics of the population.

Note: Please see Appendix I: Health Care Workshop Results to review the results in their entirety.

Private Sector Security: January 30 & 31, 2008

Private Sector Security Defined: Individuals who protect businesses, communities and private citizens by providing services such as personal and corporate security, loss prevention, risk management, crowd control, event security, emergency preparedness crisis management and homeland security-related services. The purpose of this industry is to protect people and assets to maintain their ability to live and work freely and safely. This category includes but is not limited to:

- Security/Loss prevention management
- Physical security
- IT Security
- Informational Security
- Operational Security
- Program Security
- Computer Security

Private Sector Security Workshop Panelists:

Ron Conlin, C.F.E., C.P.P. Loss Prevention Mgr., 7-Eleven, Inc. North Pacific Division (US)

Vickie Brown, Branch Manager Logistics, Securitas Security Services Inc.

Rich Burnite, Security Consultant

Jeffrey A. Slotnick, PSP, President, Setracon Inc.

Gene Blahato, Organized Retail Crime Investigator, Safeway Stores, Inc.

Dick Hovel, Sr. Aviation & Homeland Security Advisor, The Boeing Company

Kelly Hudson, Training Manager, Prepared Response, Inc.

Summary: The Private Sector Security panel was different from previous panels in two main respects. First, this panel was comprised of individuals who all work in the private sector unlike previous panels where the majority of the panelists worked in the public sector. Secondly, the primary focus of this panel was security, so the panelists were able to offer a different perspective. Consequently, representatives in this panel identified tasks in situational awareness, risk management, physical security and continuity of operations to name a few. Two themes that were related to previous panels included the need for training in Incident Command Systems (ICS), and knowledge of basic terrorism concepts. The following are the specific homeland security-related results identified by the panelists:

Homeland Security-related Competencies and Skills**Situational Awareness**

- Demonstrate a basic knowledge of domestic and international terrorism

Emergency Management (Life safety awareness)

- Know and implement continuity of operations planning and disaster recovery operations

Risk Management

- Demonstrate an understanding of and comply with Hazmat, (WISHA/OSHA) ADA, DOT, ISHS, (33CFR105, Customs Trade Partnership against Terrorism, Patriot Act)
- Demonstrate an understanding of and apply concepts of supply chain security
- Demonstrate an understanding of the elements of critical infrastructure protection

Physical Security

- Demonstrate an understanding of, and an ability to recognize and identify proper ID as outlined in HSPD12
- Demonstrate an awareness of changes to the Transportation Worker Identification Credential (TWIC) for background checks and credentialing.

Professional Development

- Complete IS 100, IS 200, IS 700, as required

Operational Security

- Demonstrate an understanding of and ability to interpret and apply the National Threat Assessment Level* (Homeland Security Advisory System)

Other Knowledge and Skills

No specific knowledge and skills in homeland security identified.

Note: Please see Appendix J: Private Sector Security Workshop Results to review the results in their entirety.

Validation:

At the conclusion of each workshop, a draft chart was developed and circulated amongst panelists for one last review. Upon receiving comments and making necessary corrections, a final draft was sent out to individuals who participated in the validation process. Validation reviewers were selected from individuals who could not participate in the workshops themselves, or were colleagues or co-workers of the panelists. The purpose of validating the results was to ensure that the results generated by workshop panelists reflected the sentiments of other professionals who worked in the field. Individuals who participated in the review process included:

Validation Reviewers:

Patty Courson, Director of Benton/Franklin Counties Emergency Medical Services
Tom Kimzey, Bainbridge/Ocean Shores Fire EMT and DOH EMS, Retired
Mark Muhr, Assistant to the Medical Program Director Clark County EMS
Pete Suver, ALS Coordinator, Thurston County Medic One
Lisa Richardson, Call Receiver/Dispatcher, Fire Comm
Laura Worley, Director of Communications, Fire Comm
Brian Williams, Communications Officer II, Yakima Communications
Lorrell D'Oliveira-Noahr, Communications Officer II, Tacoma
Gene Seiber, Chief Civil Deputy, Lewis County Sheriff's Office
Bob Day, Lieutenant, Bainbridge Island Police Department
Charles Kissler, Captain, Benton County Sheriff's Office
Ty Trenary, Sergeant, Training Division, Snohomish County Sheriff's Office
Pat Dale, Chief of Operations, City of Olympia Fire Department
Alan Headly, Assistant Chief, Cowlitz 2 Fire & Rescue
Lance O'Leary, Lieutenant, Gig Harbor Fire Department
Kevin Garling, Kent Fire Department (Training)
Bruce Holloway, Chief, Spokane Falls FD 3 (Combination paid/volunteer)
Jim Heishman, Sergeant, Pierce County Sheriff's Office, SWAT Team Commander
Ted Ricci, Battalion Chief, Richland Fire Department, Tri-County Hazmat Team
Don Hodges, FF/PM/Hazmat Tech, FEMA team hazmat specialist
Jeff Wallace, FF/Hazmat Tech
John Hayes, FF/Rescue Tech for PCSORT, FEMA rescue tech
John Davis, Captain, Hazmat Tech, FEMA Hazmat Leader
Jeff Pugh, Captain Special Ops team leader for PCSORT, FEMA Rescue Tech
Dennis Lawson, Battalion Chief, Hazmat Technician
Tim Pierce, Battalion Chief Rescue Tech, FEMA Manager
Brian Sahli, Safety and Operations Manager, Thurston County Roads & Transportation Services
Deborah Todd, RN, MPH, Education & Training Coordinator, Epidemiology/Bioterrorism, Communicable Disease Epidemiology, Washington State Department of Health
Judith May, RN, MPH, Program Manager, Bioterrorism Surveillance and Response
Jo Hofmann, MD, State Epidemiologist for Communicable Disease
Vic Harris, Deputy Director, Tacoma-Pierce County Health Department
Susan Ferguson, General Counsel, Departmental Legal Counsel, Tacoma-Pierce County Health Department
Cindy Miron, Regional Emergency Response Coordinator, Tacoma-Pierce County Health Department
Nigel Turner, Public Health Manager for Communicable Disease Control and Environmental Health, Tacoma-Pierce County Health Department
Diane Westbrook, Liaison for Food and Community Safety, Tacoma-Pierce County Health Department

Jim Price, Training and Development Specialist, Public Health Emergency Preparedness Planner, Tacoma-Pierce County Health Department
 Tamlyn Thomas, RN, STAT ICU Resource Nurse, UWMC Emergency Management Coordinator
 Marianne Klaas, Compliance Director at Swedish Medical Center
 Rhonda Taylor, RN, MSN, Nursing Program Instructor/Coordinator, Yakima Valley Community College
 Shaughn Maxwell, Captain, Medical Services Officer, Snohomish County Fire District 1
 Rand Lymangrover, Facility Security Officer and Safety Manager, Totem Ocean Express
 Jeff Kirby, Chairman & CEO Puget Sound Security, Inc.

Workshop Evaluation:

Evaluations were designed to identify the strengths and weaknesses of the workshop process and were completed by participants at the conclusion of the workshop. The workshop facilitator and recorder reviewed responses after each workshop to determine whether or not changes in the format or structure needed to be considered. The following is an aggregate of responses to the five evaluation questions and how participants felt about each question:

(1) The purpose of the workshop was clearly communicated.

Never Stated	1	2	3	4	5	Made Quite Clear
				11	40	

(2) The workshop agreed with the stated purpose.

Never Stated	1	2	3	4	5	Made Quite Clear
				11	40	

(3) The facilitator was well prepared and organized.

Not Prepared	1	2	3	4	5	Very Well Prepared
				6	45	

(4) The panel and my participation were interactive.

Not Interactive	1	2	3	4	5	Very Interactive
				8	43	

(5) I would recommend participating in similar workshops to other professionals.

Not Recommended	1	2	3	4	5	Highly Recommended
		1	1	10	39	

In addition, participants were asked for comments or concerns, and the following comments were received:

- Interesting and worthwhile.
- Presentation seems to be well practiced and process was very interesting and is applicable to other areas of my job as well.
- Thank you!
- Although the process is initially cumbersome, it creates a good product.

- Good job! Well organized and facilitated!
- Thanks for letting me participate!
- I would recommend participating in DACUM workshops to other professionals where applicable.
- Steve/Andrew Great Job!
- We needed to state the “Big Picture” in the beginning. We started on task and had to go back and remember the “Eye on the Prize” (EMS)/HHS. Print Results from Day 1 to Day 2.
- Very good process, great participation – interactive methodology used! Thanks
- I enjoyed the process. My department sometimes uses a similar process to solve certain problems.
- Nice Job! Great environment for workshop.
- Excellent workshop – It was a useful experience.
- Very good. It was a pleasure to be invited to participate. I found it very interesting to look at my profession in this manner. Thank you.
- This was a good experience. It was useful for me to think about what basic skills need to be in the hands of entry level PHEPR/Public Health professionals.
- Well done workshop!
- The instructors did a good job of keeping the group on track.
- The collective knowledge represented by the participants was impressive and productive. Presenters did a good job of eliciting input from all, and capturing the shared knowledge.
- Thank you very much for giving me the opportunity to help with the process. I hope that your work goes further. Good luck!
- Interesting exercise.
- Liked the fact that we had varying degrees of experience and levels within our disciplines. Good core group. Good lively banter.
- Thanks – this was well run and I am glad to say constructive!
- Great opportunity to validate a much needed process.
- Unfortunate turnout. Appreciate organization & efforts, food, facilities, etc.
- Appreciated being asked to participate – a bit tedious, but worth it.
- Very effective method, w/ an excellent presentation!
- Well presented & executed. Perfect level of amenities.
- Good process w vigorous exchange of ideas.
- Great forum!
- Extremely informative with very constructive results.
- This was one of the most effective brainstorming sessions in which I’ve participated.

Judging from the responses to the evaluation questions, it’s clear that workshop participants were well satisfied with the format and the results.

Note: It’s also worth mentioning that the same workshop facilitation process used successfully for this project was also adopted for another related project. The Homeland Security Institute of Washington contracted with the COE to develop a homeland security-related course for the Washington State Ferry system. The facilitators for the Skill Panel project, Steven Fenton and Dr. Andrew Jackman conducted two workshops, one for first responders and one for passengers. The result was the course AWR 159, Emergency Responder Interface with Ferry Systems, which has been approved by the Department of Homeland Security, and is now available nationally.

4. Recommendations

The overwhelming consensus of the individuals who participated in both the training needs survey and the workshops are that training gaps exist and need to be addressed without delay. This presents a unique opportunity for community and technical colleges in Washington. As a result of this project, the following specific recommendations and the rationale behind these recommendations are as follows:

Recommendation # 1: Colleges currently offering programs associated with any of the industry clusters involved in this study are encouraged to share the results of this report with their advisory committees to determine an appropriate course of action for their institutions.

Rational: This study covers a wide range of occupational areas, the majority of which are offered by many community colleges. College advisory committees could play a significant role in further validating the results of this report and advising on curricular changes.

Recommendation # 2: Colleges are encouraged to conduct a Training Needs Survey in their respective communities to identify possible homeland security-related education and training opportunities.

Rational: The Training Needs Survey indicated a significant need for training in many areas related to homeland security. High on the list was training in Cyber Security, Consequence Management and Acute Traumatic Stress. Colleges should consider conducting a needs survey in their own market to determine if there is a need for short-term, non-credit training in these topics. The results of the training needs survey indicated that 16% of respondents reported they were not at all satisfied or only “somewhat satisfied” with training provided by educational institutions. This was the lowest degree of satisfaction indicated. Consequently, every effort should be made to attract high quality instructors with considerable content expertise and experience in teaching adult learners.

Recommendation # 3: Colleges are encouraged to closely review those competencies, skills and tasks identified by workshop panelists that were not related to homeland security but being performed by those in the field to determine if there are any gaps in existing curriculum.

Rational: One of the value added features of this project was that project staff did not focus solely on homeland security-related skills and tasks. Though this was certainly the primary objective, during the workshop, efforts were made to identify all of the major competencies, skills and tasks in the field, homeland security-related or not. Colleges should consider looking at these competencies, skills and tasks closely to see if their existing programs address these issues as well, since they are being performed in the field. The same goes for the “Other Knowledge and Skills” identified by panelists. There may very well be information that can be used in program marketing and help prospective students get a better sense of the career field.

Recommendation # 4: Colleges are urged to seriously consider integrating content from the following six topics into existing curriculum: National Incident Management System (NIMS), All Hazards Awareness, Weapons of Mass Destruction (WMD), Interoperability, Community Preparedness and Communications.

Rational: Though each industry cluster identified some tasks and skills specific to their respective cluster, there were some common and important themes that emerged during the workshops. These themes were even present in looking at the results of the training needs survey even though the survey was conducted independently of the workshops. In analyzing the results of both the workshops and surveys, six topics were consistently identified. Those topics included: National Incident Management System (NIMS), All Hazards Awareness, Weapons of Mass Destruction (WMD), Interoperability, Community Preparedness and Communications. In each of the workshops these topics repeatedly came up as critical knowledge of those in the field regardless of job title. Therefore, the primary recommendation of this project is that colleges consider integrating or infusing this content into existing curriculum or insuring that it is included in new curriculum. This could be done in one of three ways. First, the content could be integrated into existing curriculum, or secondly by the development of stand alone “modules,” or third, the development of a separate “Homeland Security Considerations” course that includes the following content:

National Incident Management System (NIMS)

- Understand the history of the National Incident Management System (NIMS)
- Understand NIMS requirements
- Understand the Incident Management System (ICS)
- Understand ICS Requirements
- Understand the National Response Framework (NRF)*

* **Note:** Since the workshops were completed, the National Response Framework (NRF) has replaced the National Response Plan (NRP). The NRF is built on the following five principles: engaged partnerships, a tiered response, scalable, flexible and adaptable operational capabilities, unity of effort through unified command, and readiness to act.

All Hazards Awareness

- Understand the concept of all hazards awareness
- Understand how to conduct a vulnerabilities assessment
- Understand how to evaluate and update all hazards programs and policies
- Understand the importance of conducting exercises with allied disciplines

Weapons of Mass Destruction (WMD)

- Understand similarities and differences of domestic and international terrorism
- Understand basic concepts of Chemical, Biological, Radiological, Nuclear, and Explosive/Energetic (CBRNE)
- Understand the importance of maintaining an awareness of emerging threats such as agricultural terrorism and avian influenza
- Understand basic concepts of Personal Protective Equipment (PPE)

Home Land Security Interoperability

- Understand the criticality of interoperability
- Understand the importance of participating in multi-disciplinary training
- Understand the importance of participating in organizational, local and regional disaster drills
- Understand the importance of having a cache of emergency food and medical supplies for people as well as animals

Community Preparedness

- Understand the demographics of your community
- Understand the importance of providing preparedness training for the public (people and pets)
- Understand how to perform an all hazards assessment to determine community prevention/intervention programs and strategies
- Understand the concept of critical infrastructure protection

Communications

- Understand the types of problems that can occur with communications during a catastrophic event
- Understand the different types of communication technologies currently in use
- Understand the importance of having an interoperable communications plan
- Understand the established terminology as defined in NIMS
- Understand the importance of communications when participating in training or an exercise

Clearly this recommendation presents challenges. For example, some college programs (such as nursing), have mandates on the number of hours of instruction in their programs and some programs may even have constraints on the content. One possible solution to the number of hours dilemma might be for colleges to suggest that the “Homeland Security Considerations” course be recommended and not required. Though this is not the most desirable outcome, it would at least send a signal to prospective students of the importance of these issues. A second significant challenge might be that colleges simply don’t have the resources available to develop the needed content. However, it’s possible that through a collective effort, that grant funding could be procured to develop and disseminate this content. This might be the most attractive solution for two reasons. First, it would preclude the need of colleges to devote resources to this effort they may not have, and secondly, it would ensure consistency in the curriculum developed state-wide.

How will work on the skill panel project continue after the grant ends?

The Center of Excellence for Homeland Security serves as a point of contact and facilitator for the 34 community and technical colleges, public agencies, and private sector organizations dedicated to delivering dynamic domestic preparedness education and training across Washington State. The results of this grant project will continue to be accessible through the Center of Excellence for Homeland Security’s website, and will impact community and technical colleges and industry clusters in several ways. The results and recommendations generated by this report will serve as:

- A catalyst for curriculum development efforts for community and technical colleges.
- A resource for colleges in assessing potential new educational and training markets.
- A tool to evaluate or create organizational position descriptions for industry clusters.
- A tool to evaluate and select personnel for jobs within the industry clusters.
- An assessment instrument for organizational training activities for industry clusters.

Appendices

Appendix A: Emergency Medical Services Workshop Results

Appendix B: Emergency Communications Workshop Results

Appendix C: Law Enforcement Workshop Results

Appendix D: Fire Service Workshop Results

Appendix E: Special Teams Workshop Results

Appendix F: Public Works Workshop Results

Appendix G: Public Health Workshop Results

Appendix H: Emergency Management Agencies Workshop Results

Appendix I: Health Care Workshop Results

Appendix J: Private Sector Security Workshop Results



Appendix A: Emergency Medical Services (EMS) Cluster

		← Specific Tasks →						
↓ General Areas of Competence ↑	Incident Management Systems	Complete NIMS training	Adhere to required NIMS training	Be familiar with local, state and National Response Plan	Participate in cross-disciplinary training			
	Communications	Utilize standard terminology	Operate a radio (Interoperability across disciplines)	Use of telecommunications/GIS technology (operate telephone and cell phone)	Operate computer technology	Prepare and provide Situation report to appropriate personnel	Complete accurate and detailed patient care reports	Provide documentation to appropriate parties in a timely fashion
	Safety	Understand and comply with applicable laws and statutes.	Assess and manage scene risks	Interface with other responding agencies and personnel	Utilize Proper Personal Protective Equipment and Body Substance Isolation (Responder)	Protect public and bystander	Protect patient	Operate vehicle safely
	Well Being of the EMS Provider	Ensure personal/family preparedness	Promote a healthy lifestyle	Utilize proper Personal Protective Equipment and Body Substance Isolation (Responder)	Maintain mental well-being	Maintain physical well-being (hydration, nutrition, rest)	Utilize EAP resources effectively	Promote team building
	Critical Thinking & Clinical Decision Making	Demonstrate ability to form concepts	Demonstrate ability to interpret data	Demonstrate ability to initiate care based on findings	Adhere to principles of reflection on action	Review performance, modify knowledge base as indicated	Six "R's" (1) Read the scene, (2) Read the patient, (3) React, (4) Reassess, (5) Revise as needed, (6) Review performance	Apply principles of critical thinking
	Patient Care and Management	Perform patient assessment	Perform triage	Deliver appropriate patient care (per protocol)	Consult with your authorized medical control	Maintain records of all patient care contacts	Determine and transport patient to appropriate facility	Utilize appropriate mode of transportation
	Equipment	Obtain required equipment	Assure vehicle readiness	Ensure that equipment operates properly	Maintain equipment as per manufactures' recommendation	Demonstrate competency with using equipment	Identify, report, and replace, outdated or defective equipment	Maintain on-going equipment needs list
	Professional Development	Maintain fund of knowledge as per scope of practice	Maintain certifications	Demonstrate skill proficiency as per scope of practice	Demonstrate application of knowledge as per scope of practice	Participate in research and development of evidence based medicine	Encourage membership and participation in professional organizations	Encourage networking with other disciplines

PANELMEMBERS:

Region 2: Dave McCarthy, Training Coordinator, Northwest Region EMD & TCC
 Region 3: Tim McKern, Assistant Fire Chief, Mason CFPD#5
 Region 4: Zita Wiltgen, Regional Administrator, Southwest Region EMS & Trauma Care Council
 Region 5: Mike Smith, Program Chair and Lead Instructor, Tacoma Community College
 Region 7: Ray Eickmeyer, Paramedic, Lake Chelan Valley EMS
 Region 8: Todd Lenseigne, Battalion Chief/Paramedic – EMS/Safety Officer, Yakima FPD #5
 Michael Smith, EMS Terrorism and Disaster Response Specialist, Department of Health

WORKSHOP LOCATION:

Pierce College
 9401 Farwest Drive S.W.
 Lakewood, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: September 26 & 27, 2005

Note: Blue font indicates those homeland security-related general areas of competence and specific tasks performed by individuals in the Emergency Medical Services (EMS) discipline.

Additional Skills and Knowledge (Flip Side)

Other Knowledge and Skills:

- a. Listening and speaking effectively

- b. Reading and writing effectively
- c. Maintaining records
- d. Recognizing and reporting public health threats (i.e. epidemics, and Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE))
- e. Staying current with emerging trends
- f. Altered care and response for extreme disasters, i.e., Katrina

Traits of Successful EMS Workers:

- Flexibility
- Adaptability
- Resiliency

Knowledge of Standards:

- All hazards awareness
- Appropriate decontamination
- Ongoing interoperability with All Disciplines

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Appendix B: Emergency Communications Cluster

		← Specific Tasks →					
General Areas of Competence	Information Management	Communicate Clearly & Accurately	Gather Information; Identify the Nature and location of incident (5 W's) - who, what, when, where, and why	<u>Evaluate Information; Prioritize</u>	Disseminate Information	Comply with Privacy regulations (PDA, HIPPA, etc.)	
	Radio Protocol	Learn agency specific protocols	<u>Learn inter-operable protocols</u>	Demonstrate knowledge of applicable Federal, State, Local regulations. (International)	<u>Understand and use applicable Radio Terminology</u>		
	Equipment Operation	Understand the theory and operations of various telephone systems	Understand the theory and operations of various radio systems	Understand the theory and operations of various Computer Aided Dispatch systems.	Ability to Operate Vehicles	Ability to Operate Power Supply Systems	Ability to trouble shoot various equipment
	Interdisciplinary Knowledge	Understand basic EMS operations	Understand basic Police operations,	Understand basic Fire operations	<u>Become familiar with other disciplines as needed</u>	<u>Knowledge of Mutual Aide Agencies and Resources</u>	
	Security	<u>Understand facility specific Security Measures</u>	<u>Identify potential facility vulnerabilities</u>	<u>Apply facility specific Security Measures</u>	Identify security system alerts	Respond appropriately security systems alerts	<u>Develop and Practice Personal Safety Procedures</u>
	Hazards Recognition	<u>WMD awareness (Weapons of Mass Destruction)</u>	<u>Identify potential "targets"</u>	Understanding Local Geography	<u>Evaluate Situational Information</u>	Determine Proper Action Based on Assessment	HAZMAT awareness Disaster preparedness (All hazards)
	Knowledge and Understanding of NIMS	<u>Complete NIMS Training</u>	<u>Practice the Application of NIMS</u>	<u>Apply NIMS</u>			
	Professional Development	Obtain and maintain T1 certification (or local equivalent)	Obtain and maintain T2 certification (or local equivalent)	Obtain and maintain ACCESS certification if applicable	Obtain and maintain Emergency Medical Dispatch certification if applicable (criteria)	<u>Participate in continuing education (homeland security)</u>	Network with other professionals Participate in professional organizations
		Subscribe to professional journals	<u>Promote cross-training within and across agencies to insure adequate and knowledgeable personnel</u>	Obtain membership in professional telecommunications organizations (APCO/NENA)			

PANELMEMBERS:

Karen Miller, Shift Supervisor, Fire Comm (Pierce County)
 Craig Larsen, Communications Shift Supervisor, Washington State Patrol
 Mark L. Creley, Dispatch Supervisor, City Communications, City of Puyallup
 Dan Aycock, Captain, Walla Walla Police Department & 911 Coordinator/Communications Manager

WORKSHOP LOCATION:

Pierce College
 9401 Farwest Drive S.W.
 Lakewood, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: November 29 & 30, 2005

Note: Blue font indicates those homeland security-related tasks and skills performed by employees in the Emergency Communications discipline.

Additional Skills and Knowledge (Flip Side)

Recommended traits of successful Emergency Communications Workers:

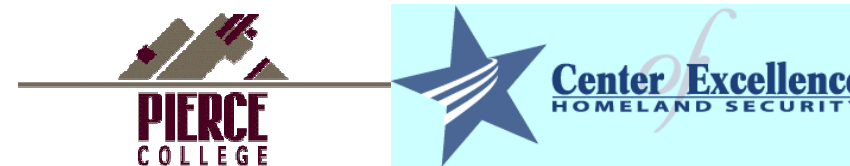
- Flexibility
- Honesty
- Dependability
- Adaptability
- Integrity
- Trust
- Empathy
- Intelligent
- Stress tolerance
- Problem solving skills
- Commitment
- Sound judgment

Recommended additional skills of successful Emergency Communications Workers:

- Ability to Multi-task
- Keyboarding skills
- Function in a stressful environment
- Customer Service
- Effective language skills (listening, reading, writing, speaking)
- Understand technical language and terminology related to Telecommunications
- Organization skills
- Ability to read maps
- Computer skills
- A psychology class focusing on interpersonal skills should be a requirement

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Appendix C: Law Enforcement Cluster

		← Specific Tasks →						
← General Areas of Competence →	Organizational Accountability	Maintain and manage Records	Prepare for, and perform Audits	Equipment tracking	Tracking Training	Manage Homeland Security assets	Manage People, Events, and time	
	Community Involvement	Knowledge of Community History	Knowledge of Demographics	Display Sensitivity to Community Norms	Display Sensitivity to Community Expectations	Encourage Community Participation		
	Communication	Read, Write and Comprehend Appropriate Information	Disseminate information both written and verbal	Present a command presence	Utilize observation skills			
	Interpersonal Skills	(Ability to communicate appropriately in a one-on-one interaction within a culturally diverse community)	Recognize Cultural Differences	Active listening skills	Ability to express (physically and verbally) the appropriate amount of intensity and tone	Empathize	Ability to paraphrase	Demonstrate appropriate manners
	Leadership Skills	Demonstrate Exemplary Behavior	Exercise Appropriate Judgment and Decision Making	Distinguish right versus wrong, good versus evil ETHICS	Demonstrate Legal Knowledge	Demonstrate Knowledge of Policy	Demonstrate Knowledge of appropriate use of force	Assess, Organize, Prioritize, Action
		Manage People, Events, and time	Ability to Multi-Task	Understand political Implications				
	Demonstrate Competencies (Physical & Technical) * Per BLEA	Pass the basic physical ability test	Pass entry level medical exam	Ability to operate lethal and less lethal equipment (i.e. fire arms, taser, bean bag, etc.)	Demonstrate report writing ability	Demonstrate information technology competencies	Demonstrate Competent Radio operation	Ability to read and navigate, with a map
		Identify and respond to Crisis or Disaster Events	Other specialties (marine services, SWAT, Bike patrol, any and all else)	Conduct investigations	Forensic investigation Understanding	Understanding importance of intelligence collection and dissemination		
	Equipment Proficiencies	Operate and maintain Weapons	Operate and maintain Vehicles	Appropriate and maintain Work Attire	Operate Radio and Car Computers	Operate Emergency Equipment		
	Mandated Training	Complete Basic Law Enforcement Academy (BLEA)	Complete yearly certification updates	Complete in-service training	Complete promotional professional development as required by Washington State	Obtain Homeland security training	Operate and Maintain Specialty Equipment	
	Career development	Participate in Specialty Unit Training	Participate in professional organizations	Attend Command College	Attain College education	Obtain Homeland security training		
Safety and Health (personal)	Maintain Physical Fitness	Maintain Sound Mental Health	Use appropriate personal protective equipment	Encourage Necessary Vaccinations	Routine Medical exams and check-ups			
Home Land Security Interoperability	Identify and protect critical infrastructure	Acquire and obtain required HLS training (e.g. NIMS, ODP)	Coordinate with Emergency Management to obtain HLS equipment	Collect and Disseminate Intelligence Data	Interface with other agencies i.e.. military, non-government, non-LE			

(Flip Side of Chart)

PANEL MEMBERS:

Region 2: Lieutenant Chris Jensen – City of Bainbridge Island Police Department
 Region 5: Sgt. Cynthia Fajardo, Pierce County Sheriff's Office
 Region 7: Sgt. Maria Agnew, Emergency Management, Chelan County Sheriff's Office

WORKSHOP LOCATION:

Pierce College
 9401 Farwest Drive S.W.
 Lakewood, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: December 12 & 13, 2005

Note: Blue font indicates those homeland security-related general areas of competence and specific tasks performed by individuals in the Law Enforcement discipline.

BLEA: Basic Law Enforcement Academy

Other Knowledge and Skills

← Specific Tasks →						
General Areas Competence	Expanded Law Enforcement Response Local	Activate Mutual Aide	NIMS/ Incident Command Systems	Resume Normal Operations		
	Expanded Law Enforcement Response State	Activate State Law Enforcement Mobilization	NIMS/ Incident Command Systems	Resume Normal Operations		
	Expanded Law Enforcement Response Federal	Declaration of Governors Order	NIMS/ Incident Command Systems	Resume Normal Operations		

Desirable Character Qualities of Law Enforcement Candidates:

- Self Starter Self Motivated Independent Thinker Conscientious Past Military Experience Desired
- Life experience Two-year degree (preferred) Physically Fit Good driving record No criminal history
- Sound Mental Health Ability to Learn Common sense Disciplined Flexible
- Responsible in areas of finance and relationships

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Appendix D: Fire Services Cluster

←General Areas of Competence→	←Specific Tasks→							
	All Hazards Assessment	Perform community assessment (HIVA, RAVE)	Develop policy and procedures to address all hazards response	Training Internal and external personnel	Conduct exercises with allied disciplines	Evaluate and Update All Hazards programs and policies	Analyze emerging risks/vulnerabilities/trends	
	Safety	Comply with all National, State and Local applicable laws and statutes	Assess and manage training and scene risks	Insure that personnel operate within scope of certification/training	Implement health and wellness initiatives	Establish and implement a preventative equipment/ PPE/apparatus maintenance program	Evaluate and update policies and procedures best practices on going	
	Incident Management	Complete NIMS Training to the appropriate level as indicated in the Department SOP's	Adhere to required NIMS training	Demonstrate knowledge of local, state and national response plans at appropriate level	Participate in cross disciplinary training	Operate incident command system, and accountability appropriate to the incident	Seek and develop multi-agency interoperability	
	Emergency Response (I.e., Fire suppression, EMS, Hazmat (CBRNE) Technical Rescue, & Disaster Response)	Analyze the incident and respond based on level of training/certification	Plan the response (Incident Action Plan)	Implement planned response and appropriate level of incident management	Evaluate the progress/plan	Demobilize incident	Complete appropriate documentation	*Perform post-incident analysis/ critique
		Evaluate and update emergency response plans						
	Prevention and Code Enforcement	Adopt nationally recognized code standards code/standards	Promote prevention and mitigation through education, enforcement, and engineering programs	Provide coordinated code enforcement with other disciplines	Investigate origin and cause of all fires and other applicable incidents	Report, document and analyze all incident responses	Perform all risk assessment to determine community prevention/intervention programs and strategies	
	Public Education/ Community Preparedness	Identify community partners/stakeholders	Encourage networking and participation with other disciplines i.e. DEM, DHS, FEMA, etc.	Develop and implement appropriate all risk prevention programs (PIER, CERT, 1 st Aid, CPR, PAD, and RiskWatch etc) Home Safety Literacy Project and etc)	Publish and distribute prevention and disaster preparedness information	Analyze and enhance community preparedness programs through ongoing evaluation process.		
	Communications Technology	Utilize Clear Text terminology	Use standardized National or NFA communication model	Develop integrated interoperability communication plan with other responder disciplines	Review and update current and new technology, and equipment to meet all hazards mitigation needs	Establish a credential monitoring system		
	Career Development	Develop and Implement initial F.F. through officer development training as per NFPA standards	Promote and encourage multiple level career advancement through professional development (driver operator, special team, paramedics, officer advancement, etc.)	Develop and Maintain current training and certifications	Encourage membership and participation in professional organizations	Seek and participate in professional development (higher education CFOD, EFO, etc.)	Provide and encourage participation in career development consistent with duties and functions determined in all hazards assessment	

Note: Blue font indicates those homeland security-related general areas of competence and specific tasks performed by individuals in the Fire discipline.

(Flip Side of Chart)

PANEL MEMBERS:

Mary Corso, Interim Dean, Fire Service Training, Bates Technical College

WORKSHOP LOCATION:

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

Region 1: Art White, Deputy Chief of Training, Safety and Special Operations, Everett Fire Department
Region 1: Gary L. Aleshire, Jr., Deputy Chief, Snohomish Fire District 1
Region 2: Steven Wright, Battalion Chief, South Kitsap Fire and Rescue
Region 5: Bret Stohr, Assistant Fire Chief, Operations Division McChord Air Force Base
Region 7: Stan Smoke, Assistant Chief, Fire Marshal, Wenatchee Fire and Rescue

Pierce College
9401 Farwest Drive S.W.
Lakewood, Washington

RECORDER
Andrew Jackman, Ph.D., Consultant

Workshop Dates: January 17 & 18, 2006

Other Knowledge and Skills

Other Knowledge, Skills and Abilities

- (1) NFPA professional qualification standards (jobs, performance requirements)
- (2) Applicable Washington Administrative Code
- (3) IFSAC or PRO-Board accreditation and certification
- (4) Understand budgets and the budgetary process in your community
- (5) Understanding of volunteer agencies, collective bargaining, and political processes

Recommendations

- (6) Encourage colleges to deliver curriculum which is inclusive of testing and certifications. (Often schools train the students but do not administer the test; consequently departments should provide students the opportunity to take the exams so that they get the certifications affiliated with their training.)
- (7) Programs need to reengineer program content and numbering to maximize transferability to other institutions locally and nationally
- (8) Certificate programs (e.g. Fire Fighter 1 and 2, Officer 1 and 2, Prevention and Specialized training etc) should encapsulate the program so that it ends in two year degree.
- (9) Encourage Fire Departments and agencies to recognize and reward degree achievement.
- (10) Encourage the State to adopt standardized 'required' training for each job specific function

Desirable Character Qualities of Fire Services Candidates

- Effective listening and speaking
- Technical math, reading and writing skills
- Critical thinking and decision making (common sense)

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Appendix E: Special Teams (HAZMAT) Cluster

		← Specific Tasks →						
↓ General Areas of Competence ↑	Requisite knowledge	Comply with Federal and State Statutory requirements	Knowledge of Chemistry, Physics and Mathematics	Ability to understand and comply with NIMS/ National Response Plan	Complete required WMD training	Understand local policies and procedures	Demonstrate equipment use and competence	
	Communications	Develop a communications model or plan	Use established terminology as defined in NIMS	Demonstrate appropriate use of technology				
	Analyze the incident scene	*Determine Authority having Jurisdiction	Perform Risk/Benefit analysis	Recon the area, mitigate life hazards as appropriate	Determine scope of incident/hazard	Identify properties of incident/hazard	Research incident/hazard properties	Isolate and deny entry as appropriate in accordance with Emergency Response Guidebook (ERG)
		Determine what resources are needed (human and equipment)						
	Formulate an Incident Action Plan(s)	Establish effective communications	Determine mode of operation (offensive, defensive, nonintervention)	Develop specific actions to mitigate hazard(s) what ever they may be.	Determine what resources are needed (human and equipment)	Assign key functional positions per Incident Command System (ICS) chart	Validate plans with ICS key functional positions	Conduct pre-incident briefing
	Implement an Incident Action Plan (IAP)	Finalize written Incident Action Plan	Accomplish incident objectives					
	Evaluate Incident Action Plan (IAP)	Confirm effectiveness of actions from IAP	Modify IAP as needed					
	Termination of Emergency portion of incident	Release incident to responsible party	Conduct post-incident debriefing	Release resources (demobilize)	Restore resources to service	Perform a post-incident analysis		
Professional Development	Apply lessons learned in post incident analysis	Maintain certifications and competencies as appropriate	Participate in on-going and continuing education	Network with other professionals	Participate in local/regional training	Encourage officer development	Evaluate new technologies and techniques	

PANELMEMBERS:

Troy Madill, Captain, Job Title, McChord AFB Fire & Emergency Services
 Lieutenant Brian Pille Firefighter/EMT, Hazardous Materials OPR, McChord AFB Fire & Emergency Services
 Patrick Lillie, Lieutenant/Paramedic/Rescue Technician, Lakewood Fire Department
 Matt McCarthy, HazMat Specialist, Puyallup Fire Dept and WA-TF1 Urban Search & Rescue Team
 Patrick Lonergan Program Specialist, Chelan County Sheriff's Office, Department of Emergency Management
 Mike Spring, Mike Spring, Chief, Benton County Fire District No. 4, & Chair for the Tri-County Haz-Mat team

WORKSHOP LOCATION:

Pierce College
 9401 Farwest Drive S.W.
 Lakewood, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: February 13 & 14, 2006

Note: Blue font indicates those homeland security-related tasks and skills performed by employees in the Special Teams discipline.

Additional Skills and Knowledge (Flip Side)

Specific requisite knowledge of laws and regulations of Special Teams (disciplines)

HAZMAT: CFR, 1910.120, NFPA, 471, **472**, 473, 1001, & 1500, WAC 296305, WAC 296-824, OSHA)

Water Rescue: NFPA 1670, 1006, 1983, 1001, & 1500, non-NFPA rescue three international, dive rescue international, OSHA, WAC 296305, Coast Guard Regulations, local laws and protocols)

Structural Collapse: NFPA, 471, **472**, 473, 1001 & 1500, WAC 296305, OSHA, FEMA structural collapse technician)

SWAT: Washington State Revised Code of Washington (legal use of force and police authority), Department Policy and Procedures Manual (regulates actions and structure), Judicial Authority (search warrant, arrest warrant, seizure of persons warrant, exigent circumstances), industry standards (size of department regulates civil team training and equipment standards) and RCW Mutual Aid (backup teams).

Bomb Squad: None identified.

Rope Rescue: NFPA 1670, 1006, 1983, 1001, 1500, WAC 296305)

Trench: NFPA 1670, 1006, 1983, 1001, 1500, part N (excavation) of the WAC & 296305 296-155 part N)

Heavy Extraction: NFPA 1670, 1006, 1001, 1500, WAC 296305, OSHA)

Wild lands: (NWCG standards, DNR 310-1, NFPA 1001, 1500, WAC 296305)

Confined Space: NFPA 1670, 1006, 1983, 1001, & 1500, 29CFR1910.146, WAC 296305)

Desirable traits of the competent Special Teams' Technician

- Ability to be a team player
- Meet or exceed Physical Conditioning standards
- Know your limitations
- Adaptability
- Master of multiple special teams disciplines
- Ability to multitask
- Ability to work in a Para-military setting
- Detail oriented

Additional Knowledge, Skills and Abilities Desired of a Special Teams Technician

- Demonstrate Computer Skills
- Firefighter background (all disciplines except bomb squad, SWAT where a law enforcement background is preferred)
- Possess interpersonal skills (outgoing personality, empathetic, friendly, effective communicator)

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Appendix F: Public Works Cluster

Representative Divisions of the Public Works Discipline Include: Road Operations (Street Maintenance), Water, Storm Water and Drainage systems, Sanitary Sewer, Solid Waste, Power Supplies (PUD), Public Transportation, Animal Services, Ports and Harbors, Railroads, Airports, Engineering and Planning, Construction, Dams and Impoundments, Fleet Management, Petroleum Distribution, Buildings and Structures, Communications Infrastructure, Parks, Open Spaces, and other regulated lands, Environmental Sciences, and Geographic Information Systems (GIS).

		← Specific Tasks →						
← General Areas of Competence →	Technical Skills	Obtain and Maintain appropriate professional certification and training for initial job qualification	Complete NIMS training and Certification	Complete appropriate levels of ICS	Understand Safety and Security issues pertinent to appropriate division	Demonstrate computer proficiency appropriate to position		
	Supporting Technologies	Utilize plain text (standard terminology) communication	Understand the range of electronic communications systems, and SCADA	Basic understanding of the abilities and limitations of common communications systems	Understands data security, warehousing and EDI	Demonstrate knowledge of different software and scanners	Understanding communications interoperability	Understand GPS technology
		Utilize GIS						
	Emergency Management, Planning	Knowledge and implementation of the emergency response plan	Understand district's security measures	Understanding of basic Hazards, risk analysis	Cataloging community resources	Awareness of the requirement to have a hazards mitigation plan	Know how to open and implement EOC	
	Administration and Management (Finance, Accounting)	Utilize proper ICS forms (documentation)	Understand resource recovery	Understand how to operate within Incident Command System (area and unified commands.)	Understanding basic finance, cost accounting requirements in an emergency response	Keep your emergency response and vulnerability assessment plan current	Understand all levels of the regulatory framework	
	Customer Service	Demonstrate basic speaking and listening skills under stress	Know how to refer individuals and agencies to access public or individual assistance programs					
	Public Information and Education	Understand the PIO function	Provide preparedness training for the public (people and pets)	Inform the public of realistic level of service expectation	How to establish and operate Joint Information Center	Know what is or is not appropriate information for release to public		
	Professional Development and Training	Keep current with CDC recommendations on health issues, sanitation and disease	Obtain training in Hazard communications (e.g. MSDS)	Have basic understanding of Hazmat	Obtain and maintain appropriate training particular to individual agency requirements and regulations	Keep updated from NIMS integration center	Participate in table-top or disaster drill exercises	
	Operations and Maintenance	Assess Facilities	Identify and integrate emergency shelters for animals and people	Understanding transportation and logistics	Understand resource management (people, equipment and facilities)			
	Interagency Interoperability	Networking with other agencies and organizations	Have understanding of how different agencies are handling different disease	Know what agencies cache emergency (food and medical) supplies for animals as well as people	Understand inter-local agreements			

Note: Blue font indicates those homeland security-related tasks and skills performed by employees in the Public Works discipline.

PANELMEMBERS:

Chris Waarvick, Director of Public Works, City of Yakima
Brian McDonnell, Training Coordinator, Pierce County Public Works and Utilities
Bob Walter, Director of Education, The Humane Society for Tacoma and Pierce County
Michael Maloney, Program Manager, Advanced Center of Transportation Technologies, Clark College
Jeff Lincoln, Public Works Director, City of Steilacoom
Correne Buck, Animal Control Officer, Lakewood Police Department
David G. Hall, Pumping & Water Treatment Operations Department Head, Lakewood Water District

WORKSHOP LOCATION:

Pierce College
9401 Farwest Drive S.W.
Lakewood, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: March 20 & 21, 2006

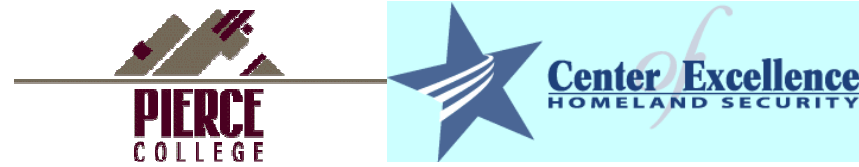
Other Essential Knowledge, Skills and Abilities

- Ability to read blue prints, drawings and plans
- Possess basic mathematics skills
- Must be able to read, speak and write English effectively

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Appendix G: Public Health Cluster

		←Specific Tasks→							
←General Areas of Competence→	A. Prevention Concepts	A – 1: Be able to engage and educate the community	A – 2: Know the basics of how to control communicable diseases	A – 3: Know mechanisms to protect/promote environmental health	A – 4: Be aware of policy development and implementation	A – 5: Identify steps in program development			
	B. Public Health Professional Skills	B – 1: Understand basic concepts of disease and disease transmission	B – 2: Understand basic concepts of sanitation	B – 3: Understand and apply the concepts of Risk Assessment	Field Epidemiology Skills: 1: Describe the key elements of a case definition	Field Epidemiology Skills: 2: Understand and apply concepts of Surveillance including syndromic surveillance	Field Epidemiology Skills: 3: Use Interviewing skills (listening) effectively	Field Epidemiology Skills: 4: Obtain and package appropriate laboratory samples for analysis	
					Community Assessment Skills: 1: Knowledgeable of assessment competencies identified by Washington State Department of Public Health www.assessnow.info	Community Assessment Skills: 2: Use assessment data for both program/policy development and emergency response			
	C. *Public Health Emergency Preparedness and Response	C – 1: Comply with NIMS directives	C – 2: Be familiar with local, state and National Response Plans for all-hazards	C – 3: Participate in multi-disciplinary training e.g. ICS, NIMS, Forensic Epi, and other emergency preparedness training.	C – 4: Understand basic concepts of CBRNE	C – 5: Understand the concepts of Mass Prophylaxis and Vaccination	C – 6: Understand the concepts of isolation and quarantine	C – 7: Demonstrate knowledge and appropriate use of Personal Protective Equipment (PPE)	
		C – 8: Identify and access resources for public health response	C – 9: Be aware of the Laboratory Response Network (LRN)						
	D. Public Health Laws, Regulations and Protocols	D – 1: Adhere to established standards of public health ethics	D – 2: Comply with Legislative Mandates for public health (e.g. registering vital records)	D – 3: Understand Department of Health and Board of Health Structure in Washington State and powers as codified in RCW and WAC	D – 4: Understand the HIPAA (health insurance, portability, and accountability) and Washington State privacy law under RCW 70.02.	D – 5: Be informed about notifiable conditions and the disease reporting process	D – 6: Understand and apply forensic public health practices	D – 7: Be aware of the impact of contracts and grant processes on public health practice	
	E. Quality Assurance Concepts	E – 1: Evaluate program effectiveness	E – 2: Cultivate the “Public Health Improvement Partnership”	E – 3: Draft goals and measurable objectives (SMART specific, measurable, attainable, reasonable, trainable)	E – 4: Identify and implement Assurance best practices				
	F. General Research Skills	F – 1: Ability to generate a testable hypothesis	F – 2: Knowledge of how to search standard data bases	F – 3: Ability to critically analyze peer reviewed literature	F – 4: Collect and present data in a clear and simple fashion	F – 5: Be able to interpret simple data appropriately/accurately	F – 6: Generate recommendations based on data		
	G. Technology Skills	G – 1: Generate and enter data into a spread sheet	G – 2: Utilize communication technology e.g. satellite telephone, blackberries, etc.	G – 3: Use educational technology such as web cast	G – 4: Understand and apply principles of GIS technology	G – 5: Use web based emergency management tools such as WebEOC	G – 6: Enhance management efficiency through appropriate use of managerial software e.g. Microsoft office suite, Outlook	G – 7: Expedite the receipt and dissemination of critical public health information using web based communications	
	H. Communication Skills	H – 1: Using the principles of risk communication, communicate clearly and effectively the risks associated with public health issues		H – 2: Respond promptly and appropriately to requests for information	H – 3: Provide oral/written presentations effectively	H – 4: Create and publish content for websites	H – 5: Identify appropriate communication tools for specific audiences e.g. foreign language, visually impaired, deaf, etc...)		
I. Professional development	I – 1: Prepare to engage in lifelong learning appropriate to one’s profession		I – 2: Adapt the Washington State learning management system to the individual’s professional development needs.		I – 3: Keep current on new and emerging training requirements in public health including Homeland Security		I – 4: Maintain professional qualifications		

Note: Blue font indicates those homeland security-related tasks and skills performed by employees in the Public Health discipline.

Note: Green font indicates those tasks that are performed by employees in the Public Health discipline that have been altered as a result of homeland security-related issues.

PANELMEMBERS:

Lori Van De Wege, Regional Learning Specialist Liaison, Washington State Department of Health
Roger Arango, Local Emergency Response Coordinator, Grant County Health District
Eric Sergienko, MD, CDC EIS Officer, Epidemiology Washington State DOH – PHL
Nathan Weed, Regional Emergency Response Coordinator, Clark County Health Department
Leslie Koenig, Regional Emergency Response Coordinator, Benton – Franklin Health District
Joby Winans, PIO / Senior Organizational Development and Training Specialist/Safety Officer,
Tacoma-Pierce County Health Department

WORKSHOP LOCATION:

Pierce College
9401 Farwest Drive S.W
Lakewood, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: April 17 & 18, 2006

The Discipline of Public Health is defined as:

“Public Health is the science and practice of protecting and improving the health of a community, as by preventive medicine, health education, control of communicable diseases, application of sanitary measures, and monitoring of environmental hazards.”

- American Heritage Dictionary

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Appendix H: Emergency Management Cluster

Preamble: Emergency management agencies mitigate the effects of emergencies and disasters on the environment, people, property, and economy. The processes of HIVA and risk assessment drive the mitigation, preparedness, response, and recovery cycle. Emergency Managers lead disaster preparedness efforts, focusing on mission readiness with elected officials, agencies, jurisdictions, business, and NGOs to develop a cooperative organization for disaster preparedness.

		← Specific Tasks →							
← General Areas of Competence →	Public Information	Manage Joint Information System	Provide incident information	Conduct media interviews (TV, Radio, Newspapers)	Produce news releases	Conduct news conferences			
	Communications and Technology	Identify Communications infrastructure, redundancies, short-falls, & gaps.	Develop public early warning systems	Utilize GIS and GPS technology in all phases of emergency management	Equip all responders with interoperable radios, MDTs, software, WebEoc, etc.	Obtain training on communication equipment	Understand fundamentals of Radio over Internet Protocol (RoIP, wireless data, and other communications technologies)		
	Plans, Policies and Procedures	Develop or contribute, and coordinate the Hazard Identification Vulnerability Analysis (HIVA), and risk assessment	Develop or contribute to, and coordinate the Comprehensive Emergency Management Plan (CEMP)	Develop or contribute and coordinate to the Hazards mitigation plan	Develop or contribute to, and coordinate the Interoperable Communication Plans	Develop or contribute to Emergency Operation Center plans	Develop or contribute to, and coordinate hazard specific plans	Provide training on plans policies and procedures	
	Resource Management	Resource identification and typing	Coordinate administration and staffing	Secure, manage and administer funding, grants and budgets (i.e. public and private partnerships, etc.)					
	Mitigation	Seek and acquire funding for mitigation measures	Implement identified mitigation measures	Provide public information on mitigation measures	Develop or contribute to community wildfire protection plan, where appropriate.		Support and participate where required in regional law enforcement intelligence groups		
	Preparedness	Understand laws, plans, policies and procedures	Conduct all-hazards public education, and collaborate with other stakeholders (red cross, NGO, other cities or base groups)	Conduct all-hazards training drills and exercises	Establish and coordinate local agreements, ordinances, and mutual aid agreements	Ensure equipment readiness	Coordinate Emergency Management advisory council and or Citizens Corps Council activities where appropriate	Coordinate Local Emergency Planning Committee (LEPC) activities	
	Response	Notify stakeholders, responders, public officials and public of an incident or potential hazards	Implement ICS (and coordinate ICS with others if necessary)	Activate EOC, if appropriate	Declare an emergency, when appropriate	Support the incident commander	Mobilize resources (people, places and things)	Monitor effectiveness and redistribute resources as necessary	
		Manage and organize the volunteers and donations	Demobilize resources						
	Recovery	Establish a disaster recovery task force	Write an incident specific recovery plan	Track costs and prepare reimbursement documents	Coordinate federal disaster assistance efforts (FEMA & SBA)	Research and identify best practices in disaster recovery	Prepare incident and exercise After Action Reports and improvement plans		
	NIMS	Comply with NIMS	Complete NIMS training	Complete National Response Plan (NRP) training (Independent Study-800)					
Professional Development	Complete the Professional Development Series (PDS) ¹	Encourage membership and participation in Professional Organizations	Acquire and apply leadership, initiative, and collaboration skills to organize jurisdictions, agencies and disciplines' efforts.		Support career path mentoring & counseling	Complete Office of Grants Training (OGT) required courses			

Note: Blue font indicates those homeland security-related tasks and skills performed by employees in the Emergency Management discipline.

- FLIP SIDE OF CHART -

PANELMEMBERS:

Region 4: Zita Wiltgen, Administrator, Southwest Region EMS & Trauma Care Council
Region 5: Jody Woodcock, Program Manager, Pierce County Department of Emergency Management
Region 6: Paul McNeil, Response Section Manager, Washington Emergency Management Division
Region 7: Eric Cunningham, Emergency Management Specialist, Douglas County Emergency Management
Region 8: Don Marlatt, Emergency Management Director, Walla Walla County, Emergency Management

WORKSHOP LOCATION:

Pierce College at South Hill Park
716 South Hill Park Drive, Suite A
Puyallup, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: May 23 & 24, 2006

* In addition to ICS-800, also complete ICS-100, ICS-200, and IS-700.

Other Knowledge and Skills

¹Professional Development Series

Principles of emergency management
Emergency planning
Effective communication
Decision making and problem solving
Leadership and influence
Developing and managing volunteers
Exercise design

Traits and characteristics of effective Emergency Management personnel:

- Ethical
- Flexible
- Adaptable
- Resilient

Additional knowledge and skills

- Critical thinking skills
- Effective oral, written and visual communication skills

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Appendix I: Health Care Cluster

Assumption: All healthcare workers, volunteers and students will follow the policies and procedures of their organization, and the regulatory bodies.

		← Specific Tasks →						
← General Areas of Competence →	A. Clinical Care (medicine, nursing, pharmacy, therapies, labs, radiology, etc.)	A – 1 Provide patient focused care	A – 2 Coordinate care across the continuum	A – 3 Recognize and treat potential CBRNE victims	A – 4 Implement disaster triage	A – 5 Implement surge capacity		
	B. Support Services (dietary, housecleaning, security, laundry, general administration, office transportation, etc.)	B – 1 Focus on the patient	B – 2 Provide services to those who deliver patient care	B – 3 Implement surge capacity				
	C. Patient Safety & Quality Improvement	C – 1 Wash your hands	C – 2 Insure patients have proper identification	C – 3 Verify patient ID before treatment	C – 4 Identify yourself and your role to the patient	C – 5 Document legibly and accurately	C – 6 Identify hazards and take appropriate actions	C – 7 Comply with all infection control policies and procedures
		C – 8 Identify and report suspicious behavior						
	D. Human Resources	D – 1 Establish verification and credentialing standards during a disaster. (joint commission)	D – 2 Work within scope of practice or job description	D – 3 Work as part of a team	D – 4 Demonstrate safe work practices	D – 5 Establish standards for supervising professional disaster volunteers (joint commission)	D – 6 Evaluate and assess effectiveness of credentialing process and supervision of volunteer professional staff during an event.	
	E. Professional Ethics	E – 1 Respect patients values on health, illness and death	E – 2 Inform patients of treatment options as appropriate for your professional role	E – 3 Respect patients and family’s right to make decisions	E – 4 Respect and maintain patient privacy	E – 5 Insure that informed consent has been received, where required	E – 6 Practice within the scope of your license	E – 7 Demonstrate responsibility for your actions
E – 8 Maintain professional boundaries		E – 9 Develop an ethical framework to determine revised standards of care when resources are severely limited or in austere conditions						
F. Education	F – 1 Provide organizational orientation on safety and security for all employees	F – 2 Insure that the staff has the education and training to meet HLS performance standards	F – 3 Establish training standards for students and volunteers using the facility during a disaster.	F – 4 Provide training on individual personal preparedness	F – 5 Establish and track NIMS training requirements for staff i.e. which staff must complete ICS 100.	F – 6 Practice response plans with the community (disaster drills)	F – 7 Provide and participate in Community Education relating to disaster preparedness	

Note: Blue font indicates those homeland security-related general areas of competence and specific tasks performed by individuals in the Health Care discipline.

Health Care Cluster Continued

Assumption: All healthcare workers, volunteers and students will follow the policies and procedures of their organization, and the regulatory bodies.

		←Specific Tasks→						
←General Areas of Competence→	G. Resource Management (equipment, supplies, etc.)	G – 1 Order, operate, utilize, resupply, maintain and evaluate equipment and supplies	G – 2 Provide training on equipment and supplies	G – 3 Quality Assurance (calibrate and document equipment)	G – 4 Document all services, equipment and supplies specifically related to a disaster response (FEMA reimbursement requirements.)	G – 5 Identify equipment needing repair	G – 6 Arrange transportation, receipt, documentation and distribution of equipment and supplies	G – 7 Maintain adequate critical supplies to sustain operations for four or more days (joint commission)
		G – 8 Maintain a list of assets and resources inventory within each organization and submit to local jurisdiction	G – 9 Comply with NIMS resource typing	G – 10 Track and anticipate critical supply utilization, utilizing daily vendor contracts, MUO's, local and regional resources to maintain adequate stock / staff for the disaster response.				
	H. Facilities and Security	H – 1 Perform an all hazards assessment and vulnerability analysis	H – 2 Insure basic awareness, active surveillance, and understanding of threats	H – 3 Minimize unauthorized access to sensitive information	H – 4 Protect, operate and maintain critical utilities	H – 5 Develop plans to mitigate the effects of a hazard	H – 6 Establish plan and exercise controlled access to the facility	H – 7 Comply with identification procedures
		H – 8 Wear your name tag and Identify yourself						
	I. Incident Management	I – 1 Perform an all hazards assessment and vulnerability analysis (HVA). (joint commission)	I – 2 Establish mitigation and response plans based on the HVA utilizing ICS. (joint commission)	I – 3 Initiate incident command system	I – 4 Assess resources needed to respond to the incident	I – 5 Participate in after action evaluations / debriefings.	I – 6 Coordinate with community partners before, during and after the event	I – 7 Read and update emergency action plans regularly based on exercises and after action reports.
	J. Communications	J – 1 Perform gap analysis of current communications systems and redundancies based on HVA	J – 2 Insure there is an internal communications process is in place	J – 3 Maintain and enhance redundant communication systems based on gap analysis.	J – 4 Establish/confirm interoperability among partners	J – 5 Participate in community warning systems	J – 6 Coordinate public communications through the Joint Information Center	J – 7 Provide information to the public on healthcare organization safety
	K. Finance	K – 1 Perform a cost benefit analysis of the impact of the HLS regulations	K – 2 Create regular monitoring and reporting system to document expenses relating to disaster services	K – 3 Complete a cost analysis of the specific incident	K – 4 Complete paperwork and submit for disaster recovery reimbursement	K – 5 Identify opportunities to acquire HLS grants for emergency preparedness	K – 6 Coordinate and comply with grant funding requirements	
	L. Leadership Skills	L – 1 Insure that awareness, training and resources for HLS requirements are established.	L – 2 Review and support mitigation and response plans developed based on the HVA. (joint commission)	L – 3 Develop a continuity of operations plan	L – 4 Plan and insure that adequate equipment & supplies are available	L – 5 Work closely with other agencies to develop a community response plan	L – 6 Insure that you have MOU's in place	L – 7 Executive leadership keeps the board of trustees informed about HLS compliance and conformance
		L – 8 Participate in organizational, local and regional disaster drills.	L – 9 Utilize ICS for small, large and planned events.					

Note: Blue font indicates those homeland security-related general areas of competence and specific tasks performed by individuals in the Health Care discipline.

PANEL MEMBERS:

Eileen Newton, Disaster Coordinator, Franciscan Health System
Linda Tieman, Executive Director, Washington Center for Nursing
Bonnie L. Smith, Interim Director, Center of Excellence - Allied Health, Yakima Valley CC

WORKSHOP LOCATION:

Pierce College
South Hill Campus
Puyallup, Washington

FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: January 28 & 29, 2008

(Addendum to Chart)

Recommendation to healthcare industry:

- Investigate opportunities to make it easier for the general public and visitors to help in the security process
- Recognize that there are multiple federal, state, local and professional regulations which effect the healthcare industry regardless of setting
- Identify how these recommendations are being implemented at four year plus institutions
- How do you insure competencies are met by students who are from out-of-state or received their education on-line
- Insure that educators in the healthcare field have current subject matter expertise and skills
- Healthcare education systems need to be aware of emerging trends in HLS and integrate those competencies into the curriculum

Emerging trends:

- Stress interdisciplinary approach and collaboration (team work) in education and in the work setting
- Consider implications of changing demographics of the population

NOTE: The Acronym CBRNE in A – 3 above is Chemical, Biological, Radiological, Nuclear and Explosive

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Appendix J: Private Sector Security Cluster

Summary: Due to the paradigm shift relative to the war on terror, the importance and value of the private security industry has greatly increased the need for quality and comprehensive education to meet society's needs and expectations.

Assumption: This chart reflects the general areas of competence and specific tasks performed by those in the private sector security industry which includes: Security/Loss prevention management, Physical security, IT Security, Informational Security, Operational Security, Program Security, and Computer Security.

		← Specific Tasks →						
General Areas of Competence ↑ ↓	A. Communications	A – 1 Conduct interviews/interrogation	A – 2 Write clear, concise, and accurate reports	A – 3 Demonstrate effective oral communication skills	A – 4 Understand and demonstrate conflict resolution and verbal de-escalation	A – 5 Demonstrate effective radio and telephone discipline	A – 6 Interact effectively and positively with the community	A - 7 Demonstrate effective listening skills
		A – 8 Demonstrate ability to communicate effectively in English	A – 9 Utilize proper email and text messaging etiquette	A – 10 Demonstrate ability to communicate a brief and concise assessment of the situation to First Responders				
	B. Situational Awareness	B – 1 Demonstrate ability to conduct/detect surveillance	B – 2 Demonstrate ability to identify something out of the norm	B – 3 Interpreting behavioral analysis (Predictive profiling)	B – 4 Demonstrate ability to observe and report details	B – 5 Evaluate the situation and choose appropriate response	B – 6 Demonstrate an understanding of and implement Crime Prevention Through Environmental Design (Broken Windows Theory)	B – 7 Demonstrate and understanding of the basic principles of investigative techniques
		B – 8 Demonstrate a basic knowledge of domestic and international terrorism	B – 9 Know and be able to instruct others in personal safety principles	B – 10 Demonstrate an understanding of the principles of defensive tactics, tools and use of force				
	C. Emergency Management (Life safety awareness)	C – 1 Perform timely triage of the situation	C – 2 Perform fire prevention and response activities	C – 3 Identify the appropriate resources needed	C – 4 Respond to a critical incident	C – 5 Demonstrate an understanding of, contribute to, and practice an evacuation plan	C – 6 Demonstrate an understanding of, contribute to, and practice emergency response procedures	C – 7 Follow the defined emergency action plan for the facility
		C – 8 Know and implement continuity of operations planning and disaster recovery operations						
	D. Professional Conduct	D – 1 Demonstrate understanding and sensitivity to diverse segments of the community	D – 2 Demonstrate an understanding of the principles of maintaining a professional image	D – 3 Demonstrate an understanding of the ramifications of business abuse	D – 4 Know and follow industry best practices	D – 5 Demonstrate an understanding of the Sarbanes-Oxley Act		

Note: Blue font indicates those homeland security-related general areas of competence and specific tasks performed by individuals in the Private Sector Security discipline.

(Flip Side of Chart)

Private Sector Security Cluster Continued

		←Specific Tasks→						
←General Areas of Competence→	E. Risk Management	E – 1 Identify Safety hazards in the workplace	E– 2 Read and interpret regulations, guides, post orders, instructional manuals and applicable laws	E – 3 Demonstrate an understanding of and comply with Hazmat, (WISHA/OSHA) ADA, DOT, ISHS, (33CFR105, Customs Trade Partnership Against Terrorism, Patriot Act)	E – 4 Read, interpret and know the location of MSDSs	E – 5 Demonstrate an understanding of the liabilities of civil and criminal law	E – 6 Obtain and maintain First Aid/ CPR, AED, and bloodborne pathogens certification	
		E – 7 Demonstrate an understanding of a basic knowledge of traffic and pedestrian control	E – 8 Demonstrate an understanding of and comply with FERPA regulations	E – 9 Demonstrate an understanding of and comply with the Clery Act	E - 10 Demonstrate an understanding of and apply concepts supply chain security	E – 11 Demonstrate an understanding of the elements of critical infrastructure protection		
	F. Physical Security	F – 1 Demonstrate an understanding of the basics and limitations of CCTV	F – 2 Demonstrate the principles of access controls	F – 3 Demonstrate an understanding of the basics of perimeter security	F – 4 Demonstrate an understanding of the basic principles of lighting	F – 5 Demonstrate an understanding of the principles of parking lot security	F – 6 Demonstrate an understanding of robbery, rape and violence avoidance procedures	F – 7 Demonstrate an understanding of and demonstrate the basics of workplace violence prevention/response
		F – 8 Demonstrate an understanding of and mitigate the impact of domestic violence on the workplace	F – 9 Recognize and respond to individuals under the influence of alcohol or other drugs	F – 10 Recognize and respond to individuals exhibiting signs of mental illness and distress	F – 11 Demonstrate an understanding of the principles of an effective physical security system	F – 12 Demonstrate an understanding of how to secure crime scenes and protect evidence	F – 13 Demonstrate understanding of the basic rules of evidence	F – 14 Demonstrate an understanding of product counterfeiting and tampering
		F – 15 Demonstrate a basic understanding of labor relations (Strike and lockout)	F – 16 Demonstrate an understanding of, and a ability to recognize and identify proper ID as outlined in HSPD12	F – 17 Demonstrate an understanding of emerging technologies such as facility mapping, bio-scanning, geographic positioning systems, etcetera		F – 18 Demonstrate an awareness of changes to the Transportation Worker Identification Credential (TWIC) for background checks and credentialing.		
	G. Professional Development	G – 1 Complete IS 100, IS 200, IS 700, as required	G – 2 Maintain physical capacity to perform duties at optimum level	G – 3 Demonstrate appropriate skills for mitigating physical effects of stress				
	H. Leadership & Supervisory Skills	H – 1 Demonstrate an understanding of time management principles	H – 2 Be able to prioritize tasks	H – 3 Apply problem solving skills such as principles of critical thinking; proving/disproving truth/falseness, correcting faulty perceptions, and adapting to change.		H – 4 Be able to effectively interact with the Criminal Justice system	H – 5 Maintain and monitor staffing	H – 6 Plan by prioritizing client and organizational requirements
		H – 7 Provide employee motivation and coaching						
	I. Business fundamentals and principles	I – 1 Demonstrate an understanding of performance metrics	I – 2 Be able to perform a cost benefit analysis	I – 3 Demonstrate an understanding of competence in business mathematics	I – 4 Demonstrate an understanding of principles of project management	I – 5 Possess basic understanding of employee hiring and termination	I – 6 Demonstrate an understanding of the federal sentencing guidelines	I – 7 Demonstrate an understanding of, and comply with federal immigration laws for employment purposes
	J. Operational Security	J – 1 Protect privacy, and information	J – 2 Be familiar with the National Industrial Security Program Operations Manuel (NISPOM)	J – 3 Demonstrate an understanding of concepts of proprietary information	J – 4 Demonstrate an understanding of the basics of the “trade secrets act”	J – 5 Demonstrate an understanding of the concepts of the “Economic Espionage Act of 1995”	J – 6 Demonstrate an understanding of the basics of IT security	J – 7 Demonstrate an understanding of, and ability to interpret and apply the National Threat Assessment Level* (Homeland Security Advisory System)

Note: Blue font indicates those homeland security-related general areas of competence and specific tasks performed by individuals in the Private Sector Security discipline.

Other Knowledge and skills

- Nonverbal communication skills
- Understand the decision making matrix
- Possess basic Microsoft Office skills
- Possess basic driving skills and have a good driving record

Traits of successful security professionals

- Attention to detail
- Capable of performing multiple tasks and changing job functions
- Capable of and willing to endure physically challenging work
- Willingness to perform shift work
- Self-motivated
- Team player and team leader
- Assertive
- Ability to endure routine activities while maintaining situational awareness, and ability to immediately respond to a crisis situation
- Common sense
- Willingness to remain knowledgeable in current events and trends
- Naturally inquisitive
- Desire to help others

PANEL MEMBERS:

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FACILITATOR:

Steven Fenton, Skill Panel Project Manger

RECORDER:

Andrew Jackman, Ph.D., Consultant

Workshop Dates: January 30 & 31, 2008

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