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EMERGENCY MANAGEMENT SPECIALIST



CFETP

CAREER FIELD EDUCATION AND TRAINING PLAN

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PREFACE

Welcome to the Career Field Education and Training Plan (CFETP) for the Department of the Air Force (DAF) Civilian Emergency Management (EM) Specialist

This CFETP is a comprehensive document that identifies lifecycle development opportunities and support resources in accordance with Department of the Air Force Instruction DAFI 36-2687, *Civilian Development* and Department of the Air Force Manual (DAFMAN) 36-2689, *Training Program*. This provides the information necessary for civilian Emergency Management (EM) Specialists to achieve and maintain the knowledge, skills, and abilities (KSAs) required to perform their assigned duties. It outlines a comprehensive training and education continuum for the EM career field's civilian working force. This plan, based on the associated Air Force Standard Core Personnel Documents (SCPDs), supports the development and career paths of a well-trained and highly qualified civilian workforce capable of supporting the installation's emergency management program.

This CFETP serves as a career roadmap for EM Specialists, regardless of where they are in their career and their intended career path. It is meant to help personnel be successful in their role and help them to reach their career goals, whether that is to remain in their current position, develop further into an Installation Emergency Manager (IEM), move to Air Force Reserve Command (AFRC) or National Guard Bureau (NGB), become Program Manager at the Air Force Civil Engineer Center (AFCEC), ascend to the Air Force Emergency Manager, or grow into leadership track as a mobile enterprise leader.

1. AF/A4CX and AFCEC/CXR will review this CFETP annually and make updates and changes as deemed appropriate. Please send recommended CFETP changes to:

- AF/A4CXE EM-CBRN Policy Workflow (af.a4cxe.em-cbrnpolicy@us.af.mil)
- AFCEC/CXR Workflow (afcec.cxr.workflow@us.af.mil)

2. The CE Functional Advisory Council (FAC) developed professional credentials key to progression within the CE enterprise: depth and breadth of experience, advanced academic degrees, and professional certification. Each of these credentials plays a role in individual career management and competitiveness for select jobs and training opportunities. This document is formatted with these professional credentials in mind and is divided into two parts:

a. Part I provides information necessary for overall management of the EM Specialists Civil Service (CS) employees (General Service (GS) and AcqDemo NH series). Section A covers career field history, establishing esprit de corps, and career progression information. Section B: identifies career progression and includes competencies, geographic mobility, and emergency management certification.

b. Part II identifies individual duties and responsibilities, training strategies, and a civilian development path. Part II includes the following: Section A covers competencies to include leadership, occupational, and core competencies as well as a comprehensive list of EM Specialist positions and descriptions. Section B identifies a course objective list to include use of progress checks, standards, and proficiency and competency levels. Section C details available support material and provides the Qualification Training Package. Section D includes Education and Training Courses available to EM Specialists. And Section F provides foundational training.

3. The CE Civilian Career Field Playbook contains information relevant to the entire CE Career Field ([here](#)). Information includes but not limited to the Civilian Tuition Assistance Program (CTAP), centrally managed positions, vectoring, Civilian Development (CD) programs, Key Career Positions (KCPs), Civilian Strategic Leadership Program (CSLP), Career Broadening (CB), Functional Advisory Council (FAC), Development Team (DT), Force Renewal Programs, and Force Renewal Programs.

PART 1: Career Field Information

SECTION A: General Information

1. Purpose of the CFETP

The AF/A4C and our enterprise leaders throughout the Total Force are all committed to ensuring that our EM Specialists have the breadth of knowledge and capabilities they need to successfully serve our community and Air and Space Forces. This CFETP supports the objectives of the CE Human Capital Strategy. The Human Capital Strategy emphasizes the importance of “cultivating workforce talent” through advanced education and training, talent management, and development of civilian workforce expertise.

1.1. This CFETP provides a consolidated framework to commanders, training managers, supervisors, and trainers to plan develop, manage and conduct an effective and efficient development program for EM Specialists that fall within their work centers. The plan outlines the training and competencies individuals in these positions should obtain to develop and progress throughout their careers. The CFETP has several purposes:

1.1.1. Serves as a management tool to plan, manage, conduct, and evaluate a training program. Assists supervisors to identify training and development at the ideal point in an individual’s career.

1.1.2. Identifies competencies, sub-competencies, and proficiency levels and recommends education and training throughout each phase of an individual’s career.

1.1.3. Lists training courses available in the SCPD specialty, identifies sources of training, and the training delivery method.

1.1.4. Identifies major resource constraints that impact full implementation of the desired occupational series training process.

2. CFETP Format

The CE FAC developed critical elements crucial to progression within the CE enterprise: depth and breadth of experience, advanced academic degrees, civilian developmental education (CDE), individual credentialing, and professional certification. In addition, these credentials play a role in individual career management and competitiveness for select jobs and training opportunities. This document is formatted with these elements in mind. It is divided into two parts: Part I focuses on career field information and the education, experience, training, skills, and competencies required to help you meet your career goals as an EM Specialists, and Part II provides detailed information on training opportunities and mentorship.

3. CFETP Use

The plan should be used by supervisors and training managers at all levels to ensure comprehensive and cohesive training and development programs are available for everyone in EM Specialists positions. Individuals should review career goals and progression with supervisors, mentors and training managers during scheduled and unscheduled performance feedback and mentoring sessions

3.1. Supervisors and work center managers ensure their training programs complement the CFETP competency and proficiency level requirements. On-the-job training (OJT), resident training, and contract training or exportable courses can enhance requirements.

3.2. Each individual completes the applicable competencies and proficiency level requirements specified in this plan. The list of courses in Part II is utilized as a reference to support training and development requirements. Additional learning opportunities are outlined in the competency assessment workbooks or found at their specific duty location.

3.2.1. Coordination and Approval. The Air Force Emergency Manager (AF/A4CXE) and the AFCEC Emergency Management Division Chief (AFCEC/CXR) are co-approval authorities and will initiate an annual review of this document to ensure currency and accuracy.

3.2.2. The Air Force Emergency Manager as the career field Functional Advisor will identify and coordinate on the career field training requirements, and to refine an individual's expected progression of training. They will identify and coordinate all EM Specialist training requirements and updates.

4. Emergency Management Career Field History

4.1. The Department of the Air Force Emergency Management (DAF EM) career field history can be traced back through the decades. Shaped by global politics, technological developments, and the contributions of the Airmen and Soldiers before us, the career field evolved confront emerging threats and actively contribute to the success of a variety of missions. There are three separate but integral aspects of DAF EM; Emergency Management career field (people), the Emergency Management Program (policies, equipment, and training), and the Chemical, Biological, Radiological, and Nuclear (CBRN) Defense Program that affect the Air Force.

4.2. DAF EM traces its roots back to the Army Chemical Warfare Service (CWS). The modern era of chemical warfare began during World War I when the German Army successfully used chlorine gas on the fields of Ypres, Belgium, in April 1915. The US War Department established the CWS in 1917 to develop offensive and defensive chemical warfare capabilities. Congress designated the CWS as a permanent branch of the Army in 1920. On 2 August 1946, Congress codified the Chemical Corps as an official branch within the Army. In 1947, when the U.S. Air Force became a separate military

service, it adopted the chemical and biological units throughout the Air Force. Radiological protection was later added to address the effects of growing nuclear and radiological threats.

4.3. The specialization transitioned from managed program to the Passive Defense career field in the 1950s to manage the Atomic, Biological and Chemical program. Each installation had one company grade officer, and two or three Junior NCOs to ensure the base populace was prepared for nuclear attacks, and training of forces in chemical warfare defense. The enlisted career field was renamed Disaster Control in 1962 under the AFSC 241X0 and incorporated additional responsibilities in the areas of natural disasters and major accident planning and response. In 1967 the career field name changed to Disaster Preparedness for officers and in 1970 for enlisted along with a change in AFSC to 242X0.

4.4. In 1991 the career field, along with Fire and EOD, were aligned under Civil Engineering and the enlisted AFSC was redesignated as 3E9X1, Readiness. The officer career field dissolved, and duties assumed by Civil Engineer Readiness Officers. The career field's duties and responsibilities have since advanced, focusing on consolidating a single program at the installation level, major command/field command (MAJCOM/FLDCOM), or Air Staff to prepare, plan, train, and equip personnel to respond to, maintain mission capability, and recover from contingencies worldwide.

4.5. While the career field designation remained constant, the Disaster Preparedness Program transitioned to Full Spectrum Threat Response (FSTR) in 2003. The primary missions of the Air Force FSTR Program were to save lives, minimize the loss or degradation of resources, and continue, sustain, and restore combat and combat support operational capability in an 'all hazards' physical threat environment at worldwide AF installations. Ancillary missions of the FSTR Program include supporting homeland security operations and providing support to civil and host nation authorities according to Department of War (DoW) directives and through the appropriate Combatant Command.

4.6. In 2006, Secretary of the Air Force Michael W. Wynne issued the memorandum establishing the Air Force Emergency Management Program and Air Force Incident Management System to align with the National Response Framework and National Incident Management System in compliance with Homeland Security Presidential Directive 5. The transition from Full Spectrum Threat Response to Emergency Management was scheduled for full implementation on Dec. 31, 2009.

4.7. The CSAF signed Program Action Directive (PAD) 07-02 on 19 April 2007 and implemented many of Air Force Smart Operations (AFSO) 21 initiatives. Besides the changes directed by the PAD, the Civil Engineer Readiness Flight was named as the Readiness and Emergency Management Flight. This action was followed by the change of AFSC 3E9X1 from "Readiness" to "Emergency Management".

5. Career Progression Information

5.1. Civilian Career Roadmap. Career progression can vary substantially for EM Specialists due to a variety of factors including personal goals, availability of positions at an installation, unit intricacies, funding, geographic mobility, professional certifications, training, and continuing education. Within the first five to ten years, career goals should start to solidify and align with serving in a role as an enterprise leader or functional expert or leader. Details about both paths can be found in DAFMAN 36-142, Civilian Career Field Management and Centrally Managed Programs. The DAF Civilian Career Roadmap for Enterprise Leaders helps guide civilian leaders seeking career progression into leadership roles up to, and possibly including the Senior Executive Service. The Roadmap for Enterprise Leaders illustrates choices across the tactical, operational, and strategic levels in the areas of experience, education and training, and leadership development. This roadmap begins by establishing a strong technical foundation in the early stages of the career, which is then complemented by gaining breadth later in the career through geographic and organizational mobility. The broader perspective gained through this experience and development supports the overall DAF enterprise, rather than just a single functional area. Reference DAFMAN 36-142, Figures 5.3. and 5.4., for more information on foundational competencies, and recommended leadership, education & training, and experience at the tactical, operational and strategic level. EM Specialists may also wish to serve as functional experts/leaders; this roadmap is for civilians who aspire to become deep technical experts within their chosen field and/or aspire into functional-specific leadership roles up to and possibly including Senior Leader, Scientific, or Professional leader positions. Reference DAFMAN 36-142, Figures 5.5. and 5.6, for detailed foundational competencies, leadership, education & training, and experience at the basic, intermediate, and advanced/expert level.

5.2. The intent of the CFETP is to focus the civilians working as EM Specialists on what they need to do to be successful in their current role, and what they should do to achieve their career aspirations. In some cases, individuals may not be geographically mobile and may not want to relocate to other installations. In this case, the CFETP can still assist with career development, as both leadership and key advisory opportunities exist at the base level.

5.3. There is no single, optimal career path to ensure career success. A successful career path includes steady growth in job responsibility and professional development with a broad variety of experience. Periodically, personal situations should be reviewed, as well as the organization's needs to periodically reassess career path goals. EM Specialists should consider personal strengths, weaknesses, training or experience gaps, commitment to the organization's mission, and short and long-term goals. Organizationally, consider the organization's needs, training resources, position availability, and promotion opportunities. How well a general administration professional performs in his/her current position is the most important factor in determining future success.

5.4. DAF Emergency Management Career Progression Model (EMCPM). While it is possible to remain in a static position for an entire career, most personnel aspire to attain professional development and reach career goals. Understanding the EMCPM will help manage careers and achieve personal and professional goals. The EMCPM integrates a "4-pillar" concept into the EM career path on top of the established foundation of the DoW certifications. The EMCPM roadmap balances experience, professional development, education, and professional affiliations/designations into a structure that identifies career milestones crucial for increasing technical and managerial responsibilities

5.4.1. The Foundation: Certification. AF EM Certifications are not required for individuals to fill the position before permanent selection; however, they are highly encouraged to obtain while in the position. At a bare minimum, individuals will need to attend the EM Apprentice Course or a sister-service equivalent.

5.4.2. Pillar 1: Diversity of Experience. The first pillar focuses primarily on the diversity of work experience. It gauges both the candidate's depth and breadth of work experience and their qualifications at different levels of the organization. The range of expertise consists of the various divisions within the flight and opportunities outside of the EM prism. This experiential development may be geographical, core/non-core mission sets, organizational, or breadth in the current assignment.

5.4.3. Pillar 2: Professional Development. The second pillar focuses on professional development. This pillar consists of Professional Military Education (PME), Office of Personnel Management (OPM) Leadership Training, and Federal Emergency Management Agency (FEMA) courses. These offerings benefit a candidate by providing a holistic understanding of DoW and DAF Doctrine, history, and service-centric issues and help prepare candidates to integrate operations with organizations outside the department. Finally, professional development allows candidates to expand their vision across the joint horizon. It helps them better understand how the DAF works and interacts with its sister services or other defense-related organizations. FEMA courses encourage development through a wide range of topics across different levels in the department. OPM leadership training helps identify and fortify critical leadership skills.

5.4.4. Pillar 3: Education. Formal education from accredited institutions benefits candidates by diversifying their perspectives, exposing them to dynamic, non-EM-centric ways of thinking, and increasing their breadth of solution development. Higher degrees may be more appropriate as the individual progresses in their career. Developing from duty positions requiring technical knowledge to managerial positions requiring professional, management, or administrative expertise, their educational focus transitions.

5.4.5. Pillar 4: Affiliation/Designation. The last pillar, professional affiliation/designation, validates the first three pillars by attesting to the qualifications and competencies by third-party entities. These designations benefit the candidate by validating their career experiences and bringing recognition as competent professionals in the EM community. In addition, by joining professional organizations, candidates deepen their knowledge of fire service issues, increase networking opportunities with other professionals, and create avenues of expertise development.

5.5. Career Building Blocks (CBBs). The structure of the EM workforce is described with Career Building Blocks (CBBs), which rise from a basic base of installation level experiences to GS 9-11, or NH equivalent, followership roles that can then open a path to serve at the GS12/13, or NH equivalent, SME level potentially or rise to serve as a GS 14, or NH equivalent, or Senior Executive Service (SES) with targeted education and experiential opportunities. Figure 1 shows appropriate positions for various stages of the EM's career: base, intermediate, and headquarters. The CBB recommends opportunities from the GS 9/11 to the GS 12-14, or NH equivalent, leadership track. Progression

through these levels allows EM Specialists to obtain the depth and breadth of experience required to lead at the higher levels. However, EM Specialists should not assume quick advancement between GS/NH grades within the groups. Instead, it is expected that a significant part of the early career will focus on obtaining depth and breadth of experience by holding multiple positions at the base level within an installation and intermediate levels at higher headquarters. Due to limited vacancies or the unit size, mobility to other installations may be required to broaden the experiences outlined on the CBB. EM Specialists will typically gain their initial experience at the installation level. They may not formalize long-range goals or decide which track to follow until they reach the intermediate level of their career.

5.5.1. Base Level. These are base-level positions, with training and education oriented towards meeting the basic requirements of the EM occupational series through participation in planning, organizing, and executing mission service delivery, concentrating not only on the development of technical and managerial skills but also practical communication skills. In addition, the EM Specialists should pursue professional certifications, development, education, and credentialing/affiliation.

5.5.2. Intermediate Level. The EM specialist must be competent in managing resources and direction of planning, organizing, exercising personnel and resource management, representing the agency at various organizations, and overseeing EM response activities. Training and education are focused on preparing the employee to transition into leadership or more complex positions at the base, Air Force Installation and Mission Support Center (AFIMSC), AFCEC, or MAJCOM/FLDCOM. Intermediate level positions include advisory roles as a Subject Matter Expert (SME) or Program Manager (PM) responsible for managing focused functional programs or major systems, providing guidance and technical services, advocating for resources, representing EM at the Enterprise-level and the DAF on national, international, and DoW-level committees and panels. Depending on the position's scope of responsibility and mission, the target grades are GS 11 through 14.

5.5.3. Senior Level. These are complex AFCEC, AFIMSC, AFRC, NGB, MAJCOM/FLDCOM, or Headquarters Air Force (HAF positions). These employees represent the DAF in managing resources and human capital engaged in formulating strategic policies, plans, and programs that may involve other services, DoW, and the secretariat. Training and education at this level are focused on further developing staff-level skills supporting the installation EM/CBRN programs such as human capital and developing executive and managerial abilities. Management of the EM Specialists career beginning at the installation level will provide the broad experience necessary to compete for positions at the intermediate and headquarters levels and make individuals more competitive for leadership positions of increasing responsibility later in their career. This includes moving to positions at different levels and between service components, such as moving from the installation level to the intermediate level, then back to the installation level, then to the strategic level, then back to the installation level, to remain in touch with current issues facing CEs at the tactical level. Experiencing a wide variety of leadership and non-leadership positions best prepares potential candidates to hold an EM SME position and senior leadership positions.

EMERGENCY MANAGEMENT CAREER BUILDING BLOCKS

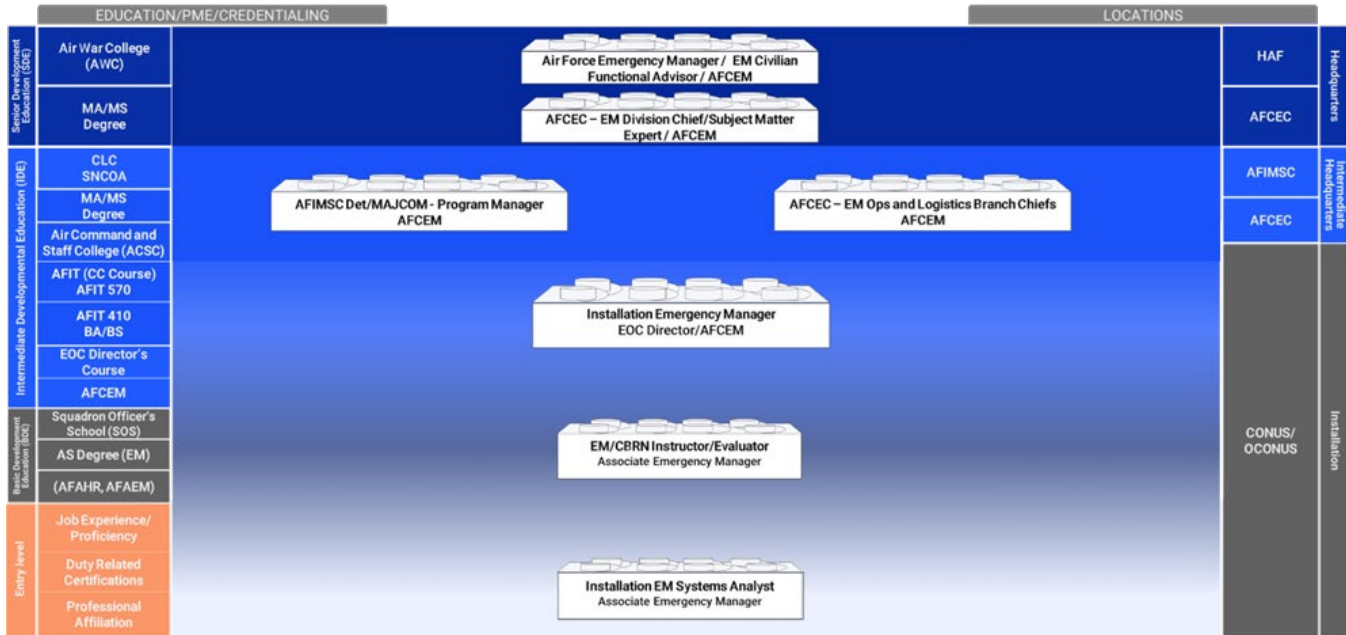


Figure 1. Department of the Air Force EM Career Building Blocks

5.6. Master Development Plan (MDP). The MDP is a comprehensive list of desired education, self-development, training, and typical assignments for each level of the career path. The MDP will assist EM Specialists in developing their Individual Development Plan (IDP) and aligns with the CBBs. MDP requirements and recommendations are shown in Table 1. Basic Developmental Education (BDE), Intermediate Developmental education (IDE), and Senior Developmental Education (SDE) are shown at the grade level in which they should be obtained and are not required for those specific roles/grades. Refer to DAFI 10-2501 and DAFI 10-2503 for more information on education opportunities and training resources.

The following MDP breakdown per the 3E9X1 CFETP, DAFI 10-2501, DAFI 10-2503, DAFMAN 32-1007, and other training resources helps identify the elements necessary to maximize potential when pursuing EM Specialists positions Table 1 provides a holistic view, starting at the ground floor of GS 9/11, or NH equivalent. When reading through Table 1, you should not interpret it as a “wait until assignment” to work towards and achieve the certifications, education, professional affiliations, and designations. Continuing education throughout an individual’s career is highly recommended.

Table 1. Master Development Plan Requirements and Recommendations

Grade	Required Certifications	Recommended Certifications	Required Education	Recommended Education	Typical Jobs
GS-9/11	• HAZMAT Technician*	• Air Force All Hazards Responder (AFAHR)	• 3E9 Technical School*	• FEMA Professional Development Series (PDS)	• IOEM Logistics • IOEM Training • IOEM Systems Analyst • AFCEC/CXR Training Specialist
GS-11/12	• HAZMAT Technician*	• Air Force Associate Emergency Manager (AFAEM) • International Association of Emergency Management (IAEM) CEM	• 3E9 Technical School (within 1 year)	• FEMA Professional Development Series (PDS) • FEMA Planning Practitioner Program Course • EOC Manager’s Course	• IOEM Planner • MAJCOM/A4CX • AFCEC/CXR Training Specialist • AFCEC/CXR EM Operations Support Manager • AFCEC/CXR EM Education and Training Manager
GS-12/13	N/A	• Air Force Certified Emergency Manager (AFCEM) • IAEM CEM	• 3E9 Technical School (within 1 year)	• Bachelor’s Degree in Emergency Management • FEMA Professional Development Series (PDS) • FEMA Planning Practitioner Program Course • EOC Director’s Course	• Installation Emergency Manager (IEM) • MAJCOM/A4CX • AFCEC/CXR EM Operations Support Manager • AFCEC/CXR EM Education and Training Manager
GS-14	• Air Force Certified Emergency Manager (AFCEM)	• IAEM CEM	• 3E9 Technical School (within 1 year)	• Bachelor’s Degree in Emergency Management • FEMA Professional Development Series (PDS) • FEMA Planning Practitioner Program Course • EOC Director’s Course	• AF/A4CX, DAF Emergency Manager • AFCEC/CXR Emergency Management Division Chief

Note: If marked with an asterisk (*), these tasks are required based on the designated SCPD (e.g., responder vs. non-responder)

5.7. MyVector. The MyVector site provides numerous resources for EM Specialists, such as information related to mentoring, career planning, and knowledge sharing. The “Mentoring” section of MyVector can be used to fine-tune career goals, experiences, and plans. A mentor search capability is available in which emergency managers can search for a mentor by profile details or make a by-name request for a mentor. MyVector also allows for knowledge sharing through forum-based discussion groups.

MyVector includes multiple training resources. The “Air Force Competencies” section contains a competencies self-assessment function and related resources. The competencies include the traditional ones such as developing self and others and emerging topics such as “Digital Literacy.” Based on the self-assessment results, the platform includes a “Competency Improvement Plan” with suggested videos, books, courses, and articles that can help improve that focus area. The courses recommended are linked to the Air Force e-Learning site and are available online/for free.

One way for an EM Specialist to determine a desired career path is to go through the Career Development Plan “vectoring” process. The CE Career Field Team (CFT) manages the process with an annual call, which typically goes out each fall. The vectoring cycle is annual for civil service but may alternate between grades for GS (e.g., GS 12s and GS 14s on even years and GS 11s and GS 13s on odd years). The vectoring process will assist an EM specialist with identifying educational, professional, or experiential gaps or needs in their career experience and get valuable feedback from senior leaders on steps to achieve their plan successfully. It is not a promise of a promotion or a commitment to move but an opportunity to gain insight into achieving career goals, including which jobs to seek, professional registration, career program choices, or CDE

recommendations. EM Specialists should consider updating their Career Brief on MyVector and explore CDE options on the site. **Note:** MyVector is used to register for vectoring and serves as the hub for EM Specialists to self-nominate for CDE. The nomination process for these programs usually occurs in the winter—access MyVector.

5.8. Individual Development Plan (IDP). An IDP will help lay out long-term professional career goals, identify knowledge, skills, and abilities needed to meet those goals, and developmental assignments, positions, training, and activities, which will assist a supervisor in helping you reach those goals. There are a variety of resources available online to develop an IDP. AF/A1 recommends using MyVector to develop IDPs; MyVector is also used for career development opportunities. For example, applicants who apply for CDE submit their applications through MyVector to obtain supervisor reviews and endorsements of their applications.

5.9. Breadth of Experience. Individuals seeking accession to leadership positions must gain a broad understanding of the EM/CBRN world in its entirety. By stepping outside traditional operational roles in EM/CBRN, individuals expose themselves to new experiences and increase their breadth of knowledge and experience. Command internship begins the individual's transition from operational to strategic planning by introducing them to policy development and command-level initiatives. Diversity of experience is demonstrated in:

5.9.1. Depth of work experience

- Multiple job responsibilities (e.g., EM/CBRN, Hazardous Material [HAZMAT] Responder, Trainer)

5.9.2. The breadth of work experience

- Multiple assignments (e.g., Logistics, Supervisor, Flight Chief)

5.9.3 Strategic level work experience

- Multiple base-level assignments
- AFIMSC/AFCEC/MAJCOM/FLDCOM/HAF level assignments

SECTION B: Career Progression and Information

1. Competencies

1.1. The DAF defines competencies as a combination of knowledge, skills, abilities and other characteristics that manifest in observable and measurable patterns of behavior required for mission success.

1.2. Competency models, used within the context of total force development, enable the DAF to maintain or modify its assignment, classification, learning and development, recruitment, retention, and other talent management policies, strategies, operations, tactics, procedures, and techniques to meet mission requirements.

1.3. The foundational competencies are those competencies valued by the DAF and are universally applicable to all EM Specialists. These competencies are the core development and enable personnel with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization.

2. Geographic Mobility

There may be more opportunities to achieve breadth and depth in career experiences for those willing and able to be geographically mobile. Effective civilian force development depends upon filling enterprise leadership positions with those with various work experiences. Holding positions at multiple installations exposes an EM Specialist to a broader understanding of DAF missions. For example, experiencing operations at a fighter or heavy aircraft, research, and development, or training and education-focused installation provides unique experiences. EM Specialists should also consider the size of the installation, its mission, and geographic location when considering the breadth of experiences at the installation level. Requirements/duties at an overseas base may differ from those at a Continental United States (CONUS) base, as are the requirements at a small single mission installation vice a large multi-mission installation. Experience working with a Reserve Component mission or sister service will also understand the benefits, limitations, authorities, and proper application of the different components to meet Total Force mission requirements. When applying for installation-level leadership positions, this depth and breadth of experience may be the factor that makes an Installation Emergency Manager the best-qualified candidate for a selection to fill a vacancy. This is increasingly true when applying for non-leadership or leadership positions at the intermediate and headquarters level of development.

3. Emergency Manager Certification

EM Certifications exists to satisfy requirements through a nationally accredited training and certification system. There are multiple types of EM certifications available such as the International Association of Emergency Management, Emergency Management Professional Program, and the Air Force Certified Emergency Manager (AFCEM). DAF EM Specialists are highly encouraged to obtain an EM Certification, especially the AFCEM. **Note:** The DoW is working on developing a DoW Certified Emergency Manager and will likely be included in the update to DoDI 6055.17.

3.1. Air Force Certified Emergency Manager (AFCEM) Program. The AFCEM Program is designed to raise and maintain professional standards by encouraging DAF Emergency Managers to enhance career development, broaden, and demonstrate their EM knowledge and skills. Certification held at any level demonstrates a solid understanding of EM principles through work history, experience, education, training, and contributions to the EM profession. There are three levels of certification:

3.1.1. All-Hazards Responder. Focuses on emergency response concepts and foundation for an emergency manager.

3.1.2. Associate Emergency Manager. Focuses on a blend of responder and EM skills.

3.1.3. Certified Emergency Manager. Focuses on EM tenants: analysis, planning, decision-making, and assignment of resources.

PART II: Training

SECTION A: Specialized Training Standard

1. Specialty Training Standard (STS)

- 1.1. Mandatory STSs. This CFETP identifies the STS for each GS or NH equivalent level in Appendix E.
- 1.2. All civilians will be proficient in EM operations STS's as annotated in the STS tables.
- 1.3. All civilians, with the exception of the IEM, will be proficient in all tasks pertaining to instructing CBRN Defense as annotated in the STS tables.
- 1.4. CBRN operation STS's will remain at the discretion of the IEM or supervisor based on installation mission and SCPD requirements (e.g. responder PD).

2. Qualification Training Package (QTP)

- 2.1. While not mandatory, it is highly encouraged for civilians to complete the QTPs relevant to their position. QTPs will remain at the discretion of the IEM or supervisor based on installation mission and SCPD requirements. Materials. In addition to the paper-based QTPs there are web-based courses and digital training aids developed for specific tasks available on [myLearning](#) under AFCEC in the specialty topic area.
- 2.2. For a complete list of QTPs applicable to the 3E9X1 AFSC, go to myLearning. QTP Supplemental QTP Supplemental Materials. In addition to the paper-based QTPs there are web-based courses and digital training aids developed for specific tasks available on myLearning under AFCEC in the specialty topic area.

SECTION B: Course Objectives List (COL)

1. Measuring Learning Objectives

1.1 Written Test (W). Used to sample each knowledge objective and the knowledge component of performance objectives.

1.2 Performance Test (P). Used under specified conditions in a formal testing mode to measure student accomplishment of performance objectives after the teaching or learning activity is completed.

1.3 Progress Checks (PC). Administered by the instructor during classroom or laboratory instruction time to assess the student's accomplishment of knowledge or performance objectives.

2. Use of Progress Checks (PCs) and Rubrics

Indicates formal measurement of knowledge (K) and/or performance (P) elements.

3. Standards

3.1 Standards for measurement indicate the course objectives and delineate the individual progress checklist and rubrics.

3.2 The minimum standard is 70% on knowledge progress checks.

3.3 Instructors assist students as the standard for performance progress checks and as warranted during the progress check.

3.4 Students may be required to repeat all or parts of the learning outcomes until the student attains satisfactory performance.

4. Proficiency Levels

A developing EM Specialist will spend varying amounts of time in four proficiency levels of each technical sub-competency during their career: Entry, Basic, Advanced, and Master. Proficiency levels are progressive in that they build on top of one another. The general criteria for each proficiency level are discussed below. Each measure helps members determine competency attainment at the different proficiency cycles through observable and measurable behaviors. At some point, typically early in the career, an EM Specialist may decide to be a functional SME working at AFCEC or higher headquarters, or they may want to be in a leadership role at the base, or with possible sights on a GS 14-15/SES leadership role at HAF. The competency checklist developed in this CFETP is designed for an Installation Emergency Manager that can translate into positions with HAF, MAJCOMs, FLDCOMs, Centers, Direct Reporting Unit, or AFCEC.

4.1.Entry: Primarily adapting to job requirements, striving to attain and perform occupational proficiency. The skills at this level are taught under close supervision.

4.2.Basic: The member comprehends the basic order of tasks but requires guidance and supervision to minimize errors and ensure successful accomplishment. The skills learned at this proficiency are at a foundational knowledge level.

4.3.Advanced: The member can perform most tasks with limited guidance and supervision with some errors and omissions. The skills learned at this proficiency allow the member to apply the foundational knowledge earned at the basic level with various degrees of success.

4.4.Master: The member consistently performs tasks with little or no assistance, and the result contains few errors or omissions. The skills learned at this proficiency allows the member to create and synthesize products past the basic and advanced level. This is most often achieved with experience gained throughout a career.

5. Competency Checklist

The technical competency checklist (Appendix B: Emergency Management Developmental Scorecard) was developed as a tool for individuals to self-assess their personal development. It can also be used as a talking point with supervisors in preparing IDPs. The list is broken down by the competencies, sub-competencies, and descriptors on the left and the expected proficiency level on the right. Each descriptor shows the grade level and years of experience, which should be achieved as the individual progresses through their career. The expected proficiency levels at each stage of an individual's career should be used to determine the progress of an individual's force development. **Note:** Descriptors are balanced at a level specific enough to provide a basic expectation for the emergency manager and their supervisor but not so specific as to limit the application of a descriptor to an overly restrictive scenario. The emergency manager and their supervisor should use their best judgment in determining the exact behaviors that demonstrate a descriptor and at what proficiency level each is achieved.

Through self-assessment, EM Specialists can determine the required skills to develop their careers. The structure of the competencies allows one to look holistically to determine areas lacking and recommend an education or training program or a job opportunity to provide the experience. For example, an individual can look at the list and determine if they are lacking in areas such as training or response operations. They can also look deeper into the descriptors that are part of those sub-competencies. If an individual lacks in a particular area, several steps can be taken to gain or broaden their experience. For example, an EM specialist with no training in EM may take courses through FEMA, request a class for one level above their current certification, or seek a position within the agency, service, or sister-service EM role that will expand their breadth and depth of experiences.

The competency list is also a tool for supervisors to mentor and develop EM Specialists. The supervisors have an intimate knowledge of specific jobs and opportunities EM Specialists need to meet the competency requirements of their short, mid, and long-range goals. Likewise, IEM, other EM mentors, and supervisors have the intimate knowledge of specific jobs and opportunities EM Specialists will need to meet the competency requirements and have a balanced career necessary to achieve long-range goals.

The use of this list is not intended to be punitive or tied to performance evaluations. It is merely a tool to help guide career development for EM Specialists.

5.1 Course Objective List. The COL lists the objectives in the sequence taught by Blocks of Instruction. Per [AETCI 36-2651, Basic Military and Technical Training](#), a detailed listing of the initial skills course learning objectives are in the STS.

5.2 Initial Skills Course. Obtain a detailed listing of the initial skills course objectives by written request to 368 TRS/TRR, 6007 Cooley Ave, Bldg 1703, Ft Leonard Wood, MO, 65473. You may also call COMM 573-596-7950 or DSN 581-7950.

SECTION C: Available Support Materials

1. Introduction

While most duties and responsibilities are position-specific, EM Specialists must demonstrate facilitation, collaboration, and functional analysis skills through leadership and core occupational competencies (OCs), where core OCs are foundational, common, critical, and cultural to being a leader in the CE enterprise.

2. Leadership Competencies

The Federal Managerial Framing Network identifies additional leadership competencies for managers at different stages of their careers, including technology management; leveraging diversity; financial management; creativity and innovation; political savviness; partnering; human capital management; resilience; influence/negotiating; external awareness; strategic thinking; entrepreneurship and vision. In addition, practical writing skills and oral communications are also vital skills required of strategic leaders. More information is available ([here](#)).

2.1. EM Specialists wishing to pursue strategic leadership roles may want to begin developing the Executive Core Qualifications (ECQ) leadership competencies of:

2.1.1. Competency 1. Leading Change: Ability to bring about strategic change, both within and outside the organization, to meet organizational goals with an inherent ability to establish a corporate vision and implement it in a continuously changing environment.

2.1.2. Competency 2. Leading People: Ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

2.1.3. Competency 3. Results Driven: Ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make high-quality decisions by applying technical knowledge, analyzing problems, and calculating risks.

2.1.4. Competency 4. Business Acumen: Ability to strategically manage human, financial, and information resources.

2.1.5. Competency 5. Building Coalitions: Ability to build coalitions internally and with other federal agencies, State and local governments, non-profit and private sector organizations, foreign governments, or international organizations to achieve common goals.

More information on ECQs is available ([here](#)).

3. Occupational Competencies (OC)

3.1. Core OCs are foundational, common, critical, and cultural to being a leader in the CE enterprise and providing the building blocks for further force development as a SME. A standard OC is expected in various positions that GS 9/11, or NH equivalent, fill. A cultural OC is important as a leader's representative within the CE enterprise. All competencies fall under one of the four criteria for core CE OCs. The OCs are not comprehensive for all positions. It is expected that positions available for the growth of the EM Specialist will be centered on one of the two career tracks as an enterprise leader or functional SME.

3.2. The DAF defines competencies as an attribute that an individual possesses to successfully and consistently perform a given task under specified conditions or meet a performance standard. This enables personnel to perform their jobs and contribute to the overall success of the DAF. Competencies influence human performance and subsequently impact mission and organizational success.

3.3. The success of current and future operations lies in the direct and deliberate development of its personnel. Development occurs across the distinct but related education, training, and experience elements. Specialized education, training, experience (to include advanced degrees), and leadership training can be found in various sources and are discussed in other sections of the CFETP. Lastly, experience is the application of education and training for the individual in their organization. The elements of the continuum of learning are complementary; each enhances the values of others. Combining all three elements across an entire career is vital in developing firefighters who pursue leadership roles to achieve occupational competencies and meet DAF operational needs.

3.4. Force development is a responsibility of both the individual and Career Field Functional Advisor. EM Specialists that wish to advance their careers and take on positions with a greater depth of knowledge and experience must take on the responsibility to guide their competency development. At the same time, the Career Field Functional Advisor provides a wide range of developmental opportunities.

TABLE 2. CIVIL ENGINEER COMPETENCIES

Competency	Sub-Competency	Description
Technical	Laws, Guidance, Directives	The process of comprehending, applying and demonstrating compliance with the laws, guidance and directives to support informed decision-making
	Processes	The application and comprehension of DoW, AF and CE established business practices, processes, and procedures to execute CE activities.
	Products	The art and science of applying industry knowledge to develop conceptual, written, and/or tangible materials in support of the execution of activities.
	Effective Communication	The process of receiving, interpreting, and expressing clear, concise, correct, and timely verbal, nonverbal, and written information to the appropriate organizational levels.
Leadership	Human Capital	The process of providing CE capabilities by recruiting, developing and retaining CE personnel through proactive human capital management, including mentoring personnel to meet their professional development and career goals.
	Organizational Leadership	The art and science of establishing an organizational vision and climate that aligns resources and motivates people to accomplish the mission. Additionally, an organizational leader ensures employees understand the mission and helps them develop a personal strategy to contribute in support of the overall mission/vision through the facilitation of communication at all levels.
Resource Management	Financial Management	The process of apportioning/administering limited financial resources to support mission sustainment.
	Force Management	The administration of the organizations allocated personnel resources to optimize performance and effectiveness, including justifying requests for additional manpower and maintaining high fill rates for critical positions.

	IT Systems	The utilization of IT tools to improve information flow and communication across multiple domains and maintaining authoritative databases for making data driven decisions.
Asset Management	Planning	The process of properly identifying requirements and developing plans to achieve the CE mission.
	Programming	The process of properly documenting requirements and acquiring both the authority and advocating for resources necessary to accomplish executable projects. Leads and directs a strategic planning team to address and outline the future direction of an organization
	Life Cycle Management	The science of organizing, analyzing, and managing built and natural infrastructure to sustain performance throughout the life cycle, including maintaining data necessary for reporting and providing information to support data informed decisions.
	Built Infrastructure Management	The science of organizing, analyzing, and managing built and natural infrastructure to sustain performance throughout the life cycle, including maintaining data necessary for reporting and providing information to support data informed decisions.
	Natural Infrastructure Management	The utilization and adaptation of existing natural areas (and engineered solutions that mimic natural processes) to minimize risk to the mission, its people, and built infrastructure, such as flooding, erosion, and runoff; ensuring reliable, ready and resilient supply of energy and water at installations; and supporting sustainable environment.
	Facility Operations	The administration of resources and processes to sustain, maintain and improve AF assets.
	Industrial Control Systems	The administration of Information Technology and Operational Technology utilized by CE owned cyber-security systems in support of operational protection and sustainment.
	Prevention	The employment of education, training, and planning tools to mitigate risk.
	Protection	The action to defend, guard, preserve from injury or harm.

	Integrated Base Response and Recovery	The process of developing and executing procedures and plans in response to emergency operations and/or natural disaster recovery.
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4. Core Occupational Competency Structure

The OCs provide a framework that describes the core technical/functional skills, knowledge, abilities, and other characteristics required to perform at that level. The technical competency list comprises competencies broken down by position, from systems analyst to installation Emergency Manager. These competencies are broad, based upon SCPD, recognizing that installations across the Air Force may add local requirements.

5. Position Description and Progression

This section details the career progression for each *Emergency Management (EM) Specialists* specialty and outlines the recommended training requirements and paths for each position. For a full list of position descriptions, please locate the SCPD in the [SCPD Library](#).

5.1. Installation Emergency Management Systems Analyst. **Note:** Response roles and responsibilities will be marked with an (*)

5.1.1. Position Description: To oversee and manage the installation’s Department of the Air Force Emergency Management Information System (DAF EMIS) to ensure whole-of-community interoperability for day-to-day emergency management accountability and response and recovery operations:

Duty 1: Manages the installation’s DAF EMIS and/or EM Command and Control Incident Management Emergency Response Application (C2IMERA).

Duty 2: Conducts initial/recurring training to Disaster Response Force (DRF) members.

Duty 3: Assists in maintaining Installation Office of Emergency Management (IOEM) communications equipment.

Duty 4: Collaborates with on/off-base units and agencies on installation DAF EMIS programs, policies, and procedures.

* Duty 5: Serves as a CBRN Response team member.

5.1.2. Position Goals: To develop, manage, and execute the installation’s DAF EMIS ensuring integration, education, and training for all military, civilian, and contract personnel assigned to a DRF position.

5.1.3. Position-Specific Knowledge Requirements:

5.1.3.1. Must have successfully completed or be able to complete within one (1) years of appointment to position, the Air Force Emergency Management Apprentice Course a Fort Leonard Wood, MO.

5.1.3.2. Must possess or be able to obtain and maintain, within six (6) months of appointment to position, hazardous materials level training certifications through International Fire Service Accreditation Congress (IFSAC) or Pro Board Fire Service Professional Qualifications System Awareness, Operations, and Technician to perform containment, control, detection, and identification. Proficiency in these requirements is essential to maintaining this position.

5.1.3.3. May be required to be certified on and wear emergency protective and safety equipment IAW DoW guidance.

5.1.3.4. Air Force Certified All-Hazards Responder certification is highly desirable.

5.1.3.5. Employee must participate in a mandatory physical fitness program, as required by the IEM.

5.1.3.6. Position requires the ability to discern colors, contrast, and depth.

5.1.3.7. Work may occasionally require travel away from the normal duty station on military and commercial aircraft.

5.1.3.8. May be required to work outside normal duty hours.

5.1.3.9. The work may require the incumbent to obtain and maintain the appropriate security clearance.

Recruitment KSA. See associated SCPD

5.2. Installation Emergency Management Instructor/Evaluator. **Note:** Response roles and responsibilities will be marked with an (*).

5.2.1. Position Description: To assist in the execution of the installation's EM, CBRN Defense, and HAZMAT emergency response, logistics, and training programs.

5.2.1.1. Duty 1: Conducts initial/recurring training for functional areas of EM and CBRN Defense.

5.2.1.2. Duty 2: Maintains EM/CBRN response equipment, training resources, and supply inventories.

5.2.1.3. Duty 3: Supports the development, coordination and integration of plans, procedures, and emerging CBRN Defense Modernization strategy for implementation and execution of the IEMP.

5.2.1.4. Duty 4: Collaborates with on/off-base units and agencies on installation EM/CBRN programs, policies, and procedures.

5.2.1.5. * Duty 5: Serves as a CBRN/HAZMAT Response team member.

5.2.2. Position Goals: To develop, manage, and execute the installation's EM and CBRN Defense programs, ensuring all military, civilian and contract personnel are trained and equipped to support home station and worldwide contingency operations.

5.2.3. Position-Specific Knowledge Requirements:

5.2.3.1. Knowledge of established EM/CBRN principles, methods, and techniques sufficient to independently perform recurring assignments of a conventional nature to control or eliminate hazardous conditions and risks which may cause injury to persons or damage to property.

5.2.3.2. Practical knowledge of laws, regulations, policies, and procedures related to EM and CBRN defense to interpret and explain the reasons and purposes for applying corrective/preventive measures and procedures.

5.2.3.3. Knowledge of the requirements, methods, and techniques of hazardous investigation of risks, to include fact-finding, analysis, risk assessment, recommendations for the resolution of problems, and preparing and submitting formal reports.

5.2.3.4. Knowledge of the installation EM and CBRN Defense program, policies and procedures.

5.2.3.5. Knowledge of CBRN defense and counter weapons of mass destruction (CWMD) procedures; natural, man-made, and technological disaster response procedures; National Incident Management System (NIMS); Air Force Material Management System; CBRN Threat Index and the Air Force Metrology and Calibration Program (AFMETCAL) Program.

5.2.3.6. Knowledge of analytical and evaluative methods, procedures, and skill in assessing program operations and plans.

5.2.3.7. Knowledge of communication techniques, principles, and regulations to communicate effectively, both orally and in writing, in responding to work related problems and questions.

5.2.3.8. Knowledge in developing, implementing, and conducting EM and CBRN related training.

5.2.3.9. Knowledge in programing, procuring, inspecting, and maintaining EM and CBRN related equipment.

5.2.4. Recruitment KSA, See associated SCPD.

5.3. Installation Emergency Management Planner.

5.3.1. Position Description: To develop, review, coordinate and execute the installation's EM and CBRN Defense programs in support of Joint Service, the DoW, DAF, MAJCOM/FLDCOM, Non-appropriated Funds (NAF), federal, state, local, and host nation plans in the mission area(s) of prevention, protection, mitigation, response, and recovery.

5.3.1.1. Duty 1: Develops, coordinates, obtains approval, and publishes plans and procedures for implementation of installation policies and instructions relating to EM and CBRN Defense.

5.3.1.2. Duty 2: Conducts installation EM assessment and interprets and analyzes assessment results.

5.3.1.3. Duty 3: Coordinates and conducts initial and recurring training for functional areas of EM.

5.3.1.4. Duty 4: Serves as Emergency Support Function-5 (ESF-5), EM representative in the Emergency Operations Center (EOC) and CBRN Control Center.

5.3.1.5. Position Goals: To develop, manage and execute the installation's EM and CBRN Defense programs, ensuring effective prevention, protection, mitigation, response, and recovery operations to allow continued mission capability at the installation level.

5.3.2. Position-Specific Knowledge Requirements:

5.3.2.1. Knowledge of a wide range of emergency response principles, practices, procedures and regulations applicable to health, safety, security directives, and environmental requirements on a military installation and the relationship of these responsibilities to local civil, Tribal, City, County, State, Federal Governments and industry EM programs.

5.3.2.2. Knowledge of Federal Response Plan organization, lines of authority, and installation response roles and responsibilities as related in Homeland Security Presidential Directives (HSPDs), National Response Framework (NRF), National Disaster Response Framework (NDRF), Consequence Management (CM), NIMS, Defense Support of Civil Authorities (DSCA), DoW, and DAF guidance.

5.3.2.3. Knowledge of and skill in applying analytical and evaluative methods and techniques to issues concerning evaluating program operations.

5.3.2.4. Knowledge of the DAF EM and CBRN Defense Programs.

5.3.2.5. Knowledge of CBRN defense, threat analysis and response procedures for natural, man-made, and technological disasters.

5.3.2.6. Knowledge of National Fire Protection Association (NFPA) Standards: 472 – Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents, 1072 – Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications, 400 – Hazardous Materials Code, 1500 – Standard on Fire Department Occupational Safety and Health Program, 1991 – Vapor-Protective Ensembles for Hazardous Materials Emergencies, 1994 – Standard on Protective Ensembles for First Responders to CBRN Terrorism Incidents.

5.3.2.7. Skill in developing and coordinating EM, CBRN, and hazardous materials response plans.

5.3.3. Recruitment KSA. See associated SCPD.

5.4. Installation Emergency Manager (Supervisory).

5.4.1. Position Description: To serve as the appointed IEM; planning, directing, controlling, and administering the installation's EM and CBRN Defense Programs and perform mission essential duties that are inherently governmental. Also serves as a first level supervisor planning, directing, organizing, and exercising work through combined technical and administrative direction and control over nonsupervisory employees assigned to the IOEM.

5.4.1.1. Duty 1: As the IEM, plans, organizes, and directs the activities of the IOEM ensuring that IOEM responsibilities comply with legal and regulatory requirements and meet customer needs.

5.4.1.2. Duty 2: Exercises supervisory personnel management responsibilities.

5.4.1.3. Duty 3: As the appointed primary IEM, supports the installation commander and A-Staff A4 by managing and executing the installation's EM and CBRN Defense program IAW DoW and DAF Guidance and at the direction of the installation commander.

5.4.1.4. Duty 4: Serves as EOC Director or Manager.

5.4.1.5. Duty 5: Executes the IOEM financial management responsibilities.

5.4.2. Position Goals: To manage, implement, execute, and sustain all functions relating to the installation EM and CBRN Defense programs ensuring effective prevention, protection, mitigation, response, and recovery operations to allow continued mission capability at the installation level as well as perform first level supervisory duties and responsibilities.

5.4.3. Position-Specific Knowledge Requirements

5.4.3.1. Knowledge of a wide range of health, safety, security directives, and environmental requirements as outlined in applicable safety standards, regulations, technical orders; NDRF plan organization, lines of authority, and installation response roles and responsibilities; and

natural disaster response procedures, training techniques, and use of specialized EM and CBRN equipment.

5.4.3.2. Knowledge of analytical and evaluative methods and procedures, and skill in evaluating program operations to develop comprehensive installation EM plans and to analyze work processes to meet requirements and program objectives.

5.4.3.3. Knowledge of analytical and investigative techniques to determine emergency response staffing requirements and assigning personnel into critical positions to mitigate the emergency condition.

5.4.3.4. Knowledge of NRF, NDRF, HSPDs, NIMS, DSCA, DoW, DAF, CM, and Air Force Material Management System policy and procedures.

5.4.3.5. Ability to plan, organize, direct, conduct, operate, and evaluate EM and CBRN and related programs, e.g., mobility/expeditionary engineering programs, CBRN response, hazardous material storage and classification methods, risk assessment, consequence management programs, exercise evaluation, and EOC operations.

5.4.3.6. Ability to plan, budget, and execute required projects in support of program activities based on relative priorities and available funds.

5.4.3.7. Ability to plan, organize, and direct the functions and staff of a small to medium sized organization and communicate effectively, both orally and in writing.

SECTION D: Training Course Index

1. Purpose

1.1. This section of the CFETP identifies training courses available for the Emergency Management specialty.

1.2. Refer to Education and Training Course Announcements (ETCA) web site for information on the Air Force in-residence courses.

2. Optional Air Force In-Residence Courses/Mobile Training Team (MTT) Courses

<u>Course Number</u>	<u>Title</u>	<u>Location</u>
JCAQP3E931-00AB	Emergency Management Apprentice	Ft. Leonard Wood, MO
J9AQA3E931-01RA	CBRN Responder Technician (U.S. Army Course # 4K-F24/494-F39)	Ft. Leonard Wood, MO
J9AQA3E931 00RB	CBRN Responder Operations (U.S. Army Course #4K-F30/494-F34) (U.S. Marine Course #A16CBR4)	Ft. Leonard Wood, MO
JCACP3E971-00AB	Emergency Management Craftsman	Ft. Leonard Wood, MO
JCACP3E971 0A1A	CBRN Command & Control	Ft. Leonard Wood, MO
J5OZD32E3G 00DA	Nuclear Emergency Team Operations II (NETOPS) (DNWS Course # NR101 and NR101M)	Kirtland AFB, NM
	EOC Director's Course	Air University, Maxwell, AL
WMGT 410	Emergency Management Flight Leaders Course	Wright-Patterson AFB, OH
WMGT 570	Civil Engineer Superintendent Course	Wright-Patterson AFB, OH
MCADRE002	Contingency Wartime Planning Course (CWPC)	Maxwell AFB, AL
IALC	Intermediate AFFOR Leader Course (IALC)	MTT/Hurlburt Field, FL
E0237 and E0238	FEMA Planning Practitioner Program Course	NETC Emmitsburg, Maryland

3. Recommended Distance Learning Material

Civilians are not required to complete distance learning courses; however, they do provide good information to ensure seamless response operations with military counterparts.

<u>Course Number</u>	<u>Title</u>	<u>Location</u>
Web-Based	Civil Engineer 5-Level Core Concepts Course	myLearning
Web-Based	Civil Engineer 7-Level Core Concepts Course	myLearning
Web-Based	3E9X1 Paper Based AFQTPs	myLearning
Web-Based	3E9X1 – EM Craftsman Prerequisite Course	myLearning

4. Courses Under Development/Revision

Course Number	Title	Date Due
TBD	Emergency Management Superintendent Course	
TBD	EOC Manager Course	

APPENDIX A: ABBREVIATIONS

AFCEC – Air Force Civil Engineer Center

AFCEM – Air Force Certified Emergency Manager

AFIMSC – Air Force Installation and Mission Support Center

AFMETCAL – Air Force Metrology and Calibration Program

AFRC – Air Force Reserve Command

AFSO – Air Force Smart Operations

BDE – Basic Development Education

CBB – Career Building Blocks

CBRN – Chemical, Biological, Radiological, or Nuclear

CDE – Civilian Developmental Education

CFETP – Career Field Education and Training Plan

CFT – Career Field Team

CM – Consequence Management

COL – Course Objective List

CS – Civil Service

CSAF – Chief of Staff of the Air Force

CWMD – Counter Weapons of Mass Destruction

CWPC – Contingency Wartime Planning Course

CWS – Chemical Warfare Service

DAF – Department of the Air Force

DAF EMIS – Department of the Air Force Emergency Management Information System

DAFI – Department of the Air Force Instruction

DAFMAN – Department of the Air Force Manual

DoW – Department of War

DRF – Disaster Response Force

DSCA – Defense Support to Civil Authorities

ECQ – Executive Core Qualifications

EM – Emergency Management

EMCPM – Emergency Management Career Progression Model

EOC – Emergency Operations Center

ETCA – Education and Training Course Announcement

FAC – Functional Advisory Council

FEMA – Federal Emergency Management Agency

FLDCOM – Field Command

FSTR – Full Spectrum Threat Response

GS – General Service

HAF – Headquarters Air Force

HAZMAT – Hazardous Material

HSPD – Homeland Security Presidential Directive

IALC – Intermediate AFFOR Leader Course

IDP – Individual Development Plan

IEM – Installation Emergency Manager

IFSAC – International Fire Service Accreditation Congress

IOEM – Installation Office of Emergency Management

KSA – Knowledge, Skills, and Abilities

MAJCOM – Major Command

MDP – Master Development Plan

NAF – Non-appropriated Funds

NDRF – Natural Disaster Response Framework

NETOPs – Nuclear Emergency Team Operations II

NFPA – National Fire Protection Association

NGB – National Guard Bureau

NH – AcqDemo Designator which stands for Business Management and Technical Management Professional

NIMS – National Incident Management System

NRF – National Response Framework

OC – Occupational Competency

OJT – On-the-Job Training

OPM – Office of Personnel Management

PAD – Program Action Directive

PM – Program Manager

QTP – Qualification Training Package

SCPD – Standard Core Position Description

SDE – Senior Development Education

SME – Subject Matter Expertise

STS - Specialty Training Standard

APPENDIX B: TERMS AND DEFINITIONS

Air Force Certified Emergency Manager (AFCEM) - Program is similar to the International Association of Emergency Managers (IAEM) Certified Emergency Manager. This three-step building block program is internally recognized within the career field as providing increased credibility, professional identity, career recognition, and enhanced career planning.

Air Force Civil Engineer Center (AFCEC) - The focal point for all matters pertaining to Civil Engineers, to include 3E9X1 training development. All Civil Engineer (CE) Force Development Managers (FDMs) are located at AFCEC, Tyndall AFB, Florida. You can contact AFCEC by using CE-DASH.

Air Force Qualification Training Package (AFQTP) - AF standardized method for performing a Core Task. AFQTPs are a *required* instructional package for military and designed for use at the unit. The AFQTP may be printed (paper-based), computer-based and in other media formats or all three. Each Airman must use AFQTPs to satisfy a particular training requirement. While mandatory for military personnel, the AFQTP is highly recommended for civilians filling a responder position to ensure seamless operations with military counterparts. 3E9X1 AFQTPs are located in MyLearning (<https://lms-jets.cce.af.mil/moodle/>)

Automated Readiness Information System (ARIS) - A system used to manage and track readiness information.

Chemical Defense Training Facility (CDTF) - A facility where HAZMAT Operations and Technician training is conducted, led by the U.S. Army.

Civilian Career Field Education and Training Plan (C-CFETP) - A comprehensive document outlining the training and education continuum for civilian Emergency Management personnel.

Continuum of Learning (CoL) - A career-long process of individual development combining experiences, education, and training.

Core Task - Mandatory tasks identified as minimum qualification requirements within an AF specialty or duty position.

Course Objective List (COL) - A publication derived from initial and advanced skills Course Training Standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a skill level in this career field.

Critical Task - Tasks identified by a supervisor as having a detrimental effect on mission accomplishment if not performed correctly.

DAF Emergency Management Information System (DAF EMIS) - A system designed for emergency management accountability, response, and recovery operations, ensuring interoperability across the community.

Department of the Air Force Instruction (DAFI) - A type of official Air Force publication providing guidance and instructions.

Disaster Response Force (DRF) - A team of personnel responsible for responding to emergencies and disasters.

Distance Learning (DL) - Education delivered through satellite, internet, and computer-based instruction.

Education and Training Course Announcement (ETCA) - Contains information on formal courses conducted or managed by MAJCOMs or FOAs.

Emergency Management Command and Control Incident Management Emergency Response Application (C2IMERA) - A system used for emergency management command and control and incident management.

Federal Emergency Management Agency (FEMA) – An agency under the Department of Homeland Security responsible for coordinating federal disaster response and recovery efforts.

Individual Development Plan (IDP) - A plan for an individual's career development and training.

Installation Emergency Manager (IEM) - The appointed individual responsible for planning, directing, and administering the installation's emergency management program.

Installation Office of Emergency Management (IOEM) - The office responsible for emergency management at an installation.

Job Qualification Standard (JQS) - A comprehensive task list describing a particular job type or duty position.

Knowledge, Skills, and Abilities (KSAs) - The attributes required for successful job performance.

Mobile Training Team (MTT) - A team that travels to provide training at different locations.

MyLearning - An online platform for "Anytime and Anyplace" learning within the Air Force.

National Incident Management System (NIMS) - A standardized approach to incident management.

Occupational Competencies - Competencies required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., Aircraft Maintenance, Civil Engineering, and Nursing)

On-the-Job Training (OJT) - Hands-on training conducted to certify Airmen in upgrade or duty position requirements.

Qualification Training (QT) - Hands-on training to qualify an individual in a specific duty position at

their current location.

Specialty Training Standard (STS) - Describes the skills and knowledge Airmen need to perform their job successfully.

Subject Matter Expert (SME) - Individuals who are qualified to perform in a specialty. In most instances, subject-matter experts are noncommissioned officers (NCO) with extensive training and background in their AF specialty.

APPENDIX C: EMERGENCY MANAGEMENT DEVELOPMENT SCORE CARD

A1.0. Emergency Management Developmental Scorecard

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- 0 1 2 3 4
- 0 1 2 3 4
- 0 1 2 3 4
- 0 1 2 3 4
- 0 1 2 3 4
- 0 1 2 3 4

PERSONAL COMPETENCIES

- Interpersonal Skills
- Written Communication
- Oral Communication
- Innovation
- Flexibility
- Resilience
- Critical Thinking
- Vision
- Developing Others
- Team Building
- Accountability
- Decisiveness
- Problem Solving
- Technical Credibility
- Financial Management
- Influence

Performance Indicator
 0-20 Poor
 21-40 Average
 41-51 Above Average
 52-68 Excellent

Interpersonal Skills:
Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Written Communication:
Writes in a clear, concise, organized, and convincing manner for the intended audience.

Oral Communication:
Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

Innovation:
Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting-edge programs/processes.

Flexibility:
Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Resilience:
Is adaptable to adversity or obstacles; strengthens physical, mental, spiritual, and emotional resilience

Critical Thinking:
Intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Vision:
Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

Developing Others:
Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Team Building:
Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Accountability:
Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Decisiveness:
Makes well-informed, effective, and timely decisions, even when data is limited, or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

Problem Solving:
Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Technical Credibility:
Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Financial Management:
Understands and executes personal finances, covers personal expenditures, and is financially responsible. Understands federal budgets and process, complies with local budgeting guidelines, respects and has stewardship over government assets.

Influence:
Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

This Block is for Identification Purposes Only.		
Name Of Trainee		
Printed Name (<i>Last, First, Middle Initial</i>)	Initials (Written)	SSAN (Last four)
Printed Name of Trainer, Certifying Official and Written Initials		
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	

Note: Place a continuation sheet behind the CFETP when additional space is required.

APPENDIX D: QUALITATIVE REQUIREMENTS (PROFICIENCY CODE KEY)

	Scale Value	Definition: The Individual
Task Performance Levels	1	Can do simple parts of the task. Needs instruction or shown how to do most of the task (Extremely limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (High Proficient)
Task Knowledge Levels	d	Can name parts, tools, and simple facts about the task. (Nomenclature)
	c	Can determine step-by-step procedures for doing the task. (Procedures)
	b	Can identify why and when to do the task and why each step is needed. (Operating Principles)
	a	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
Subject Knowledge Levels	D	Can identify basic facts and terms about the subject. (Principles)
	C	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	B	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	A	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Explanations	
9	This symbol in the core task column indicates that it is a GS-9 level core task.
11	This symbol in the core task column indicates that it is a GS-11 level core task.
12	This symbol in the core task column indicates that it is a GS-12 level core task.
13	This symbol in the core task column indicates that it is a GS-13 level core task.
^	This symbol in the core task column indicates that 3 rd party task certification is required.
2b/b	This symbol shows that training is required but not given due to resource limitations.
(I)	This symbol indicates the training is multi-service
<	This symbol indicates an AFQTP is available for civilian use
>	This symbol indicates an AFQTP is under development
*	This symbol indicates location/mission dependent
Specific tasks not identified with a symbol or proficiency code key indicate no provided training in the course. MAJCOM/FLDCOM and/or units may establish scale values and training as dictated by mission requirements.	
Use a task-knowledge scale value alone or with a task-performance scale value to define a level of knowledge for a specific task.	
A subject knowledge scale value is used alone to define a level of knowledge for subjects not directly related to any specific task, or for a subject common to several tasks.	

APPENDIX E: SPECIALTY TRAINING STANDARD (STS)

EM Specialists (GS-9/11/12/13, or NH Equivalent) Specialty Training Standard

(Capability Based)

Tasks, Knowledge, and Technical References	Tasks				Proficiency Codes			
	Core Task (Skill Level)				GS-9	GS-11	GS-12	GS-13
	GS-9	GS-11	GS-12	GS-13				
1. FOUNDATIONAL EMERGENCY MANAGEMENT								
1.1. ORGANIZING								
TR: DoDI 6055.17, DAFPD 10-25, DAFPD 10-26, AFI 10-201, DAFI 10-2501, DAFI 10-2503, DAFI 90-302, DAFMAN 32-1007, AFPAM 10-219V5, AFTTP 3-2.37, AFTTP 3-2.79, AFTTP 3-2.83, and ATP 3-11.32								
1.1.1. AF Structure (e.g., USAF Strategy, Roadmaps)					A	A	A	A
1.1.2. AFFORGEN (e.g., GFE, 3E9 UTCs, and ACE)							A	A
1.1.3. Mission Type Orders (e.g., WARNORD, PLANORD, OPORD, EXORD, FRAGORD, TASKORD)							A	A
1.2. EMERGENCY MANAGEMENT								
TR: DAFI 10-2501 and DAFMAN 32-1007								
1.2.1. Career Field History					A	A	A	A
1.2.2. Major Program Directives and Publications					B	B	A	A
1.2.3. Classified Information Systems					C	B	B	B
1.2.4. Employ Classified Information Systems for Threat & Intelligence Data Collection							B	B
1.3. EMERGENCY MANAGEMENT PROGRAM								
TR: DoDI 6055.17, DAFI 10-2501, DAFI 90-302, DAFMAN 32-1007, and AFTTP 3-2.83								
1.3.1. Emergency Management Working Group			12	13	c	c	a	a
1.3.2. Unit Emergency Preparedness Coordinators		11	12	13	b	b	a	a
1.3.3. Installation Emergency Manager			12	13	c	c	a	a
1.3.4. Wing/Delta Inspection Team	9	11			a	a	B	B
1.4. EMERGENCY MANAGEMENT PROGRAM REVIEW								
TR: DAFI 10-2501								
1.4.1. Conduct EM Program Management Review	9	11	12	13	a	a	a	a
1.4.2. Identify Program Deficiencies	9	11	12	13	a	a	a	a
1.4.3. Recommend Corrective Actions	9	11	12	13	a	a	a	a
1.5. UTC MANAGEMENT								
TR: DDAFMAN 32-1007								
1.5.1. UTC Specific Requirements/Inventory	9	11			a	a	B	B
1.6. DISASTER RESPONSE FORCE AND ASSOCIATED RESPONSE CAPABILITIES								
TR: DAFI 10-2501, DAFI 10-2503, AFTTP 3-2.37, AFTTP 3-2.56, and AFTTP 3-2.83								
1.6.1. National Incident Management System (NIMS)	9	11	12	13	A	a	a	a

1.6.3. DRF Planning and Management	9	11	12	13	A	a	a	a
1.6.4. Installation Directives Principles			12	13			A	A
1.6.5. Phases of Incident Management					A	a	a	a
1.6.6. Control Centers	9	11	12	13	A	a	a	a
1.6.7. Incident Command System (ICS)	9	11	12	13	A	A	A	A
1.6.8. Incident Commander					A	A	A	A
1.6.9. First Responders					A	A	A	A
1.6.10. Emergency Responders	9	11	12	13	4	4	A	A
1.6.11. Emergency Operations Center	9	11	12	13	4	4	4	4
1.6.12. Emergency Support Functions (ESFs)	9	11	12	13	4	4	A	A
1.6.13. Installation Command Post (CP)					A	A	A	A
1.6.14. Wing Operations Center			12	13	A	A	A	A
1.6.15. Specialized/Support/Recovery Teams	9	11			A	A	A	A
1.6.16. Emergency Control Center					A	A	A	A
1.6.17. Incident Command Post	9	11	12	13	A	A	A	A
1.6.18. Response Task Force	9	11	12	13	A	A	*A/a	*A/a
1.6.19. Initial Response Force	9	11	12	13	A	A	*A/a	*A/a
1.7. ALERT AND WARNING SYSTEMS TR: DAFI 10-2501, DAFI 10-2503, and AFTTP 3-2.56								
1.7.1. DAF Public Information and Warning Systems					A	A	A	A
1.7.2. Local Alert and Warning System					A	A	A	A
1.7.3. Integrated Air & Missile Defense Systems					A	A	A	A
1.7.4. Emergency Communications Center					A	A	A	A
1.8. DEFENSE SUPPORT TO CIVIL AUTHORITIES AND CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR ORGANIZATIONS TR: DAFI 10-2501, DAFI 10-2503, AFTTP 3-2.37, AFTTP 3-2.79, and AFTTP 3-2.83								
1.8.1. Federal Agencies					A	A	A	A
1.8.2. Emergency Preparedness Liaison Officers					A	A	A	A
1.8.3. State Emergency Management Organizations					A	A	A	A
1.8.4. Local Emergency Management Organizations					A	A	A	A
1.8.5. Host Nation CBRN Organization and Capabilities					A	A	A	A
1.8.6. Joint Service CBRN Organization and Capabilities					A	A	A	A
1.8.7. USAF CBRN Capabilities	9	11	12	13	A	A	A	A
1.8.8. Mission Partner CBRN Organization and Capabilities					A	A	A	A
1.9. CHEMICAL, BIOLOGICAL, RADIOLOGICAL, NUCLEAR, AND TOXIC INDUSTRIAL MATERIAL FUNDAMENTALS TR: DoD 3150.08-M, DAFI 10-2503, AFTTP 3-2.55, and NTA Security Classification Guide								
1.9.1. Measurement Systems								
1.9.1.1. English Systems	9	11	12	13	A	A	A	A
1.9.1.2. Metric Systems	9	11	12	13	A	A	A	A
1.9.2. Lab Equipment								
1.9.2.1. Types					D	D	D	D

1.9.2.2. Uses					D	D	D	D
1.9.3. System Conversion								
1.9.3.1. Mass	9*	11*			a*	a*		
1.9.3.2. Volume	9*	11*			a*	a*		
1.9.3.3. Lengths	9*	11*			a*	a*		
1.9.3.4. Temperature	9*	11*			a*	a*		
1.9.4. Physical Traits								
1.9.4.1. Properties and States of Matter	9*	11*			a*	a*		
1.9.4.2. Elements	9*	11*			a*	a*		
1.9.4.3. Compounds	9*	11*			a*	a*		
1.9.4.4. Bonding	9*	11*			a*	a*		
1.9.4.5. Laws of Motion	9*	11*			a*	a*		
1.9.5. CBRN Hazards TR: AFTTP 3-2.46, AFTTP 3-2.55, and AFTTP 3-2.70								
1.9.5.1. Chemical Agent Characteristics	9	11	12	13	A	A	A	A
1.9.5.2. Non-Traditional Agent (NTA) Characteristics	9	11	12	13	A	A	A	A
1.9.5.3. Biological Agents	9	11	12	13	A	A	A	A
1.9.5.4. Radiological Materials	9	11	12	13	A	A	A	A
1.9.5.5. Nuclear Weapons	9	11	12	13	A	A	A	A
1.9.5.6. Toxic Industrial Materials (TIM)	9	11	12	13	A	A	A	A
1.9.5.7. CBRN Weapons and Delivery Systems	9	11	12	13	A	A	A	A
1.9.5.8. Chemical Warfare Agent Hazard Duration Tool	9	11	12	13	A	A	A	A
1.9.5.9. Assess CBRN Hazards & Threats	9	11	12	13	A	A	A	A
1.10. CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR PROTECTIVE EQUIPMENT TR: Applicable Manuals, Guides, Commercial Publications, Technical Orders, Technical Manuals								
1.10.1. Protection Equipment TR: Applicable Manuals, Guides, Commercial Publications, Technical Orders, and Technical Manuals								
1.10.1.1. Protective Masks TR: TO 14P4-18-1, TO 14P4-18-2, TO 14P4-20-1, TO 14S5-36-1								
1.10.1.1.1. Theory of Operation	9	11	12	13	A	A	A	A
1.10.1.1.2. JSGPM TR: TO 14P4-20-1								
1.10.1.1.2.1. Maintain	9	11	12	13	4a	4a	A	A
1.10.1.1.2.2. Operate	9	11	12	13	4a	4a	A	A
1.10.1.1.2.3. Employ	9	11	12	13	4a	4a	A	A
1.10.1.2. Protective Clothing								
1.10.1.2.1. Theory of Operation	9	11	12	13	A	A	A	A
1.10.1.2.2. Level A								
1.10.1.2.2.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.2.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.3. Level B								

1.10.1.2.3.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.3.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.4. Level C TR: 29 CFR 1910.120, Appendix B								
1.10.1.2.4.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.4.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.5. Level D								
1.10.1.2.5.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.5.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.6. Joint Service Lightweight Integrated Suit Technology (JSLIST) Chemical Protective Ensemble TR: TO 14P3-11-141								
1.10.1.2.6.1. Maintain					A	A	A	A
1.10.1.2.6.2. Operate					A	A	A	A
1.10.1.2.7. Anti-C Suit								
1.10.1.2.7.1. Maintain					A	A	A	A
1.10.1.2.7.2. Operate					A	A	A	A
1.10.1.2.8. Respiratory Protection Program TR: AFI 48-137								
1.10.1.2.8.1. Theory of Operation					A	A	A	A
1.10.1.2.9. Self-Contained Breathing Apparatus (SCBA)								
1.10.1.2.9.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
1.10.1.2.9.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11. DETECTION, MONITORING, AND SAMPLING EQUIPMENT TR: Applicable Manuals, Guides, Commercial Publications, Technical Orders, Technical Manuals								
1.11.1. Chemical & TIC/TIM								
1.11.1.1. Raman Spectroscopy TR: TO 11H2-10-1								
1.11.1.1.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.1.2. Fourier Transfer Infrared (FTIR) TR: TO 11H2-10-1								
1.11.1.2.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.1.3. Gas Chromatograph/Mass Spectrometer (GC/MS)								
1.11.1.3.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.1.4. Colorimetric (Paper & Tubes) TR: TO 11H2-2-21, TO 11H2-10-1, TO 11H2-14-5-1, TO 11H2-21-11, and TO 11H2-21-21								
1.11.1.4.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.1.5. Photo-Ionization Detection (PID) TR: TO 11H2-10-1								
1.11.1.5.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.1.6. Ion Mobility Spectrometry TR: TO 11H2-26-1								
1.11.1.6.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A

1.11.2. Biological TR: AFTTP 3-10.26 and TO 11H2-10-1								
1.11.2.1. Reagent Assays TR: TO 11H2-10-1								
1.11.2.1.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.3. Radiological TR: TO 11H2-2-31 and 11H4-2-24-1								
1.11.3.1. Radio-Isotope Identifier TR: TO 11H4-2-24-1								
1.11.3.1.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.3.2. Multifunction Survey Meter TR: TO 11H2-2-31								
1.11.3.2.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.4. Sampling/Collection Equipment TR: AFTTP 3-2.44, AFTTP 3-10.26, TO 11H1-11-2, and TO 11H2-10-1								
1.11.4.1. Air Samplers TR: TO 11H1-11-2								
1.11.4.1.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.4.2. High Volume Air Sampler TR: User Manual								
1.11.4.2.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.11.4.3. Sample Collection Equipment TR: TO 11H2-10-1								
1.11.4.3.1. Theory of Operation	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12. DECONTAMINATION PRINCIPLES AND EQUIPMENT TR: Applicable Manuals, Guides, Commercial Publications, Technical Orders, Technical Manuals								
1.12.1. Contamination Mitigation TR: AFTTP 3-2.55 and AFTTP 3-2.60								
1.12.1.1. Principles	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.1.2. Science of Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.2. Decontamination Levels TR: AFTTP 3-2.60								
1.12.2.1. Immediate Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.2.2. Operational Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.3. Decontamination Operations TR: AFTTP 3-2.60								
1.12.3.1. Perform Immediate Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.3.2. Perform Operational Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.4. MOPP Gear Exchange/MOPP Drop TR: AFTTP 3-2.60								
1.12.4.1. Principles	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.4.2. Perform MOPP Gear Exchange	9*	11*	12	13	4A/a*	4A/a*	A	A

1.12.4.3. Perform MOPP Drop	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.4.4. Determine Site Location	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.5. Decontamination Equipment TR: TO 11D1-3-11-1 and TO 14S4-2-1								
1.12.5.1. Individual Decontamination Kit TR: TO 11D1-3-11-1								
1.12.5.1.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.5.1.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.6.2. Reactive Skin Decontamination Lotion (RSDL) TR: TO 14S4-2-1								
1.12.6.2.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
1.12.6.2.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
1.13. EMERGENCY MANAGEMENT PLANNING TR: DoDI 6055.17, DoD 3150.08-M, DAFI 10-2501, AFI 32-1015, DAFI 10-2503, DAFMAN 32-1007, AFPAM 10-219V2, AFPAM 10-219V5, AFTTP 3-2.44, AFTTP 3-2.70, AFTTP 3-2.83, ATP 3-11.32, and CPG-101								
1.13.1. Integrated Risk Management Process								
1.13.1.1. Integrated Risk Management Process Fundamentals								
1.13.1.1.1. Integrated Risk Management Process		11	12	13		4a	4a	4a
1.13.2. All-Hazard Risk Management Program								
1.13.2.1. All-Hazard Assessment Process TR: DAFMAN 32-1007								
1.13.2.1.1. Facilitate All-Hazard Threat Assessment		11	12	13		4a	4a	4a
1.13.2.2. Hazard Assessment TR: DAFMAN 32-1007								
1.13.2.2.1. Hazard Assessment Process		11	12	13		4a	4a	4a
1.13.2.2.2. Natural Events		11	12	13		4a	4a	4a
1.13.2.2.3. Human-Caused Events		11	12	13		4a	4a	4a
1.13.2.2.4. Technological-Caused Events		11	12	13		4a	4a	4a
1.13.2.2.5. Nuclear Weapon Incident		11	12	13		4a	4a	4a
1.13.2.3. Capabilities Assessment TR: DAFMAN 32-1007								
1.13.2.3.1. Capabilities Assessment Process		11	12	13		4a	4a	4a
1.13.2.3.2. Facilitate Capabilities Assessment		11	12	13		4a	4a	4a
1.13.2.4. Vulnerability Assessment TR: DAFMAN 32-1007								
1.13.2.4.1. Vulnerability Assessment Process		11	12	13		4a	4a	4a
1.13.2.4.2. Provide Input to Vulnerability Assessment		11	12	13		4a	4a	4a
1.14. DETERMINING REQUIRED RESOURCES TR: DoD 3150.8-M, DAFI 10-2501, AFI 10-2607, DAFI 65-601V1, DAFI 65-601V2, DAFI 10-2503, DAFMAN 32-1007, AFTTP 3-2.44, AFTTP 3-2.60, AFTTP 3-2.83, ATP 3-11.32, TM 3-11.91, and CPG-101								
1.14.1. Resource Management TR: DAFI 10-2501, DAFI 65-601V1, DAFI 65-601V2, and DAFMAN 32-1007								
1.14.1.1. Assess Manpower Requirements			12	13			4a	4a

1.14.1.2. Identify Budget Requirements			12	13			4a	4a
1.14.1.3. Determine Equipment Requirements			12	13			4a	4a
1.14.1.4. Use Allowance Standards (ASs)			12	13			4a	4a
1.14.1.5. Assess Vehicle Requirements			12	13			4a	4a
1.14.1.6. Acquire Resources			12	13			4a	4a
1.14.1.7. Maintain Resources	9	11				4a	4a	D
1.14.2. Installation Plans TR: DAFI 10-2501, DAFMAN 32-1007, AFTTP 3-2.83, CPG-101, AFI 10-2606, AFTTP 3-2.46, The Purple Book, and JP 3-0								
1.14.2.1. Air Force Planning Process		11	12	13			4a	4a
1.14.2.2. Complete Air Force Planning Process		11	12	13			4a	4a
1.14.2.3. Installation Support Plans		11	12	13			4a	4a
1.14.2.4. Joint Support Plans		11	12	13			4a	4a
1.14.3. CBRN Defense Plan TR: DAFI 10-2501, DAFI 10-2503, AFTTP 3-2.46, AFTTP 3-2.83, ATP 3-11.32, and TM 3-11.91								
1.14.3.1. Chemical Considerations		11*	12*	13*			4a*	4a*
1.14.3.2. Biological Considerations		11*	12*	13*			4a*	4a*
1.14.3.3. Radiological/Nuclear Considerations		11*	12*	13*			4a*	4a*
1.14.3.4. Develop CBRN Defense Plan		11*	12*	13*			4a*	4a*
1.14.3.5. Shelter Planning Exposure Control Considerations		11*	12*	13*			4a*	4a*
1.14.4. Installation Emergency Management Plan 10-2 TR: DAFI 10-2501								
1.14.4.1. Installation Emergency Management Plan 10-2 Fundamentals		11	12	13			4a	4a
1.14.4.2. Plan Maintenance		11	12	13			4a	4a
1.14.4.3. Implement Plan		11	12	13			4a	4a
1.15. CBRN RECONNAISSANCE & SURVEILLANCE TR: AFTTP 3-2.44								
1.15.1. CBRN Detection Array TR: AFTTP 3-2.44								
1.15.1.1. Principles	9*	11*	12	13	4A/a*	4A/a*	A	A
1.15.1.2. Develop CBRN Area Array	9*	11*	12	13	4A/a*	4A/a*	A	A
1.16. INSTRUCTOR FUNDAMENTALS TR: DAFI 10-2501, DAFI 10-2503, DAFMAN 32-1007								
1.16.1. Instructor Basics TR: DAFI 10-2501, DAFI 10-2503, DAFMAN 32-1007								
1.16.1.1. Instructor Responsibilities	9	11			4a	4a		
1.16.1.2. Types of Instruction	9	11			4a	4a		
1.16.1.3. Instructional Aids	9	11			4a	4a		
1.16.1.4. Develop Presentations	9	11			4a	4a		
1.16.2. Installation/Wing/Delta Training Requirements TR: DAFI 10-2501								

1.16.2.1. Determine Installation Training Requirements	9	11			4a	4a	A	A
1.16.2.2. Prepare Schedule	9	11			4a	4a		
1.16.2.3. Knowledge Based Tests	9	11			4a	4a		
1.16.2.4. Performance Evaluation	9	11			4a	4a		
1.16.2.5. Document Training	9	11			4a	4a		
1.16.2.6. Develop Trend Analysis	9	11			4a	4a		
1.16.3. Conduct Emergency Management Training								
1.16.3.1. Conduct Lecture					4a	4a	4a	4a
1.16.3.2. Conduct Impromptu Speech					4a	4a	4a	4a
1.16.3.3. Conduct Demonstration/Performance					4a	4a		
1.17. AUTOMATED READINESS INFORMATION SYSTEM (ARIS) TR: ARIS User Guide								
1.17.1. Principles	9	11			4a	4a	A	A
1.17.2. Operate	9	11			4a	4a	A	A
1.18. EXERCISES AND EVALUATIONS TR: DAFI 90-302								
1.18.1. Self-Assessment Program	9	11	12	13	4a	4a	4a	4a
1.18.2. Manage Self-Assessment	9	11	12	13	4a	4a	4a	4a
1.18.3. Air Force Inspection System	9	11	12	13	4a	4a	4a	4a
1.18.4. Use Air Force Inspection System	9	11	12	13	4a	4a	4a	4a
1.19. GENERAL PURPOSE EQUIPMENT TR: TC 3-25.26 and TO 31R4-2PSN13-1								
1.19.1. Navigational Aids TR: TC 3-25.26 and TO 31R4-2PSN13-1								
1.19.1.1. Military Grid Reference System Map TR: TC 3-25.26								
1.19.1.1.1. Obtain/Source	9	11			4a	4a	A	A
1.19.1.1.2. Utilize	9	11			4a	4a	A	A
1.19.1.2. Protractor TR: TC 3-25.26								
1.19.1.2.1. Maintain	9	11			4a	4a	A	A
1.19.1.2.2. Operate	9	11			4a	4a	A	A
1.19.1.3. AN/PSN-13 DAGR TR: TO 31R4-2PSN13-1								
1.19.1.3.1. Maintain	9	11			4a	4a	A	A
1.19.1.3.2. Operate	9	11			4a	4a	A	A
1.19.1.4. Lensatic Compass TR: TC 3-25.26								
1.19.1.4.1. Maintain	9	11			4a	4a	A	A
1.19.1.4.2. Operate	9	11			4a	4a	A	A
1.19.1.5. Laser Range Finder 1000 Yard TR: User Manual								

1.19.1.5.1. Maintain	9	11			4a	4a	A	A
1.19.1.5.2. Operate	9	11			4a	4a	A	A
1.19.2. Weather Monitoring Equipment TR: TO 11H2-10-1								
1.19.2.1. Portable Weather Station TR: TO 11H2-10-1								
1.19.2.1.1. Maintain	9	11			4a	4a	A	A
1.19.2.1.2. Operate	9	11			4a	4a	A	A
1.19.3. Communications Equipment TR: DAFMAN 32-1007								
1.19.3.1. Mobile Radios TR: DAFMAN 32-1007								
1.19.3.1.1. Maintain	9	11			4a	4a	A	A
1.19.3.1.2. Operate	9	11			4a	4a	A	A
1.19.4. Power Generator (Utilize UTC assigned generator(s)) TR: Generator User Manual								
1.19.4.1. Portable Generator TR: Generator User Manual								
1.19.4.1.1. Maintain	9	11			4a	4a	A	A
1.19.4.1.2. Operate	9	11			4a	4a	A	A
1.20. HAZMAT EMERGENCY RESPONSE TRAINING TR: NFPA 470, NFPA 1561, ERG, DAFI 10-2501, and 29 CFR 1910.120(q)								
1.21.1. Complete Level I - Awareness Course	9*	11*			4a*	4a*		
1.21.2. Complete Level II - Operations Course	9*	11*			4a*	4a*		
1.21.3. Complete Level III - Technician Course	9*	11*			4a*	4a*		

Note 1: Identifies tasks taught at the Chemical Defense Training Facility (CDTF). The United States Army (USA) is the lead service for CDTF training, and the United States Air Force accepts the USA proficiency standard for CDTF training as is. USA proficiency standards do not directly correlate to AF proficiency code structure. Contact 3E9X1 Career Field Manager for comments, questions, or concerns. Use N1 as the Note 1 reference in the STS.

Note 2: Items located in column of the STS listing a National Fire Protection Agency (NFPA) standard as a technical reference, the supporting knowledge/tasks, and associated behaviors are found in the referenced NFPA standard. These items do not include a proficiency code, but rather completion of the NFPA Hazardous Material Operations and Technician level course, either through formal training or through localized training that awards the certification level. Use N2 as the Note 2 reference in the STS.

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Tasks, Knowledge, and Technical References	Tasks				Proficiency Codes			
	Core Task (Skill Level)				GS-9	GS-11	GS-12	GS-13
	GS-9	GS-11	GS-12	GS-13				
2. HAZMAT RESPONSE								
2.1. DETECTION, MONITORING, AND SAMPLING EQUIPMENT								
2.1.1. Chemical & TIC/TIM								
2.1.1.1. ResQ Liquid/Solid Identification Kit TR: TM 3-665-428-10								
2.1.1.1.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.1.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.2. Dräger Civil Defense Simultest (CDS) Kit TR: TM3-665-428-10								
2.1.1.2.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.2.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.3. M8 Paper TR: TO 11H2-14-5-1								
2.1.1.3.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.3.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.4. M9 Paper TR: TO 11H2-2-21								
2.1.1.4.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.4.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.5. pH Paper								
2.1.1.5.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.5.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.6. Fluoride Detection Test Paper								
2.1.1.6.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.6.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.7. M256A2 Chemical Agent Detector Kit TR: TO 11H2-21-21								
2.1.1.7.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.7.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A

2.1.1.8. MultiRAE Pro TR: TO 11H2-10-1								
2.1.1.8.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.8.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.9. Joint Chemical Agent Detector (JCAD) TR: TO 1H2-25-1								
2.1.1.9.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.1.9.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.2. Biological								
2.1.2.1. DoD Biological Sampling Kit Hand-Held Assay TR: TO 11H1-11-2								
2.1.2.1.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.2.1.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.3. Radiological								
2.1.3.1. Radioisotope Identifier (VeriFinder) TR: TO 11H4-2-24-1								
2.1.3.1.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.3.1.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.3.2. ADM-300 TR: TO 11H-2-31								
2.1.3.2.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.3.2.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.3.3. RDS TR: TO 11H4-2-22-1								
2.1.3.3.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.3.3.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.4. Sampling/Collection Equipment								
2.1.4.1. RADeCO H-809VII-High Volume Air Sampler TR: RADeCO REV 111804								
2.1.4.1.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.4.1.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.4.2. Analog or Digital Calibrator TR: RADeCO REV 111804								
2.1.4.2.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.4.2.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.4.3. Dry Filter Unit (DFU) 1000 TR: TO 11H1-11-2								
2.1.4.3.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A

2.1.4.3.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.4.4. QuickSilver Kit								
2.1.4.4.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
2.1.4.4.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A

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Tasks, Knowledge, and Technical References	Tasks				Proficiency Codes			
	Core Task (Skill Level)				A	B	C	D
	GS-9	GS-11	GS-12	GS-13	GS-9	GS-11	GS-12	GS-13
3. CONTAMINATION MITIGATION								
3.1. CONTAMINATION MITIGATION TR: DoD 3150.8-M, AFI 10-2607, DAFI 10-2503, DAFMAN 32-1007, AFTTP 3-2.44, and AFTTP 3-2.60								
3.1.1. Decontamination								
3.1.1.1. Principles	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.2. Decontamination Levels								
3.1.2.1. Perform Immediate Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.2.2. Perform Operational Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.2.3. Thorough Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.2.4. Clearance Decontamination	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3. Contamination Mitigation Employment								
3.1.3.1. Principles	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.2. Requirements	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.3. Calculate Decontaminant Solution	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.4. Determine Avoidance Measures	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.5. Determine Contamination Control Measures	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.6. Utilize Contamination Control Procedures	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.7. Cover Critical Assets (i.e., Overhead Cover, Barrier N	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.8. Perform Facility Entry Procedures	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.9. Process Through Sector Transition Points	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.3.10. Set-up Contaminated Waste Disposal Site	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.4. Contamination Marking Procedures								
3.1.4.1. Principles	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.4.2. Requirements	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.4.3. Implement Contamination Marking and Documentati	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.4.4. Mark Contaminated Assets	9*	11*	12	13	4A/a*	4A/a*	A	A

3.1.5. Contamination Mitigation Equipment								
TR: TO 11D1-3-10-1, 11D1-3-13-1								
3.1.5.1. Contamination Marking Kit								
TR: TO 11D1-3-10-1, 11D1-3-13-1								
3.1.5.1.1. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.1.2. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.2. Contamination Control Area (CCA)								
3.1.5.2.1. Location Considerations	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.2.2. Set-up	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.2.3. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.2.4. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.3. Contamination Control Station (CCS)								
3.1.5.3.1. Location Considerations	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.3.2. Set-up	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.3.3. Operate	9*	11*	12	13	4A/a*	4A/a*	A	A
3.1.5.3.4. Maintain	9*	11*	12	13	4A/a*	4A/a*	A	A

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Tasks, Knowledge, and Technical References	Tasks				Proficiency Codes			
	Core Task (Skill Level)				A	B	C	D
	GS-9	GS-11	GS-12	GS-13	GS-9	GS-11	GS-12	GS-13
4. EM OPERATIONAL ADVISOR								
4.1. ORGANIZATIONAL ANALYSIS TR: DoDI 6055.17, AFPD 10-25, AFPD 10-26, AFI 10-201, DAFI 10-2501, AFI 90-201, DAFMAN 32-1007, AFPAM 10-219V5, AFTTP 3-2.37, AFTTP 3-2.79, AFTTP 3-2.83, ATP 3-11.32, The Purple Book, JP 3-0								
4.1.1. Organizational Analysis Fundamentals								
4.1.1.1. Action Officer Functions and Responsibilities					A	A	A	A
4.1.1.2. Military Strategy and Policy					A	A	A	A
4.1.1.3. DAF/MAJCOM/FLDCOM/NAF Organization Structure					A	A	A	A
4.1.1.4. Combined/Joint Organization Roles and Responsibilities					A	A	A	A
4.1.1.5. DoW Countering WMD Policy					A	A	A	A
4.1.1.6. Mission Type Orders (e.g., WARNORD, PLANORD)					A	A	A	A
4.2. EMERGENCY MANAGEMENT PLANNING TR: DoDI 6055.17, DoD 3150.08-M, , DAFI 10-2501, AFI 32-7062, DAFI 10-2503, DDAFMAN 32-1007, AFPAM 10-219V2, AFPAM 10-219V5, AFTTP 3-2.44, AFTTP 3-2.70, AFTTP 3-2.83, ATP 3-11.32, and CPG-101								
4.2.1. All-Hazard Risk Management Program								
4.2.1.1. Hazard Assessment Process								
4.2.1.1.1. Conduct All-Hazard Assessment		11	12	13		4a	A	A
4.2.1.1.2. Analyze Intelligence		11	12	13		4a	A	A
4.2.1.1.3. Analytical & Critical Thinking						A	A	A
4.2.1.2. Risk Management Process								
4.2.1.2.1. Risk Management Process		11	12	13		A	A	A
4.2.1.2.2. Conduct Risk Management		11	12	13		4a	A	A
4.2.1.3. DoW Mission Assurance Assessment Process								
4.2.1.3.1. DoW Mission Assurance Assessment Process		11*	12*	13*		A*	A*	A*
4.2.1.3.2. Implement DoW Mission Assurance Assessment C		11*	12*	13*		4a*	4a*	4a*
4.3. DETERMINING EMERGENCY MANAGEMENT RESOURCES TR: DoD 3150.8-M, DAFI 10-2501, AFI 10-2607, AFI 65-601V1, AFI 65-601V2, DAFI 10-2503, DAFMAN 32-1007, AFTTP 3-2.44, AFTTP 3-2.60, AFTTP 3-2.83, ATP 3-11.32, TM 3-11.32, TM 3-11.91, CPG-101								
4.3.1. Resource Management TR: DAFI 10-2501, AFI 65-601V1, AFI 65-601V2, DAFMAN 32-1007								
4.3.1.1. Unit Manning Document (UMD)		11	12	13		A	A	A
4.3.1.2. Unit Personnel Management Roster (UPMR)		11	12	13		A	A	A
4.3.1.3. Planning, Programing, Budgeting and Execution (PP)		11	12	13		A	A	A
4.3.1.4. Integrated Priority List (IPL) Fundamentals		11	12	13		A	A	A
4.3.1.5. CBRN Modernization & Capability Development Li		11	12	13		A	A	A

4.3.1.6. Request for Forces (Mobilization)		11	12	13		A	A	A
4.3.1.7. Military Personnel Appropriation (MPA) Program		11	12	13		A	A	A