Developing Training Utilizing SHSP Funds

The Oregon Office of Emergency Management (OEM) is pleased to offer the opportunity for utilization of State Homeland Security Program (SHSP) funds for local jurisdictions and agencies to develop training addressing identified gaps to enhance emergency preparedness. Allowable training related costs include the establishment, support, conduct, and attendance for training developed through SHSP funding.

Approval for developing a training program comes through the SHSP application review process conducted by OEM. Before the training can be conducted, jurisdictions that are awarded funding for training must submit all course materials for review to the Plans and Training Section at OEM.

The jurisdiction/agency awarded funds to develop training will submit a work plan detailing how they intend to accomplish requirements within 30-days of receiving a fully executed (signed) grant award. The draft submittal must be approved before any training is delivered and must follow within 90 days of contractor supported development. It must follow within 120 days for submittals developed by the agency receiving the award.

To ensure course development is held to a high standard and consistent statewide, development must follow an Instructional System Design (ISD) methodology, such as the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation, and support a blended learning strategy. While deliverables and documents produced may change depending on delivery method (instructor-led versus web-based), the phases and tasks performed remain consistent.

Before training can be delivered, the jurisdiction awarded SHSP funds to develop a training course must submit the following to OEM for review:

1. **Mission Area(s) -** The submitting jurisdiction will identify the mission area(s) of the course and materials submitted. Mission areas will follow the National Preparedness Goal and support Core Capabilities: Common, Prevent, Protect, Respond, and/or Recover.

2. **Target Audience -** The submitting jurisdiction will identify the target audience(s) of the course and materials submitted. The following list of disciplines should be used: fire service, law enforcement, emergency management, emergency medical services, hazardous materials, public works, public health, health care, public safety communications, governmental administrative, cyber security, agriculture security, food security, private security, and volunteers

3. Level of Training - The submitting jurisdiction for all response area training will identify the level(s) of training for the course and materials submitted. Each submission must be identified as Awareness, Performance-Defensive (OSHA Operations), Performance-Offensive (OSHA Technician), OSHA Specialist, Planning/Management (OSHA Incident Command) Levels. (OSHA Training levels are included to compare with Homeland Security training levels.)

4. Program of Instruction (POI)/Syllabus - The POI or syllabus is an outline or matrix of the course content. It addresses the scope of the training, course learning objectives, duration of the training (broken down by module, session, or lesson), resource requirements, instructor to student ratio, and an evaluation strategy. These items are not all-inclusive, but are the minimum categories that should be addressed.

5. Training Support Package (TSP) - The TSP is all of the materials associated with delivery of the training course. Items that should be in the TSP are as follows:

a. Instructor Guide/Instructor Outline/Instructor Lesson Plans - The published instructor material that contains course text and special instructor notes that provides the information to deliver the material.

b. Participant Manual/Guide/Workbook - The published student material that contains supporting information in booklet, electronic, or handout form that the participant has available for reference.

c. Audio/Visual Support Materials - Audio/visual components that are part of any learning module, session, lesson or that supports the overall training being delivered.

d. Special Support Materials - Any descriptions of practical exercises, table-top exercises, hands-on exercises or other material supporting the learning objectives.

6. Module/Session/Lesson Content - Training courses should be designed based on a building block approach. Each sub-component in the course should be titled as a module, session, or lesson. Regardless of the title, each module, session, or lesson, should have a Lesson Administration Page (LAP) that outlines the following:

a. Scope Statement - A brief description of the content of the module, session, or lesson.

b. Terminal Learning Objectives (TLO) - An action verb statement that outlines what the student is expected to learn or be capable of performing at the conclusion of the module, session, or lesson. There should be only one TLO per module, session, or lesson.

c. **Enabling Learning Objectives (ELO) -** Enabling learning objectives are the incremental learning objectives that support the TLO. There should be at least one ELO per module, session, or lesson. Each ELO must be a measurable performance statement that enables the student to demonstrate achievement of the TLO.

d. **Resource List -** A listing of the resources needed to successfully accomplish the module, session, or lesson.

e. **Instructor to Student Ratio -** The instructor to student requirement for successful presentation of the material by module, session, or lesson (e.g., 1:25).

f. **Reference List -** A listing of all reference materials used to develop the module, session, or lesson. This information may also be included as a bibliography.

g. **Practical Exercise Statement -** This describes any exercises associated with the module, session, or lesson.

OEM will verify contents of the submission, and those that meet requirements will proceed for review.

Incomplete submissions will not be reviewed, however, the jurisdiction point-of-contact (POC) will be contacted and provided assistance in the development of a complete package. Once a complete package is re-submitted, the review process will continue.

When necessary, subject matter experts are available during the review process. Submitting agencies or their representatives must fully address all scoring requirements to receive approval to deliver a proposed training course. OEM will work with submitting agencies when necessary to improve their submission to meet the required score of 24. To ensure a consistent review process, the following scorecard is utilized:

Training Support Package	Acceptable 2	Marginal 1	Unacceptable 0	Comments	Score
TSP Instructor Guide/Outline/Lesson Plans	Contains all the information needed to conduct the course, exercises and evaluations	Contains the majority of the information needed to conduct the course, exercises and evaluations	Information is insufficient to teach the course		
TSP Participant Manual/Workbook	The information contained is described in detail, appropriate, and well articulated.	Some of the supporting information is incomplete or needs additional clarification.	The majority of the supporting information is out dated or irrelevant.		
TSP Audio/Visual Support Materials	A/V materials are of good quality, comprehensively described, and consistent with learning objectives	A/V materials are of good quality, consistent with learning objectives but incomplete.	A/V materials are of poor quality, non-existent or are not consistent with learning objectives.		
TSP Special Support Materials	Exercise(s) materials are professionally done, comprehensive, and focused on achievement of the learning objective.	Exercise(s) materials are incomplete but address the learning objective.	Exercise(s) materials do not support the achievement of the learning objective.		
Module Scope Statement	Description of the module is comprehensive, defines expectations and accomplishments, and is consistent with the stated training level.	Description of the module is consistent with the stated training level but does not define expectations and accomplishments.	Course provides no description of module scope.		

Module Objectives	Acceptable 2	Marginal 1	Unacceptable 0	Comments	Score
Module Content Terminal Learning Objective (TLO)	TLO is clear, uses action verbs, and directly supports the course goal. It is referenced and complies and/or supports applicable standards, and Core Capabilities.	TLO is clear as to what the participant is expected to learn or be capable of performing but does not support the stated course goal.	TLO missing action verbs and what the student is expected to learn. It does not support and/or comply with the Core Capabilities or other standards.		
Module Enabling Learning Objectives (ELO)	ELO are clear, measurable, support the TLO and support and/or comply with the Core Capabilities or other standards.	ELO are clear, measurable, support the TLO but do not support and/or comply with the Core Capabilities or other standards.	ELO are present but missing major elements and features that support the TLO and do not conform to other standards.		
Module Resource List(s)	Resource List(s) are comprehensive and consistent with materials needed to accomplish all objectives.	Resource List(s) are complete enough to accomplish most objectives.	Resource List(s) are either not present or lack the understanding of the resources need to accomplish the objectives.		

Module Content	Acceptable 2	Marginal 1	Unacceptable 0	Comments	Score
Module Content Instructor to Student Ratio	The ratio of instructors to participants is appropriate for this level of training and objectives.	The ratio of instructor to participants indicates that the instructors will be challenged in their effectiveness of delivery.	There is no instructor to participant ratio listed or the ratio is inappropriate for the level of training and objectives.		
Module Content Reference List(s)	Reference List(s) are comprehensive and consistent with the materials needed to accomplish all objectives.	Reference List(s) are incomplete with gaps in resources needed to accomplish some objectives.	Reference List(s) are not present or suggest lack of understanding of resources needed to accomplish objectives.		
Module Content Practical Exercise Statement	Practical exercise(s) descriptions are appropriate, complete, sufficient, and professionally developed.	Practical exercise(s) descriptions are incomplete but address most objectives.	Practical exercise(s) description is missing major elements and features and lacks an understanding of assessments needed to evaluate training.		
Module Content Evaluation Strategy	Test(s) of performance or competence are appropriate, complete, sufficient, and professionally developed.	Test(s) of performance or competence are incomplete or inconsistent with some objectives.	Test(s) descriptions are missing major elements and features or lack an understanding of assessments needed to evaluate training.		

For Assistance or questions contact:

James Adams
State Training Officer—SAA/TPOC
James.adams@mil.state.or.us
503-378-3232

December 2016