



National Institute of
Environmental Health Sciences
Worker Training Program

Emergency Support Activation Plan

Awardee Instructor Deployment Guide



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Overview

Purpose: The purpose of this document is to provide National Institute of Environmental Health Sciences (NIEHS) Worker Training Program (WTP) awardees who participate in disaster response activities under the Emergency Support Activation Plan (ESAP) guidance and recommendations to better prepare their personnel and families prior to, during, and after disaster response deployment.

Background: The Superfund Amendments and Reauthorization Act (SARA) of 1986 established an assistance program for training and education of workers engaged in activities related to hazardous



waste removal, containment, and emergency response. WTP award recipients are non-profit organizations with demonstrated access to appropriate worker populations and experience in implementing and operating worker health and safety education training programs. The WTP supports the training and education of workers engaged in activities related to hazardous materials and waste generation, removal, containment, transportation, and emergency response. The WTP's Hazmat Disaster Preparedness Training Program (HDPTP) aims to enhance the safety and health training of current hazardous materials workers and chemical responders, to train skilled response personnel, to create materials and deliver training to response workers, and to augment prevention and preparedness efforts in a wide variety of high-risk settings.

Disaster sites can be austere environments in which local infrastructures are completely overwhelmed by the event. Responders are working in hazardous environments and in constant risk. Communication can be extremely difficult, and living conditions can be basic, including limitations in food and water supplies. Access to medical care may also be limited or non-existent. Working under these conditions can be extremely stressful.

Understanding the risks involved in responding to disasters, the WTP has created a number of preparedness training tools that address the impact of disasters on workers' mental health. In addition, the WTP has worked with other federal agencies that participate on the National Response Team and the National Response Framework to identify and address the mental health impacts following disasters. Under the National Response Framework's Worker Safety and Health Support Annex, the NIEHS can be tasked to provide the following:

- Training technical assistance such as instructional staff, curriculum-development experts, subject-matter experts, and professional staff.
- Safety training to worker target populations with respect to the nature and location of the incident and the particular hazards.
- Safety training to workers regarding to mental health, including recognizing signs and symptoms.
- Assistance and support in the development and delivery of site-specific health and safety training through appropriately qualified WTP awardee instructional staff.
- Assistance such as respirator fit-testing and distribution of personal protective equipment (PPE).

Similar tasks can be performed under the National Contingency Plan and the National Disaster Recovery Framework.

Over the years, the WTP has been tasked under the National Contingency Plan and the National Disaster Recovery Framework to support the safety and health training of workers involved in disaster response and cleanup. Tasks included creating site-specific safety and health training curriculum; site and training needs assessment; and

deployment of awardee trainers to provide training to responders, cleanup workers, and volunteers supporting the response of the disaster. The NIEHS Worker Training Program Awardee Concept of Operations (CONOPS) can be found in Appendix A.

Introduction: The WTP ESAP could not exist without the cooperation of you and your organizations. Your skills and experience make you a valuable national resource. YOUR health and safety is our number one priority, so that you can assist us in protecting the health and safety of disaster responders. We appreciate the sacrifices that you, your family, and your organization make in order for you to participate. We believe through preparedness we may minimize the physical and mental impact of being placed in an unfamiliar environment under less than ideal conditions.

This guide is intended to help you and your family prepare for deployment and to serve as a resource for you and your family during your deployment. The information presented in this guide applies to awardees and their members who deploy under the ESAP. Appendices B to E of this guide also contain examples of roster forms and surveys that can be used to track safety and health information.

Pre-deployment Preparedness

Being prepared is key to safety and health.

Family and Living Preparedness

Deployment to uncertain environments can be stressful to you and your family. You should decide with your family about your decisions to deploy to a disaster. Factors that should be discussed, and that may affect your decision to deploy, include:

- Medical condition
- Social situations
 - Children
 - Dependent family members/friends
 - Pets
 - School commitments
 - Legal commitment (e.g., parole, custody, court dates, etc.)
 - Financial situation
- Employment situations
 - Employer/Supervisor

If you decide to deploy, prior to departure you should prepare your family for your leave. Provide them with emergency contact numbers so they can reach you. Be aware that you may not be able to talk to them for a while, and it may be difficult to talk.

You should ensure that all documentation necessary to ensure that dependent family members will be cared for are up-to-date. This includes logistical, financial, medical, educational, and legal documentation, stored in an accessible place.

If you are a single parent or if you are primarily responsible for dependent family members, ensure that you have a trusted and responsible person who is going to take care of the family. You will need to also provide your child/children's medical records to the caretaker. You should also notify your child/children's school of your situation and the responsible person who will be acting as caretaker. You will also need to ensure that all financial arrangements, allotments, and other appropriate documentation, including powers of attorney, are up-to-date. Ensure that documentation on child/children legal guardianship is up-to-date (e.g., designated caregiver or legal guardian).

Arrange for other relatives, neighbors, and/or friends to check in regularly with your family.

If you have a pet, make sure that you have someone to look after your pet. Make sure that you provide your pet's medical records to the caretaker.

Family Preparedness Checklist

- Arrange for relatives or friends to check on family
- Legal guardianship
- Power of attorney for children
- Pet care

Legal Preparedness

Ensure that all legal documents are current and review these prior to deployment.

Ensure that you have designated a power of attorney. Assign your power of attorney to someone you trust, such as your spouse, parent, or friend. If you already have one in place, make sure that it is up-to-date and accessible.

If you do not have one already prepared and up-to-date, it is recommended to have in place a living will or health care directive, which allows a person to describe what medical treatments he or she does not want in case of a serious injury or terminal illness.

It is also recommended that you have or update your last will and testament.

Legal Preparations Checklist

- Power of attorney
- Living will or health care directive
- Last will and testament

Financial Preparedness

If you are in charge of paying your bills, set up automatic bill payments. Arrange all physical payments (i.e., checks) to be deposited as direct deposits. Alternatively, you may designate a responsible person to pay bills or manage other financial situations as needed.

Make sure you carry cash for deployment, as you may not be able to use credit cards.

Financial Preparedness Checklist

- Set up automatic bill payments
- Set up direct deposits
- Withdraw cash for deployment (recommended: \$100-150/week in small bills, \$20, or less)

Daily Living Preparedness

For those living alone, make sure you stop or reroute your mail and stop newspaper delivery. It may also be important to make sure that your home looks lived-in, so you may want to arrange for regular lawn service or have friends look into your home periodically. You may not want to post your deployment status on any social media mediums, such as Facebook or Twitter, or on out-of-office replies on emails.

Daily Living Preparedness Checklist

- Stop mail delivery
- Stop newspaper delivery
- Arrange for lawn service and/or snow plowing service
- Arrange for someone to check in your home, timers for lights, neighbors set out garbage

Physical Preparedness

Deployed trainers may be required to work in austere environments, with limited transportation, communication, and utilities. Trainers must be able to perform the mental and physical duties and tasks required by the particular job, e.g., sitting, lifting, walking, etc.

Medical checkups may be recommended for deploying trainers. All deployed trainers should be able to perform the functions of their job in the field.

Health/Medical Preparedness

Disaster site workers are at risk of exposure to various dangers and diseases, including rusty nails and disease-carrying mosquitos. Prior to deployment, make sure that all necessary vaccinations are up-to-date. The Centers for Disease Control and Prevention (CDC) has a list of recommended vaccinations that all emergency and response workers should have prior to deployment. These may include tetanus and hepatitis B vaccines if there is possibility for bloodborne exposure or exposure to other potentially infectious materials. The list of recommended immunization can be found at: <http://emergency.cdc.gov/disasters/disease/responderimmun.asp>. Please remember that some vaccinations may take some time to provide full immunity or require multiple doses. International disaster response may require other types of vaccinations and medical clearance. More information can be found at: <http://wwwnc.cdc.gov/travel>. Moreover, based on your mission assignment, if you might be at risk to exposure to asbestos during your deployment, it is suggested that you receive a Forced Expiratory Volume in One Second (FEV1) testing to get a baseline reading prior to deployment.

If you have a prior medical condition, you may need to check with your physician to get clearance for departure. Make sure to let your team leader know about your medical conditions. Bring at least a 30-day supply of prescription medications and you may want to bring some over-the-counter drugs, including antihistamines, acetaminophen, ibuprofen, antacids, etc. If you wear glasses, bring two pairs of prescription glasses and sunglasses. You may want to avoid contact lenses, as it is hard to clean them in the field environment. Keep in mind that extreme temperatures at the disaster site may also cause damage to certain medications. Check with your health care provider for clinics and/or pharmacies in the deployment area.

Notify your team leader if you need accommodations for medical devices requiring electricity, including medications that may need refrigeration and C-PAP devices. Also keep in mind Transportation Security Administration (TSA) requirements may have to be met if flying with certain medical equipment.

Clothing and Packing Requirements

Pack lightly as you will be responsible for carrying your own bags. Pack only as much as you can easily carry. Your packing needs will vary depending on the location of deployment. Pack in a bag or suitcase that can be locked. In terms of clothing, be mindful of the environment where you will work. Choose items that can easily be layered and are comfortable to work in. Clothes should also protect against environmental hazards, such as sun, bugs, cold, heat, wet, etc. You may or may not be able to launder your clothes while deployed. If you can, you will need to bring travel detergent. Clothing that dries quickly and is made with moisture wicking material is a good option. Bring comfortable, closed-toed shoes, as well as any other working shoes (e.g., steel-toed, rubber shoes) you may need for various conditions.

Never deploy with anything you don't want to lose. Take off all non-essential jewelry, etc. before deploying.

Deployment Equipment Checklist

(Not all items are necessary. Decide based on condition and mission.)

Important Paperwork

- Driver's license/Picture ID
- Passport (some locations may require 2 forms of government ID)
- Certification/Professional license
- Credentials
- Government ID badge
- Vaccination records
- Emergency notification form (next of kin and primary agency notification)

Medicines

- Prescription drugs (30-day supply)
- Over-the-counter drugs
- Antacids
- Analgesics
- Antihistamines
- Ibuprofen/Pain medication
- Acetaminophen
- Decongestant
- Glasses/Contact lenses (two pairs) and copy of the prescription
- Bug repellent
- Sun block
- Lip balm
- Small first aid kit
- Medical form [with individual and primary point of contact (POC)] in case of emergency

Clothing

- Appropriate pants and shirts
- Uniforms issued
- Shoes/Boots (closed-toed, broken-in, comfortable, and if possible steel toe/12 inches high if possible)
- Rain gear
- Cold weather if appropriate
- Underwear for seven days
- Socks for seven days
- Personal protective gear (e.g., gloves, goggles, hearing protection, etc.)

Toiletries

- Razor and blades (manual or battery operated suggested; if electric consider 12 volt to 100 converter or solar powered charger)
- Body and hair wash/toilet paper/baby wipes
- Towel/washcloth
- Sewing kit with scissors
- Toothbrush and toothpaste
- Tampons/sanitary napkins/pads for women

Possible Needed Equipment

- Flashlight—Hand-held, helmet/head-mounted, small hand crank (recommend with FM radio)
- Extra batteries for each of the flashlights
- Pens and pocket notepad
- Marker (Sharpie type)—black
- Safety shears*
- Leatherman tool
- Pocket knife*
- 10-by-10-foot plastic cover (fold up)
- 100-foot 500 cord (parachute cord)

Miscellaneous**Essential Items**

- Cash, debit, or credit card (\$100-150/week—cash recommended)
- Cell phone and chargers
- Sunglasses
- Hand disinfectant
- Water bottle with filter or water purifying straws
- Professional tools/instruments/equipment, uniforms etc.

Optional Items

- Backpack
- Books/Deck of cards
- Camera
- Portable music (with headset) or movies saved to a USB drive or on tablet or movie streaming account (e.g., Netflix)
- External batteries for camera, portable music, tools, etc.

* *Keep in mind that these may not be allowed on airplane carry-on bags.*

Psychological Preparedness

Working in disaster sites can be extremely exhausting, frustrating, and stressful as you may be exposed to a variety of traumatic sights or emotions. While reactions to these events are normal, you should be prepared to recognize and confront disaster-related stress in order to avoid injury and illness.

Factors that contribute to stress during deployment include:

- Lack of physical fitness
- Alcohol or illegal substance use
- Long hours without breaks or recreational activities
- Social isolation
- Unfamiliarity with job or lack of training
- Lack of sleep/interrupted or poor conditions for sleep

When deployed, stay connected with your co-workers, family, and friends. Stay active and take breaks from your work. Avoid misuse of alcohol and illegal substances. Eat healthy foods in moderation and find ways to relax. Keep a log of your daily activities to help in preparing your report and to clear your mind at the end of the day. Above all, stay positive.

More about mental health resiliency can be found at: <http://tools.niehs.nih.gov/WETP/index.cfm?id=2528>

Questions to Ask Prior to Deployment:

- How long will I be deployed?
- How will I get there? What about local travel between work site and base camp? How will I get back home?
- What am I going to be doing?
- Who do I report to and where is that person located?
- Where will I be living? Do I need a sleeping bag, etc.?
- What will I eat? Are meals provided or are there restaurants within walking distance?
- Is there cell phone service? Internet access?
- What are the daily temperatures—highs and low?
- Is there electricity at the work site/base camp?
- How many others are being deployed?

Deployment

Deployment will depend on the situation and whether the Incident Command requests safety and health training from NIEHS. NIEHS will notify your organization to alert them of possible training efforts. Once details of the training efforts have been identified, NIEHS will contact awardees to ask about available trainers in the region willing to participate in training efforts in the disaster area.

Assignments

Based on the disaster and what is needed, your organization will have been notified by the NIEHS WTP of the various needed tasks. Your organization may be contacted directly to complete specific tasks and assignments. Upon being contacted by your organization, you should have a basic understanding of the general assignment of the deployment. You may receive more specific details about the assignment when you check in at the site.

Arrival

Checking In

Once you arrive at the site, check in with your supervisor and/or organization. If not provided earlier, they should be able to provide you with specific details about your assignment, tasks, and responsibilities, as well as give you the site-specific safety and health plan. They will also brief you on important information about the site or schedules. Your supervisor may also need you to fill out paper work. If a WTP representative is deployed to the disaster site, have your team lead contact them to coordinate activities (see Appendix A, NIEHS Awardee CONOPS).

Identification

Always keep a government-issued identification with you. Depending on the site, you may need additional identification or go through added security measures. A valid driver's license, passport, global entry card, and Transportation Worker Identification Credential (TWIC) card can be of use.

If you have any certification or credentials, please bring them along, and make sure to keep your certification and credentials with you at all times.

Field Conditions

Post-disaster conditions in the field are treacherous and hazardous. Be aware of potential hazards at the disaster site, such as working in or near damaged buildings, vehicle operations, and unsanitary living and eating conditions. Report hazardous conditions and other safety concerns to your supervisor and also to the safety function, if available. Workers should be prepared for unforeseen circumstances and dress properly (i.e., closed-toed shoes).

Work Location and Tasks

Your supervisor should provide you with your work location and tasks. You will need to check in and report back daily to your supervisor.

Lodging

Lodging will vary depending on the disaster site. Ensure prior to deployment that you have accommodations. Hotel accommodations may not be guaranteed, so you may need to stay in shelter type conditions. Keep lodging options open as you may want/need to relocate once the disaster site has been assessed. If you have hotel accommodations, try to find extended stay hotels as they may offer a morning meal, or cooking area, and have laundry areas to wash your clothes. Other guests in the hotel may be in the same situation as you, so you may want to develop working relationships.

Transportation

Transportation will be limited in disaster areas. You will be responsible for transportation during the duration of your deployment unless otherwise specified. Roads may be severely damaged by the disaster. If you are driving, please follow traffic directions and signals.

Meals

You will be most likely be responsible for your own meals. Have at least three days of food and one day of bottled water with you until eating arrangements can be made. Recommendations include Meals Ready to Eat (MREs), packaged foods, crackers, etc. along with bottled water. If an eating arrangement is an option, choose a sit-down meal over a fast-food meal. The sit-down meal gives you time to relax and get your thoughts in order, and it also gives you conversations/contact with other people. The time and contact with people helps to recharge your psychological wellness.

Security

You will need to carry your government-issued photo ID with you at all times. Make sure you know your supervisor's name and have his/her contact number with you. It is strongly recommended to use the buddy system to travel, and you should always notify someone of your plans at all times. Have a packet for your partner to use that contains medical information, home phone contact information, etc., in case of emergency.

Operations

Communications

Staying in communication is extremely important during your deployment.

SITuation REPort (SITREP)

- One of the best ways to understand what is occurring on the ground is to actually be on the ground. As a deployed member of your organization who is on-site, you may be asked to provide periodic updates/reports of the ongoing activities that you are involved in or what you have seen during your deployment. It is important to pay attention to your surroundings and take note of the hazards and risks that may harm or pose a risk to response workers or volunteers. Use the SITREP to inform your organization and others about what you see.

External Coordination

- Any new relationships with other organizations you establish during your deployment should be reported to your organization. All external coordination or partnerships will be managed at the organizational level by your supervisor/management.

Training Requests

- Businesses, organizations, community members, and other response and cleanup workers may need safety and health training. In the case that they want training, there will be a formal process in which safety and health training can be requested. More information about the process will be released during the deployment.

Developing Curriculum

A comprehensive and effective site-specific training takes into account specific hazards of that disaster site that may pose risks to the response and cleanup workers. A training needs assessment and site assessment should be conducted in order to better understand what these hazards are. These assessments can be done through a visual of the disaster area, a review of the type of work being performed, and talking to the local workers and residents about the hazards that they have encountered. When developing the curriculum, you may be tasked to conduct the assessments.

Following a report-back of the assessments, an outline for a comprehensive site-specific course curriculum can be developed. Expert trainers will develop the curriculum, which will go through peer review. The final product should be a consensus document.

Providing Training

If you are a trainer, you may be tasked to teach the curriculum. It is important that you assess your classroom, and take note of the responses and reactions of the trainees. You may be provided with the training curriculum prior to your training. If so, please review the documents thoroughly. Trainers are encouraged to adapt and modify how they deliver the course to meet the needs of the specific program, audience, and circumstances. It is also important to keep in mind the educational level of the people you will be training.

Proven adult education techniques include:

- Group discussions with flip charts
- Small group activities with worksheets and report backs
- Individual worksheets
- Optional case studies

The participative approach encourages students to play an active role in learning. Participative training techniques are much more effective than lecturing. Most students zone out after six minutes of lecturing. By drawing on a participant's work experience you will engage them in learning and solving problems presented in the material.

Possible Difficulties

Be aware that you may not have all the resources you would usually have under non-disaster circumstances. For instance, training could take place at the back of a truck. Ask in advance about the location and resources in which the training will take place, such as the availability of power, light, tables, chairs, communications, chart stands and paper, limited time, etc. In addition, please be aware that participants may be stressed due to the nature of the disaster. Prepare accordingly.

Forms and Materials

Keeping track of the trainees in your course is important for the evaluation of the training. Keeping an attendance sheet of those who attended the course can make it easier to follow up with the trainees to evaluate the training. Trainees may also be asked to fill out a roster form, which can help with training assessments. It is recommended that roster forms request trainee contact information for ease of subsequent follow-up.

Minimum Criteria (what are the priorities)

The 2005 NIEHS WTP *Minimum Health and Safety Training Criteria: Guidance for Hazardous Waste Operations and Emergency Response (HAZWOPER)*, also known as the Minimum Criteria, emphasizes the following:

- 29 CFR 1910.120 provides the needed framework for protecting hazardous waste workers and emergency responders. It is the most proactive Occupational Safety and Health Administration (OSHA) standard for protecting workers who respond to disasters, both natural and man-made.
- Whenever there is doubt about the appropriate category of training, the more comprehensive and protective should be applied.
- Peer-to-peer training with hands-on activities is the most effective model for worker training. This guidance recommends that hands-on training should fill at least one-third of the training program hours.
- When there is an adequate power supply, computer-based training methods can greatly augment the effectiveness and reduce the cost of hazardous waste worker training, but should not be the sole form of training when workers' health and safety are at risk, especially with respect to skills training.
- Proven adult-learning techniques should be the core of all worker training.
- Worker safety and health training must be preceded by a needs analysis to ensure the appropriate knowledge, skills, and attitudes are being transmitted. The training must be followed by a proper evaluation to document the knowledge, skills, or attitudes were acceptably transmitted and that the worker possesses the necessary abilities to perform the tasks. Evaluation is necessary to ensure that trainees have the appropriate skills to perform their assigned task. Training evaluations can also be used to improve and enhance future trainings. For an example of a training evaluation survey, please see Appendix D.
- Post-disaster training must be tailored to the specific hazards presented by each disaster and should be revised as often as significant new hazard information becomes available or the stage of the disaster changes.
- Post briefing/evaluation of training should be held on-site to assess efficacy.

Post-deployment

Following deployment, upon return, you should report back to your organization, and prepare a briefing on your accomplishments, lessons learned, and next steps. Be sure your own physical and emotional health is attended to as needed on your return.

Appendix A

NIEHS Awardee Concept of Operations (CONOPS)

A. Background

Upon activation of the National Response Framework, this Worker Safety and Health Training Support CONOPS is activated in support of the Worker Safety and Health Support Annex and other Emergency Support Annexes as established by the National Response Framework (NRF) and the National Incident Management System (NIMS).

The objectives of the Worker Safety and Health Annex are to address pre-incident planning, guidance, asset coordination, and reach-back capabilities during the response and after-action activities, and to ensure that response command entities, responding organizations, and responders receive appropriate safety and health information and technical assistance. For the purposes of this CONOPS, response and recovery will be addressed.

This CONOPS will be activated in response to the activation of the Worker Safety and Health Support Annex by the Primary Support Agency, OSHA, and may be activated by the Emergency Support Function's (ESF) #5 Primary Agency or in response to a request from another ESF Primary Agency, individual agency, state authority, or local authority with the concurrence of OSHA in accordance with the NRF and NIMS.

This Annex supports the following responder areas:

1. Collaboration among response organizations for responder health and safety-related planning and preparedness with specific respect to responder training.
2. Participation in Department of Homeland Security (DHS) sponsored exercises when the National Response Framework (NRF) is activated.
3. Coordination of incident response support activities in the following areas (as needed):
 - a. Activation and coordination of supporting asset by the WTP.
 - b. Provision of on-scene WTP POC (as needed).
 - c. Provision of on-scene support from the appropriate awardee(s) organizations with respect to instructional staff, curriculum-development experts, subject-matter experts, professional staff, and training facilities, including mobile training vans.
 - d. Identification of awardees providing training to worker target populations with respect to the nature and location of the incident, the hazards present, and the training categories required.
 - e. Provision of assistance and support in the development and delivery of site-specific safety and health training through appropriately qualified WTP awardee instructional staff.
 - f. Provision of assistance and support to the Worker Safety and Health Support Annex incident activities, such as respirator-fit testing and distribution of PPE by appropriate responding WTP awardee professional staff.

B. Responsibilities

1. NIEHS/WTP will undertake the following immediate actions upon activation:
 - a. Dispatch the WTP on-scene POC (as needed).
 - b. Contact all awardee POCs covering the geographic area of the incident.
 - c. Gather information through coordination with OSHA and the on-scene WTP POC pertinent to activating training resources identified in this Annex.
 - d. Activate appropriate awardee responses.
 - e. Provide information with respect to contact means and methods of workers currently trained by the awardees under the WTP award program that may be called upon by response contractors.
 - f. Provide ongoing assistance and support to the incident response in accordance with this Annex.
2. Activated awardees will be responsible for the following:

- a. Assembling a deployment team that is able to cover the scope and duration based on initial mission assignment (MA) and adjust as needed.
- b. Providing updates to WTP through the Data Management System (DMS) or other agreed-upon method to ensure that the following information is provided:
 - 1) Copies of training presentations for review and approval.
 - 2) Detailed list of proposed training (training requests) to include requestor, agency, proposed training dates, estimated audience number, subject area.
 - 3) Detailed list of personnel deployed, contact information, duration of deployment, areas of expertise, and proposed roles and responsibilities.
 - 4) A daily SITREP, which may include some of the information, identified in paragraph A.3 and B.2 of this CONOPS. An example of the form can be found in Appendix B.
- c. Maintaining core personnel that are able to maintain continuity within the team, providing coordination with designated federal agencies, and targeting the training population's supervisor (as authorized by the WTP) to enhance and make more efficient the development, approval, and deployment of educational material.
- d. Designating a member of the team to provide scheduling, maintain documentation, and be the focal point for receiving training requests.
- e. Advising the WTP of the need for adjustments to the deployed team to accommodate increased or decreased mission tasking.
- f. Informing the WTP of new training requests for review and approval.
- g. Requesting support from the WTP for equipment, staffing, or additional resources to meet the tasked mission assignment.
- h. Working and coordinating with other awardees as assigned.

C. Procedures

1. **Request for training assistance or support** from NIEHS awardees needs to be coordinated and approved through the OSHA Regional Administrator or their delegate. Request information should be forwarded to the WTP POC for coordination and approval. Request for an increase in training that is currently being conducted does not need to be approved, but the WTP POC should be informed of the increase volume and the possible need for support. Awardees will report the request for training via the SITREP to include:
 - a. Requesting official and agency
 - b. Scope of the training required
 - c. Duration of the training need
 - d. Target population number
 - e. Requested delivery method
 - f. Location of target population

Awardees should indicate if current deployed resources will be sufficient to perform the request or if additional support is required.

2. **Training curriculum development** is one of the valued resources of the NIEHS awardees. The ability to use highly-qualified curriculum developers to assess and develop accurate and relevant training materials quickly provides the team with the flexibility and credibility needed in a highly dynamic environment. Awardees should be prepared to respond to short notice changes due to higher priority needs as determined by any one of the federal agencies pending approval by OSHA, Federal Emergency Management Agency (FEMA) Safety, and/or Interagency Safety Group.
3. **Direct coordination** is usually authorized between the awardee and the organization that will be receiving the training assistance. The awardee team leader should encourage and maintain open communications to ensure that the product being developed or the training provided meets the customers' needs and to obtain feedback to improve service. The WTP POC will initially be a liaison to establish this contact. The awardee should keep the WTP POC aware of activities coordinated via the SITREP.
4. **Adjustment to team composition** is at the discretion of the awardee based on workload necessary to accomplish MA. The awardee is responsible for keeping the WTP POC aware of team composition daily per the

SITREP. Awardees may bring additional personnel onboard who are part of their organization as needed. Awardees must coordinate the addition or inclusion of other organizations who will provide assistance under the assigned MA. Approval from NIEHS/WTP must be given prior to having another organization provide assistance to the awardee.

D. Documentation

Each awardee is responsible for keeping appropriate records of activities and funds expended in support of Health and Safety Support Annex activation. In addition, some data will be required to be reported to the WTP on a regular basis by way of the DMS or other designated venue (SITREP). Documentation of training accomplishments may be required by way of more than one method to ensure that appropriate agencies can track and maintain their personnel's training record. Details of providing documentation to external agencies will be provided upon arrival at the designated assignment area. The WTP will require daily updates on training accomplished by the SITREP and DMS. In addition, awardees will be required to keep an ongoing list of training requests (See Appendix B)

E. Reports

The WTP will keep appropriate federal agencies apprised of the status of training planned, scheduled, and complete either through email correspondence in the form of a SITREP or by direct telephone/email conversation.

1. **SITREP** It is the responsibility of the Team Leader to ensure that the daily SITREP (email form or DMS) is completed at the end of each day. Upon completion this form will be emailed to the WTP POC for review and forwarding outside the awardee group.
2. The **DMS** will allow the awardee the ability to access their reporting data via the Internet. This will be the preferred method of reporting training accomplishments.
3. **Training requests to awardees** will be documented in a manner that contains information fields as shown on Appendix B. This information will be transmitted to the WTP POC as requests are entered. The WTP POC will forward the information to the OSHA representative designated for review and concurrence.

F. Training Products

Awardees will provide NIEHS/WTP copies of all training material created as a result of activation under the Worker Safety and Health Support Annex. The WTP will forward material to the Clearinghouse for posting on <https://tools.niehs.nih.gov/wetp/>. All activated awardees will coordinate with the WTP POC for use of approved curriculum that may be modified to meet the specific needs of requested agencies. Awardees activated under this Annex should check <https://tools.niehs.nih.gov/wetp/> for curricula already developed and approved for applicability prior to developing their own. Training material developed by awardees under this activation plan will not contain home organization logos or advertisements. This material will be archived on the Clearinghouse website and will be available for public use.

The WTP POC will coordinate with the designated OSHA representative to ensure created training curricula are reviewed prior to employment.

G. Evaluations

If applicable, training evaluations will be conducted to assess that trainees have the appropriate skills to perform their assigned tasks. The results of these evaluations can also be used to assess training needs for future trainings. Appendix D provides an example of a training evaluation form.

Appendix B

Daily Activity Report (SITREP)

This is an example of a Situation Report used to report on-site activity, including a training request form. This form can be modified to the specific setting.



NIEHS Awardee Daily Activity Report

Date of Report: _____

Name of Awardee: _____

Location of Assignment: _____

Team Present

| Name | Role/Position | Organization |
|------|---------------|--------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Arrivals (New Deployed Personnel)

| | | |
|--|--|--|
| | | |
| | | |

Departures (Leaving Deployed Personnel)

| | | |
|--|--|--|
| | | |
| | | |

Activities

| Type | Description (subject, trainer, location, how long) |
|------|--|
| | |
| | |
| | |
| | |
| | |
| | |

Training Requests

| Requestor | Training Description | No. to be Trained | Requested Start Date | Contact Information |
|-----------|----------------------|-------------------|----------------------|---------------------|
| | | | | |
| | | | | |

Appendix C

Roster Form Example

The following is a roster form that was used to capture worker information during the Hurricane Sandy response. This form captures baseline information about the disaster worker, including activities performed, training received, use of PPE on-site, and other issues. This form serves as an example that can be modified for other settings as applicable.

Date _____ **Disaster Responder Initial Survey**

| | | | | | | |
|---|-------------------------|---|---|---|--|---|
| Name (Last, First, MI) _____ | | Date of birth ____ / ____ / ____ | Last four digits of social sec. _____ | | Gender <input type="checkbox"/> Male <input type="checkbox"/> Female | Race/Ethnicity <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Other |
| Cell phone (with area code) _____ | Street address _____ | | City _____ | State _____ | ZIP _____ | Email address _____ |
| Name and number of contact who will know where you are in 6 months _____ | | | | Employer or volunteer organization on site _____ | | |
| Training Location _____ | | | | Instructor _____ | | |
| What has been your USUAL Job prior to this response? _____ | | | On this response, are you a: <input type="checkbox"/> Contractor <input type="checkbox"/> Government worker <input type="checkbox"/> Volunteer <input type="checkbox"/> Don't Know | | | |
| How many years have you been working at your USUAL job? _____ | | | Would you be willing to be contacted about participating in a possible post-event survey? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Response Work (please be as specific as possible) | | | | | | |
| What activities will you be doing at the work site? _____ Will your job tasks involve the potential of exposure to hazardous material such as chemicals, asbestos, lead, etc.? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know If yes, please describe the tasks: _____ | | What training have you received? (Check all that apply) <input type="checkbox"/> First Responder Awareness <input type="checkbox"/> Annual refresher <input type="checkbox"/> First Responder Operations (8 hr) <input type="checkbox"/> Annual refresher <input type="checkbox"/> Hazardous Materials Technician (24 hr) <input type="checkbox"/> Annual refresher <input type="checkbox"/> HAZWOPER (24 hr) <input type="checkbox"/> Annual refresher <input type="checkbox"/> HAZWOPER (40 hr+) <input type="checkbox"/> Annual refresher <input type="checkbox"/> Other training, describe: _____ | | Are you expecting to use respiratory protection? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know Have you been fit-tested for a respirator in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know Do you smoke? <input type="checkbox"/> Yes, number of cigarettes per day: _____ <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer | | |
| What are your expected deployment location(s)? _____ | | Job Certifications? _____ | | CDC recommends that adults be vaccinated for tetanus every 10 years. Have you had a tetanus vaccine within the past 10 years? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know Do you have other issues or concerns? _____ | | |
| How long are you planning on working on this disaster response? <input type="checkbox"/> less than 1 week to one week <input type="checkbox"/> 1 week to 2 weeks <input type="checkbox"/> more than 2 weeks to one month <input type="checkbox"/> More than one month <input type="checkbox"/> As long as the work is available <input type="checkbox"/> I don't know | | Are you expecting to use personal protective equipment to protect your skin? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know Are you expecting to use personal protective equipment to protect your eyes (goggles or eyewear)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | | | | |
| I have read and understand the Data Use and Disclosure sheet about who is collecting this information and how it will be used and that my participation is voluntary. | | | | | | |
| Signature _____ | | | | | | |

Appendix D

Post-training Evaluation Form

Evaluation of trainings is important to assure that trainees have the appropriate skills necessary to perform their tasks. Results from the evaluations can also be used to improve and enhance future trainings. The following is an example of an evaluation form used in a post-disaster context to evaluate the safety training. You are welcome to use this form, which can be modified for different settings, or you can also use your organization's evaluation forms.

Safety Training Evaluation Survey

In an effort to continuously improve the safety training provided, we are requesting that you evaluate the effectiveness of the training that you completed. On this survey, you are asked to evaluate various aspects of the training.

To ensure your privacy, do not provide any personal identification on the rating form. Please let us know if you have any questions.

I. Training-related Information

Please respond to each of the questions below.

Which training course(s) did you complete? And where?

Did you receive a certification card(s) for this training?

Yes No

In which state(s) did you perform cleanup activities?

What is your sex? Male Female

What is your first spoken language?

II. Assessment of Training

In this section, you are asked to rate the effectiveness of the training you received. Using the rating scale below, please mark the circle that most closely reflects your answer to each statement.

In this section, you are asked to rate the effectiveness of specific aspects of the training using the scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

Select the NA if the statement does not apply for the training you attended (for example, in item 16 you would select NA if you did not receive handouts or other materials during the training).

① Strongly Disagree; ② Disagree; ③ Somewhat Disagree; ④ Neutral; ⑤ Somewhat Agree; ⑥ Agree; ⑦ Strongly Agree; NA - Not Applicable

In the training(s) that I attended:

| | |
|--|------------------|
| The registration and enrollment process was smooth and efficient. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training was provided to all interested individuals (i.e., target audience). | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The support staff was helpful. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training was properly coordinated and arranged. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training facility enhanced the learning environment. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The instructor(s) were well-prepared. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training modules were well-organized. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The learning objectives were clear. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training was presented effectively according to needs of the trainees (e.g., language, cultural, educational level). | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The time allotted for the training was sufficient for my learning. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The materials and handouts were useful and easy to understand. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The presentation technology used was effective. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The activities and exercises were relevant and reinforced the learning objectives. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The group discussions were helpful in exchanging ideas. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I had opportunities to practice training-related skills. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I had opportunities to observe and interact with other trainees. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I contributed comments or questions throughout the training. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I received feedback that was relevant to my learning. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I felt that the training adequately prepared me for the tasks associated with the Hurricane Sandy cleanup activities (e.g., recognizing workplace hazards, knowing how to protect myself and others from workplace hazards). | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I felt that the training adequately prepared me to recognize the warning signs of high stress or problems coping with work and/or personal issues associated with the Hurricane Sandy cleanup activities. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I felt that the training adequately prepared me to know what to do when I am not able to effectively deal with my stress level, personal, or work concerns associated with the Hurricane Sandy cleanup activities. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I felt that the training adequately prepared me to recognize the warning signs of high stress or problems coping with work and/or personal issues associated with the Hurricane Sandy cleanup activities in my co-workers/colleagues. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| I felt that the training adequately prepared me to know what to do if my co-workers/colleagues are not able to effectively deal with their stress level, personal or work concerns associated with the Hurricane Sandy cleanup activities. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training content was effective. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training format was effective. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The instructor(s) were effective. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |
| The training overall was effective. | NA ① ② ③ ④ ⑤ ⑥ ⑦ |

Please provide answers to each of the following questions:

What content and/or skills did you learn that were **MOST valuable** to you?

What content and/or skills did you learn that were **LEAST valuable** to you?

What suggestions for improvement (for example, additional training, new content, different format, teaching/learning methods, speakers) to the training do you have?

Appendix E

Site Assessment Form (Example)

The following is an example of a Site Assessment Form that was used to assess the physical environment as well as the worker's health and safety environment following Hurricane Sandy. This form is usually completed by the trainers who are on-site or a site assessor. This form can be modified for other settings.

Hurricane Sandy Site Assessment Survey

| | | |
|---|--|--|
| Name: <input style="width: 90%;" type="text"/> | Date: <input style="width: 80%;" type="text" value=" / /"/> | Time: <input style="width: 80%;" type="text"/> |
| Organization: <input style="width: 90%;" type="text"/> | Location (address and nearest intersection): <input style="width: 95%;" type="text"/> | |
| Describe what activity or site you are observing in detail: <input style="width: 95%; height: 30px;" type="text"/> | | |
| Are there any workers available to speak to, if yes please ask the following: | | |
| a) Are there any health hazards they are concerned about? <input style="width: 95%; height: 20px;" type="text"/> | | |
| b) What type of monitoring would they think could be useful? <input style="width: 95%; height: 20px;" type="text"/> | | |
| Are you: <input type="checkbox"/> Indoors <input type="checkbox"/> Outdoors | | |
| PHYSICAL ENVIRONMENT | | |
| <p>Is there visible dust in the air? <input type="checkbox"/> Yes <input type="checkbox"/> No Source: <input style="width: 150px;" type="text"/></p> <p>Are there noticeable odors? <input type="checkbox"/> Yes <input type="checkbox"/> No Source/Describe: <input style="width: 150px;" type="text"/></p> <p>Are there wet materials? <input type="checkbox"/> Yes <input type="checkbox"/> No Number of square feet: <input style="width: 100px;" type="text"/></p> <p>Is there visible mold? <input type="checkbox"/> Yes <input type="checkbox"/> No Number of square feet: <input style="width: 100px;" type="text"/></p> <p>Is there standing water? <input type="checkbox"/> Yes <input type="checkbox"/> No Number of square feet: <input style="width: 100px;" type="text"/></p> <p>Are there any generators, heaters, cook stoves, or charcoal grills being used (indoors/outdoors)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Is there visible oil/fuel? <input type="checkbox"/> Yes <input type="checkbox"/> No Number of square feet: <input style="width: 100px;" type="text"/></p> | <p>Are there oily sediments? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure Number of square feet: <input style="width: 100px;" type="text"/></p> <p>Are there visible chemical leaks? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure Number of square feet: <input style="width: 100px;" type="text"/> Source: <input style="width: 150px;" type="text"/></p> <p>Are there signs of chemical contamination? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure Number of square feet: <input style="width: 100px;" type="text"/> If yes, describe: <input style="width: 150px;" type="text"/></p> <p>Is there decaying organic material? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure Number of square feet: <input style="width: 100px;" type="text"/></p> | |

| | |
|---|---|
| <p>Are there trucks running? <input type="checkbox"/> Yes <input type="checkbox"/> No Number: <input style="width: 100px;" type="text"/></p> <p>Are there other engines running? <input type="checkbox"/> Yes <input type="checkbox"/> No Number: <input style="width: 100px;" type="text"/></p> <p>Is there visible haze from combustion? <input type="checkbox"/> Yes <input type="checkbox"/> No Source: <input style="width: 150px;" type="text"/></p> <p>Is there fire or smoke? <input type="checkbox"/> Yes <input type="checkbox"/> No Source: <input style="width: 150px;" type="text"/></p> | <p>Is there ongoing demolition of debris? <input type="checkbox"/> Yes <input type="checkbox"/> No Describe debris: <input style="width: 150px;" type="text"/></p> <p>Is there visible friable insulation? <input type="checkbox"/> Asbestos-like <input type="checkbox"/> Fiberglass <input type="checkbox"/> Unsure</p> <p>Describe visually what you see that may be important (continue in space below): <div style="border: 1px solid black; height: 80px; width: 100%;"></div> </p> |
|---|---|

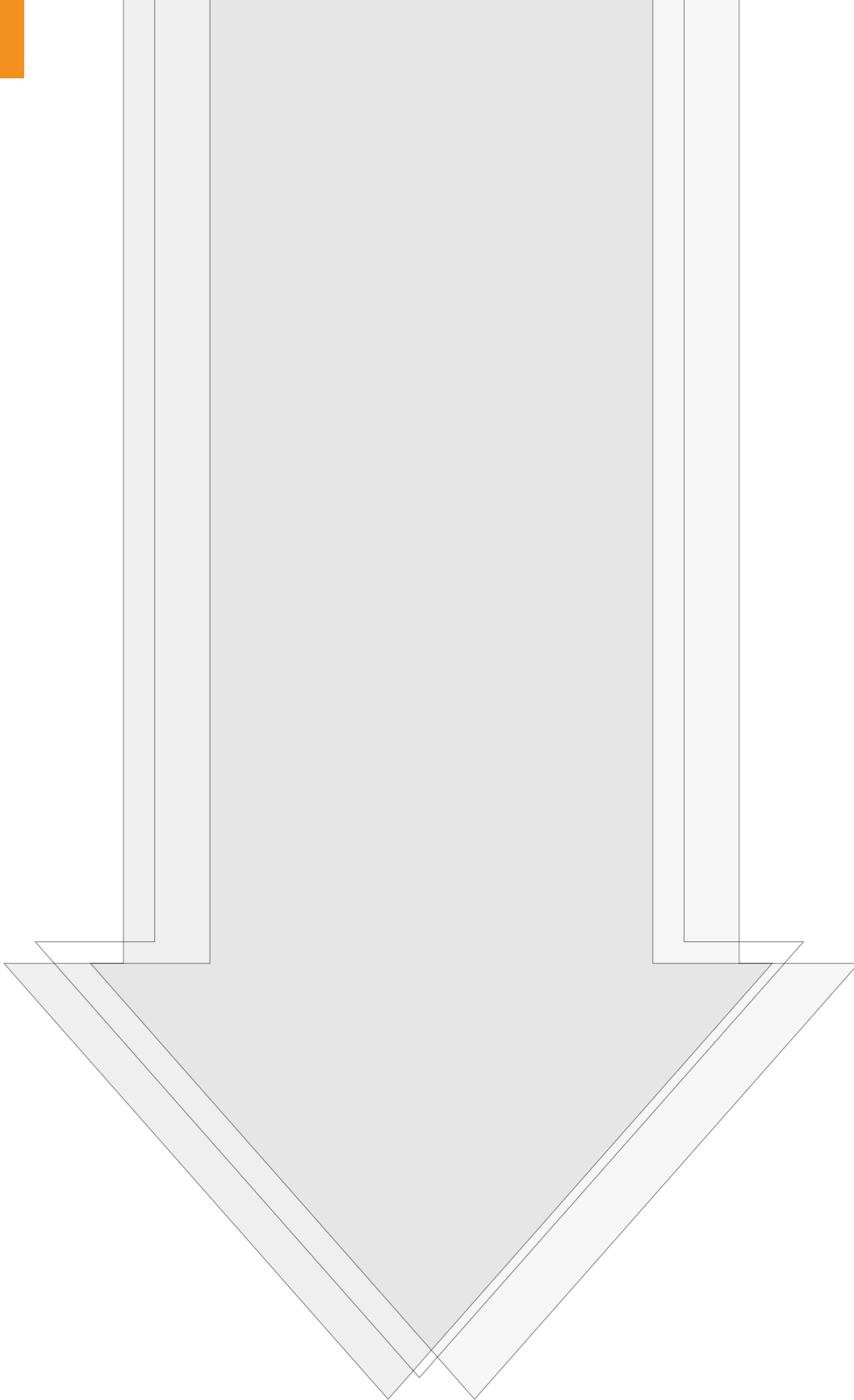
HEALTH and SAFETY

| | |
|---|---|
| <p>Health symptoms observed? <input type="checkbox"/> Yes <input type="checkbox"/> No # of people: <input style="width: 50px;" type="text"/></p> <p>Health symptoms reported? <input type="checkbox"/> Yes <input type="checkbox"/> No # of people: <input style="width: 50px;" type="text"/></p> <p>Describe health issues: <div style="border: 1px solid black; height: 50px; width: 100%;"></div> </p> <p>Are workers paid or volunteer? <input type="checkbox"/> Paid <input type="checkbox"/> Volunteers <input type="checkbox"/> Unsure</p> <p>Are workers wearing respirators <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, what type (check one): <input type="checkbox"/> Unsure <input type="checkbox"/> Dust mask (no N95 designation, may have 1 or 2 straps, may have nose clip) <input type="checkbox"/> N95 Filtering facepiece with no valve (may have one or 2 straps, may have nose clip) <input type="checkbox"/> N95 Filtering facepiece with valve <input type="checkbox"/> Rubber mask with cartridges</p> <p>Have workers been fit tested for the respirators they are <u>currently</u> wearing? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Are there decontamination facilities? <input type="checkbox"/> Hand washing station <input type="checkbox"/> Full decontamination area <input type="checkbox"/> None Other: <input style="width: 100px;" type="text"/></p> <p>Are workers wearing chemical or dust resistant suits over their work clothes? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are workers wearing eye protection? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are workers wearing gloves? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Level of worker training (Check one): <input type="checkbox"/> Hazmat Response <input type="checkbox"/> Emergency Response <input type="checkbox"/> Asbestos abatement <input type="checkbox"/> Lead removal <input type="checkbox"/> Site Specific only</p> <p>Noise: Too noisy to hear someone more 3 feet away talking in a normal voice? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Other observations related to exposures: <div style="border: 1px solid black; height: 60px; width: 100%;"></div> </p> |
|---|---|

Appendix F

Acronyms

| | |
|--------------|---|
| CDC..... | Centers for Disease Control and Prevention |
| CONOPS | Concept of Operations |
| DMS | Data Management System |
| ESAP | Emergency Support Activation Plan |
| ESF..... | Emergency Support Function |
| FEMA..... | Federal Emergency Management Agency |
| HAZWOPER.. | Hazardous Waste Operations and Emergency Response |
| HDPTP | Hazmat Disaster Preparedness Training Program |
| MREs..... | Meals Ready to Eat |
| MA..... | Mission Assignment |
| NIMS | National Incident Management System |
| NIEHS | National Institute of Environmental Health Sciences |
| OSHA | Occupational Safety and Health Administration |
| PPE..... | Personal Protective Equipment |
| POC | Point of Contact |
| SITREP..... | Situation Report |
| SARA | Superfund Amendments and Reauthorization Act |
| TSA | Transportation Security Administration |
| TWIC..... | Transportation Worker Identification Credential |
| DHS..... | U.S. Department of Homeland Security |
| WTP..... | Worker Training Program |



National Institute of
Environmental Health Sciences
Worker Training Program