



FEMA

POSITION TASK BOOK FOR THE POSITION OF

HOUSING TASK FORCE LEADER

Version: November 2021

Check the appropriate position type:

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

POSITION TASK BOOK ASSIGNED TO:
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
EMAIL:
POSITION TASK BOOK INITIATED BY:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
EMAIL:
POSITION TASK BOOK WAS INITIATED:
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

TRAINEE NAME:
TRAINEE POSITION:
Evaluation Record Number:
Evaluator's name:
Incident/office title and agency:
Evaluator's home jurisdiction address and phone:
Name and location of incident or simulation/exercise:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: 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.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

HOUSING TASK FORCE LEADER

1. Competency: Assume position responsibilities

Description: Successfully assume the role of Housing Task Force Leader and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Ensure readiness for assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Receive, accept, and review assignment and incident.	E, F, I, T		
2. Review the scope, organizations, roles, responsibilities, safety/security considerations, jurisdiction, and authorities: <ul style="list-style-type: none"> • Review pertinent jurisdictional plans • Review pertinent incident-specific plans 	E, F, I, T		

1b. Behavior: Establish effective relationships with relevant personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
3. Oversee the formation of partnerships with local, state, tribal, territorial, Federal, and nongovernmental housing organizations.	I, J		
4. Establish mechanism for routine information sharing among partner agencies.	I, J		
5. Work to understand the landscape and relationships among partner agencies in order to be an effective internal advisor and external liaison.	I, J		
6. Help establish connections and continuity among short-, medium-, and long-term housing programs.	I, J		

1c. Behavior: Support unique issues associated with tribal or territorial communities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
7. Coordinate with tribal housing authority to determine ownership of housing facilities.	R		
8. Determine assistance available to non-tribal members that reside within a tribal community.	R		
9. Coordinate with state/county officials to avoid duplication of benefits.	R		
10. Establish effective communications with the Tribal Liaison Officer (TLO), Tribal Coordinating Officer (TCO), and chief executive's Tribal Authorized Representative (TAR).	R		

2. Competency: Lead assigned personnel

Description: Influence, lead, and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.

2a. Behavior: Establish work assignments and performance expectations, monitor performance, and provide feedback

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
11. Ensure Housing Task Force personnel understand responsibilities and expectations: <ul style="list-style-type: none"> • Communicate the scope and complexity of the operations • Communicate key priorities to task force members • Brief task force members on potential barriers or challenges 	E, F, I, J, T		
12. Monitor activities and provide feedback to maximize individual and collective capabilities: <ul style="list-style-type: none"> • Review statistical and operational reports • Assess task force member capabilities 	I, J		

2b. Behavior: Manage resources to achieve objectives

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
13. Develop a staffing plan and assign appropriate resources to the recovery housing strategies.	I, J		
14. Develop and implement a process for managing staff that includes: <ul style="list-style-type: none"> • Coordinating with personnel to identify priorities • Helping personnel address obstacles • Reallocating or reassigning personnel to meet stated objectives • Evaluating resource needs available to support recovery housing strategies 	I, J		

3. 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.

3a. Behavior: Ensure the exchange of relevant information during briefings and debriefings

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
15. Establish clear lines of communication and decision- making authority.	I, J		
16. Communicate complex housing information in an easy- to-understand manner.	I, J		
17. Conduct regular status meetings with team members: <ul style="list-style-type: none"> ● Accomplishments to date ● Future milestones ● Challenges/obstacles 	I, J		
18. Provide cohesion for the components of the Housing Task Force.	I, J		

3b. Behavior: Manage communications flow among local, state, tribal, territorial, and Federal stakeholders

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
19. Identify key stakeholders and establish a mechanism for regular communication: <ul style="list-style-type: none"> ● Local, state, tribal, and territorial partners ● Nongovernmental Organizations (NGO) ● Community stakeholders ● Federal partners 	I, J		
20. Develop or review communications plan for housing initiatives, including: <ul style="list-style-type: none"> ● Chain of command for communication ● Authority for communication tied to each position ● Contact information for each team member 	E, F, I, J		

4. 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 time frame.

4a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
21. Develop and implement a process for tracking progress and provide regular briefings on housing efforts.	I, J		
22. Identify key data requirements for tracking housing objectives.	C, E, F, I, J, T		
23. Develop a process for analyzing data and tracking outputs.	C, E, F, I, J, T		
24. Provide clear direction to each stakeholder or team member regarding roles, responsibilities, and expectations.	E, F, I, J		
25. Review and evaluate reports from personnel to understand challenges: <ul style="list-style-type: none"> ● Create corrective action plans ● Set deadlines 	I, J		
26. Understand Federal rules and regulations pertaining to housing strategies.	C, E, F, I, J, T		

4b. Behavior: Support local, state, tribal, and territorial jurisdictions in identifying available options for short-term recovery housing

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
27. Address needs of the whole community, including individuals with access and functional needs (AFN).	C, E, F, I, J, T		
28. Reduce barriers to housing access and ensure Housing Task Force is survivor centric.	I, J		
29. Establish recovery housing solutions that offer wraparound services for complete disaster recovery: <ul style="list-style-type: none"> ● Access to food/grocery services ● Access to health services, including behavioral health ● Understanding of and access to transportation system and resources ● Coordination with utility providers and other essential housing-related services 	I, J		

30. Determine what post-disaster aid is available to communities and help state and local partners access and maximize those resources: <ul style="list-style-type: none"> ● Provide planning support and guidance regarding FEMA's Individual Assistance (IA) program, the U.S. Department of Housing and Urban Development (HUD) Community Development Block Grant Disaster Recovery Program (CDBG-DR), U.S. Department of Agriculture (USDA) Rural Development Rural Housing Service, hazard mitigation programs, and FEMA's Sheltering and Temporary Essential Power (STEP) program ● Coordinate with communities to ensure services are available and coordinated through Disaster Recovery Centers (DRC) 	E, F, I, T		
31. Evaluate community data sources that will support needs assessment: <ul style="list-style-type: none"> ● Households needing housing services ● Status of utility restoration ● Population data on, for example, people who have AFN, medical needs, service animals, and household pets ● Primary languages 	E, F, I, J		
32. Outline the data requirements that will most efficiently support needs assessment claims.	C, E, F, I, J, T		

4c. Behavior: Develop recovery housing strategies to meet identified recovery housing needs

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
33. Work with local, state, tribal, and territorial partners to identify housing needs post-disaster; estimate the length of time housing support will be necessary.	E, F, I		
34. Coordinate with the appropriate Recovery Support Functions (RSF) regarding recovery scope and strategies based on the National Disaster Recovery Framework (NDRF) and applicable state, local, tribal, or territorial recovery plan, considering partner input: <ul style="list-style-type: none"> ● Community Planning and Capacity Building (CPCB) RSF ● Economic RSF ● Health and Social Services RSF ● Infrastructure Systems RSF 	E, F, I		
35. Develop innovative solutions to short-term and long-term recovery housing needs.	C, E, F, I, J		
36. Develop recovery housing strategies that leverage mitigation opportunities and focus on building resilient communities.	E, I, J		
37. Evaluate how short-term strategies and long-term strategies with different funding streams can better achieve outcomes: <ul style="list-style-type: none"> ● Identify overlap and gaps between sources/programs 	E, F, I, J, T		

4d. Behavior: Oversee the implementation of recovery housing strategies at the local, state, tribal, and territorial levels

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
38. Manage short-term and long-term recovery housing efforts.	E, F, I		
39. Lead collaborative sessions with stakeholders to evaluate policy options for each recovery housing strategy.	E, F, I, J, T		
40. Collaborate with stakeholders to identify obstacles to recovery housing solutions and track progress to resolution.	E, F, I		