

Preparedness Training Strategic Plan Iowa

Developed by EdTrAC – Education and
Training Advisory Committee

For practical application and use by all of
Iowa's Public, Private, and Nonprofit
Sectors

January 2004

EdTrAC
education and training
advisory committee

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- The University of Iowa College of Public Health, Center for Public Health Preparedness
- Iowa Department of Public Health
- Iowa Homeland Security and Emergency Management Division

The individuals who are members of the EdTrAC developed the Strategic Plan together. State Public Policy Group designed and facilitated the process. Individuals wishing to get in touch with SPPG independently to address specific interests, please contact the SPPG lead staff.

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Acknowledgements

In developing a statewide preparedness training strategic plan for Iowa, the planning group uncovered a multitude of complex considerations and called for focus on the necessary steps to ensure the workforce is well-trained and prepared for any emergency or disaster, including homeland security threats. The ultimate challenge was to bring disciplines and professions together in agreement to share and cross over traditional lines in training to ensure a better trained workforce in the event of an incident of any type.

To address the many issues, the EdTrAC (Education and Training Advisory Committee) called upon Iowans living and working in various sectors and disciplines across the state to assist in development of a practical plan that addresses the stated needs. This preparedness training plan was developed over a seven-month period and involved nearly 200 individuals in providing input, reaction, and content development.

EdTrAC expresses great appreciation to three individuals and their organizations who, through active involvement and funding of this effort, made the plan development possible:

- Ellen M. Gordon, Homeland Security Advisor and Administrator, Iowa Homeland Security and Emergency Management Division
- Mary Mincer Hansen, Director, Iowa Department of Public Health
- James A. Merchant, MD, DrPH, Dean, University of Iowa College of Public Health

Thanks are extended to the following, who helped EdTrAC's planners gain input and feedback from individuals working day-to-day in Iowa's communities through hosting or arranging discussions and focus groups:

- Health Resources Services Administration
- Indian Hills Community College
- Iowa Emergency Management Association
- Iowa Hospital Association
- Iowa Nurses Association
- Iowa State Sheriffs and Deputies Association
- Local Public Health Agency Region 6

Finally, EdTrAC is grateful for the months-long effort of the planning group and to each member of this hard-working task force. Their good ideas, interest in collaboration, and diligent attention to the complexities of these issues have culminated in this plan. Those individuals and the organizations they represent are listed below.

Thank you very much.

Education and Training Advisory Committee – EdTrAC

Preparedness Training Strategic Plan Work Group

- Christopher Atchison, University of Iowa College of Public Health, Institute for Public Health Practice
- Cheryl Blazek, Southwestern Community College
- Mahala Cox, Warren County Emergency Management
- Joe Ferrell, Iowa Department of Public Health, Bureau of EMS
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- Denise Hill, Iowa Medical Society
- Beth Hochstedler, University Hygienic Laboratory
- Mike Klappholz, Cedar Rapids Police Department, representing Iowa Police Executive Forum
- Tim Luloff, Des Moines Fire Department, representing Iowa Emergency Medical Services Association
- James Merchant, University of Iowa College of Public Health
- Randy Novak, Iowa Department of Public Safety, Division of State Fire Marshall, Fire Service Training Bureau
- Amy Price, 71st Civil Support Team (WMD)
- Patricia Quinlisk, Iowa Department of Public Health
- Bonnie Rubin, University Hygienic Laboratory
- Collette Saylor, Community Colleges, OneSource Training Center
- DeAnne Sesker, Iowa Department of Public Health, Office of Disease Epidemiology and Disaster Preparedness
- Art Spies, Iowa Hospital Association
- Eric Tabor, Iowa Attorney General's Office
- Tanya Uden-Holman, University of Iowa College of Public Health, Institute for Public Health Practice
- Bret Voorhees, Iowa Homeland Security & Emergency Management Division, Preparedness Bureau
- Todd Voter, Northern District of Iowa, US Attorney's Office
- Laurie Walkner, University of Iowa College of Public Health, Institute for Public Health Practice

The Preparedness Training Strategic Plan process was designed, facilitated, and staffed by State Public Policy Group, Des Moines, Iowa.

Executive Summary

This is not your ordinary plan, put together by an organization or entity to further its goals and interests. Iowa's Preparedness Training Strategic Plan is much different. This plan was developed from a core need expressed by many for Iowa's workforce to be informed, educated, trained, and well-prepared for any emergency event. It was developed by consensus of representatives of an array of stakeholders statewide. It is not the product of a government agency, nor does the plan carry mandates for any particular organization, discipline, or sector to implement it.

Rather, this plan offers both opportunity and challenge. Within the pages of the plan is a comprehensive view of preparedness training that spans the preventer/responder disciplines (including, but not limited to, dispatchers, emergency management, EMS, fire, health care, laboratories, law enforcement, local elected officials, public health, public works, and veterinarians) and goes far beyond to encompass sectors that are non-preventers/responders such as the private sector, community-based organizations (CBOs), and schools. Goals, strategies, and action steps show the way for any of these stakeholders to undertake focused preparedness training. The scope of work in the Preparedness Training Strategic Plan is great, and no single entity has sole responsibility for completing the full scope.

The challenge is for stakeholders to recognize the opportunity afforded by this plan to improve, enhance, and, in some cases, to begin preparedness initiatives with benefits to the community, the state, and to individuals better trained to respond to any event.

The purposes of the Preparedness Training Strategic Plan are twofold. First, this plan sets out deliberate steps to creating and maintaining a system or an "infrastructure" of sorts, that will foster cross-discipline and cross-sector involvement in preparedness training, ensure quality, and encourage participation on a broad scale. Second, this plan places before all stakeholders a listing of priority training topics developed through discussions and review of the preparedness needs of Iowa's workforce.

An assessment that included a review of existing assessments aided identification of training gaps and emerging needs. The key issues were then addressed within the plan. Among the assessment findings and analysis were:

- Gaps in understanding and training across disciplines and sectors.
- Lack of reliable sources of information to select the best and most relevant training.
- Gaps in preparedness involvement by elected officials and chief executives.
- Lack of information about and lack of consistency in quality of curriculum and instructors.
- Lack of "standardized" understanding of the knowledge and expertise level of individuals in the workforce.
- Waning interest in homeland security threats.
- Funding constraints and budget reductions.
- Reduced participation in trainings of all kinds.
- Turf issues at all levels.

A three-year strategic plan to create and maintain a preparedness training focus by all stakeholders in Iowa is the response to the assessment. A mission and five goals were developed, with strategies and measurable action steps to implement the strategies.

Mission

To ensure Iowa's preparedness training opportunities provide timely, integrated, and quality content appropriate to the broad set of stakeholders, resulting in a well-trained workforce.

Goals and Strategies – 2004 – 2006

Goal 1. Preparedness training and exercise will engage the workforce across the state and across preventer/responder disciplines and non-preventer/responder sectors.

- 1.1. Develop a common understanding that training and exercise for the preparedness workforce crosses and integrates preventer/responder disciplines and non-preventer/responder sectors.
- 1.2. Involve stakeholders representing all preventer/responder disciplines and non-preventer/responder sectors in communications and information exchange.
- 1.3. Establish sustainable venues for input and feedback regarding preparedness training and exercise needs, priorities, and participation.
- 1.4. Develop ways to overcome obstacles such as time constraints, low priority levels, and general apathy.

Goal 2. Content of training and exercise will help individuals, organizations, and systems meet preparedness competencies/standards.

- 2.1. Develop common terms and definitions for cross-discipline discussions of training that are used and understood across workforce disciplines and non-preventer/responder sectors.
- 2.2. Identify and prioritize training and exercise for cross-discipline and sector awareness, topics for specific disciplines and sectors, levels of preparedness, and time frames through a flexible and dynamic system that will ensure training and exercise priorities remain appropriate in changing times.
- 2.3. Develop competencies/standards for preparedness training.
- 2.4. Align curricula with competencies-standards within and across disciplines.

Goal 3. Quality assurance will be maintained through curricula that is of high quality and meets current training and exercise needs and priorities, and through instructors that are competent and current in knowledge and issues.

- 3.1. Establish a sustainable, cross-discipline, statewide system for building a cadre of approved instructors and monitoring the quality of curricula and instructors.
- 3.2. Involve a broad range of stakeholders in endorsing the quality control system for discipline-specific and cross-discipline training curricula and instructors.
- 3.3. Provide and maintain a central point of information about the quality of preparedness training, curricula, and instructors; i.e. provide an “EdTrAC Seal of Approval.”

Goal 4. Training and competencies will be recorded and tracked by a preparedness training management system.

- 4.1. Utilize the Learning Management System (LMS) for the broad range of disciplines and sectors involved with preparedness training.
- 4.2. Develop sustainable management and maintenance of the Learning Management System for preparedness training for the broad range of disciplines.
- 4.3. Implement cross-discipline use of the Learning Management System for preparedness training of individuals and institutions.

Goal 5. Participation in training and exercise will improve the preparedness of Iowa’s workforce, organizations, and systems.

- 5.1. Assure future funding and sustainability of preparedness training programs.
- 5.2. Offer and market priority topics in a timely manner through methods that optimize ability of individuals to participate.
- 5.3. Provide incentives to individuals and/or agencies/institutions/organizations for successful completion of preparedness training sessions and exercises.
- 5.4. Provide recognition to individuals/agencies/institutions/organizations for their participation in and completion of training and exercise.
- 5.5. Develop various curriculum delivery modalities to ensure that training is maximally available to all who need it.

- 5.6. Identify performance measures that will demonstrate progress toward a better prepared Iowa.
- 5.7. Overcome the obstacles of time constraints, low priority levels, low perception of risk, and general apathy.

In seeking to provide leadership in decision-making regarding preparedness training sessions or participation in training, EdTrAC suggests the following topics be considered highest priority for training.

- Basic Emergency Management/Emergency Response
- Basic Zoonotic Disease and Agroterrorism
- Bioterrorism Awareness with Health Emphasis
- Epidemiology and Surveillance
- Evidence Collection
- Executive Level Homeland Security and Emergency Management Seminar
- Forensic Epidemiology
- Hazardous Materials
- Incident Command System
- Intelligence Analysis
- Prevention
- Quarantine and Isolation
- Risk Communication
- Surveillance and Situational Analysis
- Terrorism Awareness/WMD

To aid in overcoming some of the obstacles and barriers for organizations and individuals to receive the necessary levels of preparedness training, EdTrAC suggests a number of practical approaches that will enhance training systems and encourage individual interest. Offering training at locations close to home, focusing on the priority topics and content, ensuring quality training programs, and recognizing achievement are some of those suggestions.

In the past several years, the interdependence of public health, emergency management, law enforcement, agriculture, and myriad other sets of knowledge has become of critical importance, and Iowa can no longer afford to segregate efforts by discipline. As this plan moves into implementation, EdTrAC encourages and applauds the initiative and commitment shown by discipline and sector stakeholders in the area of preparedness training. It is critical that cross-discipline coordination, communication, and training continue and expand in the coming years to safeguard the workforce and increase the ability of the workforce to respond to any emergency incident.

Purpose of the Preparedness Training Strategic Plan

Safeguarding the health and well-being of Iowans has long been the responsibility of local, state, and federal government as well as of other organizations and entities. Though the threats have been recognized and noted for many years, the scope and urgency of this challenge was made very clear on September 11, 2001. It has since been underscored by the emergence of new and newly-recognized health threats such as West Nile Virus, dangers presented by meth labs, and unexpected Iowa incidents like the pipe bombing of rural Iowa mailboxes or the outbreak of monkeypox. Emergency incidents in Iowa have been redefined over the past years to include much more than hazardous materials, floods, tornadoes, and severe winter weather. With these changes comes a need for a broad approach to preparedness training.

The purpose of the Preparedness Training Strategic Plan is to inform the reader of the preparedness training priorities for stakeholder disciplines and sectors in Iowa for the next three years. The purpose is also to provide a roadmap for the same stakeholders to create and sustain an infrastructure, system, and process by which preparedness training will continue to serve the needs of Iowa.

This plan was developed to provide a consistent direction and identify the priority areas for training for those traditionally expected to be well-trained and prepared for any occurrence – the preventers/responders such as law enforcement, emergency medical services (EMS), emergency management, and fire service. In addition, it brings into the preparedness training scene many who were formerly on the fringes, such as veterinarians, public health agencies, health care, laboratories, public works agencies, and others.

Reaching even further, there are responsibilities in the private sector, in the education arena, and among community-based organizations (CBOs) to safeguard their employees, their communities, and to aid or assist individuals, groups of people, or public entities when an emergency strikes. This plan includes goals, strategies, and activities for these non-preventer/responder sectors as well.

The Preparedness Training Strategic Plan was based on three premises. First, there is an urgent need for cross-discipline training and exercise among preventer/responder disciplines. There is a very practical need for public health to understand what the animal and agriculture stakeholders are dealing with. It is critical that law enforcement be able to communicate with and work in tandem with health care and public health agencies. This plan emphasizes these cross-discipline efforts. It also takes the next step, moving outside of the preventer/responder disciplines to other sectors that must also be independently addressing their own preparedness training and exercise needs in the context of community and statewide preparedness.

The second premise is that each discipline, sector, or interested entity will be able to develop a practical and strategic preparedness training effort through use of this plan. EdTrAC has carefully presented the mission, goals, strategies, and activities so there is application for preventer/responder disciplines and non-preventer/responder sectors. An interested leader or

organization simply needs to pick up the plan and move forward using the strategic guidance offered.

The final premise is that those responsible for making decisions about training will find direction to aid in their decisions. The section of this plan titled *For Immediate Action – Priorities for Training in Iowa* provides specific recommendations from EdTrAC for those priority training topics for Iowa's workforce. For many, this may be the first use of this plan.

A Challenge to Action – for agencies, organizations, and stakeholders across Iowa

Training and exercise are the keys to a well-prepared workforce. No matter whether a local fire department, a nursing home, an elementary school, a board of supervisors, a hospital, a manufacturing plant, a sheriff's department, an emergency management office, or another venue, people in every context should be trained and ready for any emergency event.

EdTrAC challenges you and your agency or organization to undertake the preparedness training activities outlined in this plan for Iowa. Do these things:

- Familiarize yourself with the plan.
- Take this plan to your state association, company head, or policy leaders and ask them to adopt this plan and the priorities outlined within the pages.
- Apply the immediate training priorities to your situation and focus preparedness training in these areas.
- Undertake an initiative to improve the preparedness training of your stakeholder group using the direction provided in this plan.
- Participate in cross-discipline or cross-sector training and exercise to ensure integration and understanding of the complete set of issues.
- Be actively involved in EdTrAC and other statewide initiatives to assure the lessons learned and the issues you work with each day continue to be addressed in an integrated approach across disciplines and sectors.

About EdTrAC

EdTrAC (Education and Training Advisory Committee) consists of groups and individuals with common interest in the coordination of homeland security and other preparedness training for the State of Iowa. Coordination of training will benefit those in the state who are responsible for ensuring the safety and health of Iowans on a day-to-day basis. EdTrAC's activities and efforts represent a "meeting of the minds" around preparedness training issues. Decisions reached by EdTrAC are made by consensus, with EdTrAC members supporting those decisions within their individual stakeholder groups.

EdTrAC was formed by The University of Iowa College of Public Health's Center for Public Health Preparedness in November of 2002 to move toward additional cross-discipline preparedness training and education focused on bioterrorism and other public health threats. EdTrAC merged with the statewide Terrorism Training Committee in May 2003, which allowed EdTrAC to broaden its scope to homeland security preparedness training in many venues and contexts. Membership is voluntary and is driven by stakeholder needs. Collaboration is often necessary to achieve issue-focused outcomes.

EdTrAC is co-chaired by James A. Merchant, Dean of The University of Iowa College of Public Health; Mary Mincer Hansen, Director of the Iowa Department of Public Health; and Ellen M. Gordon, Iowa Homeland Security Advisor and Administrator of the Iowa Homeland Security and Emergency Management Division. Fifty-two individuals currently comprise EdTrAC, representing a diverse set of responsibilities and interests in preparedness training.

EdTrAC's ultimate goal is to have homeland security preparedness training available for the appropriate preventers/responders and personnel in every county of the state, regardless of professional discipline or sector. EdTrAC's key role is to help professionals see across traditional training boundaries. EdTrAC will make it easier for all disciplines and sectors to coordinate training opportunities. EdTrAC is not a training provider, but serves in a catalyst or coordination role.

EdTrAC is staffed and facilitated by State Public Policy Group, which provides technical assistance and program management for the ongoing effort.

EdTrAC Members

- Michael Abrams, Iowa Medical Society
- Christopher Atchison, University of Iowa College of Public Health
- Nancy Bell, Iowa Pharmacy Association
- Cheryl Blazek, Southwestern Community College
- Doug Book, Forest City Police Department
- Mike Burke, Iowa Central Community College
- Mahala Cox, Warren County Emergency Management
- Karen Dozler, Iowa Law Enforcement Academy
- Chuck Eddy, Iowa State Sheriffs and Deputies Association

- Doug Feil, Kirkwood Community College
- Joe Ferrell, Iowa Department of Public Health, Bureau of EMS
- Gene Gardner, Iowa Community College Association
- Linda Goeldner, Iowa Nurses Association
- Ellen M. Gordon, Iowa Homeland Security & Emergency Management Division
- Mary Mincer Hansen, Iowa Department of Public Health
- Jim Harkin, Homeland Security Information Section, Des Moines Police Department
- Dave Hempen, Iowa Homeland Security & Emergency Management Division
- Denise Hill, Iowa Medical Society
- Beth Hochstedler, University Hygienic Laboratory
- Harold Hommes, Iowa Department of Agriculture & Land Stewardship
- Tom Johnson, Iowa Veterinary Medicine Association
- Sue Joslyn, University of Northern Iowa
- Mike Klappholz, Cedar Rapids Police Department, representing Iowa Police Executive Forum
- Jim Lindenmayer, Indian Hills Community College
- Tim Luloff, Des Moines Fire Department, representing Iowa Emergency Medical Services Association
- Steve Mercer, Iowa Department of Public Health
- James Merchant, University of Iowa College of Public Health
- Doug Mollenhauer, Iowa Department of Public Safety
- Len Murray, Des Moines Police Department
- David Ness, Iowa Association of Chiefs of Police and Peace Officers
- Randy Novak, Fire Service Training Bureau, Division of State Fire Marshall, Iowa Department of Public Safety
- Gary Osweiler, Iowa State University, College of Veterinary Medicine
- Amy Price, 71st Civil Support Team (WMD)
- Patricia Quinlisk, Iowa Department of Public Health
- Jack Reed, Iowa Association of Professional Fire Fighters
- James Roth, Iowa State University, College of Veterinary Medicine, Center for Food Security and Public Health
- Bonnie Rubin, University Hygienic Laboratory
- Fran Sadden, Siouxland District Health Department, representing Iowa Association of Local Public Health Agencies
- DeAnne Sesker, Iowa Department of Public Health, Division of Epidemiology, EMS, and Disaster Operations
- Kevin Sink, Iowa State Police Association
- Art Spies, Iowa Hospital Association
- Jane Ann Stout, Iowa State University, College of Family & Consumer Sciences

- Eric Tabor, Iowa Attorney General's Office
- Kevin Techau, Iowa Department of Public Safety
- Tanya Uden-Holman, University of Iowa College of Public Health
- Catherine Vance, Iowa Department of Education, Bureau of Community Colleges Career and Technical Education
- Kevin VanderSchel, Southern District of Iowa, US Attorney's Office
- Rod VanWyk, Iowa Law Enforcement Academy
- Bret Voorhees, Iowa Homeland Security & Emergency Management Division, Preparedness Bureau
- Todd Voter, Northern District of Iowa, US Attorney's Office
- Laurie Walkner, University of Iowa College of Public Health
- Tom Wardlow, Iowa Police Executive Forum

Issues and Needs for Preparedness Training in Iowa

Iowa needs preparedness training to be available to all members of the workforce – preventers/responders and non-preventers/responders alike – in every area of the state. These opportunities are currently not universally available, nor is participation in training always at the level that is needed to ensure a well-trained and prepared workforce.

EdTrAC’s planning group assessed current preparedness training efforts, using information provided by EdTrAC members and their organizations. This assessment and subsequent discussions identified varied issues, needs, and opportunities for Iowa’s preparedness training initiatives. Most of these issues come as no surprise to those working in this area, but they are important for placing this plan in context.

Iowa’s Preparedness Training Strategic Plan focuses action on the issues identified in the assessment and takes a broad view of preparedness training. The plan goes beyond the traditional first responders to include other sectors in Iowa that also have key responsibilities to ensure preparedness because of their own roles in the state. As a result of the assessment it was determined this plan would not, however, address preparedness training for the general public. That is viewed as a separate and next tier of effort, perhaps requiring a greater public education and “marketing and promotions” thrust than the training efforts included in this plan.

The assessment provided insights into a number of other issues that are, most likely, familiar to those working in the area of emergency preparedness.

- Gaps across disciplines and sectors exist and should be addressed through coordinated and cross-discipline training whenever possible. Jargon, terminology, and acronyms need to be standardized and become part of materials and training.
- Individuals and agency or organization leaders are confused by the flurry and volume of training promotional materials they receive. They want a credible source of information on preparedness training that can give them direction on how to channel scarce training resources.
- Local and state public officials often have or see little practical need to be involved in preparedness work until they are thrust into a central policy position by an incident. Training for these public officials should be integrated into the ongoing preparedness efforts, including a basic disaster awareness session.
- Quality of training curriculum and instructors is varied and inconsistent. In some disciplines, competencies or standards have yet to be developed. In others, new subject matter has emerged, and trainers may lack the experience or expertise to be effective.
- Employers and others seek information and consistency in knowing the level of competency and knowledge of an individual or an entity. This seems to indicate a move toward, or a growing demand for, certification of individuals in preparedness or a recognition of preparedness of institutions, agencies, or businesses.
- Plates are full, and the sense of urgency regarding preparedness training has waned since the post-September 11 heights. The interest is more in “traditional” threats and

hazards, while the training funding is largely focused on homeland security preparedness. The assessment revealed the best training programs take a multi-hazards approach and ensure homeland security issues are covered as part of the whole.

- Not only are plates full, budgets are empty. The need to “do more with less” often hits hardest and has a great impact on resource cuts for training. There are no easy solutions to these issues. Economies of scale and cross-discipline or sector approaches may ease stretched budgets to some degree.
- Motivation to participate in training has waned as a result of the full plates and empty budgets. Finding incentives for training participation within these constraints is a critical need. Volunteer preventers/responders are particularly affected, since their participation often requires them to either take vacation time from their full-time job or to pay for the training out of their own pockets – or both.
- Turf continues to influence preparedness training opportunities. In many of the associations or agencies representing the disciplines, competition and/or specific training requirements are active. EdTrAC, as a collaborative, coordinating group representing key players, is proof that turf issues can be faced openly and quality preparedness training efforts arise from the resulting work.

Preventers/responders clearly must be well-trained and prepared for any emergency. Many of these professionals and stakeholder groups are currently training and exercising on a regular basis. Few would say they are fully trained and have achieved 100 percent of their training goals and levels of competency. In this plan, preventer/responders refers to such disciplines as:

- Dispatchers
- Emergency management
- EMS
- Fire
- Health care
- Laboratories
- Law enforcement
- Local elected officials
- Public health
- Public works
- Veterinarians

The preventers/responders are typically disciplines that have public protection, emergency response, and recovery as a significant or critical function of their jobs. Non-preventers/responders, as considered in this plan, are somewhat different. They are individuals and organizations that also have a stake in preparedness, but have a different role. Non-preventers/responders typically have an interest, groups of individuals, or assets to protect or aid in event of an emergency.

Non-preventers/responders may not always see the need for preparedness training of their workforce. EdTrAC, in this plan, seeks to pave the way for these stakeholders to understand

and fully participate in the necessary preparedness training to better safeguard Iowans at all levels. Non-preventers/responders who may benefit from the suggested activities in this plan include:

- Private sector
 - Manufacturing
 - Service industry
 - Retail business
 - Agriculture
- Education and schools
- CBOs – community-based organizations
 - Nonprofit organizations, such as Red Cross, United Way, or food banks
 - Organizations serving special populations, such as nursing homes, English as a Second Language (ESL) and job skill programs, or disability advocacy groups
 - Faith-based organizations, such as ministerial associations or individual institutions
 - Business or trade organizations, such as chambers of commerce or trucking associations

This preparedness training strategic plan recognizes the responsibility of each of these non-preventer/responder sectors to undertake their own efforts for preparedness training. It is not within the authority of the government to do this for these groups, but this plan can certainly serve as a guide and a focus to ensure eventual integration with the public sector preventers/responders when and if an emergency situation occurs. That is not to say the preventer/responder disciplines or EdTrAC are disinterested in support of these efforts. On the contrary, the assessment showed that involvement to the level possible and appropriate can add value to non-preventer/responder preparedness training.

This Preparedness Training Strategic Plan is closely tied to exercise. The plan includes and refers to exercise as both a means to identify and address gaps in response that can be improved through additional preparedness efforts, and as a means to get the attention of some who are unaware or uncommitted to investing in preparedness and training. The cross-discipline exercise plan developed by Homeland Security and Emergency Management Division is a complementary plan. Together, Iowa's Preparedness Training Strategic Plan and the exercise plan can be a significant force in future preparedness across the state.

Issues and needs that emerged in the assessment and discussion of the state of preparedness training in Iowa led the EdTrAC Planning Work Group to the priorities reflected in this plan. It is intended that Iowa build upon its strong foundation of training, incorporating the practical approaches and commitment to excellence for which Iowa is noted, to best prepare for any eventuality.

Mission and Goals

Mission

To ensure Iowa's preparedness training opportunities provide timely, integrated, and quality content appropriate to the broad set of stakeholders, resulting in a well-trained workforce.

Three-Year Goals

1. Preparedness training and exercise will engage the workforce across the state and across preventer/responder disciplines and non-preventer/responder sectors.
2. Content of training and exercise will help individuals, organizations, and systems meet preparedness competencies/standards.
3. Quality assurance will be maintained through curricula that is of high quality and meets current training and exercise needs and priorities, and through instructors that are competent and current in knowledge and issues.
4. Training and competencies will be recorded and tracked by a preparedness training management system.
5. Participation in training and exercise will improve the preparedness of Iowa's workforce, organizations, and systems.

Goals and Strategies

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Goals and Strategies – 2004 – 2006

Goal 1. Preparedness training and exercise will engage the workforce across the state and across preventer/responder disciplines and non-preventer/responder sectors.
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Goal 2. Content of training and exercise will help individuals, organizations, and systems meet preparedness competencies/standards.

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- 4.1. Utilize the Learning Management System (LMS) for the broad range of disciplines and sectors involved with preparedness training.
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Goal 5. Participation in training and exercise will improve the preparedness of Iowa’s workforce, organizations, and systems.

- 5.1. Assure future funding and sustainability of preparedness training programs.
- 5.2. Offer and market priority topics in a timely manner through methods that optimize ability of individuals to participate.
- 5.3. Provide incentives to individuals and/or agencies/institutions/organizations for successful completion of preparedness training sessions and exercises.
- 5.4. Provide recognition to individuals/agencies/institutions/organizations for their participation in and completion of training and exercise.
- 5.5. Develop various curriculum delivery modalities to ensure that training is maximally available to all who need it.
- 5.6. Identify performance measures that will demonstrate progress toward a better prepared Iowa.
- 5.7. Overcome the obstacles of time constraints, low priority levels, low perception of risk, and general apathy.

Strategies and Action Steps

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
Goal 1. Preparedness training and exercise will engage the workforce across the state and across preventer/responder disciplines and non-preventer/responder sectors.		
1.1. Develop a common understanding that training and exercise for the preparedness workforce crosses and integrates preventer/responder disciplines and non-preventer/responder sectors.		
1.1.1. Obtain statement or resolution of support for cross-discipline preparedness training from associations in all preventer/responder disciplines.	2004 – Q 1	<ul style="list-style-type: none"> •Collection of statements and resolutions adopted by organizations •80% compliance by EdTrAC organizations.
1.1.2. All disciplines should be encouraged, when developing grant requirements and performance measures, that exercises should be cross-discipline in nature.	2004 – Q 1	<ul style="list-style-type: none"> •Grant requirements and performance measures include cross discipline exercise.
1.1.3. Identify the disciplines to be included in preparedness training that include preventers/responders and non-preventer/responder sectors.	2004 – Q 2	<ul style="list-style-type: none"> •List of prioritized disciplines and sectors
1.1.4. Identify and engage non-first responder/preventer sectors in statewide preparedness training.	2004 – Q 2	<ul style="list-style-type: none"> •Participation in EdTrAC of private sector, education, community-based organizations (CBOs)
1.1.5. Provide materials to the exercise lead at the local and regional levels to help them identify and include other disciplines and sectors as appropriate in the planning, delivery, and evaluation of the exercise. Periodically provide advisories (priority lists) as to which groups need to be included and which exercises should be occurring.	2004 – Q 2	<ul style="list-style-type: none"> •Materials and advisories provided.
1.1.6. Identify and offer training opportunities, such as the Abbottsville exercise, that use a table-top scenario and place responders in roles outside of their usual discipline.	2005 – Q 1 – 4	<ul style="list-style-type: none"> •All corrective action reports include elements of cross-discipline exercises. After action review includes consideration of what cross discipline activity there was and level of effectiveness.
1.1.7. EdTrAC will identify and promote cross-discipline training opportunities and	2005 – Q 1	<ul style="list-style-type: none"> •Process is established for review and recommendation for cross-discipline courses.

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
analyze them for their cross-disciplinary value. Add cross-discipline courses to "recommended" course list from EdTrAC.		
1.2. Involve stakeholders representing all preventer/responder disciplines and non-preventer/responder sectors in communications and information exchange.		
1.2.1. Sustain the work of the Education and Training Advisory Committee (EdTrAC).	2004 – Q 1 and ongoing	<ul style="list-style-type: none"> •EdTrAC membership roster •EdTrAC products •EdTrAC meeting notes
1.2.2. Create and publicize a web site that lists all training and funding opportunities.	2004 – Q 4	<ul style="list-style-type: none"> •Web site created •Links on discipline web sites to HLSEM's funding opportunities and the Learning Management System •Information about the web site included in discipline publications and at meetings.
1.2.3. Identify, establish and support opportunities for disciplines and sectors to gather together for training and other activities.	2004 – Q 4	<ul style="list-style-type: none"> •Calendar of events on LMS and other websites. •Links to calendars of events and listed in discipline and sector publications.
1.2.4. Develop and promote communication efforts targeted to non-preventer/responder stakeholders.	2005 – Q 2	<ul style="list-style-type: none"> •Information flow within targeted sectors on preparedness and training •Communications between preventers/responders and targeted sectors
1.3. Establish sustainable venues for input and feedback regarding preparedness training and exercise needs, priorities, and participation.		
1.3.1 Ensure ongoing coordination, communications, and involvement of all disciplines in preparedness training.	2004 – Q 1 and quarterly	<ul style="list-style-type: none"> •EdTrAC meeting notes
1.3.2 Access and utilize standard evaluation questions to be included with all education and training programs to supplement other data collected.	2004 – Q 2	<ul style="list-style-type: none"> •Evaluation form developed •Data gathered from analysis of evaluations used to enhance programs
1.3.3 Add a regular "focus group"/breakout session designed to gather feedback to	2004 – Q 4	<ul style="list-style-type: none"> •EdTrAC receives feedback from disciplines' annual

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
the annual conference of all disciplines and sectors.		meetings
1.3.4 Access and use standardized exercise evaluation tools developed by HLSEM and others to identify additional education and training needs.	2005 – Q 3	<ul style="list-style-type: none"> •Review of exercise evaluations.
1.3.5 Conduct an annual summit focusing on the “state of preparedness training” and priorities or emerging threats.	2005 – Q 3	<ul style="list-style-type: none"> •Summit and proceedings that identify priorities for preparedness training
1.4 Develop ways to overcome obstacles such as time constraints, low priority levels, and general apathy.		
1.4.1 Leverage grants of all kinds to promote and encourage cross-discipline training and exercises.	2004 – Q 1 and ongoing	<ul style="list-style-type: none"> •Grants will include letters of support from a range of cross-disciplinary interests. •Grant requirements and performance measures include cross-discipline exercise.
1.4.2 Work with potential training participants to identify obstacles.	2004 – Q 4 and annually	<ul style="list-style-type: none"> •EdTrAC receives annual feedback from discipline and sector annual meetings
1.4.3 Work with preventer/responder discipline and non-preventer/responder sector representatives at all levels to identify tools to overcome the identified obstacles.	2005 – Q 2	<ul style="list-style-type: none"> •Request strategies or information from the disciplines and sectors regarding their progress toward overcoming identified obstacles.
1.4.4 Identify incentives for potential training participants to attend classes.	2005 – Q 2	<ul style="list-style-type: none"> •Incentives used in particular instances.

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
Goal 2. Content of training and exercise will help individuals, organizations, and systems meet preparedness competencies/standards.		
2.1. Develop common terms and definitions for cross-discipline discussions of training that are used and understood across workforce disciplines and non-preventer/responder sectors.		
2.1.1. Develop terminology for various levels of training that will apply to all preventer/responder disciplines.	2004 – Q 3	<ul style="list-style-type: none"> •A list of terms and definitions •Post terms on prepareiowa.com and other organization links
2.1.2. Develop a glossary of terms for cross-discipline understanding that is applicable for preparedness training for preventer/responders and for non-preventer/responder sectors.	2004 – Q 3	<ul style="list-style-type: none"> •Glossary defined •Post glossary on prepareiowa.com and on other organization links
2.1.3. Use lessons learned from exercises to continue dialog among disciplines and sectors, including language and optimum levels of preparedness.	2004 – Q 3	<ul style="list-style-type: none"> •Corrective action taken based on after-action reports to improve common understanding and necessary levels of preparedness
2.1.4. Encourage self-assessment of materials and include agreed upon interdisciplinary terms.	2004 – Q 4 and ongoing	<ul style="list-style-type: none"> •Updated documents glossary and terms
2.2. Identify and prioritize training and exercise for cross-discipline and sector awareness, topics for specific disciplines and sectors, levels of preparedness, and time frames through a flexible and dynamic system that will ensure training and exercise priorities remain appropriate in changing times.		
2.2.1. Reach consensus on training priorities for topic-specific and/or cross-discipline training.	2004 – Q 1 and annually	<ul style="list-style-type: none"> •Training priorities identified and consensus reached.
2.2.2. Emphasize training for preventers/responders on these top priorities in Year 1: 1) incident command; 2) terrorism awareness; 3) hazardous materials training and risk communication. Year 2: Update and refresh. Year 3:	2004 – Q 1 and ongoing	<ul style="list-style-type: none"> •Trainings offered •Rosters and enrollment figures

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
Continue to exercise awareness level knowledge.		
2.2.3. Develop a training session on how and why disciplines are integrated at the local level for response.	2004 – Q 4	<ul style="list-style-type: none"> •Training guide and curriculum developed
2.2.4. Develop a training session on the basic understanding of roles and responsibilities of the respective disciplines.	2004 – Q 4	<ul style="list-style-type: none"> •Training guide and curriculum developed
2.2.5. Common terms identified should be incorporated in training.	2005 – Q 1	<ul style="list-style-type: none"> •Curricula adapted when possible •Course evaluations.
2.2.6. Adapt curricula to accommodate participation by multiple disciplines when possible and appropriate.	2005 – Q 2	<ul style="list-style-type: none"> •Curricula adapted when possible •Course evaluations
2.2.7. Establish subcommittees to work longer term to identify discipline specific and cross-discipline courses and sessions for preventer/responder and non-preventer/responder groups.	2005 – Q 2	<ul style="list-style-type: none"> •Subcommittees established •Recommendations provided
2.2.8. Identify baseline requirements of various federal agencies and review annually for changes.	2005 – Q 2 and annually	<ul style="list-style-type: none"> •Review completed •Adjustments made as needed
2.2.9. Hold an annual meeting with leaders of different disciplines and sectors for a planning day to formulate priorities for the coming 12-18 months based on exercise outcomes, focus groups, or national initiatives.	2005 – Q 3	<ul style="list-style-type: none"> •Annual EdTrAC plan update
2.2.10. Identify and develop non-preventer/responder sector preparedness training priorities.	2005 – Q 3 and ongoing	<ul style="list-style-type: none"> •Priorities for each sector
2.2.11. Identify and develop preventer/responder curricula in priority areas not always considered in general training, e.g. agroterrorism, that are specific to Iowa training needs.	2005 – Q 4 and ongoing	<ul style="list-style-type: none"> •Topics and target audiences identified •Curricula developed •Training schedules and participation data
2.2.12. Identify and recommend online or non-traditional delivery methods for self-study courses.	2005 – Q 4 and ongoing	<ul style="list-style-type: none"> •Methods of delivery developed •Courses offered
2.2.13. Identify or develop non-preventer/responder curricula in general and specific preparedness topics appropriate to Iowa, e.g. agroterrorism or preparedness training for K-12 schools.	2005 – Q 4 and ongoing	<ul style="list-style-type: none"> •Topics and target audiences identified •Curricula developed •Training schedules and participation data

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
2.3. Develop competencies/standards for preparedness training.		
2.3.1. Utilize national and state endorsed standards and competencies for each preventer/responder discipline.	2004 – Q 3	<ul style="list-style-type: none"> •Standards are applied in each discipline.
2.3.2. Recommend programs for cross-discipline training that meet education standards and competencies.	2004 – Q 3	<ul style="list-style-type: none"> •List of recommended programs.
2.3.3. Each preventer/responder discipline is responsible to review its respective competencies and standards annually.	2004 – Q 3 and annually	<ul style="list-style-type: none"> •Review completed •Input to EdTrAC regarding reviews.
2.3.4. Assess and determine need for preparedness training competencies and standards for non-preventer/responder sectors, especially private sector, education, and community-based organizations.	2006 – Q 1	<ul style="list-style-type: none"> •Assessments by sector
2.3.5. Identify existing national and state endorsed standards and competencies for each non-preventer/responder sectors or develop appropriate standards if none exist.	2006 – Q 4	<ul style="list-style-type: none"> •Standards for each sector
2.4. Align curricula with competencies/standards within and across disciplines.		
2.4.1. Define and/or review objectives of training sessions or educational courses and identify related competencies specific to each preventer/responder discipline.	2006 – Q 1	<ul style="list-style-type: none"> •Objectives reviewed •Discipline-specific competencies identified for each course
2.4.2. Define required elements for training courses, e.g. objectives, evaluation tool.	2006 – Q 1	<ul style="list-style-type: none"> •List of required elements
2.4.3. Each preventer/responder discipline will review cross discipline courses and align them with discipline-specific competencies, to allow participants to receive credit.	2006 – Q 1	<ul style="list-style-type: none"> •Cross-discipline alignment of course content with competencies
2.4.4. Develop agreements among disciplines that would allow participation by those outside the discipline, acceptance, and credit for the coursework in that discipline based on competencies and standards.	2006 – Q 1	<ul style="list-style-type: none"> •Cross-discipline reciprocity agreements
2.4.5. Define and/or review objectives of training sessions or educational courses and identify related competencies specific to each non-preventer/responder sector.	2006 – Q 4 and beyond	<ul style="list-style-type: none"> •Objectives reviewed •Sector-specific competencies identified for each course

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
Goal 3. Quality assurance will be maintained through curricula that is of high quality and meets current training and exercise needs and priorities, and through instructors that are competent and current in knowledge and issues.		
3.1. Establish a sustainable, cross-discipline, statewide system for building a cadre of approved instructors and monitoring the quality of curricula and instructors.		
3.1.1. Determine criteria or guidelines by which instructors, curricula, and training can be judged for quality, relevance to training priorities, and competencies addressed.	2005 – Q 1	<ul style="list-style-type: none"> •Criteria for instructors •Criteria for curricula •Criteria for training sessions
3.1.2. Compile a list of instructors from each discipline recommended by lead agencies.	2005 – Q 1	<ul style="list-style-type: none"> •Agency lists •Master list
3.1.3. Establish requirements instructors must meet before they can teach specific courses.	2005 – Q 1	<ul style="list-style-type: none"> •Course list including instructor qualifications
3.1.4. Establish a process by which preventer/responder disciplines and non-first-preventer/responder sectors may submit courses, training, curricula, and instructors for inclusion in a preparedness training clearinghouse.	2005 – Q 2	<ul style="list-style-type: none"> •Process in place •Submissions for inclusion in clearinghouse
3.1.5. Establish a cross-discipline clearinghouse for curricula, training, and instructors that meet criteria.	2005 – Q 2	<ul style="list-style-type: none"> •Clearinghouse of curricula, training, instructors •Incorporation into LMS
3.1.6. Identify educational course curricula and instructors that meet the criteria.	2005 – Q 3	<ul style="list-style-type: none"> •Lists of curricula •Lists of instructors
3.1.7. Offer courses to expand and strengthen the cadre of instructors, including cross-discipline training for instructors.	2005 – Q3	<ul style="list-style-type: none"> •Train the trainer courses •Cross-discipline train the trainer materials
3.1.8. Coordinate steps and a timeframe resulting in a certification process for instructors in preparedness training for each discipline and across disciplines, and for various non-preventer/responder sectors.	2006 – Q 3	<ul style="list-style-type: none"> •Certification process for instructors •Certified instructors
3.2. Involve a broad range of stakeholders in endorsing the quality control system for discipline-specific and cross-discipline training curricula and instructors.		
3.2.1. Obtain statement or resolution of support	2004 – Q 1	<ul style="list-style-type: none"> •Statements of support

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
from associations in all disciplines for discipline-specific and cross-discipline preparedness training quality control processes.		
3.2.2. Recommend programs for cross-discipline training that meet education standards and competencies.	2005 – Q 2 and ongoing	<ul style="list-style-type: none"> •Recommended training programs and rationale
3.2.3. Establish a review board with representation from each discipline to review instructor and course evaluations and new and current programs bi-annually.	2005 – Q 3 and ongoing	<ul style="list-style-type: none"> •Review board roster and responsibilities •Review board meeting records
3.2.4. Obtain statement or resolution of support from associations in all non-preventer/responder sectors for sector-specific preparedness training quality control processes.	2006 – Q 3 and beyond	<ul style="list-style-type: none"> •Statements of support
3.2.5. Expand review board activity to include non-preventer/responder reviews.	2006 – Q 4 and beyond	<ul style="list-style-type: none"> •Review board roster and responsibilities •Review board meeting records
3.3. Provide and maintain a central point of information about the quality of preparedness training, curricula, and instructors; i.e. provide an “EdTrAC Seal of Approval.”		
3.3.1. Determine most effective means to communicate information about quality processes and specific training and instructor listings that show quality “approval.”	2005 – Q 3	<ul style="list-style-type: none"> •Schedule and record of communication regarding “approved” training and instructors
3.3.2. Develop and post on a web site a roster of local, regional, and national trainers.	2005 – Q 3	<ul style="list-style-type: none"> •Postings on lead agency web sites and links from stakeholder web sites
3.3.3. Develop and post on a web site a catalog or links to “approved” sites offering local, regional, and national training sessions and educational courses.	2005 – Q 3	<ul style="list-style-type: none"> •Postings on lead agency web sites and links from stakeholder web sites
3.3.4. Develop, promote, and commonly use a simple icon that identifies instructors and sessions that have met the criteria, i.e. “EdTrAC seal of approval.”	2005 – Q 3	<ul style="list-style-type: none"> •Icon •Examples of use of the icon

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
Goal 4: Training and competencies will be recorded and tracked by a preparedness training management system.		
4.1. Utilize the Learning Management System (LMS) for the broad range of disciplines and sectors involved with preparedness training.		
4.1.1. Create a multi-discipline LMS committee to determine and address expanded use of LMS for preparedness training tracking by disciplines in addition to public health.	2004 – Q 1	<ul style="list-style-type: none"> • Committee roster • Records of committee activity
4.1.2. Launch the Learning Management System for public health workforce training and coursework.	2004 – Q 2	<ul style="list-style-type: none"> • LMS infrastructure • Activity of the LMS
4.1.3. Identify critical start-up elements for training and educational institutions, individual learners, and those seeking information from the system.	2004 – Q 2	<ul style="list-style-type: none"> • Information for training institutions • Information for learners • Information for agencies, organizations, employers
4.1.4. For disciplines not included in LMS, identify and inform stakeholders of the record-keeping and tracking systems used in each discipline.	2004 – Q 2	<ul style="list-style-type: none"> • Roster of disciplines and tracking systems • Web postings or publications, newsletters
4.1.5. Identify additional disciplines for which LMS would be appropriate.	2004 – Q 2	<ul style="list-style-type: none"> • List of disciplines and indication of adoption plans
4.1.6. Assess and determine value of a LMS system to non-preventer/responder sectors.	2006 – Q 4 and beyond	<ul style="list-style-type: none"> • Assessment and recommendations
4.1.7. If non-preventer/responder sectors would benefit from LMS, develop and implement plan to expand the system.	2006 – Q 4 and beyond	<ul style="list-style-type: none"> • Plan • Implementation activity
4.2. Develop sustainable management and maintenance of the Learning Management System for preparedness training for the broad range of disciplines.		
4.2.1. Propose sessions and courses to LMS Advisory Committee for approval of placement on LMS.	2004 – Q 2 and ongoing	<ul style="list-style-type: none"> • Requests for approval • Approvals by Committee
4.2.2. Determine the criteria for placement of sessions and courses on LMS for all disciplines.	2004 – Q 3	<ul style="list-style-type: none"> • Criteria for public health • Criteria for others as developed
4.3. Implement cross-discipline use of the Learning Management System for		

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
preparedness training of individuals and institutions.		
4.3.1. Develop and conduct a marketing effort to tell individuals and organizations about LMS and its benefits for users.	2004 – Q 1 and ongoing	<ul style="list-style-type: none"> • Marketing materials • Market targets • Use of LMS
4.3.2. Work with stakeholder groups to engage interest in and support of the LMS for their members.	2004 – Q 1 and ongoing	<ul style="list-style-type: none"> • Stakeholder use of LMS • Expansion of LMS to other disciplines

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
Goal 5: Participation in training and exercise will improve the preparedness of Iowa's workforce, organizations, and systems.		
5.1. Assure future funding and sustainability of preparedness training programs.		
5.1.1. Identify and leverage funding across disciplines and funding streams.	2004 – Q 3 and ongoing	<ul style="list-style-type: none"> •Funding streams and blended uses of funds for training
5.1.2. Develop preparedness training with content that can be applied and has relevance to other hazards across disciplines.	2004 – Q 4 and ongoing	<ul style="list-style-type: none"> •All-hazards curriculum includes preparedness and/or cross-discipline content
5.1.3. Identify and develop strategies for leveraging preparedness training funds for non-preventer/responder sectors.	2005 – Q 2	<ul style="list-style-type: none"> •Strategies •Funds obtained
5.2. Offer and market priority topics in a timely manner through methods that optimize ability of individuals to participate.		
5.2.1. Review and identify the most efficient and cost-effective modalities for training.	2004 – Q 4	<ul style="list-style-type: none"> •Data on efficiency and cost-efficiency •Recommended modalities
5.2.2. Involve local leaders and stakeholder associations in designing training courses that will appeal to and be possible for members to participate in.	2004 – Q 4	<ul style="list-style-type: none"> •Venues for participation •Courses developed
5.2.3. Promote appropriate participation in training courses across disciplines and across sectors.	2004 – Q 4	<ul style="list-style-type: none"> •Materials •Promotion activities •Increased participation
5.2.4. Identify a best case scenario for marketing training and create a template for use across the state for various topics and situations.	2005 – Q 1	<ul style="list-style-type: none"> •Templates
5.3. Provide incentives to individuals and/or agencies/institutions/organizations for successful completion of preparedness training sessions and exercises.		
5.3.1. Consider training hours as qualifying for continuing education, credit toward re-certification, or credentialing.	2005 – Q 2	<ul style="list-style-type: none"> •Acceptance of specific training for credits
5.3.2. Suggest creative and allowable ways employers allow individuals to participate in training sessions at the local level without using personal time.	2005 – Q 2	<ul style="list-style-type: none"> •List of suggested considerations

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
5.3.3. Create financial incentives for the jurisdiction for completion of training by disciplines and stakeholders within the jurisdiction, e.g. state or federal grant eligibility or bonus system.	2005 – Q 2	<ul style="list-style-type: none"> •Grant guidance •Participation in grant programs
5.3.4. Establish certification tracks for various preventer/responder disciplines.	2005 – Q 4	<ul style="list-style-type: none"> •List of disciplines' certification requirements by discipline
5.3.5. Establish certification tracks for various non-preventer/responder sectors, especially the private sector, education, and CBOs.	2006 – Q 4 and beyond	<ul style="list-style-type: none"> •List of sectors' certification requirements by sector
5.3.6. Develop or adopt organizational institutional certification programs.	2006 – Q 4	<ul style="list-style-type: none"> •Programs recommended •Institutions certified
5.4. Provide recognition to individuals/agencies/institutions/organizations for their participation in and completion of training and exercise.		
5.4.1. Promote and support recognition of achievement in training and exercise.	2005 – Q 2	<ul style="list-style-type: none"> •Promotion of recognition •Policies on recognition
5.4.2. Determine discipline-appropriate recognition and reward options for individuals.	2005 – Q 2	<ul style="list-style-type: none"> •Rewards and recognition options •Rewards and recognitions awarded
5.4.3. Determine options for recognition and award for agencies and organizations.	2005 – Q 4	<ul style="list-style-type: none"> •Rewards and recognition options •Rewards and recognitions awarded
5.5. Develop various curriculum delivery modalities to ensure that training is maximally available to all who need it.		
5.5.1. Identify demand for modalities for various disciplines and across disciplines.	2005 – Q 2	<ul style="list-style-type: none"> •Data or input showing demand by discipline
5.5.2. Provide options for training in local or regional settings.	2005 – Q 2	<ul style="list-style-type: none"> •Training schedules and locations
5.5.3. Provide options for training via various uses of technology.	2005 – Q 2	<ul style="list-style-type: none"> •Training schedules and courses, noting those available via technology
5.5.4. Provide options for training within existing disciplines' activities and schedule.	2004 – Q 4	<ul style="list-style-type: none"> •Training schedules and courses, noting those provided during regular activities and conferences.
5.5.5. Seek and provide alternative training modalities to meet changing needs,	2005 – Q 2 and ongoing	<ul style="list-style-type: none"> •New or new alternative modalities

Strategy.Action Steps	Completed by: (Q = Quarter)	Measurable Outcome
interests, and priorities.		<ul style="list-style-type: none"> •Participation numbers for training offered in new or alternative modalities
5.6. Identify performance measures that will demonstrate progress toward a better prepared Iowa.		
5.6.1. Review and compile lessons learned from exercises within and across disciplines to report on progress in preparedness.	2005 – Q 1	<ul style="list-style-type: none"> •Analysis of after action reports and corrective action reports
5.6.2. Evaluate process data, including training numbers, courses offered, etc., to determine if “educationally” Iowa is better prepared.	2005 – Q 1 and annually	<ul style="list-style-type: none"> •Data analysis •Longitudinal records
5.6.3. Each discipline will identify how the impact of training on their members, communities, and Iowa might be documented.	2006 – Q 2	<ul style="list-style-type: none"> •Feedback on how to document impact by each discipline
5.6.4. Each non-preventer/responder sector will identify how the impact of training on their members, communities, and Iowa might be documented.	2006 – Q 4 and beyond	<ul style="list-style-type: none"> •Feedback on how to document impact by each sector
5.7. Overcome the obstacles of time constraints, low priority levels, low perception of risk, and general apathy.		
5.7.1. Design training and promotion of the training to be applicable at some level to all hazards.	2004 – Q 2	<ul style="list-style-type: none"> •All-hazards curriculum includes preparedness and/or cross-discipline content •Registration materials showing all-hazards and preparedness applications
5.7.2. Seek input from potential participants regarding feasible solutions to the obstacles.	2004 – Q 3	<ul style="list-style-type: none"> •Records of input and suggestions •EdTrAC planning focus group notes

Review and Update

This plan, like all plans, is a living document. Its value lies both in the words on the pages and in the processes and actions that led to and continue to direct the efforts for preparedness training for Iowa. To maintain its strategic value, the plan will be reviewed and updated.

EdTrAC will be responsible for keeping the plan current and ensuring it reflects the needs, priorities, and preparedness training appropriate for Iowa. Through the regular coordination and convening activities of EdTrAC, preparedness training issues will be monitored. Annually, EdTrAC will undertake a set of activities focused on the strategic plan for preparedness training. Input from various disciplines and sectors will be sought and incorporated into review activities. An annual “state of preparedness training” will be developed with leaders convening to offer recent views on the key issues.

As in all EdTrAC efforts, the review and update will involve the stakeholder members and plan revisions will be by consensus of EdTrAC.

For Immediate Action – Priorities for Training in Iowa

The Preparedness Training Strategic Plan recognizes the importance of a sustainable and unified vision and goals for Iowa. This longer-term “infrastructure” development has been addressed through the mission, goals, strategies, and action steps. This section addresses the shorter term considerations of the priorities for preparedness training, both cross-discipline and sector and discipline-specific.

The purpose of this section of the plan is to give some guidance and benefit of the discussion of the EdTrAC planning group regarding training topics, venues, and modalities that work best for Iowans. The aim is to make the greatest progress in improving the number of people trained, the level of their training, and to begin to close identified gaps in knowledge. By prioritizing and targeting training in these key topics, Iowa and communities should see the greatest and earliest return on their preparedness training investments.

Priority Training Topics

- Basic Emergency Management/Emergency Response
- Basic Zoonotic Disease and Agroterrorism
- Bioterrorism Awareness with Health Care Emphasis
- Epidemiology and Surveillance
- Evidence Collection
- Executive Level Homeland Security and Emergency Management Seminar
- Forensic Epidemiology
- Hazardous Materials
- Incident Command System
- Intelligence Analysis
- Prevention
- Quarantine and Isolation
- Risk Communication
- Surveillance and Situational Analysis
- Terrorism Awareness/WMD

EdTrAC recommends training in these topics during the first year of plan implementation. During the second year training should update and refresh trainees. In the third year, exercise should test the awareness level knowledge. Much of the awareness training can and should be undertaken in a cross-discipline or cross-sector approach for greatest benefit.

EdTrAC recognizes and applies the competencies and standards for training set forth by such authoritative sources as the Department of Justice Office of Domestic Preparedness and the Centers for Disease Control. These detail not only awareness level standards, but those more advanced requirements applicable for professionals playing more specialized roles in response. Iowa's Homeland Security Initiative serves as a resource in developing certain priorities. Training should most certainly be targeted to achieve the appropriate level of preparedness for each discipline and responsibility within the discipline.

EdTrAC further emphasizes the value in ensuring local and state policymakers and executive officials are adequately trained and understand the interrelated nature of preparedness training and exercise. These leaders should be encouraged by all disciplines to be involved in the training and exercise, as well as planning.

Overcoming Obstacles to Participation in Training

Individuals and organizations face very real obstacles to participating in training. Many revolve around funding or human resource issues, which must be addressed at the organizational or local level by the policy leadership. Constraints can be eased through certain practices and guidelines for designing and conducting training. Some of those suggestions, courtesy of the participants in the community outreach portion of this planning process, are offered here.

- Hold training at a local or regional level when possible.
- If training is in Des Moines, provide resources to cover expenses.
- Schedule training hours to fit the participants' needs. For example, volunteers are more able to participate in training offered during evenings or weekends.
- Provide incentives, rewards, and recognition for training achievement.
- Offer priority training topics.
- Offer training at the appropriate level of expertise for the intended participants.
- Offer awareness level courses in a cross-discipline setting.
- Ensure quality curriculum content.
- Ensure experienced and qualified trainers.

- Use face-to-face training when possible.
- Provide alternatives to face-to-face sessions in the form of self-study, ICN courses, and other opportunities.

For More Information

For more information about EdTrAC, this Preparedness Training Strategic Plan, or to participate in future EdTrAC initiatives, contact any member of EdTrAC or contact the EdTrAC staff at:

Arlinda McKeen
State Public Policy Group
200 10th Street, 5th Floor
Des Moines, IA 50309

Phone 515/243-2000
Fax 515/243-5941
Email amckeen@sppg.com

Glossary

Agroterrorism: An act dangerous to human life, property, or the environment, focused on disruption of agricultural products and/or agricultural processes. A clear violation of the criminal laws of the United States and/or the State of Iowa, to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Awareness Level: The basic knowledge of the fundamental roles and responsibilities of all stakeholders relating to emergency management and homeland security. In a training context, preventers/responders at the awareness level are individuals who are likely to witness or discover a situation/event/incident and who have been trained to initiate an emergency response sequence by notifying the proper authorities of the situation/event/incident. They would take no further action beyond notifying the authorities of this situation/event/incident. *This definition is modified from 29 CFR 1910.120 (OSHA regulations).*

Bioterrorism: The use of microorganisms or toxins derived from living organisms to cause death or disease in humans, animals, or plants in civilian settings.

CBRNE (acronym): Chemical, Biological, Radiological, Nuclear, and Explosive.

Community-Based Organizations (CBOs): Non-government organizations with the aim to develop and improve the well-being of people and/or the community. Examples include nonprofit organizations such as Red Cross or United Way, organizations serving special populations such as disability advocacy groups, faith-based organizations such as ministerial associations, or business or trade organizations such as chambers of commerce or trucking associations.

Cross-discipline: Communication, training, and preparedness activity outside one's own profession or job to include other professions or disciplines.

Cross-sector: Communication among social, economic or functional areas, such as the financial sector with the health care sector, or community-based organizations with the private sector.

Detection: As an element of homeland security, detection is discussed in terms of the capabilities to detect the presence and use of chemical, biological, radiological, and nuclear weapons. There is also discussion concerning the ability to detect breaches of cyber security and impending attack. Examples of detection activities may include providing sensors and procedures to detect the presence of nuclear, biological, or chemical agents, and using computer software and techniques to detect breaches in computer security.

Discipline: A profession or job category. For purposes of this preparedness training plan, a discipline is one with a clearly-defined role in preparedness, mitigation, response, or recovery from emergency events.

Domestic Preparedness Training: Activities, programs, and systems developed prior to a home front disaster/emergency that are used to support and enhance mitigation of, response to, and recovery from disasters/emergencies.

EdTrAC: Education and Training Advisory Committee. Group of varied stakeholders from across disciplines that convened to make homeland security preparedness training available for the appropriate preventers/responders and other personnel in every county of the state, regardless of professional discipline or sector. EdTrAC's key role is to help professionals see across traditional training boundaries. EdTrAC will make it easier for all disciplines and sectors to coordinate training opportunities. EdTrAC is not a training provider, but serves in a catalyst or coordination role. EdTrAC is an advisory body to the University of Iowa's Center for Public Health Preparedness.

Education: Formal courses based on curriculum and competencies that lead to a recognized level of achievement.

Emergency Management: The organized analysis, planning, decision-making, assignment, and coordination of available resources to the mitigation of, preparedness for, response to, or recovery from emergencies of any kind, whether man-made or natural sources.

Emergency Management Commission (EMC): The entity responsible for providing emergency management functions in the county.

Emergency Management Coordinator: The individual in each county charged with ensuring the county has appropriate capacity to prepare for, mitigate, respond to, and recover from any type of emergency situation, whether man-made or natural in origin.

Emergency Medical Services (EMS): An integrated medical care delivery system to provide emergency and non-emergency medical care at the scene or during out-of-hospital patient transportation in an ambulance.

First Preventer: First preventers are those who have a role in the protection, prevention, detection, and deterrence of criminal terrorist activity.

Fire Service: (1) Organized fire prevention, fire protection, and fire fighting services. (2) Members of fire prevention, suppression, and training organizations individually and collectively, (3) All allied organizations who assist in preventing and combating fires.

First Responder: First responders are identified in the general categories of law, fire, EMS, public health, public works, veterinary services, and emergency management. This definition is often expanded to include those at the State level who respond to incidents as well as private sector partners who serve in a "response" capacity.

Forensic Epidemiology: Entails the integrated management, investigation, and evidence collection by law enforcement and public health personnel of events of unknown origin.

Hazardous Material: A chemical or substance that is regulated by the US Department of Transportation (DOT) because of its inherent nature of being harmful to the public health and/or the environment. DOT regulates interstate and intrastate commercial transport of these materials.

Homeland Security: (1) Homeland security is a concerted national effort to prevent terrorist attacks within the United States, reduce America's vulnerability to terrorism, and minimize the damage and recover from attacks that do occur. *Definition from The National Strategy for Homeland Security, July 2002.* (2) In Iowa, comprehensive homeland security strategies and efforts to detect, prepare for, prevent, protect against, respond to, and recover from terrorist attacks. *Adapted from the Iowa Homeland Security Mission Statement found in Homeland Security in Iowa.*

Incident Commander: The individual responsible for the command of all functions at the field or on-scene response level related to the management of the emergency event.

Incident Command System (ICS): A standardized management system designed for control and coordination of field emergency response operations under the direction of an Incident Commander through the allocation and utilization of resources within pre-defined functional and/or geographic areas. It is sometimes referred to as an Incident Management System (IMS).

Law Enforcement: 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.

Learning Management System (LMS): The *Prepare Iowa* learning management system is designed to serve as a training and education resource for public health workforce development that can be utilized to expand one's knowledge base and strengthen the skills and abilities that are necessary in this dynamic field. The system allows users to assess their knowledge and guide them to competency-based courses to fulfill their expanding professional development needs. Users can map out a training plan and track progress along the way. The Internet-based system is a collaborative effort of Iowa Department of Public Health and the Iowa Center for Public Health Preparedness. Implemented for public health; under development for other disciplines. (www.prepareiowa.com)

Mitigation: Activities taken to eliminate or reduce the degree of risk to life and property from hazards, either prior to or following a disaster/emergency.

Non-preventer/responder: For purposes of this plan, entities that are members of sectors with an interest, groups of individuals, or assets to protect or aid in an emergency event, whether natural or man-made in origin. Non-preventers/responders do not have responsibility as part of their profession or job to respond to an emergency; rather their responsibilities are to their mission, business, employees, or services recipients.

Operations Level: Preventers/responders at the operations level are individuals who respond to situations/events/incidents as part of the initial response to the site for the purpose of

protecting nearby persons, property, or the environment from the effects of the situation/event/incident. They are trained to respond in a defensive fashion without actually trying to stop the situation/event/incident. Their function is to contain the situation/event/incident from a safe distance, keep it from spreading beyond its original area, and prevent exposures. *This definition is modified from 29 CFR 1910.120 (OSHA regulations).*

Preparedness: Activities, programs, and systems developed prior to a disaster/emergency that are used to support and enhance mitigation of, response to, and recovery from disasters/emergencies.

Preventer/responder: For purposes of this plan, disciplines whose roles, responsibilities, and functions include providing immediate services as well as to identify, investigate, and respond to emergency incidents of all types. Specifically, disciplines considered to be preventers/responders include: dispatchers, emergency management, EMS, fire, health care, laboratories, law enforcement, local elected officials, public health, public works, and veterinarians. See also definitions of “first preventer” and “first responder.”

Prevention: As an element of homeland security, prevention is discussed in terms of how tools developed in the detection area can be implemented and used to prevent a terrorist attack. These activities are also discussed relative to the information and intelligence sharing that would take place and be used to thwart terrorist activity. Examples of prevention may include enabling critical infrastructure information sharing, streamlining information sharing among intelligence and law enforcement agencies, and preventing the terrorist use of nuclear weapons through the use of better sensors and procedures. Apprehending the terrorists prior to them committing an act is another form of prevention.

Private Sector Partners: Those who are not representative of the public sector, such as state, county, or local government.

Protection: As an element of homeland security, protection is discussed in terms of protecting people, critical infrastructure, and key assets. Critical infrastructure encompasses a large number of sectors. The government will seek to deny terrorists the opportunity to inflict lasting harm to citizens and property by protecting the assets, systems, and functions vital to our security, governance, public health and safety, economy, and morale. Examples of protective activities may include critical asset protection implementation, securing key computer systems from cyber attack, and providing for the protection of public officials to ensure continuity of government and critical operations.

Public Health: Fulfilling society’s interest in assuring conditions in which people can be healthy. (*Institutes of Medicine definition*) Also, public health encompasses the science and art of preventing disease, prolonging life, and promoting health and efficiency through organized community effort.

Public Health Ready: Project to promote, develop, and demonstrate organizational bioterrorism and emergency preparedness. Its mission is to prepare staff of local governmental public health agencies to respond and protect the public’s health through a competency-based training and

certification program. Project Public Health Ready is a collaborative activity between the National Association of County and City Health Officials ([NACCHO](#)), the [Center for Health Policy](#) at the Columbia University School of Nursing, and the Centers for Disease Control and Prevention, [Public Health Practice Program Office](#), Office of Workforce Policy and Planning.

Public Works: Government agencies at all levels responsible for development, maintenance, and protection of public infrastructure including, roads, bridges, waterways, water, sewage, electricity, natural gas, communications, and others.

Recovery: Activities and programs designed to return the entity to an acceptable condition.

Response: Activities designed to address the immediate and short-term effects of the disaster/emergency.

Sector: For purposes of this plan, sector refers to an economic or social category with a reason to be involved in preparedness training. The private sector (including manufacturing, retail, service, and agriculture), education and schools, and community-based organizations are considered sectors in this plan.

Stakeholder: Person or group that is affected by or holds an interest in emergency management and homeland security threats and issues.

Technician Level: Preventers/responders at the technician level are individuals who respond to a situation/event/incident for the purpose of controlling the situation/event/incident. They assume a more aggressive role than a preventer/responder at the operations level in that they will approach the situation/event/incident in order to manage/control the situation/event/incident. *This definition is modified from 29 CFR 1910.120 (OSHA regulations).*

Terrorism: A violent act or an act dangerous to human life, property, or the environment in violation of the criminal laws of the United States or the State of Iowa, to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives. For practical application in this training plan, also includes agroterrorism and cyberterrorism.

Training: Specific program of instruction for workforce disciplines and sectors designed to attain certain competencies or levels of knowledge that improve the ability of the trainee to perform her/his job.

Weapons of Mass Destruction (WMD): (1) Any explosive, incendiary, bomb, grenade, or rocket having a propellant charge of more than four ounces, missiles having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to the above; (2) poison gas; (3) any weapon involving a disease organism; or (4) any weapon that is designed to release radiation or radioactivity at a level dangerous to human life.

Workforce: Personnel trained for a particular job.

Zoonotic Disease: Disease of animals that can be transmitted to humans under natural conditions.

Resources and Links

Following are a number of web links, contacts for various organizations, and additional information about EdTrAC, and other helpful information related to preparedness training.

- 211 - <http://www.211.org/>
- 71st Civil Support Team (WMD) – contact the Iowa Army National Guard at 515-252-4582 or paoia@ia.ngb.army.mil
- Centers for Disease Control and Prevention - <http://www.cdc.gov/>
- Centers for Disease Control and Prevention Centers for Public Health Preparedness - <http://www.phppo.cdc.gov/owpp/CPHP2002.asp>
- Centers for Disease Control and Prevention Emergency Preparedness and Response - <http://www.bt.cdc.gov/>
- Centers for Disease Control and Prevention Office of Workforce Policy & Planning - <http://www.phppo.cdc.gov/owpp/index.asp>
- Ecumenical Ministries of Iowa - <http://www.iowachurches.org/>
- Federal Bureau of Investigation - <http://www.fbi.gov/homepage.htm>
- Federal Emergency Management Agency - <http://www.fema.gov/>
- Hawkeye State Fire Safety Association – Terry Sesker – Waukee – 515-987-4712 – tsesker@waukee.org
- Health Insurance Portability and Accountability Act (HIPAA) - <http://www.state.ia.us/government/hipaa/>
- Health Resources and Services Administration (HRSA) - <http://www.hrsa.gov/>
- Health Resources and Services Administration – Bioterrorism and Emergency Preparedness - <http://www.hrsa.gov/bioterrorism.htm>
- Institute of Environmental Management and Assessment - <http://www.iema.net/>
- Iowa Army National Guard - <http://www.iowanationalguard.com/>
- Iowa Army National Guard State Area Command (STARC) Armory - <http://www.iowanationalguard.com/pages/armg/armg.htm>
- Iowa Association of Chiefs of Police and Peace Officers – <http://www.iowachiefs.org/> - contact David Ness at the Des Moines Police Department at 515-283-4800 - <http://www.ci.des-moines.ia.us/departments/POL/>
- Iowa Association of County Attorneys – contact Corwin Ritchie at 515-281-5428 or critchi@ag.state.ia.us
- Iowa Association of Professional Fire Chiefs - <http://www.iowafirememorial.org/ProfessionalChiefs.htm> - contact Rick Roe - Clive – 515-223-1595 or rroe@ci.clive.ia.us
- Iowa Association of Professional Fire Fighters – contact Jack Reed – Ottumwa – 641-683-0666 – jrsppres@lisco.net
- Iowa Association of Local Public Health Agencies – contact Fran Sadden – Sioux City – 712-279-6119 or fsadden@sioux-city.org
- Iowa Association of Rural Health Clinics – contact Beth Willer at 515-243-2000 or bwiller@sppg.com
- Iowa Association of Women Police – contact Amy Kluender at 641-342-3982 or kluender@dps.state.ia.us

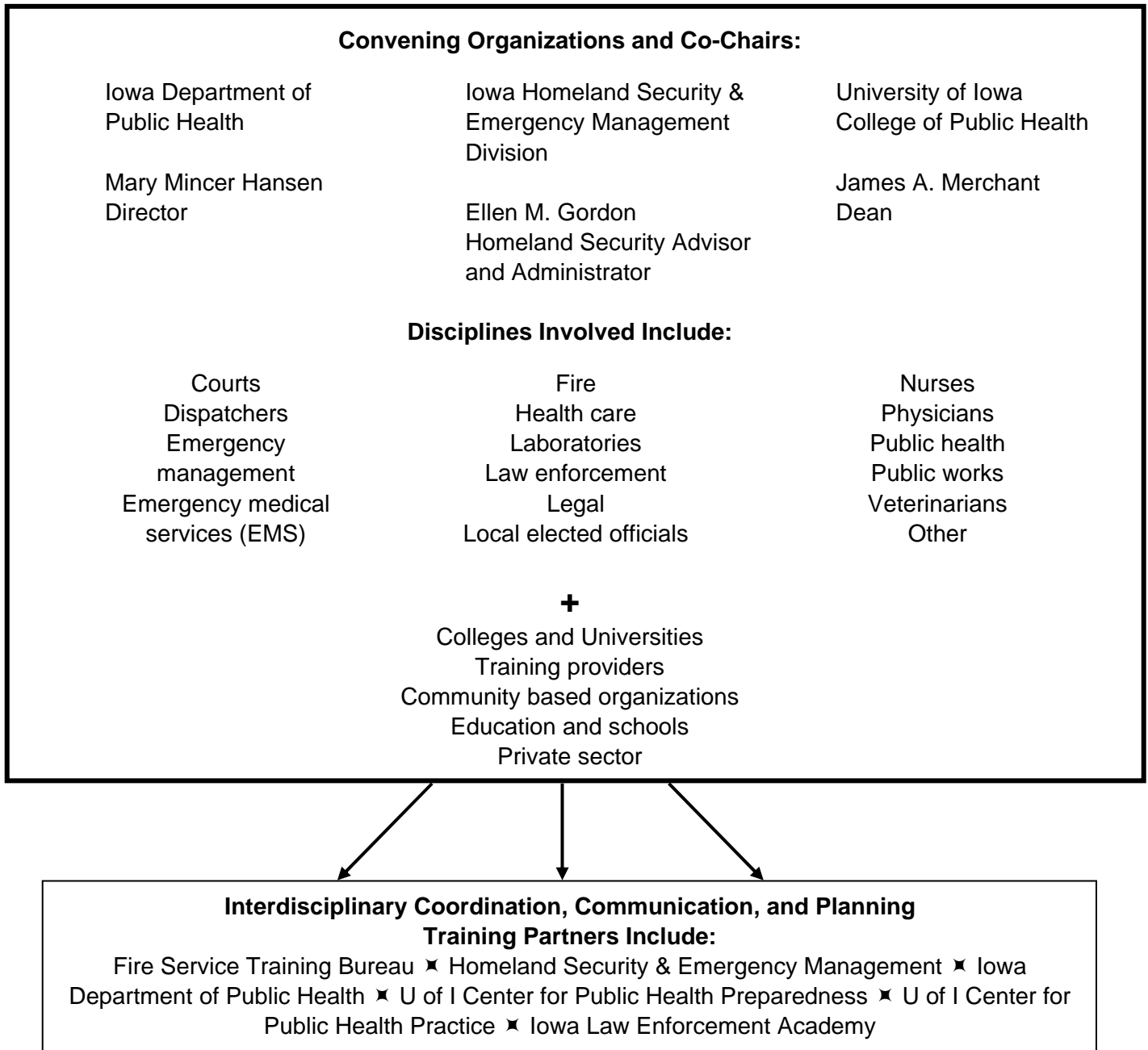
- Iowa Chapter International Association of Arson Investigators – contact Roger Jensen – Iowa City – 319-356-5257 – r-jensen@iowa-city.org
- Iowa Communications Network - <http://www.icn.state.ia.us/>
- Iowa Community Colleges - <http://www.state.ia.us/educate/ccwp/cc/>
- Iowa Contingency Planners - <http://www.iowacontingencyplanners.org/>
- Iowa County Attorneys Association - <http://www.iowa-icaa.com/>
- Iowa Department of Agriculture and Land Stewardship - <http://www.agriculture.state.ia.us/>
- Iowa Department of Agriculture and Land Stewardship - Iowa Board of Veterinary Medicine - <http://www.agriculture.state.ia.us/iowavetboard.htm>
- Iowa Department of Justice - <http://www.state.ia.us/government/ag/index.html>
- Iowa Department of Public Defense - <http://www.state.ia.us/government/dpd/index.html>
- Iowa Department of Public Health - <http://www.idph.state.ia.us/>
- Iowa Department of Public Health Bureau of Emergency Medical Services - <http://www.idph.state.ia.us/ems/default.asp>
- Iowa Department of Public Health Epi Update – contact Diane Morris at diane.morris@idph.state.ia.us
- Iowa Department of Public Safety - <http://www.state.ia.us/government/dps/index.html>
- Iowa Division of Criminal Investigation - <http://www.state.ia.us/government/dps/dci/>
- Iowa Division of State Fire Marshal - <http://www.state.ia.us/government/dps/fm/index.htm>
- Iowa Division of State Fire Marshal – Fire Service Training Bureau - <http://www.state.ia.us/government/dps/fm/fstb/>
- Iowa Division of State Patrol - <http://www.state.ia.us/government/dps/isp/>
- Iowa Emergency Management Association – contact Mahala Cox at 515-961-1105 or mahalac@co.warren.ia.us
- Iowa Emergency Management Division – Iowa Homeland Security Initiative - <http://www.state.ia.us/emergencymanagement/Final%20Iowa%20Strategy.pdf>
- Iowa Emergency Medical Services (EMS) Association - <http://www.iemsa.net/site/index.html>
- Iowa Environmental Council - <http://www.earthweshare.org/>
- Iowa Farm Bureau - <http://www.iowafarmbureau.com/>
- Iowa Fire Chiefs Association - <http://www.iowafirechiefs.org/> - Joe Miller – Kanawha – 641-762-3351 – jandlmiller@hotmail.com
- Iowa Firefighters Group – Tom Powers – 319-291-4459
- Iowa Firemens Association - <http://www.iafireassn.org/> - Larry Smith – Sigourney – 641-622-2528 – lsmith5450@lisco.com
- Iowa Homeland Security and Emergency Management Division - <http://www.state.ia.us/emergencymanagement/> or <http://www.iowahomelandsecurity.org/>
- Iowa Hospital Association - <http://www.ihaonline.org/>
- Iowa Law Enforcement Academy - <http://www.state.ia.us/government/ilea/>
- Iowa Law Enforcement Online - <http://ialawsite.tripod.com/>
- Iowa Medical Society - <http://www.iowamedical.org/>
- Iowa Nurses Association - <http://www.iowanurses.org/>
- Iowa Pharmacy Association - <http://www.iarx.org/>

- Iowa Physician Assistant Society - <http://www.iapasociety.org/>
- Iowa Police Executive Forum – contact Tom Wardlow at 641-791-0850 or tomw@newtongov.org
- Iowa Public Health Association - <http://www.iowapha.org/>
- Iowa Red Cross - <http://iowaglobal.net/redcross/>
- Iowa Society of Fire Service Instructors – contact Ken Brown – Iowa City – 319-356-5260 – firelieut2@aol.com
- Iowa State Association of Counties - <http://www.iowacounties.org/>
- Iowa State Medical Examiners - <http://www.state.ia.us/government/dps/sme/>
- Iowa State Police Association – <http://www.ispaonline.com/>
- Iowa State Sheriffs' and Deputies' Association - <http://www.issda.org/Default.htm>
- Iowa State University – <http://www.iastate.edu/>
- Iowa State University - Center for Food Security and Public Health - <http://www.vetmed.iastate.edu/services/institutes/cfsph/default.html>
- Iowa State University Extension - <http://www.extension.iastate.edu/>
- Iowa Veterinary Medical Association - <http://www.iowavma.org/>
- Military Medical Technology Online - <http://www.mmt-kmi.com/>
- Morbidity and Mortality Weekly Report (MMWR) - <http://www.cdc.gov/mmwr/>
- National Association of County and City Health Officials - <http://www.naccho.org/>
- National Health Information Center - <http://www.health.gov/nhic/>
- One Source Training Center – contact Collette Saylor at 515-964-6267 or casaylor@dmacc.edu
- Prepare Iowa Learning Management System – <http://www.prepareiowa.com>
- Public Health Foundation – www.phf.org
- Public Health Training Network – www.phppo.cdc.gov/phtn/default.asp
- *Ready or Not? Protecting the Public's Health in the Age of Bioterrorism*, a report of Trust for America's Health -- <http://healthyamericans.org/state/bioterror/>
- School Administrators of Iowa - <http://www.sai-iowa.org/index2.html>
- United States Department of Agriculture/National Animal Disease Center - <http://www.nadc.ars.usda.gov/>
- United States Department of Justice - <http://www.usdoj.gov/>
- United Way of Iowa – <http://online.unitedway.org>
- University of Iowa – <http://www.uiowa.edu>
- University of Iowa Center for Public Health Practice - <http://www.public-health.uiowa.edu/cphp/>
- University of Iowa Center for Public Health Preparedness - <http://www.public-health.uiowa.edu/icphp/>
- University of Iowa College of Public Health – <http://www.public-health.uiowa.edu/>
- University of Iowa Emergency Medical Services Learning Resources Center - <http://www.uihealthcare.com/depts/emslrc/index.html?deptid=3>
- University of Iowa Hygienic Laboratory – <http://www.uhl.uiowa.edu/>
- University of Northern Iowa - <http://www.uni.edu/>

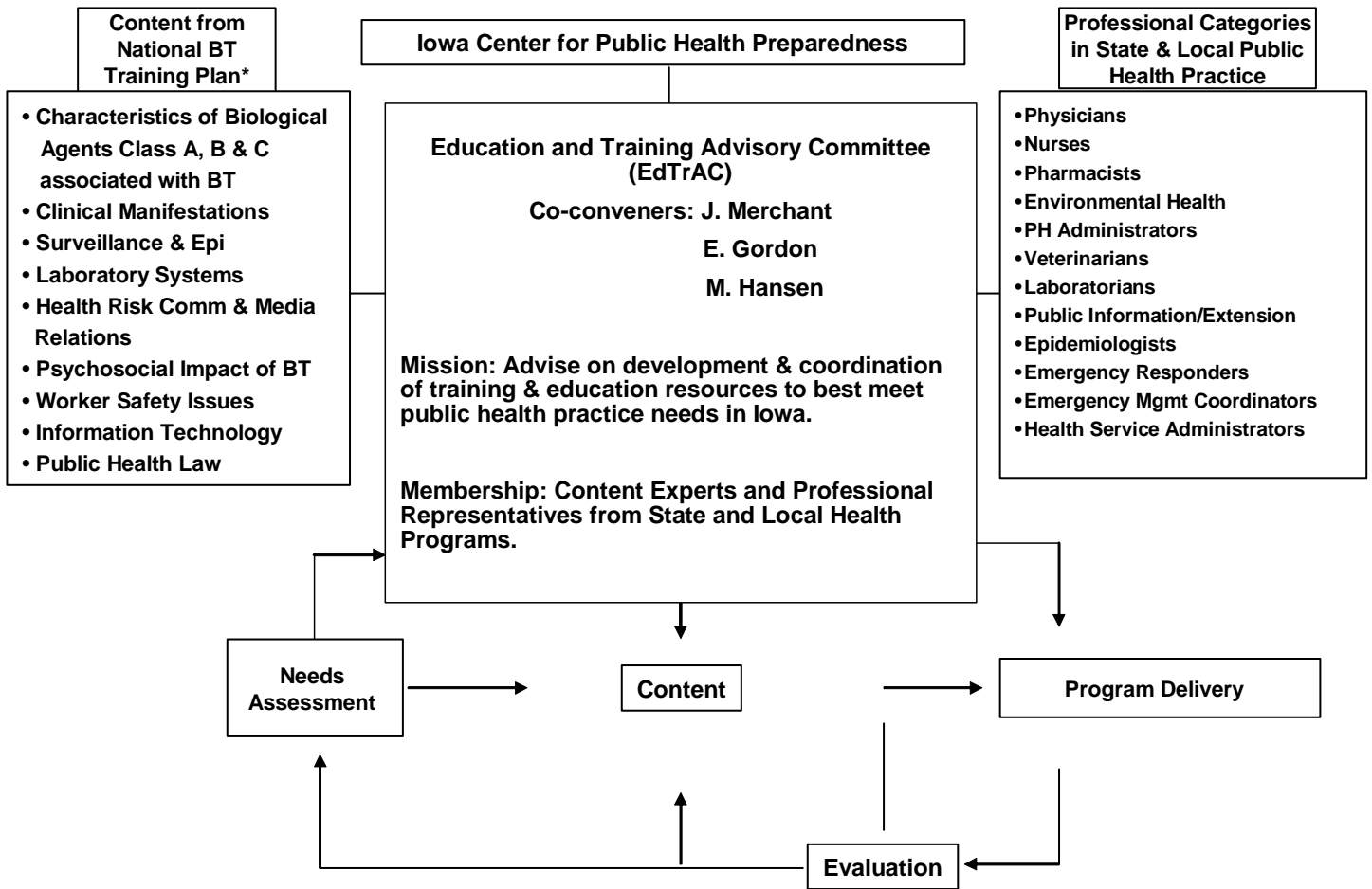
EdTrAC – Structure and Organization

Purpose and Goal:

- EdTrAC’s ultimate goal is to have homeland security preparedness training available for the appropriate preventers/responders and personnel in every county of the state, regardless of professional discipline or sector.
- EdTrAC’s key role is to help professionals see across traditional training boundaries. EdTrAC will make it easier for all disciplines and sectors to coordinate training opportunities.
- EdTrAC is not a training provider, but serves in a catalyst and coordination role.



EdTrAC Activity Flow - U of I Center for Public Health Preparedness



*Taken from Framework Document; Academic Centers for Public Health Preparedness (May 2002)

Note: The following document was provided to EdTrAC in May 2003 as an information and discussion piece in developing training priorities.

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Domestic Preparedness Training Recommendations

The “Terrorism/WMD Training Committee” has developed the following minimum training recommendations for emergency responders and other involved in response to terrorist/WMD incidents.

Domestic Preparedness “Awareness” Level Training

Training in Domestic Preparedness at the “awareness” level is critical to the safe operation of all emergency responders. Emergency responders would include, at a minimum, the following disciplines: fire, EMS, law enforcement, emergency management, public health, and public works.

Training to the “awareness” level should include the following:

- **Hazardous Materials: Awareness:** This level of training is designed to provide responders with basic recognition and identification of hazardous materials and/or other situations. Awareness level training would be inclusive of the use of and application of the current edition of the USDOT North American Emergency Response Guidebook (NAERG.) The requirements for this level are identified within the federal regulations of OSHA (29 CFR 1910.120) and the nationally recognized standards of the National Fire Protection Association (NFPA 472.) *Additional training may be required depending on the duties performed during an emergency response to a release of a hazardous substance.*
- **Incident Command System/Incident Management System (ICS/IMS):** A basic understanding of ICS/IMS is critical to the overall operation of an emergency incident. Overview of ICS/IMS should be an integrated part of the “awareness level.”

Examples of recommended courses include, but not limited to:

- o Overview of the Incident Command System (EMI)
- o A self-study program available from the National Fire Academy at: <http://www.usfa.fema.gov/dhtm/fire-service/nfa-off3ss4.cfm>

- **Terrorism/WMD “Awareness Level” courses:** The following courses have been identified by the *Office of Domestic Preparedness (ODP): Emergency Responder Guidelines* as “awareness” level.

Examples of these courses (as identified on pages 75-78, *ODP Emergency Responder Guidelines*) include, but not limited to:

- o Emergency Response to Terrorism: Basic Concepts (NFA/DOJ)
- o Emergency Response to Terrorism: Self Study (NFA/DOJ)
- o Law Enforcement Response to WMD Incidents (DOJ)
- o Sheriffs Basic V/MD Awareness Course (DOJ)
- o Domestic Preparedness Training Program: Responder Awareness Course (DOD)

It should be noted that these training programs provide an “entrance level” awareness of the issues involved in responding to a terrorist/WMD incident. Additional training to the “operations” or “technician” level may be necessary for the first responder to operate safely within this type of incident. It should also be noted that much of this training extends beyond a terrorist/WMD incident, and will be useful in dealing with other emergency incidents, such as natural disasters, incidents that overwhelm the local resources, etc.

Domestic Preparedness “Operations” Level Training

Training in Domestic Preparedness at the “operations” level is critical to the safe operation of all emergency responders. Emergency responders would include, at a minimum, the following disciplines: fire, hazardous materials teams, EMS, law enforcement, emergency management, public health, and public works.

Training to the “operations” level should include the following:

- **Hazardous Materials: Operations:** This level of training is designed to provide responders with the knowledge and skills necessary to “defensively” manage a hazardous materials incident. Operations level training should, as a minimum, include the following: basic recognition and identification, basic principles of chemistry, an understanding of shipping containers and shipping papers, personal protective equipment, scene management, and pre-incident planning. The requirements for this level are identified within the federal regulations of OSHA (29 CFR 1910.120) and the nationally recognized standards of the National Fire Protection Association (NFPA 472.) *Additional training may be required depending on the duties performed during an emergency response to a release of a hazardous substance.*
- **Incident Command System/Incident Management System (ICS/IMS):** A working knowledge of ICS/IMS is critical to the overall management of an emergency incident. Responders should also have a basic understanding of Unified Command.

Examples of recommended courses include, but not limited to:

- o Incident Management System (FSTB)
- o Incident Command System for Law Enforcement (EMI)
- o Incident Command System for Emergency Medical Services (NFA)
- o Domestic Preparedness: Incident Command (DOD)
- Terrorism/WMD “Operations Level” courses: The following courses have been identified by the *Office of Domestic Preparedness (ODP): Emergency Responder Guidelines* as “operations” level.

Examples of these courses (as identified on pages 75-78, *ODP Emergency Responder Guidelines*) include, but not limited to:

- o Emergency Response to Terrorism: Tactical Considerations - Company Officers (NFA)
- o Emergency Response to Terrorism: Tactical Considerations - Emergency Medical Services (NFA)
- o Emergency Response to Terrorism: Tactical Considerations - Hazardous Materials (NFA)
- o Emergency Response to Terrorism: Operations (DOJ)

It should be noted that these training programs provide “operations level” capabilities when responding to a terrorist/WMD incident. Additional training to the “technician” level, or training based on specific incidents may be necessary for the first responder to operate safely within this type of incident. It should also be noted that much of this training extends beyond a terrorist/WMD incident, and will be useful in dealing with other emergency incidents, such as natural disasters, incidents that overwhelm the local resources, etc.

Domestic Preparedness “Technician” Level Training

Training in Domestic Preparedness at the “technician” level is critical to the safe operation of emergency responders operating in the “hot” zone. Emergency responders would include, at a minimum, the following disciplines: fire, hazardous materials teams, EMS, and law enforcement.

- **Hazardous Materials: Technician:** This level of training is designed to provide responders with the knowledge and skills necessary to “offensively” manage a hazardous materials incident. The requirements for this level are identified within the federal regulations of OSHA (29 CFR 1910.120) and the nationally recognized standards of the National Fire Protection Association (NFPA 472.) *Additional training may be required depending on the duties performed during an emergency response to a release of a hazardous substance.*
- **Incident Command System/Incident Management System (ICS/IMS):** A working knowledge of *ICS/IMS* is critical to the overall management of an emergency incident. The principles identified in *ICS/IMS* and Unified Command should be practiced at established local/regional exercises.

- **Terrorism/WMD “Technician Level” courses:** The following courses have been identified by the *Office of Domestic Preparedness (ODP): Emergency Responder Guidelines* as “operations” level.

Examples of these courses (as identified on pages 75-78, *ODP Emergency Responder Guidelines*) include, but not limited to:

- o WMD Hazardous Materials Technician (DOJ)
- o Domestic Preparedness: HAZMAT Technician (DOD)

It should be noted that these training programs provide “technician level” capabilities when responding to a terrorist/WMD incident. Additional training based on specific incidents may be necessary for the first responder to operate safely within this type of incident. It should also be noted that much of this training extends beyond a terrorist/WMD incident, and will be useful in dealing with other emergency incidents, such as natural disasters, incidents that overwhelm the local resources, etc.

References: The following references were used to establish these recommendations:

- o *Emergency Responder Guidelines*, ODP, 2002. This document is available at <http://www.ojp.usdoj.gov/odp>
- o *Iowa Homeland Security Initiative, Envisioning the Future*, Iowa Homeland Security, 2002.

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