

# Hazardous Materials and Terrorist Incident Planning Curriculum Guidelines

## Capability Assessment

Planning  
Training  
Considerations

Planning  
Orientation

Planning  
Essentials

Commodity  
Flow Study

Hazard Analysis  
and Threat  
Assessment

Capability  
Assessment

Planning for  
Protective  
Actions

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Planning

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## **Introduction**

A capability assessment provides information designed to help the planning team evaluate preparedness, prevention, and response resources and capabilities. It includes an assessment of fixed site business and industry resources, transportation resources, and community (response and government agency) resources that could be called upon in the event of a potential emergency identified in the jurisdiction's or facility's hazards analysis.

Training should provide the knowledge and skills necessary to conduct a capability assessment for a jurisdiction or facility. Skill development should include the ability to assess the jurisdiction's or facility's capability assessment needs, determine appropriate methods, collect and interpret data, and report the results. Specifically included is the use of checklists, criteria, surveys, and other methods to identify available resources, determine requirements for accessing them, evaluate deficiencies in existing plans and procedures, and assess the effectiveness of emergency response, prevention, and recovery efforts. The successful accomplishment of training objectives should result in enhanced student proficiency in applying general principles of capability assessment to specific jurisdiction or facility planning needs and processes.

## **Training Audience**

Potential training audiences include all participants in a jurisdiction or facility planning process that have been assigned responsibility for conducting a capability assessment study. Possible audience members include:

- Community planning team members
- Facility planners and managers
- Response agency representatives
- Prevention personnel
- Technical experts and consultants

## **Prerequisites or Presumed Prior Knowledge/Skills of Students**

Students are assumed to possess Planning Orientation and Planning Essentials levels of competency in capability assessment. Consideration should be given to students that have a defined responsibility for conducting a higher level capability assessment as a regular part of their job for a jurisdiction or facility.

## **Typical Program Format**

Seminar-type instructor-led program, approximately one to two days in length. Longer programs may be appropriate where more complex studies are planned or when actual field surveys are included as training activities. Training managers may wish to combine this instruction with a module on hazard analysis for audiences that perform both tasks.

## Methodology Recommendations

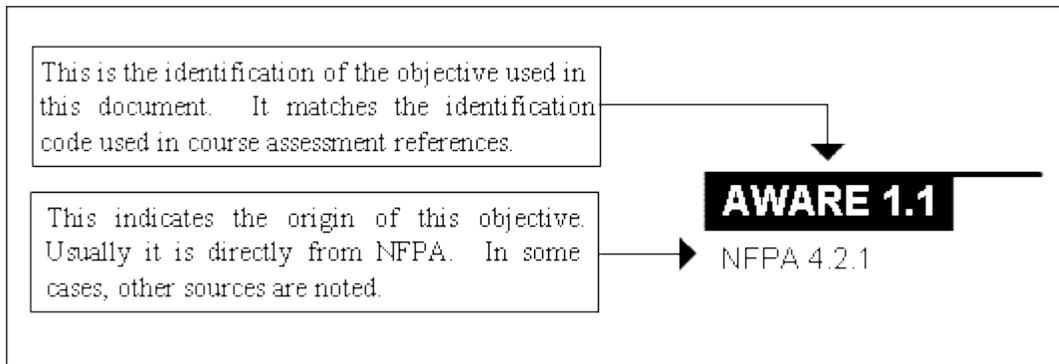
Training should focus on providing knowledge of the steps and components of a comprehensive capability assessment and on developing related skills. Trainees must understand the significance and application of capability assessment information, and develop the ability to recognize and develop useful and meaningful data on which to base subsequent emergency operations planning and prevention programmatic and organizational decisions.

Much of the content for assessing capabilities can be introduced through self-study, but training should include formal classroom instruction with significant time spent in individual and small group work. Activities should focus on skill development in extracting capability assessment information from available data sources, identifying and assessing existing resources, assessing the effectiveness of emergency management activities, and identifying and evaluating planning shortfalls.

Integration of the information learned by the trainee can be demonstrated in a post-class activity involving the development of a limited capability assessment based on the hazards analysis and resource data from the trainee's home jurisdiction or facility, or from scenarios provided by the instructor. Content testing is appropriate for demonstrating knowledge of the steps involved in capability assessment, listing types of community and facility resources, and identifying the components of a completed capability assessment.

## Recommended Training Objectives

### Objective Identification Legend



### Capability Assessment 1.

#### CAP - 1.1.

Given an assignment to conduct a capability assessment for a jurisdiction or facility, describe the process to be used for conducting the study.

#### CAP - 1.1.1.

Describe the purpose and benefits of conducting a capability assessment, including appropriate applications of the results in planning.

**CAP - 1.1.2.** Describe the advantages and disadvantages of alternative methods for conducting the capability assessment (checklists, criteria, surveys, expert panels, etc.).

**CAP - 1.1.3.** Identify specific types and sources of information needed to conduct the capability assessment.

**CAP - 1.2.** Given the process to be used for conducting a capability assessment for a jurisdiction or facility, assess the adequacy of existing resources to support preparedness, prevention/mitigation, response, and short-term recovery activities.

**CAP - 1.2.1.** Determine the type, amount, capabilities, and accessibility of existing facility resources.

**CAP - 1.2.2.** Determine the type, amount, capabilities, and accessibility of existing transporter resources.

**CAP - 1.2.3.** Determine the type, amount, capabilities, and accessibility of existing community resources.

**CAP - 1.3.** Given hazardous materials and terrorist incident response plans and SOPs, a completed hazard and threat analysis, an evaluation of existing resources, critiques of incidents, exercises, and drills, and other pertinent information, demonstrate the ability to assess the jurisdiction's or facility's capability to prepare for, respond to, and recover from worst-case incidents identified in the hazard analysis.

**CAP - 1.3.1.** Evaluate response issues and concerns identified through surveys and reviews of hazardous materials incident critiques, exercises, and drills.

**CAP - 1.3.2.** Assess the adequacy of the jurisdiction's or facility's concept of operations, including roles and functional assignments, for responding to and recovering from worst-case incidents.

**CAP - 1.3.3.** Assess the adequacy of existing resources for implementing the concept of operations in worst-case incidents.

**CAP - 1.3.4.** Assess the adequacy of organizational policies and SOPs for implementing the concept of operations in worst-case incidents.

<b>CAP - 1.3.5.</b>	Assess the level of competency of emergency personnel to respond in worst-case incidents identified in the hazard analysis.	Planning Training Considerations
<b>CAP - 1.4.</b>	Given hazardous materials and terrorist incident response plans and SOPs, a completed hazard and threat analysis, an evaluation of existing resources, critiques of incidents, exercises, and drills, and other pertinent information, demonstrate the ability to assess the jurisdiction's or facility's capability to prevent or mitigate the effects of identified risks.	Planning Orientation  Planning Essentials
<b>CAP - 1.4.1.</b>	Evaluate prevention issues and concerns identified through surveys or reviews of hazardous materials incident critiques, exercises, and drills.	Commodity Flow Study  Hazard Analysis and Threat Assessment
<b>CAP - 1.4.2.</b>	Assess the adequacy of prevention measures, including roles and functional assignments, for preventing or mitigating the effects of identified risks.	Capability Assessment
<b>CAP - 1.4.3.</b>	Assess the adequacy of existing resources for implementing necessary prevention measures.	Planning for Protective Actions
<b>CAP - 1.4.4.</b>	Assess the adequacy of organizational policies and SOPs for implementing necessary prevention measures.	Plan Implementation & Maintenance
<b>CAP - 1.4.5.</b>	Assess the level of competency of prevention personnel to implement necessary prevention measures.	Facility Planning
<b>CAP - 1.5.</b>	Given the results of the capability assessment analysis, prepare a comprehensive written report.	Planning for Public Education
<b>CAP - 1.5.1.</b>	Describe preparedness, mitigation/prevention, response, and short-term recovery capability shortfalls identified in the analysis.	Appendix: Additional Planning Resources
<b>CAP - 1.5.2.</b>	Identify additional resources that may be needed to prepare for, prevent/mitigate, respond to, and recover from worst-case hazardous materials incidents.	
<b>CAP - 1.5.3.</b>	Describe deficiencies in community and/or facility safety plans and procedures identified in the analysis, and recommend modifications, as appropriate.	