Homeland Security

ODP Information Bulletin
No. 193 October 20, 2005

TO: All State Administrative Agency Heads
All State Administrative Agency Points of Contact
All Core City/Core County Points of Contact
All State Homeland Security Directors

FROM: Matt A. Mayer
Acting Executive Director

DATE: October 12, 2005

SUBJECT: Cooperative Training Outreach Program (CO-OP)

I. Program Purpose

The Office for Domestic Preparedness (ODP) in the Office of State and Local Government Coordination and Preparedness (SLGCP) is implementing the first of three phases of the Cooperative Training Outreach Program (CO-OP), a program designed to decentralize first responder training and to facilitate access to ODP courses in a cost effective manner and augment the capacity of States, territories, and tribal entities to deliver SLGCP/ODP (hereinafter "SLGCP") courses.

The first phase of the CO-OP will enable State Administrative Agencies (SAA) to identify and approve institutions within their States, Territories, or tribal entities that can adopt and deliver SLGCP standardized training programs. By doing so, access and capacity to deliver approved courses will be exponentially increased. Those eligible entities that choose to avail themselves of the CO-OP will be able to deliver fully developed curricula with a complete array of training materials, avoiding the costs associated with developing a course and the time involved in the course approval process.

In the second phase, during the second quarter of FY06, SLGCP will provide State SAA and Training Points of Contact (POC) an electronic toolkit containing a list of the identified courses, the full curriculum for each course, and all attendant training support materials needed to deliver SLGCP-developed training through SAA-approved institutions.

In the third phase, the program will become institutionalized, with ongoing use by signatory State sponsored, certified instructors delivering an expanding number of courses to increasing number of responders. It is important to note that during this phase, the limited number of courses that have currently been adapted for delivery under the CO-OP will be greatly expanded.

The goals of this effort are to:

- Accelerate the training of first responders by decentralizing as many SLGCP-approved training courses as practicable to state, Territory, or tribal entities;
- build State, Territory, and tribal training capacity by leveraging existing training organizations within a State or territory, or tribal entity;
- enable CO-OP participants to provide additional consistent, high-quality terrorism preparedness training in accordance with the National Preparedness Goal and identified priorities; and
- establish an efficient and effective model for sustained terrorism preparedness training.

Cost associated with delivery of a course under the CO-OP is allowable under FY 2006 Homeland Security Grant Program.

II. Background and Rationale

The overall purpose for implementing this outreach program is to achieve the President's stated objective to expand our current training system so that "State and local instructors will teach courses at thousands of facilities such as public safety academies, community colleges, and state and private universities."[1]

To ensure the proper focus for selecting training sites, management personnel, and relevant courses, this system is based on State assessments that clearly define specific training needs at all levels of emergency response to prevent, protect against, respond to, and recover from acts of terrorism. The scope of the challenge is daunting, with the training audience estimated to be in excess of 7 million responders from 10 emergency response disciplines and the private sector.

Through the Fiscal Year 2006 CO-OP, the SAA representatives have the ability to adopt various SLGCP sponsored and approved training programs for delivery by institutions within their state and local jurisdictions and designate institutions as recognized providers for the identified standardized curricula. While SAA's have historically had this capability through existing train-the-trainer programs, the CO-OP provides a suite of SLGCP training courses for implementation and institutionalization to help address the challenges experienced by State, local, and tribal jurisdictions related to train-the-trainer efforts. SLGCP recognizes the existing capabilities of State and local fire and police academies, universities and community colleges, and other certified or approved institutions to deliver identified SLGCP sponsored and approved training programs through train-the-trainer method. The CO-OP provides SAAs a means to leverage those resources in the delivery of SLGCP courses.

As part of this process, SAAs will have the ability to:

1. designate State and local organizations (academies and/or institutions of higher education) in the various response disciplines as approved deliverers of standardized training curriculum made available by SLGCP;

---

[1] NATIONAL STRATEGY FOR HOMELAND SECURITY, July 2002

2. select and download fully developed course curricula and associated materials for delivery through SAA-approved institutions;
3. validate that designated institutions have the most current version of curriculum and periodically receive updates to Training Support Packages; and
4. manage and track terrorism preparedness training within their State, Territory, or tribal entity based on their individual requirements and Homeland Security Strategies.

III. Key Program Elements

A. Master Trainer

The Master Trainer is the key component of the CO-OP. A Master Trainer is an individual who is not only an experienced practitioner in a particular field or technical specialty, but also understands and has significant expertise and experience in managing, designing, developing, delivering, and evaluating effective training. This person will provide coordination for all SLGCP-developed training that is offered in SAA-approved institutions at the State, territory, or tribal levels of government. Under CO-OP, SAAs will designate a Master Trainer for each identified academy and/or institution, who will be responsible for monitoring and maintaining the quality of training delivery and instructor credentials. SAAs may designate multiple Master Trainers but must identify a lead Master Trainer who will work with the SAA and be responsible for coordination and reporting.

For purposes of this program, graduates of the Master Trainer Program (MTP) offered by the FEMA's Emergency Management Institute (EMI) meet the required criteria. Other equivalent programs and accepted standards are listed in the following section. The EMI MTP consists of courses that provide participants with the knowledge, skills, and tools to assess performance shortfalls, design effective training, develop training materials, and deliver and evaluate training. The series includes:

1. E601 – Management and Supervision of Training, which provides an overview of the Instructional Systems Design process and the necessary skills to manage training programs;
2. E602 – Performance and Needs Assessment, after which participants conduct a needs assessment to identify a valid training need in their organization;
3. E603 – Instructional Design, in which participants use the completed task analysis developed in the preceding course to develop a Plan of Instruction (POI);
4. E604 – Course Development, which teaches participants to use the previously created POI to develop training materials like instructor guides, student manuals, job aids, and visuals;
5. E605 – Instructional Delivery, which requires the participants to use the materials developed in the previous course to present a unit or segment of the training they have designed;
6. E606 – Evaluation of Training, which requires participants to develop and implement evaluation techniques to measure the effectiveness of course materials and instruction in producing enhanced performance;

7. E607 – Master Training Practicum, which is the culminating activity of the MTP. The master trainer practicum is a supervised activity in which the student will conduct a training needs analysis focusing on training or educational need that will result in improved mission performance. The participant designs, develops, delivers, and evaluates a training activity to meet those needs; and

8. E608 – Alternative Delivery Methods, which trains professionals how to evaluate several non-classroom training alternatives and choose the most effective method(s) for delivering training.

MTP equivalencies include successful completion of:

- Programs meeting *NFPA 1041 - Standard for Fire Service Instructor Professional Qualifications, 2002 Edition*, Fire Instructor Level III, including those accredited by the International Fire Service Accreditation Congress (IFSAC) or the National Board on Fire Service Professional Qualifications (Pro Board);
- Master Instructor Development Programs as offered by a State's Commission on Peace Officer Standards and Training;
- Requirements for program directors as stated in *Standards and Guidelines for the Accreditation of Educational Programs in the Emergency Medical Services Professions*, dated 3/10/05 and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP); and
- Certified Environmental, Safety and Health Trainer (CET) program meeting *ANSI/ASSE Z490.1: Criteria for Accepted Practices in Safety, Health and Environmental Training*.

B. Instructor Certification

Instructors/Trainers must, at a minimum, meet the qualifications outlined in the "Instructor Certification Program for SLGCP Training Partners." It is the responsibility of the SAA to ensure instructors representing the designated training facility comply with the Instructor Certification Program or one of the following equivalent processes:

- Programs meeting *NFPA 1041 - Standard for Fire Service Instructor Professional Qualifications, 2002 Edition*, Fire Instructor Level I or II, including those accredited by the IFSAC or the Pro Board;
- Specialized Training Certification Program or Academy Instructor Certification Program as offered by a State's Commission on Peace Officer Standards and Training;
- Requirements for faculty as stated in *Standards and Guidelines for the Accreditation of Educational Programs in the Emergency Medical Services Professions*, dated 3/10/05 and accredited by the CAAHEP; and
- CET program meeting *ANSI/ASSE Z490.1: Criteria for Accepted Practices in Safety, Health and Environmental Training)*.

The standards for instructor certification set forth follow the International Board of Standards for Training Performance and Instructions (IBSTPI) competencies, 2003 edition.

http://www.ibstpi.org/. Several respondents expressed concern over the instructor certification requirements. SLGCP is examining its policy and will consider alternatives that ensure that instructors are qualified to provide SLGCP-developed training. For additional information on Instructor Certification, please see the Supplement at the end of this document.

C. Facility Requirements

In order for an institution to be designated as an approved training provider by the State, the State must certify that the facility:

- Meets Occupational Safety and Health Administration (OSHA) requirements for the training to be offered;
- Meets all applicable Federal, State, and/or local certification and regulatory requirements (i.e. accreditation by IFSAC, Pro Board, State Commission on Peace Officer Standards and Training, Emergency Management Accreditation Program, or other equivalent);
- Has sufficient equipment and media support as required; and
- Has identified a Master Trainer who meets or exceeds the SLGCP Instructor Certification requirements (or identified equivalencies) to provide oversight of instructional quality and evaluation in alignment with SLGCP Training Doctrine.

IV. Program Status

As mentioned earlier, the CO-OP will be implemented incrementally in three phases during FY06. In the first phase of this program, SLGCP will offer courses to States, Territories and tribal entities through requests from their SAAs. Once participants have identified a Master Trainer, the SAA or Master Trainer can request and SLGCP will arrange transfer of course materials to that individual. Requests by SAAs or Master Trainers will be made initially via email to: firstrespondertraining@dhs.gov.

The web accessible portion of the program is under development and should be available in the second quarter of FY06 during the second phase of implementation. Once the web tools are available to accommodate the curricula and associated materials, SAAs or Master Trainers will be able to download materials directly. Also, prior to the access to course material on the website, SAAs or Master Trainers will be required to meet the certification requirements (instructors and sites) through a form that will be sent via email.

Adaptation of existing and newly developed courses for delivery as part of the CO-OP will continue during phases one and two, and will be a primary focus in phase three.

SLGCP has received comments about the program and will address the suggestions and concerns in several ways. First, SLGCP will respond individually to each agency that submitted comments, and will post the suggestions, concerns, and responses on the firstrespondertraining.gov website. SLGCP will discuss with the stakeholders and training partners the ways in which the program can accommodate, to the extent possible, the concerns

expressed. Second, SLGCP received many questions from the field that will be answered in a document scheduled for release with the 2006 Homeland Security Grant Program Application Kit. The document, entitled *Frequently Asked Questions about the Cooperative Training Outreach Program,* will provide answers to questions from the field and will be updated as additional questions or requests for information are received. The comment period will remain open until the program is finalized and the infrastructure has been put in place to permit full implementation. Those interested in commenting should enter their comments at the following email address: firstrespondertraining@dhs.gov.

V. Responsibilities and Next Steps

CO-OP will add to the preparedness of the Nation by making SLGCP-approved courses more available throughout participating States, Territories, and tribal entities. The effort required to fully implement the program depends on a cooperative relationship between SLGCP and its participating partners.

A. Federal (SLGCP Training Division) Responsibilities

To fully implement the program, the SLGCP Training Division will do the following:

- Develop the electronic infrastructure through its first responder training portal (www.firstrespondertraining.gov) to allow participating States, territories, and tribal entities access to selected, fully developed, SLGCP-approved courses, TSPs, and web-enabled forms to facilitate communication between the SAA and SLGCP;
- Identify courses that are appropriate for delivery through the CO-OP. Initially these will consist primarily of current SLGCP Train-the-Trainer courses. SLGCP will establish electronic master Training Support Packages (TSPs) and a version control program through an online repository during the next phase of CO-OP implementation scheduled for the second quarter of FY06. SLGCP will administer the version control program and make all master TSPs available to the SAAs and designated Master Trainers. TSPs will be updated as required by technology, protocols, procedures, or course review doctrine. Updates will be issued for each course and sent to all SAAs and designated Master Trainers annually or as required. TSPs will be updated as required by technology, protocols, procedures, or course review doctrine. Updates will be issued for each course to all SAAs and designated Master Trainers annually or as required. The initial list of course offerings is attached to this information bulletin;
- Continuously update the catalog of courses that enables SAAs, their Training POCs or Master Trainers, and selected institutions to easily view and select courses that they want to offer. These courses offerings currently consist of SLGCP's courses delivered as Train-the-Trainer programs. SLGCP will expand the catalog of available courses as news courses are developed and current courses are converted to the Train-the-Trainer format;
- Develop electronic "webforms" during the first quarter of FY06 for SAAs to use in informing the ODP Training Division what courses they will offer. When these steps are implemented, SAAs will be able to view and select courses, containing all of the training

support materials. Electronic "webforms" will be available to SAAs to use as a vehicle to notify the ODP Training Division of the institutions, Master Trainers, and courses that will be offered; and

- Develop a set of data elements during the first quarter of FY06 that trainers can use to report data on the number and type of responders they are reaching with this training.

Note: SLGCP has received numerous requests from stakeholders to realign training levels with the OSHA's standard terminology of awareness, operations, technician, specialist, and command. The SLGCP Training Division has taken this request under advisement and is coordinating with its Federal, State, local, and tribal partners to ensure that training requirements under SLGCP grant programs complement regulatory requirements to the greatest extent possible.

B. State Administrative Agency Responsibilities

SAAs choosing to participate in the CO-OP will do the following:

- Designate an institution as an approved provider for one or more curriculum offerings. More than one institution may be designated in a state, Territory, or tribal jurisdiction. Institutions who wish to adopt a program for delivery will be approved by the SAA through procedures implemented by the state. Until the web site can accommodate electronic "webforms," SAAs will provide the information on institutions for which they seek approval in a letter that includes the information listed below.
- Ensure that the institution has sufficient capabilities to deliver the specific course both with respect to instructional staff and facilities. This includes considering an institution's ability to administer the training assessment strategies outlined for the suite of SLGCP courses delivered, and ensuring that approved institutions have effective quality assurance programs for instructor-led training.
  - Provide the following information to SLGCP designating an institution as an approved provider for the State:
    1) Name and address of institution;
    2) Courses to be taught through the institution;
    3) Current accreditation for the institution;
    4) Verification that the institution's instructors meet or exceed the requirements for instructional staff cited in this document or meet or exceed an equivalent standard recognized by the emergency response community to include completion of a degree in adult educational theory and application from an accredited college or university;
    5) Name and contact information for institution's designated Master Trainer(s) for the purposes of curriculum version and quality control;
    6) Verification of the adequacy of the institution's facilities in accordance with the facility requirements for the courses to be taught through the institution; and
    7) Identification of the training audience to be served by the designated institution.

- Identify the Master Trainer at a designated State institution who will have access to TSPs, receive updates, and be responsible for monitoring the quality of training conducted. Until the web site can accommodate electronic "webforms," SAAs will provide the information on the Master Trainer via a letter that can be sent to the email address listed in this bulletin.
- Provide data on students trained by institutions in each course curriculum. SLGCP will work with participating SAAs to facilitate the collection of data in order to simplify the requirements and avoid duplicative data collection efforts.
- Ensure that requirements for delivery of each course are met. Requirements are clearly defined in each Program of Instruction and the Training Course Instructor Manual.

Supplemental Information: Instructor Certification

The SLGCP Instructor Certification Program has three phases: 1) Selection, 2) Certification, and 3) Sustainment. It also includes training and professional development opportunities to ensure a consistent approach by all Training Partners toward delivering quality training by certified instructors. As part of this program, each instructor is assessed on an annual basis to ensure the standards for certification are sustained.

I. Selection

This phase involves submission of a resume or curriculum vitae to the appropriate training institution. The information is then evaluated against a combination of the following five criteria:

1. Education: Each training institution determines its minimum educational requirements.

2. Experience: An individual must have a minimum of ten years experience combination of the following areas. Only in exceptional cases may certain specialized experience be accepted to meet this minimum requirement.
    a. Chemical, Biological, Radiological, Nuclear, and Explosives
    b. Mass Casualty Incidents
    c. Anti-terrorism
    d. Counter-terrorism
    e. Adult education and or training experience
    f. Professional experience in one of the following disciplines as referenced by HSPD-8:
        i. Emergency Management
        ii. Emergency Medical Services
        iii. Fire Service
        iv. Governmental Administrative
        v. Hazardous Materials
        vi. Health Care
        vii. Law Enforcement
        viii. Public Health
        ix. Public Safety Communications
        x. Public Works

    Note: the minimum ten year requirement is currently under review by SLGCP, the NDPC, and other SLGCP training partners to ensure consistency with other professional instructor development programs.

3. Technical Expertise: This experience is function specific (task oriented). It encompasses the unique and/or specific knowledge, skills, and abilities that are associated with a task as it relates to an instructional assignment. For example,

"technical expertise" could include the experience of a firefighter who has been trained in HazMat procedures or an RN who has been trained in emergency response procedures.

4. Special Qualifications: The individual may have unique and or special experience relevant to the instructional assignment or the mission of the Department of Homeland Security. Such qualifications may include, but are not limited to, unique event experience and or national prominence in an applicable field.

5. Certifications, Registrations, or Licenses: Certifications, registrations, and licensures are occupation specific and vary by State. Therefore, there may be a minimum requirement for a specific instructional assignment (i.e. Emergency Medical Technician certifications). The purpose of certification assessment is two-fold:

    a. The first is to ensure that the individual meets the minimum standards to become an instructor of ODP curriculum.

    b. The second is to ensure that the individual sustains those standards over a period of time.

Instructor Candidate Review or Assessment: Instructor Candidate Review/Assessment consists of multiple methods to determine whether an individual has the potential to be a successful instructor. The methods include interviews, background and reference checks, and institutional requirements.

- Interviews: Each training institution conducts interviews according to its established policies and practices.
- Background and reference checks: Each training institution will conduct background and reference checks. These checks will be in compliance with the training institution's policies and practices.
- Institutional requirements: Each training institution may establish other requirements as it deems appropriate.

II. Certification

The minimum steps for instructor certification include completing an instructor orientation, participating in a mentoring program, attending instructional training, observing a mobile or resident training class in the curriculum for which the prospective instructor is seeking qualification, completing instructional assignments in a professional and timely manner, and obtaining an average of score of three or better on the Instructor Certification Assessment. The Certification Assessment, adapted from the IBSTPI competencies, is used to assess an individual during the teach back for initial certification and the annual review of instructor performance.

- Instructor Orientation: Each individual will receive an orientation from the training institution. The purpose is to welcome the individual to the training institution and convey the mission, policies, and procedures of the training institution.

- Mentoring/Coaching: The individual is paired with a certified instructor. The role of the certified instructor is to guide, support, and coach the individual through the

certification process. The mentor may also be called upon to provide feedback on the individual's progress and to participate in the formal evaluation of the individual's performance.

- Instructor Assignments: These assignments will be given as deemed relevant. Such assignments may consist of, but are not limited to, modules and/or courses that the instructor will be certified to instruct.

- Class Observation: All individuals must observe at least one class for which certification is being sought. The purpose is to observe how the course terminal and enabling objectives are met, as taught by a certified instructor.

- Instructional Techniques Development: Each institution provides a formal instructional program, which includes a supervised teach back and activities to enhance instructor knowledge, skills, and abilities. Such programs can include formal classroom instruction, methods of facilitation, and/or on-the-job training in which individuals receive detailed feedback on performance and guidance on further development of their instructional skills.

- Supervised Teach Back: Each individual must perform a supervised teach back; this entails an observation of his/her teaching by a certified instructor and/or certifying official. The teach back may or may not occur in a classroom environment. In either case, the observation is evaluated using the Certification Assessment. All instructors who attain an average of 3 or higher on the Certification Assessment will be designated as certified by SLGCP.

III. Sustainment

Sustainment of instructional qualifications is based on recertification of instructors every three years, taking into account the results of an annual instructor review. Ongoing instructor professional development is also an important component of sustaining and continuing development of an instructor's skills.

The program ensures that all individuals will continue to meet the minimum standards for certification. Because instructors may be at different developmental stages in their teaching ability, this phase provides them the opportunity to improve their instructional competencies and knowledge.

- Renewal/Revocation: Each training institution's designated Master Trainer will be responsible for the conduct of formal as well as informal evaluations. These evaluations will be used by the instructors (as well as by the training institutions) to assess performance as well as identify areas in which coaching/counseling/training is needed and/or areas which demonstrate excellence. (An example of an "informal evaluation"

would occur when a mentor "drops in" on an instructor to offer additional guidance and performance feedback.)

When deficiencies are identified, the instructor will be assisted and encouraged to remedy the problem. In any case, the training provider has a responsibility to ensure that each instructor meets and sustains the competencies and that corrective actions are taken as necessary. Although the evaluation process is continuous, at a minimum, each instructor's performance will be reviewed annually using the Certification Assessment. Prior to the end of the third year of certification, the designated certifying official will review the instructor's performance for renewal of certification. Certification may be revoked or not renewed at the discretion of the training provider.

- Professional Development: It is expected all instructors will seek opportunities to enhance, improve, and develop their teaching/training skills and/or technical expertise. Each training institution has a responsibility to provide appropriate professional development for its certified instructors. Instructors who take it upon themselves to show initiative in related professional development will be looked upon favorably.

Homeland Security

CO-OP PROGRAM COURSE OFFERINGS*

COURSE TITLE	COURSE DESCRIPTION	COURSE LENGTH	TARGET AUDIENCE
Law Enforcement Response to Weapons of Mass Destruction – Awareness AWR-121-1	This course provides participant trainers with a general understanding and recognition of terrorism; knowledge of how to identify weapons of mass destruction (WMD), including chemical, biological, radiological, nuclear, and explosive (CBRNE) agents; and an awareness of the defensive considerations and control issues that are associated with criminal incidents. After completing the course, students will be able to implement self-protection measures; properly and safely contain and secure the scene; initiate and maintain appropriate control functions; and assist in completing the transition from emergency to recovery.	16 Hours	Law Enforcement
Law Enforcement Prevention and Deterrence of Terrorist Acts AWR-122-1	This course provides certified Federal, State, and local law enforcement officers with the knowledge, skills, and abilities to assist in the prevention and/or deterrence of weapons of mass destruction (WMD) terrorist incidents. Since law enforcement officers possess an understanding of their communities and are part of the front-line defense, they are often in a better position to observe criminal actions that could result in the release of WMD agents. This heightened community awareness, as well as the possibility that they may encounter terrorists unknowingly while conducting patrol functions, provides law enforcement officers with a unique opportunity to prevent or deter potential WMD terrorist incidents.	16 Hours	Law Enforcement Fire Service Hazardous Material (HazMat)
WMD Radiological/Nuclear Awareness Course AWR-141-1	This course will prepare trainers to deliver a six-hour Radiation Awareness Course using prepared lesson plan. Each participant will have an opportunity to learn the basics of platform presentation and classroom discussion and will present a portion of the Radiation Awareness Course as part of his or her training. The course consists of classroom instruction. After completing the train-the-trainer course, participants are eligible to conduct (indirect) courses for their agency and surrounding jurisdictions.	6 Hours	Law Enforcement Emergency Medical Services Emergency Management Agency Fire Service Hazardous Material (HazMat) Public Works Governmental Administrative Public Safety Communications Health Care Public Health

COURSE TITLE	COURSE DESCRIPTION	COURSE LENGTH	TARGET AUDIENCE
WMD Awareness-Level Training Course **AWR -160-1**	Developed by the National Domestic Preparedness Consortium (NDPC), the WMD Awareness-Level Training Course is a six-hour training program that provides emergency responders with awareness-level instruction on recognition, avoidance, isolation, and notification techniques in a weapon of mass destruction (WMD) environment. The course covers prevention and deterrence and chemical, biological, radiological, nuclear, and explosive (CBRNE) hazards. The NDPC provides all training materials required for certified instructors to carry out indirect course delivery.	12 Hours	Law Enforcement Emergency Medical Services Emergency Management Agency Fire Service Hazardous Material (HazMat) Public Works Governmental Administrative Public Safety Communications Health Care Public Health
Leading From the Front: *Weapons of Mass Destruction Awareness* *For the Law Enforcement Executive* **AWR-170-1**	This training course is intended for law enforcement personnel at the planning and management level who may be called upon to develop policies and procedures to plan for, deter, respond to, or mitigate the impact of a weapon of mass destruction (WMD) incident. While prior experience in responding to a WMD incident is not required, attendees should have a basic understanding of emergency management and preparedness, the Incident Command System, and response to critical incidents. Reference material and website support are provided for participants so they may do more research to meet a particular need of a community or region.	16 Hours	Law Enforcement Emergency Management Agency Fire Service
Law Enforcement Response to Weapons of Mass Destruction – Operations Level **PER-225-1**	This course addresses specific skills associated with a weapon of mass destruction (WMD) incident by providing detailed technical information and including hands-on practice of required procedures. Emphasizing teamwork, the course prepares representatives of State and local emergency response agencies to perform a critical emergency responder role safely and effectively during an incident involving WMD. The course also provides vital information to supervisory and management personnel responsible for developing policies and procedures governing emergency responder actions during WMD incidents.	24 Hours	Law Enforcement Emergency Medical Services Emergency Management Agency Fire Service Hazardous Material (HazMat)
Incident Response to Terrorist Bombings – Operations **PER-230-1**	This course is designed to prepare emergency responders to perform effectively and safely during bombing incidents at all locations at an incident scene, including the hot (kill) zone. The course includes detailed instruction on improvised explosive devices (IEDs), explosive materials, and explosive effects, and comprehensive training on critical response actions during pre- and post-detonation operations. Extensive field training, including explosives effects demonstrations, is included in the course.	4 Hours	Law Enforcement Emergency Medical Services Fire Service Public Works Public Safety Communications

COURSE TITLE	COURSE DESCRIPTION	COURSE LENGTH	TARGET AUDIENCE
Prevention of and Response to Suicide Bombing Incidents **PER-231-1**	This course is designed to provide advanced training in responding to suicide bombings. The course includes detailed instruction on improvised explosive devices (IEDs) and explosive materials typically used in suicide bombings. In addition, it features range demonstrations of explosive effects and comprehensive training on critical response actions during pre- and post detonation operations. The course addresses actions and programs designed to prevent or deter suicide bombings, as well as techniques, tactics, and procedures to respond to a variety of suicide bombing scenarios. Participants draft an action plan outline for preparing their agencies to address this developing potential threat to communities in the United States.	4 Hours	Law Enforcement Emergency Medical Services Fire Service Public Safety Communications
Emergency Response to Terrorism: Operations **PER-251-1**	This IAFF-developed course empowers students to use available resources to make calculated decisions about safe response actions. The course builds on basic skills and knowledge while introducing and teaching characteristics, hazards, and mitigation tactics specific to WMD incidents. In addition, the course incorporates operations-level hazardous materials refresher information throughout each unit, reinforcing basic response protocols. The IAFF provides all training materials required for certified instructors to perform indirect course delivery.	16 Hours	Law Enforcement Emergency Medical Services Emergency Management Agency Fire Service Hazardous Material (HazMat) Governmental Administrative
Computer-Aided Management of Emergency Operations (CAMEO) **MGT-320-1**	CAMEO is a system of software applications used to plan for and respond to chemical emergencies and WMD incidents. It is one of the tools developed by EPA's Chemical Emergency Preparedness and Prevention Office (CEPPO) and the National Oceanic and Atmospheric Administration (NOAA) to assist front-line emergency planners and responders. The CAMEO system integrates a chemical database and a method to manage the data, an air dispersion model, and a mapping capability sharing critical information in a timely fashion. Participants are expected to incorporate their knowledge of CAMEO into planning and responding to WMD scenarios and classroom exercises presented during the course.	24 Hours	Law Enforcement Emergency Medical Services Emergency Management Agency Fire Service Hazardous Material (HazMat) Governmental Administrative Public Health

* Full course descriptions, course objectives, and prerequisites are available in the Course Catalog at www.ojp.usdoj.gov/odp/training.