Emergency Operations Center
Personnel Credentialing Framework

February 2023

Washington Military Department

Emergency Management Division

RECORD OF CHANGES

Change Number: YR-XXX	Date of Change: MM/YYYY	Change Summary/Sections Affected	Position Name/Initials

Contents

Introduction

Purpose

The Emergency Operations Center Personnel Credentialing Framework (EOC PCF) provides a framework to support the creation of Authority Having Jurisdiction (AHJ) EOC credentialing plans in Washington State.

Emergency Operations Centers (EOC) across the state play a critical role in managing emergencies, disasters, and planned events at every level. By bringing together representatives from diverse organizations, EOCs facilitate the flow of resources and information across organizational lines. EOCs vary widely—some support multiple disciplines in a single jurisdiction, and some support a single discipline across multiple jurisdictions. All operate under varying authorities, with diverse resources and missions.

The goal of the EOC PCF is to provide a framework, based on which, EOCs throughout the state can develop and implement their own credentialing plans based on their organizational structure, and personnel assignments. The EOC PCF is intended to promote uniformity in approach to credentialing EOC personnel across jurisdictions while also supporting diversity in specific credentials and practices to best meet the needs of each jurisdiction and agency.

The EOC PCF is one part of a broader effort intended to promote the implementation of the National Qualification System (NQS) across the state.

Scope

The scope of this plan applies to the whole community within Washington State. This includes and is not limited to state agencies, tribal communities, and local jurisdictions (counties, cities, towns, and other political subdivisions). The EOC PCF is a functional planning document designed to support building and sustaining capabilities at all levels.

Plan Maintenance

Annually, this framework will be reviewed by the Credentialing Program Manager and updated to reflect any changes in processes, procedures, and/or guidance from the state or federal entities. These changes will be validated and approved by the Response Section Manager before a revision is published.

Authorities

Federal Authorities

- National Response Framework Core Capabilities

Primary Response Core Capability	
• **Operational Coordination**	• Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of Core Capabilities.
Support Response Core Capability	
• **Planning**	• Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or tactical-level approaches to meet defined objectives.

- National Incident Management System (NIMS) / National Incident Management System Guideline for the National Qualification System (NQS)
  - The NQS is a nationwide system with dispersed responsibilities among its many partners. While FEMA provides guidance and tools, AHJs are responsible for qualifying, certifying, and credentialing personnel. AHJs are encouraged to implement qualification, certification, and credentialing processes consistent with NQS guidance to ensure their personnel are prepared to perform the responsibilities associated with their specific incident-related positions.

Revised Code of Washington (RCW)

- Revised Code of Washington (RCW) 38.52 Emergency Management
  - RCW 38.52.020 (4) "In accordance with the comprehensive emergency management plans and the programs for the emergency management of this state, the director shall procure supplies and equipment, institute training programs and public information programs, and shall take all other preparatory steps, including the partial or full mobilization of emergency management organizations in advance of actual disaster, to insure the furnishing of adequately trained and equipped forces of emergency management personnel in time of need."

Other Requirements

- Emergency Management Performance Grant
  - Prior to allocation of any federal preparedness awards, recipients must ensure and maintain adoption and implementation of NIMS.
  - Relatedly, EMPG Program recipients are encouraged to use EMPG Program funds to support National Qualifications System (NQS) implementation efforts. By federal FY24 all jurisdictions will have completed an Implementation Plan and begun implementing NQS for deployable personnel.

Situation Overview

The National Qualification System Process

The NQS establishes standard minimum qualifications for specific incident-related positions to provide consistency across the nation and support nationwide interoperability. Using the NQS approach to qualify, certify, and credential EOC personnel ensures personnel deploying through mutual aid agreements and compacts have the capabilities to perform the duties of their assigned roles. The NQS Credentialing Program workflow is shown in Figure 1.

NATIONAL QUALIFICATION SYSTEM
Qualification, Certification, and Credentialing of Incident Personnel

QUALIFICATION	CERTIFICATION	CREDENTIALING
Prerequisites Completed / Position Task Book Completed	Qualification Review and Certification/Recertification	Credentials Issued or Reissued

Figure 1: NQS Qualification, Certification and Credentialing Process (FEMA)

NQS uses a performance-based approach that focuses on verifying the capabilities of personnel to perform in the various incident-related positions. This approach incorporates education, training, and experience to build proficiency and establishes performance as the primary qualification criterion. This approach differs from training-based systems, which use the completion of training courses or passing scores on examinations as qualification criteria. A performance-based approach is advantageous over a training-based system because it provides greater confidence of on-the-job performance since evaluators have observed the proficiencies of the individual through their performance of a series of pre-designated tasks.

The NQS provides jurisdictions and organizations with guidance to certify their personnel according to national baseline qualifications. Through NQS, FEMA is developing common terminology, templates and other tools, and a standard approach for qualifying, certifying, and credentialing deployable incident personnel—enabling mutual aid partners to communicate resource needs quickly and precisely.

By using the same terminology and qualification criteria, Authorities Having Jurisdiction (AHJs) can:
- Request and deploy personnel who have the qualifications needed for the job;
- Supplement their teams with confidence; and
- Strengthen their recruitment, hiring, training and professional development programs.

Concept of Operations

Components of the Credentialing Framework

Trainee

An individual pursuing credentialing in an EOC position is called a "Trainee". A trainee has met all prerequisite qualification requirements, has had a Position Task Book (PTB) initiated or validated by an appropriate official of the AHJ, and is pursuing qualification in the target position.

Coach

Coaching is the act of helping trainees build knowledge, skills, and abilities to perform in a specific position. The National Incident Management System (NIMS) Guideline for the NQS defines a coach as an individual possessing specific job skills and experience who provides instructions and mentoring to help guide a trainee in applicable practices, methods, and skills that can result in PTB task completions.

Evaluator

Evaluation is the act of verifying that the trainee is capable of performing tasks associated with the PTB for which they are being trained. The NIMS Guideline for the NQS defines an evaluator as an individual authorized by an AHJ to observe, document, and complete evaluation records on a trainee based on a PTB. Coaches and evaluators work together to guide trainees through the qualification process.

For more information regarding Coaches and Evaluators refer to National incident Management System National Qualification System Supplemental Guide for Coaches and Evaluators. https://www.fema.gov/sites/default/files/202005/fema_nims_nqs_supplemental_coaches-evaluators_0.pdf

NIMS, ICS, and EOC Skillset Training

NIMS compliance recommendations promote the completion of specific "baseline" ICS courses for personnel who are involved in managing incidents or events under the Incident Command System (ICS). This baseline training is common to all responder positions, including EOC positions, and typically includes IS-100 and IS-700. Additional recommended courses for EOC personnel include:

- IS-800 – National Response Framework, An Introduction
- IS-2200 – Basic Emergency Operations Center Functions
- E/L/K/G0191 – Emergency operations Center/Incident Command System Interface
- E/L/G2300 – Intermediate Emergency Operations Center Functions
- Emergency Management Professional Program
- E/L/K/G2302 – EOC Leaders Skillset

- E/L/K/G 2304 – EOC Planning Support Skillset
- E/L/K/G 2306 – EOC Resource Support Skillset
- E/L/K/G 2308 – EOC Operations and Situational Awareness Support Skillset

*Most recent FEMA recommendations for EOC personnel training include the EOC Skillset courses, and do not include ICS 200, ICS 300, and ICS 400. Jurisdictions operating EOCs using an ICS or ICS-like structure should strongly consider continuing to require ICS trainings in addition to EOC Skillset trainings.

Each Authority Having Jurisdiction (AHJ) may specify training its own requirements for personnel to staff positions in their jurisdictional or agency EOC. As of the time of this writing, an effort is underway to define a statewide uniform training standard for EOC personnel intended for deployment across jurisdictions.

Recommended Training
Additional training that supports development of knowledge and skills can help to support a position performance assignment. The knowledge and skills necessary for successful completion of the tasks in a PTB are provided by on-the-job training, work experience, and identified formal training as determined by the AHJ.

A trainee must have an opportunity to acquire the knowledge and skills required to perform the tasks of a position before accepting a position performance assignment. It is the responsibility of the individual agency to ensure that each trainee has the opportunity to acquire the knowledge and skills necessary for position performance.

The EOC Leader should consider the development of training to orient new members or volunteers to the Standard Operating Procedures of the EOC.

Leadership Training
Leadership skills play a critical role in the safe and effective management of emergency incidents. Leadership training is highly recommended to fully prepare a trainee for leadership position performance assignments.

Equivalent Training
Awarding equivalency is an AHJ-specific responsibility. Only the AHJ may determine that a trainee meets the AHJ credentialing requirements when alternative training offerings are used. Individual AHJs may set guidelines for equivalency determination and may grant credit for training they deem equivalent. AHJs should use caution in extreme deviation from accepted standards when considering equivalent training to ensure that baseline requirements are still being met.

Experience
Experience is defined as the activities a trainee must accomplish, generally within the context of an actual or simulated incident or event, to prepare for and demonstrate proficiency at the tasks identified in a Position Task Book (PTB).

In a performance-based qualification system, evaluation of a trainee's competency by an individual who is authorized by the AHJ and qualified in the target position is the measure of readiness for qualification and credentialing. The PTB contains the identified competencies, behaviors, and tasks required to demonstrate they have become qualified for an EOC position. Standardization of the competencies, behaviors, and tasks listed in a PTB are essential. The PTB completion process is central and critical to the procedure for assessing and documenting a trainee's readiness to be credentialed in a performance-based qualification system. Standardized qualifications systems assure all qualified personnel meet or exceed a minimum performance standard.

Physical/Mental Fitness
Standards or requirements for fitness, when applied, help to ensure safe performance in potentially chaotic environments. If the AHJ chooses to implement such standards, the AHJ should determine the method of evaluating the physical/mental fitness level of EOC personnel. When a fitness test is deemed to be appropriate, the testing method should be a measurable evaluation process able to withstand the scrutiny of challenges to its applicability to actual, expected, incident conditions for the specific position. Physical fitness requirements for positions are generally specified at one of four levels:
- Arduous – Duties involve fieldwork requiring physical performance calling for above-average endurance and superior conditioning. These duties may include an occasional demand for extraordinarily strenuous activities in emergencies under adverse environmental conditions and over extended periods of time.
- Moderate – Duties involve fieldwork requiring complete control of all physical faculties. Occasional demands may be required for moderately strenuous activities in emergencies over long periods.
- Light – Duties mainly involve office-type work with occasional field activity characterized by light physical exertion requiring basic good health.
- None required – Positions that do not require a physical fitness level.
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Currency
Currency is defined as successfully performing in a position for which the individual is qualified or in a superior position during a qualifying incident, event, or exercise. Currency timelines should be established by the AHJ. While practices vary by jurisdiction, a currency requirement

of serving in the position, or a superior position in the EOC organizational chart, at least once every three years is common.

Currency should be considered for relevant positions in which the trainee is qualified. For example, using an ICS-like organization shown in Figure 2, an individual who is credentialed as a Resource Unit Leader who then becomes credentialed as a Planning Section Coordinator will maintain currency for the Resource Unit Leader position by performing the functions of the Planning Section Coordinator, because it is directly subordinate to the new position. However, if an individual with a Resource Unit Leader credential became credentialed as a Logistics Section Coordinator, the new position would not provide the opportunity for the individual to maintain currency for the Resource Unit Leader credential as the two positions are vastly different in responsibility. Considerations for currency should be included in AHJ credentialing plans to ensure that credentialed individuals maintain the knowledge, skills, and abilities necessary to perform the functions of their positions. The AHJ should also include requirements for how credentialed personnel must document incident and exercise experience to demonstrate currency. ICS Form 225 – Incident Personnel Performance Rating is frequently used to document incident performance by credentialed personnel to retain currency, however the AHJ may determine that a different approach better meets its needs.
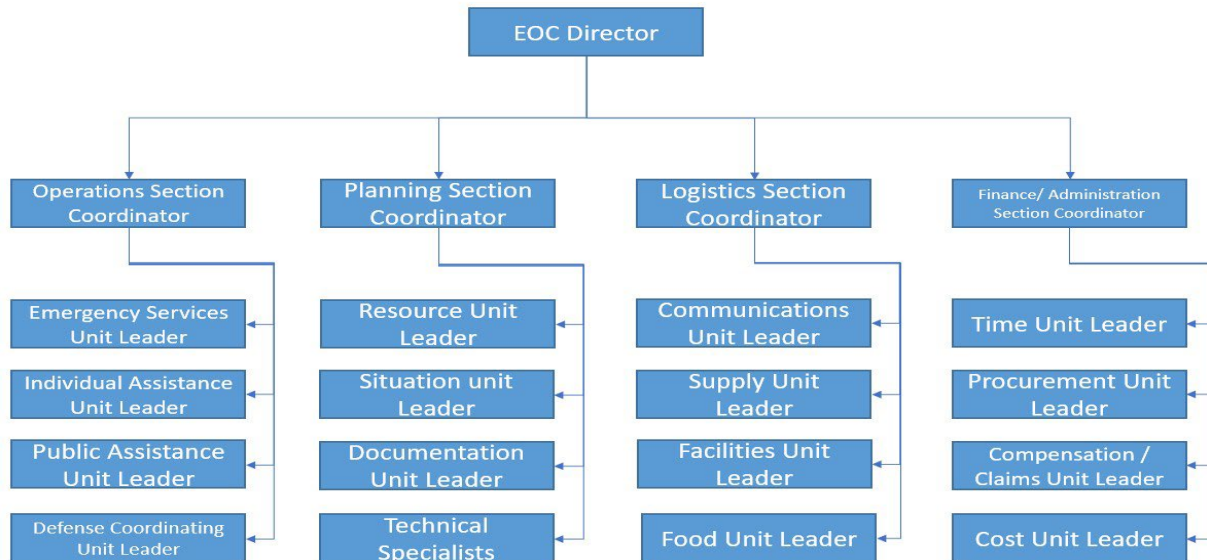

Figure 2: Example EOC Organizational Chart (FEMA)

The process for recertifying in the case where qualification is lost due to lack of currency is discussed in Section IV: Concept of Operations, Loss of Certification, Decertification, and Recertification.

The Credentialing Process

There are eight sequential steps that the AHJ should develop as part of the process for certification. These steps are shown in Figure 3 and explained in further detail below.
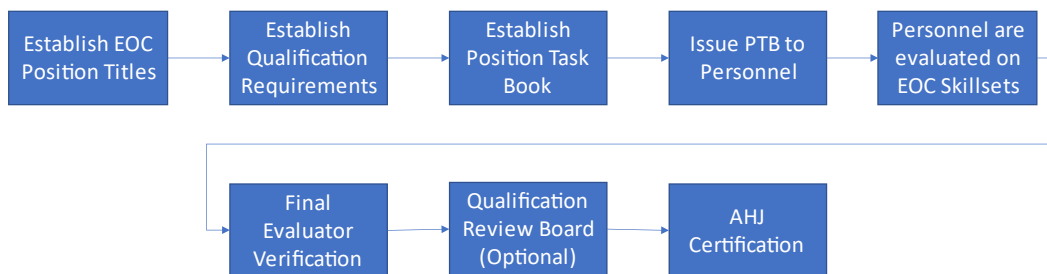
```
Establish EOC      →  Establish        →  Establish        →  Issue PTB to     →  Personnel are
Position Titles       Qualification       Position Task        Personnel           evaluated on
                      Requirements        Book                                     EOC Skillsets
                                                                                        ↓
Final            ←  Qualification    ←  AHJ
Evaluator           Review Board        Certification
Verification        (Optional)
```

Figure 3: Credentialing Process Workflow

1. Establish EOC Structure, Position Titles, and Roles

EOCs vary in their missions, authorities, and resources. Some EOCs have an incident support role, while others lead incident management efforts. Still others change roles according to the type of incident. EOC structures vary accordingly, and NIMS does not promote a single EOC organizational model, nor any EOC position titles or position descriptions.

Personnel in charge of EOCs expand or contract their organizational structures based on available personnel and the incident's needs. Some incidents might require multiple people to perform a single function; in other situations, a single person might perform multiple functions. To inform credentialing, the EOC Leader should develop a structure that is compatible with the needs of the jurisdiction and should delineate roles and responsibilities by position. The EOC Leader should consider both minimum and maximum staffing levels in the EOC when determining position responsibilities and required skills. Some common position titles are available within Annex A: Common EOC Position Titles.

2. Establish Qualification Requirements

A key element of developing consistency in positions is establishing minimum criteria that trainees must meet to be qualified in a specific position. To assist AHJs in establishing consistent criteria for positions, the Resource Type Library Tool (RTLT) contains information regarding NIMS Job Titles/Position Qualifications for the positions that organizations are most likely to request through mutual aid. AHJs can use this information to help determine what education, training, experience, physical/medical fitness, currency, and professional and technical licenses and certifications are necessary for specific positions.

AHJs can use the NIMS Job Titles/Position Qualifications captured in the RTLT as a baseline, but they also have the flexibility to expand the qualifications based on the needs or circumstances

of their jurisdiction or organization. If the EOC Leader chooses to use specific Resource Typing from the RTLT it is important to not detract from the listed requirements as this will reduce interoperability for mutual aid.

Examples of qualification criteria include:
- *Performance*: Completing the PTB required for the position.
- *Education*: Formal instruction based on a curriculum that prepares an individual with the core knowledge, skills, and ability to enter a discipline and perform job functions.
- *Training*: Courses that must be completed prior to becoming qualified in a position.
- *Experience*: Being qualified for and serving in subordinate and other pertinent positions, measured in terms of time spent applying the specific skills associated with the position.
- *Physical/Medical Fitness*: Physical and medical considerations that, when applied, help to ensure safe performance in potentially hazardous environments.

3. Establish Position Task Book (PTB)

Once the organizational structure, reporting structure, and functional alignment that best fits the EOC has been determined, use the skillsets to build an EOC PTB for each position. This process involves three actions:
- Align the EOC Skillsets with the organizational structure
- Determine whether to add additional tasks to individual skillsets
- Add evaluation forms and other documentation to complete the task books

Align the EOC Skillsets with the organizational structure
The EOC leader determines which skillsets personnel need to achieve the EOC's mission. There are 17 functional skillsets, which relate to the functions of a position, and three "level of responsibility" skillsets, which are related to where in the organizational structure the position falls. These 20 skillsets can be mixed and matched to create thousands of unique combinations in order to accommodate the diversity of EOCs across the Nation. Figure 4 below presents a list of the skillsets broken into Levels of Responsibility and Function.

Level of Responsibility	
Coordination and Individual Contribution	
Leadership	
Policy and Direction	
Function	
Action Tracking	Public Affairs Coordination
Center Management	Recovery Coordination
Document and Records Management	Resource Ordering and Acquiring
EOC Facility Management	Resource Sourcing
Finance	Resource Tracking
Legal Counseling	Safety Advising
Organizational Representation	Situational Awareness
Performance Improvement	Understanding the Resource Requirement
Planning	

Figure 4: EOC Skillsets (FEMA)

As skillsets are grouped together to align position responsibilities and build the desired reporting structure, consider the following guidelines:

- The same skillset can be assigned to multiple positions.
- Multiple skillsets can be assigned to a single position.
- A level of responsibility skillset should be assigned to every position.
- Assign Coordination and Individual Contribution to every position in the EOC.
- Additionally, assign the Leadership skillset to all supervisory positions in the EOC.
- Many organizations do not consider Multiagency Coordination Group (MAC Group)/Policy Group members as part of the EOC staff, in which case those individuals should be assigned the Policy and Direction skillset, not the Coordination and Individual Contribution skillset if they are to be credentialed.
- **To promote standardization, skillset requirements should not be modified.**
- The minimum number necessary of skillsets should be assigned to each position.

Determine whether to add additional tasks to individual skillsets

EOC Skillsets establish minimum criteria for EOC qualifications—they do not cover the full range of activities that EOC personnel perform. The EOC leader can add tasks to the baseline skillsets. A fully compiled EOC PTB describes the full range of roles and

responsibilities for the position, including all significant tasks a trainee should perform to be qualified in that position. It is incumbent on the EOC Leader to assess and determine which skills in addition to the skillsets, if any, each EOC position requires. It is generally recommended that the EOC Leader focus on minimum skills required for each position.

Add evaluation forms and other documentation to complete the task book
In addition to skillset tasks, PTBs also include evaluation forms, guidance on how to use the PTB, and additional qualification requirements (such as training courses or physical and medical fitness requirements). This helps ensure consistency in qualification processes and standards beyond demonstrable tasks. The EOC leader can add organization-specific requirements and processes to the standard EOC PTB introductory language or use the template as is.

Once evaluation sheets, introductory language, and additional requirements have been added to the skillsets an EOC PTB, similar to a NQS incident management PTB, has been created.

The AHJ has the authority to determine whether physical or digital PTBs will be used, however the retention of either should be expressly detailed within the AHJ Credentialing Plan.

4. Issue PTB to Personnel

The trainee's direct supervisor typically requests issuance of a PTB to the trainee, however jurisdictions may consider different processes for PTB issuance to meet its needs. Once an AHJ issues a PTB, trainees are generally required to complete the PTB within five years; however, many positions are typically completed in significantly less time. Jurisdictions may consider implementing different timelines for PTB completion but are encouraged not to consider timelines longer than five years due to how skills can decay over time if not used.

5. Personnel are Evaluated on EOC Skillsets

An EOC PTB is a tool to support the EOC's qualification, certification, and credentialing process. As with field positions, qualified evaluators assess trainees during incidents, exercises, and other work situations and sign off as the trainee demonstrates completion of each task.

After the AHJ issues the PTB, the trainee works with coaches and instructors to develop and apply the knowledge, skills, and ability to perform the tasks required for the position through real world experience or exercises.

Evaluators review and sign off successful completion of PTB tasks. However, AHJs may not have enough resources to ensure that every evaluator is qualified in the position being assessed. In

cases where a qualified evaluator is not available, national guidance includes a provision that a trainee's supervisor may evaluate the completion of PTB tasks upon AHJ approval.

For more information regarding Coaches and Evaluators refer to National incident Management System National Qualification System Supplemental Guide for Coaches and Evaluators. https://www.fema.gov/sites/default/files/202005/fema_nims_nqs_supplemental_coaches-evaluators_0.pdf

6. Final Evaluator Verification

Once all tasks in a PTB have been evaluated, the final evaluator signs the trainee's PTB, indicating that the trainee has been favorably evaluated on all tasks and behaviors related to the position. A final evaluator is generally qualified in the same position for which the trainee is applying. While it is preferable to have a distinction between evaluators and the final evaluator, in situations with limited resources, the evaluator and final evaluator can be the same individual. Once all tasks are complete, the trainee submits the completed PTB and proof of completion of any training requirements for final approval, according to the EOC's qualification review process.

7. Qualification Review Board (QRB) (Optional)

The National Incident Management System (NIMS) Guideline for the NQS defines a QRB as a panel of subject-matter experts representing the Authority Having Jurisdiction (AHJ) that is capable of evaluating a trainee's ability to fulfill the duties of a specific position. Qualification Review Boards validate individual qualifications, helping to ensure a qualified, shareable, and effective national incident workforce. A QRB is an essential part of a performance-based system that objectively reviews and validates trainees' worthiness for certification.

Each AHJ develops criteria and processes for appointing its own QRB members. An independent, objective QRB review helps the AHJ qualify and certify individuals with the appropriate skills and abilities to fulfill each position. In forming its QRB, the jurisdiction should consider including representatives of different agencies and/or disciplines, which can help to address potential concerns related to fairness in the qualification review process.

For AHJs that already have personnel certification processes in place, this guide does not replace established procedures. Rather, it may help the AHJ refine its qualification processes with a view to having consistent, effective, and interoperable processes statewide. Note that adopting the QRB concepts described in this guide is voluntary, however the guidance provided here is in keeping with best practice and national guidance.

For more information regarding QRBs refer to National Incident Management System, National Qualification System Supplemental Guide for Qualification Review Board, Oct 2019.

https://www.fema.gov/sites/default/files/202005/fema_nims_ngs_supplemental_qualification-review_0.pdf

8. AHJ Certification

Once the QRB, if utilized, determines a trainee has successfully completed all requirements for a position, the board forwards a recommendation to the AHJ's Certifying Official (CO), explaining its findings and recommending the CO certify the trainee as qualified for the position.

If the QRB determines that the trainee's package does not provide enough evidence that the trainee has met the requirements for the position they are pursuing, the QRB returns the package to the trainee, along with an indication of any unmet requirements and recommendations for how the trainee may meet qualification standards.

Acting on the QRB's positive recommendation, the CO certifies that the individual is qualified for the given position. The AHJ maintains documents regarding the employee's qualification and enters the pertinent information into the AHJ resource/personnel management systems.

The AHJ should also create a method for which an appeals process can be completed by the trainee in the event that the trainee is deemed unqualified for certification by the QRB and seeks recourse for any reason. In this case, having an option for the CO to adjudicate the appeal may be preferred to ensure equity and fair practice in the appeals process.

Loss of Certification, Decertification, and Recertification

Individuals who lose qualification or are decertified by the AHJ responsible for managing the qualifications of EOC personnel should not be displayed as available for assignment in the non-qualified/decertified position(s) outside their jurisdiction. An AHJ can determine how the individual may perform within the jurisdiction irrespective of their qualification status.

Loss of Certification
An individual may lose or drop qualification for reasons including lapse in currency or for personal reasons. In these situations, it is recommended that the individual restart the qualification process as a trainee. By returning to the trainee level, the person who must re-qualify is introduced to new technology, procedures, and advances in incident management. Evaluation of an individual's competency is critical whenever qualifications have lapsed. A person who does not meet the currency criteria reverts to trainee status for that position.

Recertification after Loss of Certification

If qualification loss occurs, the AHJ will determine if additional training is necessary or if the person can gain and demonstrate the proper proficiency in a performance assignment or assignments. It is recommended that the individual perform the duties of the position for a minimum of two operational periods under the supervision of an evaluator before re-certification is granted. Regardless, AHJs should document processes for recertification.

Decertification

Decertification is the process an AHJ may take to remove an individual's position(s) qualifications. An AHJ may decertify personnel when it is determined that the individual has performed in a fraudulent, unsatisfactory, or unsafe manner, and should no longer be credentialed in a given position. Examples include:

- Taking insubordinate actions that lead to unsafe conditions on the incident
- Intentionally misrepresenting incident qualifications
- Deliberately disregarding identified safe practices
- Misrepresenting attendance or participation in the Position Task Book process
- Other unethical, illegal, and/or inappropriate behavior determined by the AHJ to be grounds for decertification

The AHJ should consider the following guidelines for Decertification:

- Decertification of NIMS ICS qualification only applies to performance in the NIMS position the person was performing; it is not intended to affect regular job-related duties.
- Individuals should only be mobilized outside of their local jurisdiction in a position(s) for which they are currently certified
- EOC Supervisors, in general, do not have the authority to decertify an individual. A qualified person may be demobilized from an incident by the EOC Supervisor if performing unsatisfactorily. EOC Supervisors are responsible for providing documented reasons for relieving an individual, forwarding the information to the individual's sponsoring agency and including a copy of the individual's Incident Personnel Performance Rating Form (ICS-225) in the documentation package.

Recertification after Decertification

The AHJ should establish a process to evaluate and prescribe the steps required to regain certification on a case-by-case basis for an individual who has been de-certified for reasons similar to those described above or otherwise defined by the AHJ. Re-certification may include, as appropriate, training outlined in the NQS and/or training relevant to the reason(s) for de-certification. Recertification of a de-certified individual should, in most cases, include

performance of the duties of the position for a number of operational periods (defined by the AHJ) under the supervision of an evaluator, before re-certification is granted. The AHJ should require training and/or performance demonstrated by the individual which satisfactorily resolves performance concerns related to the decertification. The AHJ may, in rare cases, determine that an individual is no longer eligible for certification due to the egregiousness of the behavior which resulted in decertification.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is a process that evaluates an individual's formal and non-formal learning through training and experience, to determine the extent to which that individual has already acquired and performed the required competencies of an EOC position.

The RPL process measures an individual's demonstrated knowledge, skills and experience against the competencies as established in the specific position task book. The measurement process focuses on evaluation of the candidate's acquisition of the skills described in the prescribed standards, rather than the manner or procedure under which the skills were acquired. For instance, skills may have been acquired in the military, growing up on a farm, or managing a bakery. A candidate will not be judged on where he/she learned to do a job, but rather on the current ability to do the job. Assessors will expect to see how the candidate performs in this position and completes the job satisfactorily.

AHJ's should document and institute a method for which the RPL process can be utilized by those personnel who qualify. While varying approaches to this can be successful, AHJs often utilize their QRB to evaluate candidate qualifications for certification through RPL, as this promotes uniformity and fairness in the jurisdiction's credentialing processes.

Qualifying Incident, Event, and Exercise Guidelines

Experience can be gained, and position task performance can be demonstrated, evaluated, and documented in a position task book (PTB) through qualifying incidents, events, and/or exercises. While experience can be gained and position task performance on qualifying events and/or exercises can help to deepen a trainee's record, a trainee should have satisfactorily completed at least one EOC position performance assignment to be certified and credentialed. Depending on the nature of the position being pursued and the nature of the position performance assignments completed it will most often require more than one incident experience to fully complete a PTB.

An individual who is in trainee status, regardless of other qualifications they may hold, should not be evaluating another trainee on the same incident, event, or exercise.

The AHJ may determine the parameters for qualifying incidents, events, and exercises. It is recommended that any incident which receives a state mission number should be accepted by all jurisdictions as a qualifying incident.

References and Supporting Guidance

References

RCW 38.52

https://apps.leg.wa.gov/rcw/default.aspx?cite=38.52

National Response Framework

https://www.fema.gov/sites/default/files/2020-04/NRF_FINALApproved_2011028.pdf

National Incident Management System Guideline for the National Qualification System

https://www.fema.gov/sites/default/files/2020-05/fema_nims_nqs_guideline_0.pdf

Emergency Management Performance Grant

https://www.fema.gov/grants/preparedness/emergency-management-performance/fy-22-appendix-h

FEMA EOC Toolkit

https://preptoolkit.fema.gov/web/nims-toolkit/eoc

National Incident Management System Emergency Operations Center Skillsets User Guide

https://www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-skillset-guide_0.pdf

EOC Position Task Book Introduction language

https://www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-intro-language-guide_0.pdf

FEMA Emergency Operations Center Guidance and Tools

https://www.fema.gov/emergency-managers/nims/components/emergency-operations-center

National Incident Management System Emergency Operations Center How-To Quick Reference Guide

https://www.fema.gov/sites/default/files/documents/fema_eoc-quick-reference_guide.pdf

Resource Typing Library Tool

https://rtlt.preptoolkit.fema.gov/Public

ANNEX A: Common EOC Position Titles

This list of Common EOC Position Titles was derived from the Resource Typing Definition for Emergency Operations Center Management Support Teams. This list will be updated as more EOC Position Titles are input into the RTLT or as determined by the State EOC Credentialing Committee.

ICS or ICS like

EOC Director
Operations Section Coordinator
Planning Section Coordinator
Logistics Section Coordinator
Finance/Administration Section Coordinator
Public Information Officer

Incident Support Model

EOC Director
Situational Awareness Section Coordinator
Planning Support Section Coordinator
Resource Support Section Coordinator
Center Support Section Coordinator
Public Information Officer

Departmental/ESF Structure

Department of Natural Resources
Department of Health and Human Services
Department of Public Works
Department of Public Safety
Department of Administration

ANNEX B: Example EOC Position Task Book

FEMA

NATIONAL QUALIFICATION SYSTEM (NQS)

EMERGENCY OPERATIONS CENTER (EOC)

POSITION TASK BOOK

Position Title: EOC Director

CONTAINS THE FOLLOWING EOC SKILLSETS:
Coordination and Individual Contribution Leadership Center Management

POSITION TASK BOOK ASSIGNED TO:	
TRAINEE'S NAME:	John Doe
DUTY STATION:	(City, County, Agency, State)
PHONE NUMBER:	123-456-7890
E-MAIL:	

POSITION TASK BOOK INITIATED BY:	
OFFICIAL'S NAME:	
TITLE:	
DUTY STATION:	
PHONE NUMBER:	
E-MAIL:	

POSITION TASK BOOK WAS INITIATED:	
LOCATION:	
DATE:	

Emergency Operations Center (EOC) Position Task Book Overview

The EOC Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with EOC Skillsets.[1]

Evaluation Process

- Evaluators observe and review a trainee's completion of EOC PTB tasks, initialing and dating each successfully completed task in the EOC PTB.

- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.

- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of EOC PTB tasks.

- The final evaluator is a leader who verifies that a trainee has completed the EOC PTB. A final evaluator generally holds a leadership position over the trainee's position. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.

- Once the final evaluator has completed the Final Evaluator Verification, it can be forwarded to the Qualification Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements. If there is no established QRB, then EOC Leadership should verify the qualifications.

- After the QRB or EOC leadership review, the AHJ completes the Documentation of Agency Certification form as appropriate.

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[1] See the National Incident Management System (NIMS) EOC Skillsets User Guide (https://www.fema.gov/national-qualification-system) for more information on aligning skillsets with specific EOC positions.

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Position Task Book Competencies, Behaviors, and Tasks

The EOC PTB reflects the minimum criteria to qualify or recertify for a position. The AHJ has the authority to add content to the baseline EOC PTB tasks, as necessary

Definitions

EOC Skillset: An EOC Skillset describes an EOC function in terms of discrete responsibilities aligned with demonstrable tasks. Skillsets can either reflect a function in an EOC (such as Planning) or a level of responsibility (such as Leadership). Skillsets combine together to form EOC PTBs.

Task Category: Task Categories summarize groups of similar tasks in the skillset.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- All tasks require evaluation; however, bulleted statements within a task are examples.

EOC PTB Task Codes

Each task in the EOC PTB has at least one corresponding code conveying the circumstances in which the trainee can perform the task for evaluation. Evaluators may assess trainees during incidents, in classroom simulations and training sessions, in functional and full-scale exercises, and in other work situations. If a task has multiple codes, the evaluator may evaluate in ANY of those circumstances; the trainee does not need evaluation in all of the listed circumstances.

Code C: Task performed in training or classroom setting, including seminars and workshops.

Code E: Task performed during a full-scale exercise.

Code F: Task performed during a functional exercise.

Code I: Task performed during an incident or event. Examples include oil spill, search and rescue operation, hazardous materials (hazmat) response, fire, and emergency or non-emergency (planned or unplanned) events.

Code J: Task performed as part of day-to-day job duties.

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and required only if applicable to the event.

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How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations, or daily duties, depending on what the EOC PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank EOC PTB and attach them to the EOC PTB in question.

Complete these items AT THE START of the evaluation period:

Evaluation Record Number: Label each evaluation record with a number to identify the incident(s), exercise(s), or event(s) during which the trainee completed the EOC PTB tasks. The evaluator should also write this number in the EOC PTB column labeled "Evaluation Record #" for each task performed satisfactorily. This number enables reviewers of the completed EOC PTB to ascertain the evaluators' qualifications before signing off on the EOC PTB.

Evaluator's name; Incident/office title and agency: List the name of the evaluator, his/her incident position or office title, and the evaluator's home agency.

Evaluator's home unit address and phone: List evaluator's home unit address and phone number.

Name and location of incident or simulation/exercise: Identify the name (if applicable) and location where the trainee performed the tasks.

Complete these items AT THE END of the evaluation period:

Duration of EOC Activation: Enter approximately how long the EOC was activated / number of operational periods over the timeframe in which the trainee completed the tasks.

EOC Activities: Enter a brief description of the major EOC activities involved in the activation (such as sheltering, public safety messaging, etc.)

Evaluation period: Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

Recommendation: Check the appropriate line and make comments below regarding the trainee's future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about trainee, as necessary.

Date: List the current date.

Evaluator's initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the EOC PTB.

Evaluator's relevant qualification: List your certification relevant to the trainee position you supervised.

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Evaluation Record Form #_____

TRAINEE NAME:	
TRAINEE POSITION:	
Evaluation Record Number:	
Evaluator's name:	
Incident/office title and agency:	
Evaluator's home unit address and phone:	
Name and location of incident or simulation/exercise:	
Duration of EOC Activation:	
EOC Activities:	
Evaluation period:	

Recommendation:

The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development:

_____ The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification.

_____ The trainee could not complete certain tasks or needs additional guidance. See comments below.

_____ Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation.

_____ The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.

Additional recommendations/comments:	
Date:	
Evaluator's initials:	
Evaluator's relevant qualification:	

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Evaluator Verification

(Do not complete this form unless you are recommending the trainee for all-hazards certification.)

FINAL EVALUATOR VERIFICATION
I verify that _____ has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.
FINAL EVALUATOR'S SIGNATURE:
DATE:
FINAL EVALUATOR'S PRINTED NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION
I certify that_____ has successfully met all the qualification criteria as defined by _____ EOC leadership and will hereby receive certification of his/her qualification.
OFFICIAL'S SIGNATURE:
DATE:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

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Individual Training Requirements		
Training Required	Date Completed	Supervisor Verification
IS-100 or equivalent		
IS-700 or equivalent		
IS-800 or equivalent		
IS-2200 or equivalent		
E/L/G 0191		
E/L/G 2300		
National Emergency Management Advanced Academy		
Position Specific Training K2302 EOC Leaders Skillsets		

Emergency Operations Center (EOC) Skillset: Coordination and Individual Contribution

Task Categories:
Complete common coordination and accountability tasks associated with all positions within the EOC

Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate understanding of EOC activation and operations, including how your function relates to other incident support activities: • Demonstrate general awareness of local risks and hazards	C, E, F, I, T		
2. Maintain positive, calm demeanor to promote a positive work environment.	E, F, I		
3. Demonstrate effective communication skills, such as the ability to translate technical jargon into plain language.	E, F, I, J,		
4. Comply with relevant health and safety requirements.	E, F, I		
5. Demonstrate understanding of EOC Continuity of Operations (COOP), succession, emergency procedures, and safety guidelines.	C, E, F, I, T		
6. Participate in the EOC planning process.	E, F, I		
7. Participate in appropriate EOC meetings and briefings related to your assigned function.	E, F, I		
8. Follow general internal and external information flow processes: • Demonstrate knowledge of information management systems, such as incident management software	E, F, I,		
9. Manage essential elements of information and critical information requests in accordance with processes and procedures: • Follow EOC approval authorities • Properly handle Personally Identifiable Information (PII) and sensitive information • Provide proper documentation for record-keeping and accountability • Provide information for reports and leadership decisions	E, F, I,		
10. Practice proper knowledge management processes and procedures: • File structures • Naming conventions • Archiving processes • Position logs	E, F, I		
11. Follow processes for resource requests, prioritization, deployment, tracking, reassignment, and demobilization.	E, F, I		

EOC Skillset: Coordination and Individual Contribution

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Participate in orderly transition of resources and processes from response to recovery.	E, F, I		
13. Transfer responsibilities upon completion of assignment: • Transfer to replacement, recovery personnel, or other responsible party • If necessary, shift responsibilities to a non-disaster/day-to-day job	E, F, I		
14. Participate in EOC training and exercises.	E, F		
15. Participate in after action review and improvement planning.	E, F, I, T		

Emergency Operations Center (EOC) Skillset: Leadership

Task Categories:
Be proficient in the job, both technically and as a leader
Supervise staff to ensure understanding and accomplishment of duties and tasks
Coordinate to foster unity of effort

Task Category: **Be proficient in the job, both technically and as a leader**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Exhibit principles of duty, respect, and integrity by, for example: • Making sound and timely decisions • Seeking and accepting responsibility for actions	E, F, I		
2. Demonstrate understanding of EOC and Policy Group roles, responsibilities, and authorities: • Describe how this mission may change in a different organization, jurisdiction, or operating environment	E, F, I, J, T		
3. Demonstrate understanding of external sources of assistance: • What resources could be available • When they could become available • How to acquire them • Necessary approvals	E, F, I, J, T		
4. Communicate vertically and horizontally to facilitate and inform decision-making: • Communicate options, considerations, and recommendations • Keep subordinates informed	E, F, I		
5. Help develop strategies and tasks to support the goals and objectives of incident command or the EOC.	E, F, I		
6. Obtain relevant information for operational decisions.	E, F, I		
7. Guide personnel as they identify and address gaps in critical information.	E, F, I		
8. Establish metrics and benchmarks for program performance and monitor progress through completion.	E, F, I, J		
9. Monitor and manage stakeholder expectations: • Communicate policy, process, and procedural changes	E, F, I		
10. Order and organize resources to achieve objectives: • Understand constraints and limitations	E, F, I, J		
11. Continuously evaluate EOC processes, procedures, and priorities: • Coordinate with performance improvement personnel	E, F, I, T		

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EOC Skillset: Leadership

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Suggest ways to improve processes and procedures, and then help implement improvements: • Facilitate conversations about process performance • Assess processes • Determine gaps • Take steps for improvement	E, F, I		

Task Category: **Supervise staff to ensure understanding and accomplishment of duties and tasks**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
13. Use leadership styles appropriate to the situation.	E, F, I		
14. Establish and communicate processes and procedures.	E, F, I		
15. Assign tasks and clearly communicate expectations.	E, F, I		
16. Emphasize and foster teamwork.	E, F, I		
17. Manage conflict and coordinate problem-solving: • Manage conflicting viewpoints • Assess alternative courses of action • Determine and communicate a way forward • Ensure follow-through and escalate to appropriate level as necessary	E, F, I		
18. Prepare and discuss feedback with subordinates: • Monitor performance and discuss task understanding • Evaluate performance and complete personnel performance evaluations	E, F, I		
19. Support the health, safety, and welfare of assigned personnel: • Direct operations based on health and safety considerations and guidelines • Ensure that personnel follow safety guidelines appropriately • Spot-check operations to ensure compliance with safety guidelines • Make resources available to support staff health and safety • Monitor staff for mental and physical fatigue	E, F, I		

EOC Skillset: Leadership

Task Category: **Coordinate to foster unity of effort**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Establish and maintain positive interpersonal and interorganizational working relationships.	E, F, I, J		
21. Demonstrate ability to influence others outside your chain of command.	E, F, I, J		
22. Ensure staff activities align with the EOC's operational rhythm.	E, F, I		

Emergency Operations Center (EOC) Skillset: Center Management

Task Categories:
Establish EOC support for incident/event
Coordinate EOC activities
Ensure proper support for resource needs and requests, including allocation and tracking
Ensure development and coordination of plans
Ensure collection, analysis, and sharing of information internally and externally

Task Category: **Establish EOC support for incident/event**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Open/activate EOC and initiate EOC personnel notification: • Initiate EOC alert and activation procedures • Determine activation level and necessary staffing based on initial information gathering and established guidelines/plans • Coordinate with EOC facility management to ensure the EOC infrastructure is operational and determine personnel support needs	E, F, I		
2. Establish and maintain communications with incident command, local EOC, and other function-specific operations, such as public health, to clarify roles and responsibilities and discuss support requirements: • Discuss incident support requirements to clarify scope of incident command responsibilities versus EOC responsibilities • Obtain initial situation information	E, F, I		

3. Identify and prioritize positions based on the nature of the incident/activation and available resources:
• Consider:
  ○ Consequence management beyond immediate response impacts
  ○ EOC's role in relation to the incident, such as operational, coordination, or support
• Establish process for resource requests for operational planning purposes
	E, F, I		

4. Evaluate the need for collaboration with outside organizations to meet incident needs: • Engage partner organizations	E, F, I, T		
5. Ensure EOC facility management and safety personnel establish processes and procedures to promote the health, safety, and welfare of EOC personnel	E, F, I		

EOC Skillset: Center Management

Task Category: **Coordinate EOC activities**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
6. Direct and coordinate EOC personnel: • Ensure staff accountability for decisions and actions within their functional area. • Ensure staff accountability for interactions and coordination with other functional areas. • Ensure that EOC leaders consistently and effectively work together to manage incident support.	E, F, I		
7. Ensure that EOC objectives and/or strategies for the operational period are reasonable, accurate, and consistent with incident objectives	E, F, I		
8. Supervise and adjust EOC organization and operations as necessary, based on changes in incident situation and resource status: • Communicate priorities and strategies throughout the EOC • Establish and maintain health and safety procedures throughout the EOC • Use and coordinate all assigned resources effectively • De-conflict procedures and objectives of organizational elements • Establish operational rhythm and daily briefing/debriefing schedule with EOC leaders	E, F, I		

9. Ensure staff actions are appropriate based on analyzed and validated information:
• Make adjustments in response to new information, changing conditions, or unexpected obstacles
• Identify and resolve problems that could affect the outcome of the incident:
    ○ Public messaging
    ○ Political issues
    ○ Conflicting objectives
	E, F, I		

10. Identify opportunities and meet requirements to provide equal access and reasonable accommodation in all activities	E, F, I		
11. Ensure that operations consider socioeconomic, political, and cultural aspects	E, F, I		
12. Ensure EOC actions support recovery efforts: • Ensure staff identify and execute initial recovery tasks • Plan for and make necessary EOC decisions concerning recovery • Ensure transition of recovery tasks	E, F, I		
13. Ensure financial management for jurisdictional activities: • Consider reimbursement-related record keeping requirements • Advise executives on financial matters related with jurisdictional activities, as necessary	E, F, I		
14. Ensure availability of legal advice relating to EOC activities.	E, F, I		

EOC Skillset: Center Management

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
15. Support process improvement activities: • Ensure personnel collect and analyze information regarding EOC activation and activities • Enable staff to suggest process improvements and solutions during EOC operations • Support process/performance improvement following EOC deactivation	E, F, I		
16. Ensure personnel complete incident documentation and appropriate administrative requirements, such as: • Incident forms, including activity logs per operational period • EOC action plan, in preparation for next operational period	E, F, I		
17. Ensure resource and financial paperwork meets reimbursement criteria: • Personnel equipment and time records • Other reimbursement requirements	E, F, I		
18. Ensure personnel appropriately handle classified or restricted information, such as: • Personally Identifiable Information (PII) • Health Insurance Portability and Accountability Act (HIPAA) • For Official Use Only (FOUO)	E, F, I, J		
19. Plan for deactivation and ensure that staff follow deactivation procedures	E, F, I		

Task Category: **Ensure proper support for resource needs and requests, including allocation and tracking**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Forecast resource needs based on analysis of incident potential: • Understand relevant external resource sources, such as Federal, state, mutual aid, and contracting	E, F, I, T		
21. Ensure the proper receipt and assignment of resource requests: • Demonstrate familiarity with process for requesting or mobilizing resources through EMAC and/or other mutual aid systems • Demonstrate familiarity with process for requesting resources from state or Federal governments • Demonstrate familiarity with process for requesting resources from the private sector and not-for-profit organizations	E, F, I		
22. Operate, develop, or maintain a resource ordering and tracking system: • Establish or verify a process for tracking resource requests made to or by the EOC	E, F, I		

EOC Skillset: Center Management

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
23. Ensure personnel properly manage requests for assistance: • Prioritize requests • Prioritize resources to fulfill requests • Coordinate with other responding organizations, such as neighboring jurisdictions • Properly assign tasks to the appropriate staff or representing agency • Consider logistical and financial constraints	E, F, I		

Task Category: Ensure development and coordination of plans

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
24. Develop clear and concise EOC objectives and/or strategies commensurate with available resource and incident objectives: • Ensure they are measurable and attainable • Ensure they meet Policy Group's direction • Monitor incident status and priorities and develop alternate strategies when necessary	E, F, I		
25. Ensure development of an EOC action plan, considering the following: • Size and complexity of incident • Incident agency/organization policies and procedures • Time frames and schedules • Job performance expectations • Supported agency expectations and needs	E, F, I		
26. Ensure preparation of EOC action plan for the next operational period: • Determine objectives for next operational period • Review and approve tasks and work assignments for next operational period • Advise on current capabilities and limitations • Determine resource needs or excess • Approve EOC action plan	E, F, I		
27. Ensure development of appropriate contingency plans and future plans (more than one operational period in the future).	E, F, I		
28. Monitor implementation of plans.	E, F, I		

EOC Skillset: Center Management

Task Category: **Ensure collection, analysis, and sharing of information internally and externally**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
29. Establish and continuously validate critical information requirements: • Establish essential elements of information and how they will be shared, including key resource status	E, F, I		
30. Ensure personnel initiate, regularly produce, and disseminate situation reports: • Recognize when to initiate a situation report and what to include in the report • Approve situation report before dissemination • Ensure staff distribute situation reports to appropriate recipients	E, F, I		
31. Ensure staff gather and analyze information on current and changing situations to determine action: • Ensure close coordination with on-scene personnel	E, F, I		
32. Communicate with Federal, state, tribal, or local agencies, such as emergency management or Homeland Security: • Share status of key resources	E, F, I		

33. Provide appropriate information to elected officials and senior leaders:
 • Identify reporting requirements from senior officials and Policy Group
 • Ensure the development of briefing materials for executives
 • Advise Policy Group on:
   ○ Creating or amending policies
   ○ Enacting emergency protective measures
   ○ Allocating scarce resources
   ○ Strategic-level guidance
   ○ Policy-level outreach actions
	E, F, I		

34. Transmit Policy Group and leadership direction within the EOC organization.	E, F, I		

35. Work with Public Affairs to determine appropriate public outreach methods for the incident:
 • Consider:
   ○ Partnering with a call center
   ○ Using social media, media interviews, press releases, and public meetings
 • Present a knowledgeable and credible image to the public and the media
	E, F, I		

36. Ensure public information coordination with other incident public information personnel: • Evaluate the need to establish a Joint Information System (JIS) and Joint Information Center (JIC)	E, F, I		
37. Ensure a there is a method to disseminate public information and warning.	E, F, I, J		

EOC Skillset: Center Management

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
38. Review and approve information releases: • Follow established information protocol for information releases • Ensure that releases are timely and accurate • Develop public messages with the Public Information Officer (PIO) or public affairs function, as necessary	E, F, I		
39. Ensure information is communicated horizontally within the EOC: • Ensure EOC functions coordinate and share relevant information • Ensure leaders share information with their teams and across teams	E, F, I		

ANNEX C: AHJ EOC Credential Plan Template

Emergency Operations Center

Personnel Credentialing Plan

DEPARTMENT OR OTHER LOGO

[Insert Jurisdiction Naming Convention]

[Month/Year of Implementation]

I. Introduction

Purpose

The Emergency Operations Center Personnel Credentialing Plan (EOC PCP) provides information regarding the process with which the [Enter Department Name] will conduct the qualifying, certifying, and credentialing of EOC personnel within the [Jurisdiction].

Emergency Operations Centers (EOCs) across the state play a critical role in managing incidents at every level. EOCs facilitate the flow of resources and information across organizational lines by bringing together representatives from diverse organizations.

The EOC PCP is one part of a larger strategic plan which will satisfy national requirements for the implementation of the National Qualification System (NQS) in order to receive Emergency Management Performance Grant (EMPG) funding.

Scope

The scope of this plan applies to the whole community within [Enter Jurisdiction Name]. This includes and is not limited to [Enter applicable departments]. The EOC PCP is a functional planning document designed to build and sustain capabilities at all levels.

II. Policies

Federal Authorities

- National Response Framework Core Capabilities

• **Primary Response Core Capability**	
• **Operational Coordination**	• Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of Core Capabilities.
• **Support Response Core Capability**	
• **Planning**	• Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or tactical-level approaches to meet defined objectives.

- National Incident Management System (NIMS) / National Incident Management System Guideline for the National Qualification System (NQS)

- o The NQS is a nationwide system with dispersed responsibilities among its many partners. While FEMA provides guidance and tools, AHJs are responsible for qualifying, certifying, and credentialing personnel.

Revised Code of Washington (RCW)

RCW 38.52 Emergency Management

RCW 38.52.020 (2) It is further declared to be the purpose of this chapter and the policy of the state that all emergency management functions of this state and its political subdivisions be coordinated to the maximum extent with the comparable functions of the federal government including its various departments and agencies of other states and localities, and of private agencies of every type, to the end that the most effective preparation and use may be made of the nation's manpower, resources, and facilities for dealing with any disaster that may occur.

[Local Policy 1]

[Local Policy 2]

III. Concept of Operations

Components of the Credentialing Program

Trainee

An individual pursuing credentialing in an EOC position is called a "Trainee". A trainee has met all prerequisite qualification requirements, has had a Position Task Book (PTB) initiated or validated by [Insert Jurisdiction Name], and is pursuing qualification in the target position.

Coach

Coaching is the act of helping trainees build knowledge, skills, and abilities to perform in a specific position. The National Incident Management System (NIMS) Guideline for the NQS defines a coach as an individual possessing specific job skills and experience who provides instructions and mentoring to help guide a trainee in applicable practices, methods, and skills that can result in PTB task completions.

Evaluator

Evaluation is the act of verifying that the trainee knows how to do a certain task. The NIMS Guideline for the NQS defines an evaluator as an individual authorized by an AHJ to observe, document, and complete evaluation records on a trainee based on a PTB. Coaches and evaluators work together to guide trainees through the qualification process.

NIMS Training

The NIMS requires the completion of specific "baseline" ICS courses for personnel who are involved in managing incidents or events under ICS. This baseline training is common to all EOC positions and typically includes IS-100 and IS-700. Additional Position Qualification Requirements are listed in Appendix B.

Recommended Training
Additional training that supports development of knowledge and skills can help to support a position performance assignment. The knowledge and skills necessary for successful completion of the tasks in a PTB are provided by on-the-job training, work experience, and identified formal training within the Position Qualification Requirements.

A trainee must have an opportunity to acquire the knowledge and skills required to perform the tasks of a position before accepting a position performance assignment. It is the responsibility of the individual agency to ensure that each trainee has the opportunity to acquire the knowledge and skills necessary for position performance.

Leadership Training
Leadership skills play a critical role in the safe and effective management of emergency incidents. Leadership training is highly recommended to fully prepare a trainee for leadership position performance assignments.

Equivalent Training
Awarding equivalency is an AHJ-specific responsibility. Only the AHJ has the authority to certify a trainee meets the requirements when alternative training offerings are used. Individual AHJ's will set guidelines for equivalency determination and may grant credit for training they deem equivalent. AHJ's should use caution in extreme deviation from accepted standards when considering equivalent training to ensure that baseline requirements are still being met. [Customize based on Local guidance or remove]

Experience
Experience is defined as the activities a trainee must accomplish, generally within the context of an actual or simulated incident or event, to prepare for and demonstrate proficiency at the tasks identified in a PTB.

In a performance-based qualification system, evaluation of a trainee's competency by an individual who is qualified in the target position is the measure of readiness for qualification and credentialing. The PTB contains the identified competencies, behaviors, and tasks required to demonstrate they have become qualified for an EOC position. Standardization of the competencies, behaviors, and tasks listed in a PTB are essential. The PTB completion process is central and critical to the procedure for assessing and documenting a trainee's readiness to be

credentialed in a performance-based qualification system. Standardized qualifications systems assure all qualified personnel meet or exceed a minimum performance standard.

Physical/Mental Fitness
Physical and medical considerations, when applied, help to ensure safe performance in potentially chaotic environments. Physical fitness is categorized into four levels:
- Arduous – Duties involve fieldwork requiring physical performance calling for above-average endurance and superior conditioning. These duties may include an occasional demand for extraordinarily strenuous activities in emergencies under adverse environmental conditions and over extended periods of time.
- Moderate – Duties involve fieldwork requiring complete control of all physical faculties. Occasional demands may be required for moderately strenuous activities in emergencies over long periods.
- Light – Duties mainly involve office-type work with occasional field activity characterized by light physical exertion requiring basic good health.
- None required – Positions that do not require a physical fitness level.

Currency
Currency is defined as successfully performing in a position for which the individual is qualified or in an associated position at least once every five years during a qualifying incident, event, or exercise.

The Credentialing Process

Qualification

Prerequisite Training
Prerequisite training, listed within the Position Qualification Requirements, are position specific. There are common courses which exist across all positions, i.e. IS-100 and IS-700. All prerequisite training must be completed and available for review before issuance of a Position Task Book.

PTB Issuance
The trainee's direct supervisor typically requests issuance of a PTB to the trainee. Once [Insert Jurisdiction Name] issues a PTB, trainees are generally required to complete the PTB within five years; however, many positions are typically completed in significantly less time. [Insert procedural guidance for the issuance of PTBs. This will include who is the Point of Contact and whether it can be done via mail or email.]

Certification

PTB Performance Evaluation

An EOC PTB is a tool to support the EOC's qualification, certification, and credentialing process. As with field positions, qualified evaluators assess trainees during incidents, exercises, and other work situations and sign off as the trainee demonstrates completion of each task.

After [Insert Jurisdiction Name] issues the PTB, the trainee works with coaches and instructors to apply the knowledge, skills, and ability to perform the tasks required for the position through real world experience or exercises.

Evaluators review and sign off successful completion of PTB tasks. A trainee's supervisor may evaluate the completion of PTB tasks upon [Insert Jurisdiction Name] approval.

Final Evaluator Verification

Once a trainee completes a PTB, the final evaluator signs it, indicating that the trainee has met all PTB requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. While it is preferable to have a distinction between evaluators and the final evaluator, in situations with limited resources, the evaluator and final evaluator can be the same individual. Once all tasks are complete, the trainee submits the completed PTB and proof of completion of any training requirements for final approval, according to the [Insert Jurisdiction Name] qualification review process.

Qualification Review Board (QRB) (Optional)

The National Incident Management System (NIMS) Guideline for the NQS defines a QRB as a panel of subject-matter experts representing the Authority Having Jurisdiction (AHJ) that is capable of evaluating a trainee's ability to fulfill the duties of a specific position. Qualification Review Boards validate individual qualifications, helping to ensure a qualified, shareable, and effective national incident workforce. A QRB is an essential part of a performance-based system that objectively reviews and validates trainees' worthiness for certification. Each AHJ develops criteria and processes for appointing its own QRB members. An independent, objective QRB review helps the AHJ qualify and certify individuals with the appropriate skills and abilities to fulfill each position.

Credentialing

[Insert Jurisdiction Name] **Certification**

Once the QRB, if utilized, determines a trainee has successfully completed all requirements for a position, the board forwards a recommendation to the [Insert Jurisdiction Name] Certifying Official (CO), explaining its findings and recommending the CO certify the trainee as qualified for the position.

If the QRB determines that the trainee's package does not provide enough evidence that the trainee has met the requirements for the position they are pursuing, the QRB returns the package to the trainee, along with an indication of any unmet requirements.

Acting on the QRB's positive recommendation, the CO certifies that the individual is qualified for the given position. The [Insert Jurisdiction Name] maintains documents regarding the employee's qualification and enters the pertinent information into the [Insert Jurisdiction Name] resource/personnel management systems. Recommend adopting One Responder to track Personnel Credentialing.

Appeals Process
The AHJ should create a method for which an appeals process can be completed by the trainee in the event that the trainee is deemed unqualified for certification.

Loss of Certification, Decertification, and Recertification

Individuals who lose qualification or are decertified by the [Insert Jurisdiction Name] will not be displayed as available for the non-qualified/decertified position(s) outside of [Insert Jurisdiction Name].

Loss of Certification
An individual may lose or drop qualification for reasons including loss of currency or personal reasons. By returning to the trainee level, the person who must re-qualify is introduced to new technology, procedures, and advances in incident management. Evaluation of an individual's competency is critical whenever qualifications have lapsed. A person who does not meet the currency criteria reverts to trainee status for that position.

Recertification after Loss of Certification
If qualification loss occurs, [Insert Jurisdiction Name] will determine if training is necessary or if the person can gain and demonstrate the proper proficiency in a performance assignment or assignments. The individual must perform the duties of the position for a minimum of two operational periods under the supervision of an evaluator before re-certification is granted.

Decertification
Decertification is the process [Insert Jurisdiction Name] may take to remove an individual's position(s) qualifications. [Insert Jurisdiction Name] may decertify personnel when it is determined that the individual has performed in a fraudulent, unsatisfactory, or unsafe manner. Examples include:

- Taking insubordinate actions that lead to unsafe conditions on the incident
- Intentionally misrepresenting incident qualifications
- Deliberately disregarding identified safe practices
- Misrepresenting attendance or participation in the Position Task Book process

The following guidelines for Decertification are established:

- Decertification of NIMS ICS qualification only applies to performance in the NIMS position the person was performing; it is not intended to affect regular job-related duties.
- Individuals should only be mobilized outside of their local jurisdiction in a position(s) for which they are currently certified
- EOC Supervisors do not have the authority to decertify the qualifications of an individual. A qualified person may be demobilized from an incident by the EOC Supervisor. EOC Supervisors are responsible for providing documented reasons for relieving an individual, forwarding the information to the individual's sponsoring agency and including a copy of the individual's Incident Personnel Performance Rating Form (ICS-225) in the documentation package.

Recertification after Decertification

The AHJ should establish a process to evaluate and prescribe the steps required to regain certification on a case-by-case basis for an individual who has been de-certified for reasons similar to those described above. Re-certification may include, as appropriate, training outlined in the NQS and/or training relevant to the reason(s) for de-certification. Recertification of a de-certified individual should, in most cases, include performance of the duties of the position for a number of operational periods (defined by the AHJ) under the supervision of an evaluator, before re-certification is granted.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is a process that evaluates an individual's formal and non-formal learning through training and experience, to determine the extent to which that individual has already acquired and performed the required competencies of an EOC position.

The RPL process measures an individual's demonstrated knowledge, skills and experience against the competencies as established in the specific position task book. The measurement process focuses on evaluation of the candidate's acquisition of the skills described in the prescribed standards, rather than the manner or procedure under which the skills were acquired. For instance, skills may have been acquired in the military, growing up on a farm, or managing a bakery. A candidate will not be judged on where he/she learned to do a job, but

rather on the current ability to do the job. Assessors will expect to see how the candidate performs in this position and completes the job satisfactorily.

AHJ's should institute a method for which the RPL process can be utilized by those personnel who qualify.

Qualifying Incident, Event, and Exercise Guidelines

Experience can be gained, and position task performance can be demonstrated, evaluated, and documented in a position task book (PTB) through qualifying incidents, events, and/or exercises. While experience can be gained and position task performance on qualifying events and/or exercises can help to deepen a trainee's record, a trainee should have satisfactorily completed at least one EOC position performance assignment to be certified and credentialed. Depending on the nature of the position being pursued and the nature of the position performance assignments completed it will most often require more than one incident experience to fully complete a PTB.

An individual who is in trainee status, regardless of other qualifications they may hold, should not be evaluating another trainee on the same incident, event, or exercise.

The AHJ may determine the parameters for qualifying incidents, events, and exercises. However, any incident which receives a state mission number should be accepted by all jurisdictions as a qualifying incident.
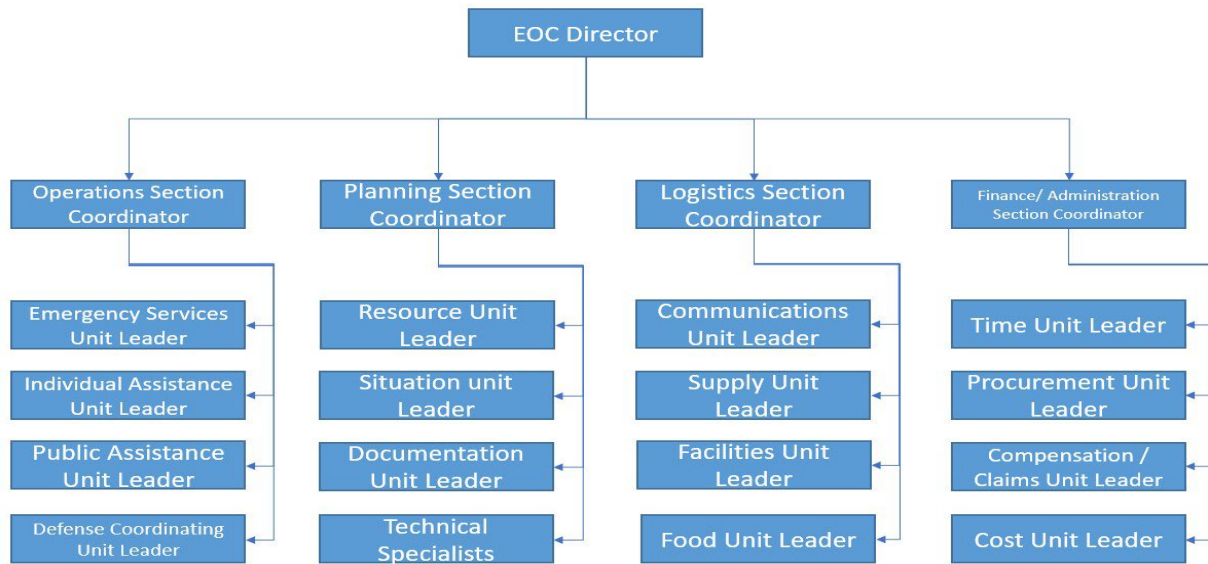
IV.   Appendixes

Appendix A: EOC Positions for Credentialing

[Insert Jurisdiction/agency EOC Organizational Structure, example provided]

Appendix B: Positions Qualification Requirements

[Insert Requirements for individual positions within the EOC, these can be in a spreadsheet format as shown here or written out structurally in accordance with the EOC Organizational Structure. This can be a separate document that is listed as an appendix for ease of design/use.]

	IS-100: Introduction to the Incident Command System	IS-700: An Introduction to the National Incident Management System	IS-800: National response Framework, An Introduction
Position:			
EOC Supervisor	X	X	X
Operations Section Coordinator	X	X	X
Planning Section Coordinator	X	X	X

Appendix C: Position Task Book/EOC Skillset Crosswalk

[For this portion a table can be used to represent the EOC skillsets for which each position will be evaluated on. An example has been provided]

Skillsets/Organizational Structure Crosswalk		EOC Manager	PIO	Safety	Legal
Section					
Coordination and Individual Contribution	● Complete common coordination and accountability tasks associated with all positions within the EOC	X	X	X	X
Leadership	● Be proficient in the job, both technically and as a leader ● Supervise staff to ensure understanding and accomplishment of duties and tasks ● Coordinate to foster unity of effort	X			
Policy Direction	● Demonstrate an understanding of the authorities, policies, priorities, capabilities, constraints, and limitations of the organization/jurisdiction you represent ● Demonstrate an understanding of				

	coordinated response/Unified Command and the roles and responsibilities of the parties involved				
Action Tracking	● Perform action tracking				
Center Management	● Establish EOC support for incident/event ● Coordinate EOC activities ● Ensure proper support for resource needs and requests, including allocation and tracking ● Ensure development and coordination of plans ● Ensure collection, analysis, and sharing of information internally and externally	X			
Document and Records Management	● Collect and store documents and records ● Provide documents and records upon request				
EOC Facility Management	● Ensure that EOC infrastructure is operational ● Support the needs of EOC personnel ● Ensure security of the EOC				
Finance	● Administer financial management for jurisdictional expenditures				

	● Advise EOC leadership and staff on financial matters associated with jurisdictional activities				
Legal Counseling	● Advise EOC leadership and staff on legal matters and provide other legal services				X
Organizational Representation	● Represent your organization and support EOC activities ● Understand discipline-specific resource streams				
Performance Improvement	● Collect and analyze information regarding EOC activation and activities ● Suggest process improvements and solutions during EOC operations ● Support process improvement following EOC deactivation				
Planning	● Reference pre-incident plans ● Develop and write EOC action plans and other incident-specific plans ● Disseminate plans ● Facilitate the ongoing planning process				
Public Affairs Coordination	● Manage EOC-related efforts to provide information and warning to the public ● Advise the EOC Policy Group, leadership, and		X		

	personnel about public information and warning				
Recovery Coordination	● Understand the complexities of recovery ● Demonstrate an understanding of community impacts ● Prepare for long-term recovery				
Resource Ordering and Acquiring	● Order/request resources				
Resource Sourcing	● Understand potential sources ● Develop, evaluate, and implement courses of action for resource fulfillment				
Resource Tracking	● Track resources				
Safety Advising	● Promote the safety of EOC personnel			X	
Situational Awareness	● Gather data and information ● Analyze data and information ● Disseminate information				
Understanding the Resource Requirement	● Understand and validate the resource requirement ● Communicate requirement in plain language and use national standards and common terminology				

ANNEX D: Glossary of Terms, Acronyms, and Abbreviations

Agency: A government element with a specific function offering a particular kind of assistance.

Authority Having Jurisdiction (AHJ): An entity that has the authority and responsibility for developing, implementing, maintaining, and overseeing the qualification process within its organization or jurisdiction. This may be a state or Federal agency, training commission, NGO, private sector company, or a tribal or local agency such as a police, fire, or public works department. In some cases, the AHJ may provide support to multiple disciplines that collaborate as a part of a team (e.g., an IMT).

Certification: The process of authoritatively attesting that individuals meet qualifications established for key incident management functions and are, therefore, qualified for specific positions.

Certifying Official (CO): An individual authorized by the AHJ to certify the qualifications of incident management and support personnel.

Credentialing: Providing documentation that identifies personnel and authenticates and verifies their qualification for a particular position.

Coach: An individual possessing specific job skills and experience who provides instructions and mentoring to help guide a trainee in applicable practices, methods, and skills that can result in task completions in a PTB.

Core Capability: An element defined in the National Preparedness Goal as necessary to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

Emergency: Any incident, whether natural, technological, or human-caused, that necessitates responsive action to protect life or property.

Emergency Operations Center (EOC): The physical location where the coordination of information
and resources to support incident management (on-scene operations) activities normally takes place. An EOC may be a temporary facility or located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction.

Evaluator: An individual authorized by the AHJ to observe, document and complete evaluation records on a trainee as contained in PTBs. An evaluator can be a trainee's supervisor and does not have to be qualified in the same position as the one under consideration.

Final Evaluator: The individual who evaluates the trainee during his or her final position performance assignment. A final evaluator is generally qualified in the same position under consideration. The final evaluator completes the final evaluator's verification section in the PTB.

Incident: An occurrence, natural or manmade, that necessitates a response to protect life or property. In this document, the word "incident" includes planned events as well as emergencies and/or disasters of all kinds and sizes.

Incident Command System (ICS): A standardized approach to the command, control, and coordination of on-scene incident management, providing a common hierarchy within which personnel from multiple organizations can be effective. ICS is the combination of procedures, personnel, facilities, equipment, and communications operating within a common organizational structure, designed to aid in the management of on-scene resources during incidents. It is used for all kinds of incidents and is applicable to small, as well as large and complex, incidents, including planned events.

Incident Management: The broad spectrum of activities and organizations providing operations, coordination, and support applied at all levels of government, using both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Interoperability: The ability of systems, personnel, and equipment to provide and receive functionality, data, information, and/or services to and from other systems, personnel, and equipment, between both public and private agencies, departments, and other organizations, in a manner enabling them to operate effectively together.

Jurisdiction: Jurisdiction has two definitions depending on the context:
> • A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e.g., local, state, tribal, territorial, and Federal boundary lines) and/or functional (e.g., law enforcement, public health).
> • A political subdivision (e.g., municipality, county, parish, state, Federal) with the responsibility for ensuring public safety, health, and welfare within its legal authorities and geographic boundaries.

Leader: The ICS title for an individual who is responsible for supervision of a unit, strike team, resource team, or task force.

Multiagency Coordination Group (MACG): A group, typically consisting of agency administrators or executives from organizations, or their designees, that provides policy guidance to incident personnel, supports resource prioritization and allocation, and enables decision making among elected and appointed officials and senior executives in other organizations, as well as those directly responsible for incident management.

Mutual Aid Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System (NIMS): A systematic, proactive approach to guide all levels of government, NGOs, and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from the effects of incidents. NIMS provides stakeholders across the whole community with the shared vocabulary, systems, and processes to successfully deliver the capabilities described in the National Preparedness System. NIMS provides a consistent foundation for dealing with all incidents, ranging from daily occurrences to incidents requiring a coordinated Federal response.

National Qualification System (NQS): A nationwide approach and best practices for AHJs to use in qualifying, certifying, and credentialing incident management and support personnel.

Position Task Book (PTB): A document that describes the minimum competencies, behaviors, and tasks to qualify or recertify for a position and documents a trainee's performance of given tasks.

Qualification: The process of enabling personnel to perform the duties of specific positions and documenting their demonstration of the capabilities and competencies that those positions require.

Qualification Review Board (QRB): A panel representing the AHJ who evaluates the trainee's ability to fulfill an incident-related position. The QRB evaluation results in a recommendation to the CO to certify or not certify the trainee as qualified for a certain position.

Qualifying Exercise: An exercise identified by the AHJ as an acceptable means for evaluating certain PTB tasks.

Qualifying Incident/Event: An incident or event that the AHJ determines meets complexity, duration, and relevance criteria of a position such that it would provide sufficient opportunity for an individual who is filling that position to exercise the position's roles and responsibilities.

Recertification: A process where the AHJ determines what training, tasks, or experience an individual must perform to requalify for a specific incident-related position.

Revocation: The cancellation of certification and withdrawal of identification documents from personnel who are no longer certified.

Trainee: An individual, sponsored by his or her agency and holding an initiated PTB, who is seeking to qualify for an incident-related position.

Whole Community: A focus on enabling the participation in incident management activities of a wide range of players from the private and nonprofit sectors, including NGOs and the general public, in conjunction with the participation of all levels of government, to foster better coordination and working relationships.