

SECRETARY'S RECORD, PUBLIC SERVICE COMMISSION

BEFORE THE NEBRASKA PUBLIC SERVICE COMMISSION

In the Matter of the Nebraska) Application No. 911-067/PI-208
Public Service Commission, on)
its own motion, seeking to) ORDER ADOPTING TRAINING
implement provisions of LB 938) STANDARDS
{2016} and to plan, implement,)
coordinate, fund, deploy,)
manage, and maintain a plan for) Entered: November 16, 2021
the 911 service system.)

BY THE COMMISSION:

O P I N I O N A N D F I N D I N G S

On June 22, 2017, the Nebraska Public Service Commission (the "Commission") opened the above-captioned docket, on its own motion, for the purpose of implementing provisions of the 911 Service System Act¹ (the "Act").²

The Act provides that the Commission is "the statewide implementation and coordinating authority to plan, implement, coordinate, manage, maintain, and provide funding assistance for a 911 service system consistent and compatible with national public safety standards."³

The Act further provides that the Commission has responsibility—with the assistance of the 911 Service System Advisory Committee ("Advisory Committee")—for the establishment and adoption of "mandatory and uniform technical and training standards applicable to public safety answering points."⁴

At a public meeting held April 17, 2019, the Advisory Committee authorized the formation of a Training Working Group to create the training standards required by the Act. The members of the Working Group consist two Advisory Committee members, plus five additional volunteer members, including one member of Commission staff. All the members of the working group have extensive experience working in public safety answering points ("PSAPs"), both as telecommunicators and in PSAP operations.

The working group has met a total of 14 times, beginning with its first meeting on October 2, 2019. With the assistance of

¹ LB 938 [2016], codified at Neb. Rev. Stat. §§ 86-1001-1030.

² Neb. Rev. Stat. § 86-1027(1).

³ Neb. Rev. Stat. §§ 86-1003, 1025(2).

⁴ Neb. Rev. Stat. § 86-1025(3).

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Mission Critical Partners, a nationally-recognized public safety consulting firm, the working group has created proposed Nebraska 911 Service System Advisory Committee Training Requirements for Public Safety Answering Points ("Training Standards"). A copy of the proposed Training Standards is attached hereto as Appendix A. The stated purpose and scope of the Training Standards with respect to PSAPs are as follows:

- Work to provide the same level of service across the state
- Work to ensure all telecommunicators across the state have access to the same training opportunities, resources, and support
- Align Nebraska with nationwide industry best practices and standards

The Advisory Committee considered the proposed Training Standards during public meetings held September 16, 2020, January 20, 2021, and May 12, 2021. After a presentation by the chair of the working group and public discussion at the May 12, 2021 public meeting, the Advisory Committee voted unanimously to recommend that the Commission adopt the training standards developed by the working group.

The Commission is of the opinion and finds that the Training Standards recommended by the Advisory Committee and attached hereto as Appendix A should be adopted with an effective date of January 1, 2022 (the "Effective Date."). In addition, we would like to particularly draw attention to certain provisions relating to implementation of the Standards, as follows:

Training for Telecommunicators

As stated in the Training Standards:

Telecommunicators are the lifeblood of a PSAP. They are responsible for helping individuals in need of emergency assistance, and providing calm, informative, and reassuring support while getting the call to the appropriate responding agency.⁵

Because of their critical role in public safety, the training of new Telecommunicators is of prime importance. Therefore,

⁵ Training Standards, Section 5.

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commencing on the Effective Date, the Training Standards call for Telecommunicator trainees to complete a 40-hour basic telecommunicator course within the first six months of starting work, followed by a comprehensive knowledge based test. In addition, Telecommunicator trainees must successfully complete four weeks (160 hours) of on-the-job training. After completion of training, Telecommunicators will be required to complete 12 hours of continuing education and/or recertification requirements annually.⁶

The Training Standards also recognize that the Nebraska PSAPs already have many highly skilled Telecommunicators on staff. Therefore, the Standards provide that a PSAP's current Telecommunicators can demonstrate their proficiency in various ways, such as testing out of the minimum training requirements, take courses based on their experience, or relying on documentation of previous training courses, at the option of the PSAP ("Grandfathering").⁷

With respect to the testing option, a phased-in approach can be used for telecommunicators to obtain certification. For the first six months after the Effective Date, current Telecommunicators will be able to take the certification test a maximum of twice. If they are unable to pass during this test out phase, they will need to successfully complete the course within the next six months.⁸

Training for Communications Training Officers, Front Line Supervisors, Management, and other Positions

In addition to Telecommunicators, the Training Standards provide training standards for other critical PSAP staff positions, including Communications Training Officers, Front Line Supervisors, Management, and others. Minimum training requirements range from 8 to 24 hours of role-specific training curriculum, in addition to prior completion of Telecommunicator training requirements.⁹

Individuals in these roles will have up to 12 months after the Effective Date within which to complete required training coursework. PSAPs will also have the option to provide for

⁶ Training Standards, Section 5.1.

⁷ Training Standards, Section 12.1.

⁸ *Id.*

⁹ Training Standards, Sections 6, 7, 8, & 9.

Grandfathering current personnel, as described more fully below. As stated in the Training Standards, after completion of training, employees in these roles will be required to complete 12 hours of continuing education annually.¹⁰

Curriculum Resources

The Training Standards are intended to give PSAPs flexibility in how the requirements are met. Therefore, the Training Standards include lists of various pre-approved training courses available from sources such as NENA, APCO, the FBI and other providers. In addition, PSAPs may use other resources or create their own training courses in order to comply with the Training Standards. The State 911 Department will work with PSAPs to verify that such alternative training courses meet the minimum requirements.¹¹

Grandfathering of Current Personnel

As stated above, PSAPs will be able to decide how to handle Grandfathering of current personnel at the local level. The available options are testing out of the minimum training requirements, take courses based on their experience, or relying on documentation of previous training courses.¹²

The Training Working Group will develop a test that PSAPs may use for this purpose. Alternatively, a PSAP may develop its own test, which may be used after confirmation by the State 911 Department that it aligns with the minimum requirements of the Training Standards.¹³ In order to be eligible for use during the first year of the Standards, any such training program must be submitted to the State 911 Department for review on or before April 1, 2022.

Compliance Measures

As stated above, the 911 Service System Act requires the adoption of mandatory and uniform training standards for PSAPs.¹⁴ To confirm compliance with the Training Standards, PSAPs will annually, commencing in 2023, include as part of their annual funding application to the Commission, a summary of training

¹⁰ Training Standards, Section 10.

¹¹ Training Standards, Section 11.

¹² Training Standards, Section 12.

¹³ Training Standards, Section 12.1.1.

¹⁴ *Supra*, note 4.

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records for all relevant employees in a form to be determined by the State 911 Department.

A PSAP that is found to not be in compliance with the Training Standards will be subject to an individualized remediation plan to be created by the State 911 Department in consultation with the related PSAP. Failure to achieve compliance with the Training Standards after the creation of the remediation plan may result in a reduction of PSAP funding after notice and the opportunity for a hearing.




O R D E R

IT IS THEREFORE ORDERED by the Nebraska Public Service Commission that the 911 Service System Advisory's recommended Training Standards shall be, and hereby are, adopted in the form set forth in Appendix A, to be effective January 1, 2022, with compliance to be required as stated herein above.

ENTERED AND MADE EFFECTIVE at Lincoln, Nebraska, this 16th day of November 2021.

NEBRASKA PUBLIC SERVICE COMMISSION

COMMISSIONERS CONCURRING:


Chair

ATTEST:


Deputy Director

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Commissioner Rhoades, dissenting:

I dissent. The Commission is required by the 911 Service System Act to create "uniform" training standards for PSAP personnel. The Act further provides that the Commission has responsibility—with the assistance of the 911 Service System Advisory Committee ("Advisory Committee")—for the establishment and adoption of "mandatory and uniform technical and training standards applicable to public safety answering points."¹⁵

However, the Final Report of the Service System Advisory Committee fails to do any such thing. Instead, the Report suggests an assortment of non-standard standards. Rather than a uniform curriculum and testing regimen, each PSAP is invited to take a "choose your own adventure" approach to staff training. At best, this means that the training of 911 call takers will be highly inconsistent throughout the state. It will certainly create a logistical nightmare for staff to determine whether PSAPs have cleared the low bar set by the Report's minimal recommendations.

Up to now, the Commission has required no training none at all for those who answer 911 calls in the State of Nebraska. That is quite an oversight. However, the so-called training standards in the Report are not really any improvement. In the guise of "flexibility," PSAPs are left to pick their favorite flavor of training from a smorgasbord of options that runs several pages. Menu selections are presented from numerous national organizations, but also other states and localities that may not have anything in common with the needs Nebraska PSAPs.

On the other hand, if nothing on the menu seems appetizing, PSAPs are invited to create their own training programs. The Report includes recommendations for training topics with suggested hourly minimums. At the very least, each of those recommendations in the Report should be made actual requirements. Local PSAPs should not simply pick and choose training topics here and there. There needs to be standardized curriculum and testing to assure a consistent -baseline of knowledge and expertise for 911 call takers across the state.

In Nebraska, a person who calls 911 in an emergency should be able to talk to a highly competent, well-trained professional whether they are in Douglas County or Dundy County. Unfortunately, the scatter-shot training approach in the Final Report will not

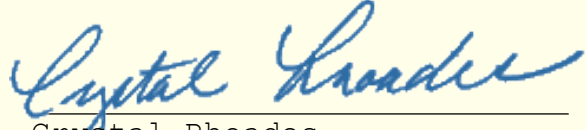
¹⁵ Neb. Rev. Stat. § 86-1025(3).

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achieve this. I think we should ask the Advisory Committee to do better, therefore, I dissent.



Crystal Rhoades
Commissioner

Attachment A
911-067/PI-208



Nebraska 911 Service System Advisory Committee Training Requirements for Public Safety Answering Points

Final Report

PREPARED AUGUST 2021
FOR THE NEBRASKA PUBLIC SERVICE COMMISSION

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1 Background

In November 2017, the Nebraska Public Service Commission (PSC) 911 Service System Plan (SSP) was adopted by the Nebraska PSC. The document provides a comprehensive strategy and holistic approach for Next Generation 911 (NG911) deployment in the state. Training is an important component of the SSP, and the training section of that document outlines key findings, considerations, recommendations, and actionable steps for advancing training statewide. The recommendations were based on national best practices and standards, as well as needs that were identified during stakeholder interviews in preparation for the SSP.

In Legislative Bill 938 (LB938), introduced in 2016, the PSC is charged with the following as it relates to 911 Public Safety Answering Points (PSAPs) and training of telecommunicators in the State of Nebraska (State):

86-1025 The commission shall ...

(3) Be responsible for establishing mandatory and uniform technical and training standards applicable to public safety answering points and adopting and promulgating rules and regulations applicable to public safety answering points for quality assurance standards.¹

LB993, passed in 2018, created the 911 Service System Advisory Committee (SSAC). This committee has established five working groups to address the focus areas identified in LB938 and the SSP, including a training working group. This group is focused on addressing the needs identified in LB938 by developing and advancing training standards statewide.

2 Purpose and Scope

The training working group has established three goals to secure alignment with national standards and best practices to ensure a consistent level of service for anyone in Nebraska needing emergency assistance.

¹ Legislature of Nebraska, One Hundred Fourth Legislature, Second Session. Legislative Bill 938. <https://nebraskalegislature.gov/FloorDocs/104/PDF/Final/LB938.pdf>



Figure 1: Goals of the Training Working Group

3 Methodology

The training working group developed and disseminated a training survey to each of the PSAPs throughout the state in late 2019. The request was to gain an understanding of the training methods PSAPs are using and what they need to implement training standards appropriately in their centers. Thirty-seven (37) PSAPs out of sixty-eight (68) responded. Out of those responding, staff sizes ranged from 4–88 personnel. The overall outcomes of the survey identified the following:

- Approximately 68% of responding PSAPs have a written training policy
- Approximately 41% of responding PSAPs have minimum requirements for continuing education
- Small centers need access to training resources
- There is a need for minimum guidelines for training and quality assurance (QA)
- New telecommunicator training programs vary from eight hours to more than 100 hours statewide

The training working group meets monthly and has used the survey data, as well as standards and best practices, to develop minimum training guidelines for several identified positions in the PSAP, which can be found in the figure below.

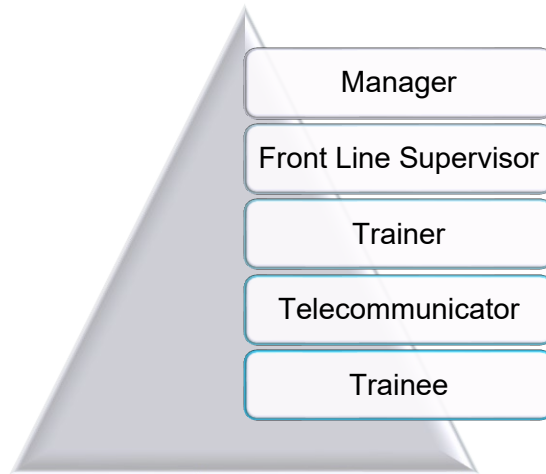


Figure 2: Roles in a PSAP

The remainder of this document provides baseline standards and best practice details, as well as the minimum training guidelines being recommended by the training working group.

4 Standards and Best Practices

There are several standards development organizations in the 911 industry that focus on creating and refining standards and best practices to help progress all aspects of 911—e.g., technology, operations, training, etc. Those that have a strong focus on training include:

- The Commission on Accreditation for Law Enforcement Agencies (CALEA)
- The Association of Public-Safety Communications Officials-International (APCO)
- The National Emergency Number Association (NENA)
- The National Fire Protection Association (NFPA)

Additionally, there are several other organizations and vendors that have taken a vested interest in the training of public safety telecommunicators. Standards are developed by stakeholders from across the industry based on best practices and data that proves that repetitive and precise processes result in stronger outcomes. Only one organization can develop a standard on a specific topic; therefore, in some cases, organizations collaborate to develop a joint standard.

4.1 Best Practices

In May 2016, the National 911 Program published *Recommended Minimum Training Guidelines for the Telecommunicator*.² This document was the result of a collaborative effort that brought together several industry contributors, including telecommunicators, from across the nation to develop a training recommendation for local, regional, and state authorities.

This document is intended to assist authorities in developing their training programs. Per the guidelines, “these recommended topics are suggested for inclusion in minimum training for those who aspire to the role of telecommunicator (call-taker and/or dispatcher) as defined by the authority having jurisdiction.”

Below are the minimum training requirement topic areas that shall be included in a public safety telecommunicator training program.



Figure 3: Minimum Training Guideline Topic Areas

Guidance on the content of each Topic Area can be found in Appendix A.

4.2 Standards

There are several standards and best practices within the industry that act as guideposts for PSAPs throughout the nation. When developing a training program for a center, consideration should be given to align with national standards and best practices. PSAPs are encouraged to familiarize themselves with and adopt national best practices and standards to meet their needs.

² The National 911 Program, *Recommended Minimum Training Guidelines for the Telecommunicator*. (May 2016)
https://www.911.gov/pdf/Minimum_Training_Guidelines_for_911_Telecommunicator_2016.pdf

Appendix B includes a list of standards that align with the minimum training requirements being put forth by the PSC. This list of standards is intended to be resources for developing training programs that comply with the minimum training requirements set forth by the PSC as outlined in this document.

5 Minimum Curriculum Requirements for Telecommunicators

Telecommunicators are the lifeblood of a PSAP. They are responsible for helping individuals in need of emergency assistance, and providing calm, informative, and reassuring support while getting the call to the appropriate responding agency. Many agencies in the state have training programs that support newly hired telecommunicators, but there is a need to standardize this training to ensure consistent support statewide. The following sections outline the training working group recommendations for minimum training for telecommunicators.

5.1 Minimum Training

All trainees in PSAPs shall have a basic knowledge of a telecommunicator's role and responsibilities prior to being responsible for answering and processing emergency requests for service. A 40-hour basic telecommunicator course shall be required of all trainees within the first six months of their careers as telecommunicators at the PSAP. Upon completion of this coursework, a comprehensive knowledge-based test shall be given to demonstrate successful completion of the program.

As a part of this training, it is important to demonstrate proficiency in the skills learned, so in addition to coursework, on-the-job training shall be included as a component of minimum training. On-the-job training can include shadowing in the PSAP or emergency communications center (ECC), ride-alongs with field responders, reviewing calls, and developing skills in using the various pieces of equipment in the PSAP.

5.2 Compliance Measures

Compliance with minimum training guidelines shall be demonstrated through:

- Successful completion and documentation of a 40-hour introductory course (including a comprehensive knowledge-based test upon conclusion) that covers all topic areas outlined in Figure Three of this document, Minimum Training Guideline Topic Areas.
- Successful completion and documentation of a minimum of 160 hours (4 weeks) of on-the-job training with a certified communications training officer (CTO).
- Upon successful completion of minimum training, completion of 12 hours of continuing education and/or recertification requirements annually.

In cases where telecommunicators have previous experience, a PSAP can create and administer a proficiency test in lieu of completing minimum training. *In these circumstances, it is recommended that*

agencies train telecommunicators on agency-specific information and OJT in addition to administering the proficiency exam.

5.3 Resources

The following resources have been approved by the PSC and may be used by a PSAP for the basic telecommunicator course.

Course	Provider	Hours
Agency-Developed Basic Telecommunicator Course*	Agency	40 hours
Public Safety Telecommunicator	APCO	40 hours
Emergency Telecommunicator Course	International Academies of Emergency Dispatch	40 hours
Public Safety Telecommunicator	PowerPhone	40 hours

*An agency-developed course or other vendor not listed in the above table shall demonstrate alignment with the minimum training requirements topic areas and be approved by the PSC as outlined in Section 11 of this document.

6 Minimum Curriculum Requirements for Communications Training Officers

The CTOs support telecommunicators with their training programs. The CTOs must be detail-oriented and able to measure and document performance levels each day. They are responsible for daily observation reports (DORs) for a trainee and work closely with supervisors to determine when an employee is proficient enough to operate solely as a call-taker and/or dispatcher. The following sections outline the training working group recommendations for minimum training for CTOs.

6.1 Minimum Training

In order to become a CTO, telecommunicators, or individuals seeking the role, need to understand the role and responsibilities of the position. Additionally, they need to understand the adult learner and how to approach training using different styles of learning to support visual, auditory, and kinesthetic learners. All CTOs must be certified by taking a course designed specifically for their role. Agencies that decide to use an agency-developed course are encouraged to reference national best practices and standards as guidelines to develop their programs.

6.2 Compliance Measures

Compliance with minimum training guidelines shall be demonstrated through:

- Within one year, successful completion and documentation of a Certified Training Officer Course that lasts a minimum of 24-hours.³
- Successful completion and documentation of a comprehensive knowledge-based test upon conclusion of the certification course, or demonstrated proficient understanding and application of the course material.
- Upon successful completion of minimum training of a Certified Training Officer course, completion of 12 hours of continuing education and/or recertification requirements annually.

6.3 Resources

The following resources have been approved by the PSC and may be used by a PSAP for CTO minimum training guidelines.

Course	Provider	Hours
Agency-Developed Communications Training Officer Course*	Agency	24 hours
Communications Training Officer	APCO	24 hours
Communications Training Officer Workshop	Public Safety Training Consultants	24 hours
Center Training Officer Program	NENA	24 hours

*An agency-developed course or other vendor not listed in the above table shall demonstrate alignment⁴ with *APCO ANS Core Competencies and Minimum Training Standards for Public Safety Communications Training Officer (CTO)* and be approved by the PSC as outlined in Section 11 of this document.

7 Minimum Curriculum Requirements for Front Line Supervisors

The role of a supervisor varies from PSAP to PSAP, depending on the size and structure of operations. A supervisor is generally responsible for subordinate oversight and administrative tasks, but they may also be called upon to answer requests for assistance or to train individuals on best practices or new

³ This is dependent on the class size – per APCO, class times may vary based on class size.

⁴ Demonstrating alignment can be accomplished through including the topics as a part of the course as relevant to the agency. It is recognized that not all topics may be applicable.

procedures. The following sections outline the training working group recommendations for minimum training for supervisors.

7.1 Minimum Training

Individuals assuming the role of a supervisor in the PSAP shall display proficient knowledge and practical application of all skillsets documented in the national *Recommended Minimum Training Guidelines for Telecommunicators*.

In addition, supervisors often are responsible for subordinate oversight and administrative tasks as part of their daily duties. This requires in-depth comprehension of topics associated with human resources and legal concepts, stress management, and QA. Additionally, the supervisor may be the primary liaison between the PSAP and external contacts such as the general public, media, and partnering public safety agencies. The need to acquire high aptitude in professional communications and customer service is important to this role; thus, they must be afforded training that will allow them to demonstrate proficiency in these skills.

7.2 Compliance Measures

Compliance with minimum training guidelines shall be demonstrated through:

- Within one-year, successful completion and documentation of a supervisory course that lasts a minimum of eight hours.
- Upon successful completion of minimum training of a supervisory course, completion of 12 hours of continuing education and/or recertification requirements annually.

7.3 Resources

The following resources have been approved by the PSC and may be used by a PSAP for supervisor minimum training guidelines.

Course	Provider	Hours
Agency-developed Supervisory Course*	Agency	8 hours
Supervision and Leadership Workshop	Public Safety Training Consultants	16–24 hours
Leadership in the 9-1-1 Center	NENA	8 hours
9-1-1 Center Supervisor Program	NENA	24 hours
Emergency Number Professional	NENA	Certification

Course	Provider	Hours
Center Manager Certification Program	NENA	40 hours
Registered Public- Safety Leader	APCO	Certification
Communications Center Supervisor	APCO	24 hours
Progressive Supervision Workshop	Public Safety Training Consultants	8 hours
Supervisor Leadership Institute	FBI – Law Enforcement Executive Development Association (LEEDA)	36 hours

*An agency-developed course or other vendor not listed in the above table shall demonstrate alignment with APCO ANS 3.102.2-2017, *Core Competencies and Minimum Training Standards for Public Safety Communications Supervisor* and be approved by the PSC as outlined in Section 11 of this document.

8 Minimum Curriculum Requirements for Management

Managers typically oversee the day-to-day operations of the PSAP. They are responsible for the operational, technical, and administrative decisions of the center. Managers are usually also responsible for hiring and budgeting decisions. The following sections outline the training working group recommendations for minimum training for managers.

8.1 Minimum Training

At the top of the expanding list of specialized skillsets is the 911 Center Manager. This position should maintain, at a minimum, a base knowledge of the specialized areas highlighted for supervisors. Additionally, they need to possess proficient knowledge of PSAP operations. Leading does not require prospective managers to become subject-matter experts (SMEs) in all supervised practices; however, it is recommended that they have experience in public safety. They must be able to successfully and professionally facilitate communication and teamwork in a high-paced setting and motivate others to perform in their area(s) of expertise. Other topics of importance include business and policy writing, basic human resources, and budget planning.

8.2 Compliance Measures

Compliance with minimum training guidelines shall be demonstrated through:

- Within one-year, successful completion and documentation of a manager's course or certification course that lasts a minimum of 12 hours.
- Upon successful completion of minimum training of a manager's course, completion of 12 hours of continuing education and/or recertification requirements annually.

8.3 Resources

The following resources have been approved by the PSC and may be used by a PSAP for minimum training guidelines for management.

Course	Provider	Hours
Agency-developed or County/City-developed Basic Supervisory Course*	Agency	12 hours
Center Manager Certification Program	NENA	40 hours
Emergency Number Professional	NENA	Certification
Registered Public-Safety Leader	APCO	Certification
Certified Public-Safety Executive (CPE) Program	APCO	Certification
Supervisor Leadership Institute	FBI – Law Enforcement Executive Development Association (LEEDA)	36 hours
Nebraska Public Safety Supervisory Course	State Program	40 hours
CALEA Public Safety Accreditation Manager Training	APCO	32 hours

*An agency-developed course or other vendor course not listed in the above table should demonstrate alignment with *APCO ANS Core Competencies and Minimum Training Standards for Public Safety Communications Manager/Director* and documentation provided to the PSC as verification of completion.

9 Other Agency Positions

It is recognized that PSAPs may have specialized roles not included in this document (examples include Quality Assurance Evaluator, Training Coordinator, Tactical Dispatcher, etc.). It is the responsibility of the PSAP to ensure the person fulfilling these roles is adequately trained, documentation is maintained, and they receive at a minimum 12 hours of continuing education a year.

10 Continuing Education

Minimum continuing education requirements help with professional development and ensure alignment with changing procedures and policies within the PSAP and standards and best practices throughout the industry. It helps to enhance service and ensure that individuals are more competent in their skills.

Continuing education will be measured after the successful completion of minimum or basic training at each level. Each operational employee of a PSAP (as noted in Figure 2) shall complete 12 hours of continuing education annually (even if multiple roles are performed).

While the annual requirement is 12 hours, those hours can be completed at any time throughout the year as they align with PSAP operations. For example, if someone attends a training or conference that is eight hours long, that would be acceptable and can be recorded as eight of the twelve required hours. Earning continuing education credits can be accomplished using a variety of delivery methods, as adult learning styles vary. Some individuals may excel better with visual, auditory or kinesthetic learning programs. Examples include, but are not limited to, the following⁵:

- In-service training
- Reading articles in industry journals or magazines
- Reading policies and procedures issued by the PSAP
- Attending conferences, in-services, meetings, and training programs
- Completing reviews of calls to improve service
- Completing online courses
- Quizzes and tests developed by PSAP personnel or industry leaders
- Watching educational videos related to call-taking and dispatching functions

A resource guide is provided in Appendix C as a reference for PSAPs to use or provide to their employees for continuing education opportunities.

If any certification, including but not limited to Emergency Number Professional (ENP), Certified Manager Certification Program (CMCP) or Registered Public-Safety Leader (RPL), Communications Training Officer (CTO) or Emergency Dispatcher (medical, police or fire) is obtained, then the continuing education requirements associated with those certifications should be met, and can be included as a part of the annual requirements.

11 Special Considerations

The State training requirements are intended to give PSAPs flexibility with how certification is obtained. The key objective of developing and implementing these requirements is to provide individuals working in a

⁵ It is an employee's responsibility to verify the content applies to the continuing education requirements

PSAP with the skillsets needed to perform their jobs, and to ensure a consistent level of service statewide. In the event that a PSAP has a training program they would like to use that is not included in the resources outlined in Sections 4 through 8, the PSC, 911 Training Coordinator, will work collaboratively with the PSAP to review the curriculum to verify alignment with the outlined requirements. PSAPs shall take the following steps when seeking approval for agency developed courses:

- A. Create a list of course topics and course objectives (see Appendix E for example)
- B. Provide the topics and objectives to the PSC for approval

11.1 Alternative Training Curriculum Considerations

While this document includes recognized training resources for each of the staffing levels, considerations will be made for other vendors or agency developed courses that are presented as meeting the minimum requirements for each level of training. A PSAP should reach out to the PSC to discuss the training curriculum and verify that it meets the minimum requirements.

11.2 Multiple Roles and Responsibilities

The PSC recognizes that some individuals fill multiple roles at a PSAP, such as supervisor and training officer. While the PSC would encourage those PSAPs to have individuals with joint responsibilities fully trained in all levels, it is understood that such an expectation is not always feasible. Therefore, consideration and accommodations will be made on a case-by-case basis to determine if minimum standards are being met for individuals filling multiple roles.

12 Grandfathering of Employees

The legislation of Nebraska states that there must be “mandatory and uniform technical and training standards applicable to public safety answering points...”⁶ Therefore, it is imperative to ensure all employees within each of the PSAPs have participated in and successfully completed required training associated with the position.

12.1 PSAP Options

Each PSAP will decide how they will handle grandfathering for all positions. The options are as follows:

- Provide documentation of course completion for employees

⁶ Legislative Bill 993. Legislature of Nebraska One Hundred and Fifth Legislature. Second Session. January 11, 2018. <https://nebraskalegislature.gov/FloorDocs/105/PDF/Intro/LB993.pdf>.

- Allow for telecommunicators to test out of each minimum training requirement⁷
- Have employees take the course(s) based on their position

A phased-in approach can be used for telecommunicators to meet the necessary certification. In the first six months after these standards are approved, adopted and enacted they will be able to test a maximum of twice. If they are unable to pass during this test out phase, they will need to successfully complete the course within the next six months. This will be a total of twelve months.

12.1.1 Testing Option

A test on the basic requirements of telecommunicators, created by the Training Working Group, will be available to all PSAPs free of charge. Agencies also have the option of creating an agency-developed test that aligns with the standards and minimum training requirements outlined in this document. These tests will be reviewed by the PSC as a part of the curriculum review outlined in Section 11 of this document.

A score of 80% or higher must be obtained within two testing cycles. If an individual is unsuccessful in reaching 80%, the telecommunicator will need to successfully complete the course work required for the position.

12.1.2 Course Option

The table below outlines the required courses that need to be completed, documented or tested out of.

Position	Required Course(s) to be Completed	Timeframe
Telecommunicator	<ul style="list-style-type: none"> • 40-hour introductory course 	Within 6 months
CTO	<ul style="list-style-type: none"> • 40-hour introductory telecommunicator course • CTO course 	Within 12 months
Supervisor	<ul style="list-style-type: none"> • 40-hour introductory telecommunicator course • Supervisory course 	Within 12 months
Manager	<ul style="list-style-type: none"> • Manager's course 	Within 12 months

⁷ This does not apply to other positions in the PSAP. It is expected that CTO, supervisor, and Manager provide documentation or take a course.

13 Retention of Records

Training records should be kept by the PSAP for the length of time designated by local records management guidelines and/or Nebraska Records Management Division schedules for retention, including:

- *Schedule 15: County Sheriffs*⁸
- *Schedule 24: Local Agencies*⁹

14 Compliance

In order to verify PSAPs are following the requirements, the PSC will work collaboratively with PSAPs to support questions and concerns that arise as part of the process.

14.1 Verification Process

PSAPs will be expected to demonstrate that their employees are meeting the minimum training requirements.

- Compliance will be the responsibility of the PSAP. If a PSAP has questions or needs support in tracking or implementing the training requirements, they should seek support from the PSC.
- The PSC shall perform an assessment of the PSAP's training program on an annual cycle to verify the standards are being met.
- The PSC must have access to all records that are necessary to verify compliance with the registration, training, and certification requirements in this document.
- Compliance reviews may be completed on-site, remotely, or by a combination of the two methods.

14.2 Non-Compliance Improvement Plan

If a PSAP fails to meet the minimum requirements outlined in this document or is not in compliance with the stated requirements and procedures, corrective action procedures shall be taken by the PSAP to establish compliance. General corrective policies and procedures include:

- The PSAP will be notified by the PSC when program non-compliance is identified.

⁸ https://sos.nebraska.gov/sites/sos.nebraska.gov/files/doc/records-management/local-government/15_website.pdf

⁹ <https://sos.nebraska.gov/sites/sos.nebraska.gov/files/doc/24%20GeneralRecords-LocalWebsite%2012.20.2019.pdf>

- The PSAP shall develop an improvement plan in a timely manner that addresses the areas of non-compliance.
- The PSAP will notify the PSC once compliance is achieved
- Once the PSAP has reached compliance, the PSAP will receive formal notification of compliance by the PSC.

15 Training Summary by Position

Position	Recommended Minimum Training	Continuing Education (annually)	Focus Areas
Telecommunicator	200 hours ¹⁰	12 hours	Basic and advanced telecommunications methodology, standards and best practices
CTO	24 hours	12 hours	Adult learning styles and training for the trainer
Supervisor	8 hours	12 hours	Supervisory skills and working with employees
Manager	12 hours	12 hours	Management skills, future planning, standards and best practices

¹⁰ This includes the 40-hour classroom/basic telecommunicator course and on-the-job training

Appendix A – Recommended Minimum Training Guidelines for the Telecommunicator

The following minimum training requirement topic areas shall be included in a public safety telecommunicator training program:

- Roles and Responsibilities
- Legal Concepts
- Interpersonal Communications
- Emergency Communications Technology
- Call Processing
- Emergency Management
- Radio Communications
- Stress Management
- Quality Assurance
- On-the-Job Training

This appendix provides a listing of the recommended training topics from the National 9-1-1 Program and can be used as a reference. It includes a detailed description of each topic area and recommended training content. The recommended training content is suggested for inclusion in minimum training for those who aspire to the role of telecommunicator (call-taker and/or dispatcher) as defined by the authority having jurisdiction. It is important to note the basic telecommunicator training topics described herein provide minimum level understanding. In order to field and manage emergency calls in a live environment, telecommunicators must receive supplemental training that will enable them to process the emergency calls that are specific to their respective PSAP or Emergency Services Provider.

A PSAP may include additional training requirements that exceed the minimum requirements as part of its telecommunicator training program. Nothing in this document should be construed to limit or restrict any additional training that a PSAP may elect to include in its telecommunicator training program.

Note: “As Applicable” is noted below throughout the training content recommendations. Established by the National 911 Program, the recommended training content is included in courses offered by APCO, International Academies of Emergency Dispatch, and PowerPhone. It is recommended that agency-developed courses include this content; however, if call-taker and dispatch positions are separate, some content may not apply.

Required Training Topic - Roles and Responsibilities

Each telecommunicator should understand the roles and responsibilities of their position as it relates to the stakeholders, citizens, and community served. Stakeholders are not limited to the public, but also include response and ancillary agencies, as well as other PSAPs, that might be involved in the incident from

inception to completion. The level of professionalism exemplified by the telecommunicator is a direct reflection upon the agency, the AHJ and the public safety industry.

Recommended Training Content (As Applicable)

- Introduction, Mission, Terminology
- Public Safety Team
- Ethics, Professionalism, Values, Personal Conduct, Image
- Policies, Procedures, Rules, Regulations
- Duties and Responsibilities
- Communities and Agencies Served
- Responder Safety

Required Training Topic - Legal Concepts

The telecommunicator should be acutely aware that every action taken could be scrutinized within a court of law, as well as by the community served. This section will highlight the rules and regulations—from local to federal and from PSAP to response agencies served—that govern telecommunicator performance. This might include concepts specific to law enforcement, fire/rescue, emergency medical services (EMS) and public safety communications.

Recommended Training Content (As Applicable)

- Liability, Confidentiality, Negligence, Duty
- Law Enforcement Agencies
- Fire/Rescue Agencies
- EMS Agencies
- Public Safety Communications Agencies
- Documentation, Freedom of Information Act (FOIA), Recording, and Records Retention
- Privacy Laws

Required Training Topic - Interpersonal Communications

The techniques used by the telecommunicator could prove to be the difference between a favorable outcome and a disaster. This section should focus heavily on the knowledge, skills, and abilities that every telecommunicator should have in their toolbox when assisting with a variety of incidents. It is not sufficient to train only on the skillsets needed for call-taking and inquiry, such as listening, hearing, diction, and perception, but also might involve additional topics related to race, age, nationality, and speech and hearing impairments.

Recommended Training Content (As Applicable)

- Communications Techniques
- Information Processing, Communication Cycle
- Problem Solving, Critical Thinking

- Customer Service
- Diversity/Demographics
- Non-Native-Language Callers
- Communication-Impaired callers

Required Training Topic - Emergency Communications Technology

Each PSAP within the U.S. faces a constantly changing landscape of communications technologies and advancements. It is important telecommunicators understand the terminology associated with call delivery, call processing, and dispatch infrastructure. Each subtopic is intended to be customized to meet the instructing AHJ's needs, with the understanding that the technology component serves as a building block for future learning environments. Topics might include selective routing; wireline; wireless; text; multiline telephone system (MLTS) and/or private branch exchange (PBX) operations; Voice over Internet Protocol (VoIP); and Class of Service, to name a few.

Recommended Training Content (As Applicable)

- Telephony Technologies (e.g., PBX/MLTS/VoIP)
- Basic 9-1-1 and Enhanced 9-1-1
- Automatic Number Identification (ANI)/Automatic Location Identification (ALI)
- Wireless Phase I and Phase II
- Next Generation 9-1-1 (NG9-1-1)
- Telecommunications Device for the Deaf (TDD)/Teletypewriter (TTY)/Telephone Relay Service (TRS)
- Text to 9-1-1
- Telematics
- Computerized Mapping/Geographic Information Systems (GIS)
- Logging Recorders
- Computer-Aided Dispatch (CAD) Systems
- Mobile Data Systems, Automatic Vehicle Location (AVL), Paging, Alarms, etc.
- Call Transfers, Alternate and Default Routing, etc.
- Mass Notification
- Security Breaches, Cybersecurity Threats

Required Training Topic - Call Processing

This section covers many of the most essential skills that a telecommunicator needs to possess. The telecommunicator must be able to process a variety of incident types and sizes. The management of the call from delivery through categorization, prioritization, pre-arrival instructions, and dispatch of appropriate resources is the core of the telecommunicator position. Even when PSAPs are discipline specific (i.e., law enforcement only), the reality of multidiscipline incidents is evidence that telecommunicators need to have a working knowledge of other disciplines. The development of a local curriculum that includes all response disciplines is in the best interest of the responder and the public.

Topics might include: processing 9-1-1 hang-up and open-line calls, as well as TDD/TTY challenges; ascertaining proper information, location, and call nature or type; escalating incidents, such as domestic violence, active shooter, or suicidal subjects; specialty callers, such as children, elderly, and mentally or emotionally challenged persons; callers that are communications-impaired, such as individuals who are deaf, deaf-blind, hard of hearing or have speech disabilities; and high-risk incidents, such as just occurred or in-progress calls, crisis notifications, changing prioritization, AMBER alerts, etc.

PSAPs might divide the call-taking and dispatch portions of the telecommunicator position. However, every telecommunicator should have an understanding of how the incident information flows to the responder. For PSAPs with segregated call taking and dispatch, this might be an overview of common terminology and how to pass on information. Other PSAPs might have a need to instruct on all aspects of the telecommunicator function, including the dispatching of multiple-discipline response.

Recommended Training Content (As Applicable)

- Call Receiving
- Interviewing/Interrogation Techniques
- Controlling the Call
- Managing High-Risk Calls
- Managing Specialty Calls
- Call Categorization/Prioritization
- Event Categorization
- Homeland Security/Terrorism/Weapons of Mass Destruction (WMD)
- Aircraft/Rail Incidents/Marine
- Hazardous Materials Incidents
- Missing/Exploited/Trafficked Persons
- Fire Service Overview
- Fire Service Call Processing
- Fire Service Dispatching
- EMS Overview
- EMS Call Processing
- EMS Call Dispatching
- Structured Call-Taking Protocols and Standards Overview
- Law Enforcement Overview
- Law Enforcement Call Processing
- Law Enforcement Dispatching
- Responder-Initiated Calls
- Special-Needs Callers

Required Training Topic - Emergency Management

The telecommunicator plays a pivotal role in the management of emergency incidents, especially as the scope of an incident grows in complexity. Having a minimum-level understanding of Incident Management

and Incident Command Systems is necessary to help the telecommunicator more effectively serve small incident response to disaster-level events. Additional training courses might include Federal Emergency Management Agency (FEMA) Independent Study Courses IS-100 and IS-700, as well as a review of local Emergency Operations Plans.

Recommended Training Content (As Applicable)

- Introduction to Incident Command System (ICS)
- National Incident Management System (NIMS)
- Emergency Management Roles and Responsibilities
- Disaster Preparedness
- Mutual-Aid/Telecommunicator Emergency Response Taskforce (TERT)

Required Training Topic - Radio Communications

With the majority of emergency calls coming from mobile devices, it is important to understand radio systems play a lead role in both call delivery and dispatch functions. The telecommunicator should possess an understanding of the rules, regulations, abilities, and limitations of the local radio system and how this can affect the response. Topics might include rate of speech, common terminology and language, and technical topics such as system types, channel acquisition, common malfunctions, and system coverage.

Recommended Training Content (As Applicable)

- Radio Communication Techniques
- Radio Technology and Equipment
- Rationale for Radio Procedures and Protocols
- Radio Discipline
- Federal Communications Commission (FCC) Rules

Required Training Topic - Stress Management

All members of the public safety family experience intense levels of stress. As a telecommunicator begins to experience and deal with stressful incidents, it is important for them to understand the effects of stress on their job performance and social interactions. A well-designed stress-management program, accounting for both personal and organizational needs, results in a better quality of life for the telecommunicator and a higher level of service for the responder and citizen. Topics might include Employee Assistance Program (EAP), peer support, lifestyle changes, and formal critical incident stress debriefings.

Recommended Training Content (As Applicable)

- Definition, Causation, Identification
- Strategies for Dealing with Stress
- Management of Critical Incident Stress

Required Training Topic - Quality Assurance

To ensure a training program is effectively meeting the needs of the telecommunicator and the organization, metrics should be put in place to measure the success of the program as a whole. Items such as daily observation reports (DOR) and skills performance testing are beneficial in gauging progress and identifying areas of improvement needed. The same process should be applied to all telecommunicators to ensure that the organization is providing a uniformly high level of service to its customers.

Recommended Training Content (As Applicable)

- Quality Assurance (QA)/Quality Control (QC)/Quality Improvement (QI)
- DOR/Skills Performance Testing/Performance Standards
- Identify Trends from QA to Address in Continuing Education/In-Service for QI

Required Training Topic - On-the-Job Training (Agency-Specific Training)

While outside the scope of this project, any training curriculum should ensure adequate time for the review of AHJ, the agency or departmental policies and procedures. The inclusion of a hands-on, supervised training experience is the practicum portion of a training program. It provides the telecommunicator with the experience and confidence needed for the position, and allows the AHJ, agency and/or the department to define any areas of improvement needed.

Recommended Training Content (As Applicable)

- Agency and Departmental Policies and Procedures
- Agency and Departmental Information Technologies Operations
- Interagency Networks and Databases
- Console Systems and Equipment
- Structure of Local Governance
- National Crime Information Center (NCIC)
- National Law Enforcement Telecommunications System (NLETS)
- Governmental and Private Resources
- Media/Information Dissemination
- Geography/GIS
- Documentation, FOIA Requirements, Recording, and Records Retention
- Call-Tracing and Records-Retrieval Procedures
- Records Management Systems (RMS)
- Roles of Federal Government Resources

Appendix B – American National Standards (ANS)

Below is a list of American National Standards (ANS) that have been developed for the purpose of training telecommunicators, CTOs, Front Line Supervisors, and Managers. This list is provided as a resource for PSAPs when developing training programs that comply with the minimum training requirements set forth by the PSC as outlined in this document.

Document Number	Standard
APCO ANS 3.103	<u>Minimum Training Standards for Public Safety PSTs©</u>
APCO ANS 1.115	<u>APCO Core Competencies, Operational Factors, and Training for Next Generation Technologies in Public Safety Communications</u>
APCO ANS 3.102	<u>Core Competencies and Minimum Training Standards for Public Safety Communications Supervisor</u>
APCO ANS 3.101	<u>Core Competencies and Minimum Training Standards for Public Safety Communications Training Officer (CTO)</u>
APCO ANS 3.106	<u>Core Competencies and Minimum Training Standards for Public Safety Communications Quality Assurance Evaluator (QAE)</u>
APCO ANS 3.104	<u>Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinator</u>
APCO ANS 3.109	<u>Core Competencies and Minimum Training Standards for Public Safety Communications Manager/Director</u>
APCO ANS 1.113	<u>Public Safety Communications Incident Handling Process</u>
APCO/NENA ANS 3.105	<u>Minimum Training Standard for TTY/TDD Use in _____ The Public Safety Communications Center</u>
APCO ANS 3.110	<u>Cybersecurity Training for Public Safety Communications Personnel</u>
APCO ANS 1.115	<u>Core Competencies, Operational Factors, and Training for Next Generation Technologies in Public Safety Communications</u>
APCO ANS 1.101	<u>Standard for Public Safety Telecommunicators When Responding to Calls of Missing, Abducted and Sexually Exploited Children</u>
APCO ANS 1.112	<u>The Use of Social Media in Public Safety Communications</u>

Document Number	Standard
NENA-STA-001	<u>NENA Suicide Prevention Standard</u>
NENA-STA-020	<u>911 Call Processing Standard</u>
NENA-STA-002	<u>Acute Traumatic & Chronic Stress Management</u>
NENA-STA-037	<u>NENA TTY/TDD Communications Standard Operating Procedure Model Recommendation</u>
NENA-INF-022	<u>Protocol for Handling Calls Regarding Human Trafficking Information Document</u>
NENA-STA-013	<u>Public Safety Communications & Railroad Interaction Standard Operating Procedures</u>
NENA-STA-038	<u>NORAD/FAA Notification: Airborne Events</u>
NFPA 1061	<u>Standard for Public Safety Telecommunications Personnel Professional Qualifications</u>
NFPA 1221	<u>Standard for the Installation, Maintenance, and Use of Emergency Services Communications Systems</u>

Appendix C – Example Training Standards, Guidelines, and Best Practices

Agency	Public Safety Discipline	Area of Influence
<u>Commission on the Accreditation of Law Enforcement Agencies (CALEA)</u>	Membership-based public safety accrediting agency	Training program standards
<u>National Emergency Number Association (NENA)</u>	Membership-based public safety SDO	Technical and operational industry standards; advanced training standards
<u>Tennessee Emergency Communications Board (TECB)</u>	State 9-1-1 authority	Minimum training standards
<u>The Florida Department of Health</u>	State health authority	Minimum training standards
<u>Association of Public-Safety Communications Officials-International (APCO)</u>	Membership-based public safety SDO	Minimum and advanced training standards
<u>Washington State Criminal Justice Training Commission</u>	State training commission	Minimum training standards
<u>Oregon Department of Public Safety Standards and Training</u>	State emergency management authority	Minimum training standards
<u>North Central Texas Emergency Communications District (NCT9-1-1)</u>	Regional 9-1-1 authority	Minimum training standards
<u>Denton Area 9-1-1 District, Texas (Denco 9-1-1)</u>	Regional 9-1-1 authority	Minimum training standards
<u>Georgia Public Safety Training Center</u>	State training program authority	Minimum training standards
<u>Mid-America Regional Council (MARC)</u>	Regional planning commission	Minimum training standards
<u>PowerPhone</u>	Private training company	Minimum training standards

<u>International Academies of Emergency Dispatch (IAED)</u>	Membership-based public safety support agency	Minimum and advanced training standards
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Appendix D – Training Resources

Resource	Types of Resources Available
9-1-1 Training Institute	<ul style="list-style-type: none"> • Podcasts • Videos • Documents
Association of Public Safety Communications Officials – International (APCO)	<ul style="list-style-type: none"> • White papers • Articles • Certification • Webinars
Cybersecurity & Infrastructure Security Agency	<ul style="list-style-type: none"> • Security tips • Cybersecurity training
Denise Amber Lee Foundation	<ul style="list-style-type: none"> • Webinars • Guidelines
The Dispatch Lab	<ul style="list-style-type: none"> • On-line courses • On-site training
International Association of Emergency Dispatch (IAED)	<ul style="list-style-type: none"> • Training programs • Continuing education programs
National 911 Program	<ul style="list-style-type: none"> • Webinars • documents
National Association of State 9-1-1 Administrators	<ul style="list-style-type: none"> • Articles • White Papers
National Emergency Number Association (NENA)	<ul style="list-style-type: none"> • White Papers • Articles • Certification • Webinars
Nebraska Intergovernmental Risk Management (NIRMA)	<ul style="list-style-type: none"> • Video on Demand • Articles/Resources
PowerPhone – Dispatch U	<ul style="list-style-type: none"> • In person courses • Training programs • Continuing education programs

Resource	Types of Resources Available
Public Safety Training Consultants	<ul style="list-style-type: none"> • In person courses • Training programs • Online courses • 2-minute trainings
The Public Safety Group	<ul style="list-style-type: none"> • Video on demand • Training program
Virtual Academy	<ul style="list-style-type: none"> • Video on demand
Police Legal Science: Dispatch Pro	<ul style="list-style-type: none"> • Online courses

Appendix E – Telecommunicator Curriculum Overview (Example)

The information detailed below serves as an example of documentation a PSAP may provide to the PSC to highlight agency developed course curriculum and objectives as a part of the review process. Listing courses, objectives, and training in this manner is not required, this is provided as an example to help PSAPs understand information that would be beneficial to the PSC during the review process.

The example below highlights a possible training curriculum for the basic telecommunicator course administered by the PSAP. It highlights:

- **Training Topics:** the high-level topics required by the minimum requirements for the telecommunicator.
- **Objectives:** the expectations and understating gained by the telecommunicator as a result of the training addressed in this topic area.
- **Training Content:** a high-level overview of the content addressed as a part of the training curriculum. This information will include a summary of the details of the training for each topic area. The content included in this section will vary with the expectations and standard operations procedures of each PSAP.

Telecommunicator Training Program (*Example Only*)

Training Topic	Objective	Training Content
Roles and Responsibilities	At the conclusion of training about roles and responsibilities, the telecommunicator will understand the impacts of their job functions on the public and stakeholders in our region.	<ul style="list-style-type: none">• Agency Introduction, mission and terminology• Team members• Ethics, professionalism, values, personal conduct, image• Duties and responsibilities• Communities and agencies served• Responder safety• Neighboring jurisdictions• <i>Other agency specific content</i>
Legal Concepts	At the conclusion of training about legal concepts, the telecommunicator will understand local laws, rules and regulations, and	<ul style="list-style-type: none">• Liability, confidentiality, negligence, duty• Law enforcement agencies• Fire/rescue agencies• Documentation, freedom of information act (FOIA), recording and records retention

	expectations that govern the telecommunicator position.	<ul style="list-style-type: none"> • Privacy laws • <i>Other agency specific content</i>
Interpersonal Communications	At the conclusion of training about interpersonal communications the telecommunicator will have the knowledge, skills and abilities to assist with a variety of incidents including listening, perspective, interpersonal communications, nationality, impairments, etc.	<ul style="list-style-type: none"> • Communications techniques • Information processing, communication cycle • Problem solving, critical thinking • Customer service • Diversity/demographics • Non-native language callers • Communication impaired callers • <i>Other agency specific content</i>
Emergency Communications Technology	At the conclusion of training about the emergency communications technology in the PSAP, the telecommunicator will understand the call flow, call delivery, and dispatch infrastructure. They will understand the technology and tools used to help take and dispatch calls to the proper agency.	<ul style="list-style-type: none"> • Basic and enhanced 911 • ANI/ALI • NG911 • Wireless Phase I and II • Text-to-911 • TDD/TTY • Telematics • GIS • CAD • Logging and recording • Call transfers • Cybersecurity • <i>Other agency specific content</i>
Call Processing	At the conclusion of training about call processing, the telecommunicator will understand PSAP protocols and processes for processing and escalation calls and issues. They will understand how to address different scenarios, manage text-to-911 and TTD/TTY calls.	<ul style="list-style-type: none"> • Call Receiving • Interviewing/Interrogation Techniques • Controlling the Call • Managing High-Risk Calls • Managing Specialty Calls • Call Categorization/Prioritization • Event Categorization • Homeland Security/Terrorism/Weapons of Mass Destruction (WMD) • Aircraft/Rail Incidents/Marine • Hazardous Materials Incidents • Missing/Exploited/Trafficked Persons

		<ul style="list-style-type: none"> • Fire Service Overview • Fire Service Call Processing • Fire Service Dispatching • EMS Overview • EMS Call Processing • EMS Call Dispatching • Structured Call-Taking Protocols and Standards Overview • Law Enforcement Overview • Law Enforcement Call Processing • Law Enforcement Dispatching • Responder-Initiated Calls • Special-Needs Callers • <i>Other agency specific content</i>
Emergency Management	At the conclusion of training about emergency management, the telecommunicator will understand incident management and the incident command system.	<ul style="list-style-type: none"> • Introduction to Incident Command System (ICS) • National Incident Management System (NIMS) • Emergency Management Roles and Responsibilities • Disaster Preparedness • Mutual-Aid/Telecommunicator Emergency Response Taskforce (TERT) • <i>Other agency specific content</i>
Radio Communications	At the conclusion of training about radio communications, the telecommunicator will understand the use of mobile devices and the importance radio systems play in call delivery and dispatch functions.	<ul style="list-style-type: none"> • Radio Communication Techniques • Radio Technology and Equipment • Rationale for Radio Procedures and Protocols • Radio Discipline • Federal Communications Commission (FCC) Rules • <i>Other agency specific content</i>
Stress Management	At the conclusion of training about stress management, the telecommunicator will understand the effects of stress on job performance and social interactions. They will understand the tools available to them to help	<ul style="list-style-type: none"> • Definition, Causation, Identification • Strategies for Dealing with Stress • Management of Critical Incident Stress • <i>Other agency specific content</i>

	recognize and address the stress of the position.	
Quality Assurance	The telecommunicator will meet the metrics established by the PSAP for call quality and customer service. This will be measured through daily observation reports.	<ul style="list-style-type: none"> • Quality Assurance (QA)/Quality Control (QC)/Quality Improvement (QI) • DOR/Skills Performance Testing/Performance Standards • Identify Trends from QA to Address in Continuing Education/In-Service for QI • <i>Other agency specific content</i>
On-the-Job Training	The at the conclusion of OTJ training, the telecommunicator will understand agency and departmental policies and procedures. They will successfully process emergency calls and will receive the support necessary to gain confidence and experience in their position.	<ul style="list-style-type: none"> • Agency and Departmental Policies and Procedures • Agency and Departmental Information Technologies Operations • Interagency Networks and Databases • Console Systems and Equipment • Structure of Local Governance • National Crime Information Center (NCIC) • National Law Enforcement Telecommunications System (NLETS) • Governmental and Private Resources • Media/Information Dissemination • Geography/GIS • Documentation, FOIA Requirements, Recording, and Records Retention • Call-Tracing and Records-Retrieval Procedures • Records Management Systems (RMS) • Roles of Federal Government Resources • <i>Other agency specific content</i>