



# FEMA

POSITION TASK BOOK FOR THE POSITION OF  
**HAZARD MITIGATION COMMUNITY EDUCATION AND  
OUTREACH SPECIALIST**

Version: November 2021

Check the appropriate position type:

☐ Single Type    ☐ Type 1    ☐ Type 2    ☐ Type 3

<b>POSITION TASK BOOK ASSIGNED TO:</b>
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
EMAIL:
<b>POSITION TASK BOOK INITIATED BY:</b>
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
EMAIL:
<b>POSITION TASK BOOK WAS INITIATED:</b>
LOCATION:
DATE:

## Evaluator Verification

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

### FINAL EVALUATOR VERIFICATION

I verify that \_\_\_\_\_  
has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.

FINAL EVALUATOR'S SIGNATURE:

DATE:

FINAL EVALUATOR'S PRINTED NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

## Documentation of Agency Certification

### DOCUMENTATION OF AGENCY CERTIFICATION

I certify that \_\_\_\_\_  
has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.

OFFICIAL'S SIGNATURE:

DATE:

OFFICIAL'S NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

## Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors and tasks.

**A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.**

### *Evaluation Process*

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies that a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.
- Once the final evaluator has completed the Final Evaluator Verification, he/she forwards it to the Qualifications Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.
- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

### *Transferring Qualifications*

- Personnel who have documentation of previous education, training or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

## Position Task Book Competencies, Behaviors and Tasks

**The PTB sets minimum criteria for certification for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors and tasks as necessary.**

The PTB covers all type levels for a given position, but an AHJ may check only one “Type” box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

**Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.**

### *Definitions*

**Competency:** An observable, measurable pattern of knowledge, skills, abilities and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

**Behavior:** An observable work activity or a group of similar tasks necessary to perform the activity.

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

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation. Bullet statements within a task are only examples and do not need to be performed to have a task signed off.

### *PTB Task Codes*

For each of the tasks listed in the Position Task Book (PTB), there are one or more codes describing the circumstances in which the trainee can perform tasks related to the position. If a task has multiple codes listed, it means the evaluator can assess the trainee on any of those circumstances as opposed to evaluating the trainee on all of the listed codes.

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

**Code E:** Task performed on a full-scale exercise with equipment deployment under the Incident Command System (ICS).

**Code F:** Task performed during a functional exercise managed under the ICS.

**Code I:** Task performed on an incident or event managed under ICS. Examples of incidents and events that may employ ICS include but are not limited to an oil spill, search and rescue, hazardous material response, fire and emergency or non-emergency (planned or unplanned) events.

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

**Code T:** Task performed during a tabletop exercise.

**Code R:** Task performed very rarely and required only if applicable to the event. *Note:* Assignment of Code R is not recommended. However, AHJs may add at their discretion to tasks added to NQS PTBs.

## How to Complete the Evaluation Record Form

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

### Complete these items AT THE START of the evaluation period:

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

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

***Evaluator’s home jurisdiction address and phone:*** List evaluator’s home jurisdiction address and phone number.

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

***Incident kind:*** Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood or tornado).

### Complete these items AT THE END of the evaluation period:

***Number and kind of resources:*** Enter the number of resources assigned to the incident and their kind (such as team, personnel and equipment) pertinent to the trainee’s PTB.

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

***Position type:*** Enter position type (such as Type 3, Type 2, Type 1 or Single Type).

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

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

***Date:*** List the current date.

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

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

## Evaluation Record Form

<b>TRAINEE NAME:</b>
<b>TRAINEE POSITION:</b>
<b>Evaluation Record Number:</b>
<b>Evaluator's name:</b>
<b>Incident/office title and agency:</b>
<b>Evaluator's home jurisdiction address and phone:</b>
<b>Name and location of incident or simulation/exercise:</b>
<b>Incident kind:</b>
<b>Number and kind of resources:</b>
<b>Evaluation period:</b>
<b>Position type:</b>
<b>Recommendation:</b> The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: <input type="checkbox"/> The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. <input type="checkbox"/> The trainee could not complete certain tasks or needs additional guidance. See comments below. <input type="checkbox"/> Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. <input type="checkbox"/> The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
<b>Additional recommendations/comments:</b>
<b>Date:</b>
<b>Evaluator's initials:</b>
<b>Evaluator's relevant qualification:</b>

## HAZARD MITIGATION COMMUNITY EDUCATION AND OUTREACH SPECIALIST

### 1. Competency: Communicate effectively

*Description:* Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.

#### 1a. Behavior: Communicate hazard mitigation (HM) program information

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>1.</b> Distribute HM, recovery, rebuilding, and insurance information—including technical bulletins, fliers, publications, videos, statistics, and public service announcements—to disaster-affected communities: <ul style="list-style-type: none"> <li>● Identify current information, particularly anything related to the current disaster or hazard event</li> <li>● Work with local mitigation experts, building officials, and Federal Emergency Management Agency (FEMA)/state HM experts to identify additional mitigation methods to communicate to property owners and other community stakeholders</li> <li>● Be available to answer questions and forward inquiries to subject-matter experts as appropriate</li> </ul>	E, F, I, J		
<b>2.</b> Present HM community education and outreach information in public forums.	E, F, I, J		
<b>3.</b> Coordinate with public information and HM staff to respond to questions and concerns about HM program activities.	E, F, I, J		
<b>4.</b> Provide general information about mitigation to individuals and businesses: <ul style="list-style-type: none"> <li>● Communicate mitigation best practices in coordination with local, state, and FEMA mitigation experts.</li> <li>● Explain how mitigation programs work, including information about eligibility</li> <li>● Act as initial liaison between community members/other stakeholders and mitigation subject matter experts; identify needs and make initial determination about who can best provide more detailed information</li> </ul>	E, F, I, J		
<b>5.</b> Talk to members of the community about their experiences: <ul style="list-style-type: none"> <li>● When mitigation projects are well known, try to learn more about the performance of projects and how they helped the community</li> <li>● Document applicant interactions, common themes, and potential emerging issues; send report to immediate supervisor as directed</li> </ul>	I, J		

<p><b>6.</b> Distribute written materials to stakeholders:</p> <ul style="list-style-type: none"> <li>● Work with supervisor to determine likely audiences for HM materials</li> <li>● Review available public distribution materials to determine whether they are appropriate for the subject area and program requirements</li> <li>● Recommend to immediate supervisor the development of new materials that present important location- or event-specific HM program information</li> <li>● Coordinate with immediate supervisor on foreign language accessibility</li> </ul>	<p>E, I, J</p>		
<p><b>7.</b> Respond to inquiries from internal and external partners in a timely manner with accurate information:</p> <ul style="list-style-type: none"> <li>● Review relevant FEMA HM procedures and policies to ensure currency</li> <li>● Provide stakeholders with current information about HM programs</li> </ul>	<p>E, F, I, J</p>		
<p><b>8.</b> Use broad-scope delivery opportunities to market/publicize mitigation efforts—including displays, publications, mixed media, social networking, signage, presentations, and exhibits—and manage logistics of physical setups.</p>	<p>E, F, I, J</p>		



## 2. Competency: Ensure completion of assigned actions to meet identified objectives

*Description:* Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established timeframe.

### 2a. Behavior: Gather, review, and organize disaster-related information for analysis and decision-making

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>9.</b> Consult HM program regulations, FEMA policies, and applicable Authority Having Jurisdiction (AHJ) policies to ensure a broad understanding of the basis for the mitigation activities: <ul style="list-style-type: none"> <li>● 44 Code of Federal Regulations (CFR)</li> <li>● FEMA's state and local Mitigation Planning How-To-Series</li> <li>● Federal guidance for local, state, tribal, and territorial planning</li> </ul>	C, E, F, I, J, T		
<b>10.</b> Identify and apply past mitigation projects, products, and initiatives that may be useful for the current disaster: <ul style="list-style-type: none"> <li>● Research available sources and internal records, and engage with subject matter experts to identify mitigation projects in the subject area</li> </ul>	C, E, F, I, J, T		
<b>11.</b> Capture and submit pertinent mitigation-related situational information to immediate supervisor.	C, E, F, I, J		
<b>12.</b> Coordinate with immediate supervisor for program guidance and logistical resource needs: <ul style="list-style-type: none"> <li>● Determine needs based on expected audience and venue</li> <li>● Work with support staff to identify and secure materials and technology for outreach and presentations</li> </ul>	C, E, F, I, J		
<b>13.</b> Monitor Federal, state, local, academic, and private- sector venues, including fairs, community events, conventions, and trade shows, to identify community education and outreach opportunities.	I, J		
<b>14.</b> Monitor media, including local newspapers, television, radio, and internet, to identify topics and trends about which there is insufficient or conflicting information; report findings to immediate supervisor.	E, I, J		
<b>15.</b> Implement educational and academic special initiatives: <ul style="list-style-type: none"> <li>● Research and analyze community needs</li> <li>● Identify organizations as potential partners in developing and delivering HM-related information</li> <li>● Partner with institutions to take advantage of messaging opportunities</li> </ul>	E, I, J		
<b>16.</b> Coordinate/consolidate an after-action report from the HM speaker after each meeting and save the report to a location specified by immediate supervisor.	E, F, I, J		

### 2b. Behavior: Analyze program-related data to make recommendations and identify problems

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>17.</b> Develop creative solutions to address education and outreach issues: <ul style="list-style-type: none"> <li>● Develop and maintain an understanding of community needs and attitudes toward disaster recovery and mitigation</li> <li>● Communicate with the public, various local, state, tribal, and territorial, and other subject-matter experts about their understanding of mitigation in the context of recovery and long-term planning</li> <li>● Synthesize this information to develop appropriate ways to address areas for improvement</li> </ul>	E, F, I, J, T		
<b>18.</b> Identify opportunities to enhance and support other HM efforts: <ul style="list-style-type: none"> <li>● Develop and maintain an understanding of a wide range of mitigation activities</li> <li>● Maintain open communications with staff, stakeholders, and subject-matter experts working in various subject areas related to HM</li> </ul>	E, F, I, J, T		
<b>19.</b> Identify topics on which the public needs clarification because of lacking or conflicting information, and inform immediate supervisor: <ul style="list-style-type: none"> <li>● Record comments and monitor the community's overall understanding of and interest in mitigation opportunities</li> <li>● Develop concise written and oral summaries of this information for supervisory staff</li> </ul>	E, F, I, J		
<b>20.</b> Report on trends observed in field assignments: <ul style="list-style-type: none"> <li>● Maintain an understanding of community needs, attitudes, and activities concerning mitigation projects</li> </ul>	E, I, J		
<b>21.</b> Coordinate with appropriate staff to obtain or ensure the availability of materials for workshops, briefings, and technical assistance outreach activities.	E, F, I, J		
<b>22.</b> Support the delivery of the National Flood Insurance Program (NFIP) and inform applicants about the availability of flood insurance and other insurance services: <ul style="list-style-type: none"> <li>● Provide NFIP phone numbers, web addresses, and e-mail contact information</li> <li>● Provide basic background information about NFIP</li> </ul>	E, F, I, J		