



MissionCriticalPartners
Because the Mission Matters

Bid #1810-266
WCEC Comprehensive 9-1-1
Education Program Development

Revised Scope of Work

PREPARED April 4, 2019
FOR WILLIAMSON COUNTY, TEXAS

MissionCriticalPartners.com

Dallas Office | 502 N. Carroll Ave. Suite 120 | Southlake, TX 76092 | 888.8.MCP.911 or 888.862.7911

II. Scope of Work / Scope Elements (Revised March 27, 2019)

Mission Critical Partners, LLC (MCP) is pleased to present this revised Scope of Work to Williamson County. MCP has aligned the proposed scope with the approach that was suggested by Williamson County Emergency Communications (WCEC) leadership.

Phase One: Education Program Framework

Task 1. Review of Existing Programs

Mission Critical Partners understands the position of Instructional Coordinator was recently created. The position is responsible for coordinating the delivery of training to WCEC telecommunicators. The Instructional Coordinator is tasked with implementing a new training curriculum that includes state mandated training, basic telecommunicator academy courses, and practical console-based training in call taking and radio dispatch. A comprehensive training program must also support the needs of telecommunicators by assuring compliance with state continuing education requirements and professional development through the provision of advanced courses.

MCP is prepared to provide support to the Instructional Coordinator throughout the process of reviewing existing training curriculum and educational materials. We can leverage the knowledge gained during the prior assessment project to evaluate the effectiveness of existing training course curriculum. The prior assessment process included a review of training academy materials and interviews with the training staff. It also involved interviews with telecommunicators who had recently completed training. These individuals provided insight into the effectiveness of certain courses and trainers.

The WCEC staff includes individuals who possess a wealth of experience and abilities that are necessary to support the training program. MCP believes that staff who are assigned roles as instructors should complete a basic course of instruction as trainers. Staff responsible for leading mandatory Texas Commission on Law Enforcement (TCOLE) instruction must possess certification as a TCOLE Instructor. MCP will assist the Instructional Coordinator in the identification and evaluation of staff who have are currently or have previously served in a training capacity.

Task 1 Deliverables:

- Project kickoff and stakeholder meetings
- Data gathering including inventory of existing WCEC training courses
- Identification of experienced trainers and prior instructional assessments
- Assessment of existing course curriculum including course objectives, lesson plan, instructional materials, instructional environment, syllabi, and assessment tools
- Identification of staff with experience instruction courses or serving as training officers
- Report of findings and oral presentation detailing the results of the base-line assessment and recommendations for advancing the training program
- Development of a training program Action Plan

Task 2. Policies, Procedures and Processes for Curriculum Development and Deployment

The initial step in the development of an educational framework is the identification and definition of the core competencies necessary to effectively carry out a given task. The Core Education Framework (CEF) that will be adopted by the WCEC must feature a progressive instructional methodology that address each core competency. The CEF must be based upon accepted theories of adult learning. Each student will bring different life experiences, educational backgrounds, and learning preferences to the classroom.

MCP consultants are experienced in educational resources that are available from industry partners including:

- Association of Public-Safety Communication Officials (APCO)
- National Emergency Number Association (NENA)
- National Fire Protection Association (NFPA)
- International Academies of Emergency Dispatch (IAED)

MCP will use its experience with industry partners and other communications centers to identify training sources and courses that align with WCEC's goals.

The Basic Telecommunicator Certification Course is designed to provide the beginning telecommunicator with an understanding of situations encountered in an emergency communications environment and the basic skills necessary to collect information in both emergency and non-emergency situations. Texas Commission on Law Enforcement

The adoption of course curriculum that has been prepared and vetted by professional organizations will assure that WCEC training is aligned with industry training standards. The use of standardized courseware will reduce the time needed to develop an effective training program. MCP previously recommended that WCEC explore the adoption of the *National 911 Program Minimum Training Guidelines for the Telecommunicator* as a means to address the baseline core competencies.

Task 2 Deliverables:

- Identification of sources of training products
- Identification and assessment of specific courseware that fits the CEF criteria
- Selection of appropriate courseware and educational materials

Task 3. Initial Academy Course of Instruction

The Telecommunicator Academy is intended to provide the prerequisite skills, knowledge, and practical abilities necessary to perform as a telecommunicator. An effective public safety academy utilizes a highly structured plan to deliver a well-defined course of instruction. Academy instructors are selected based upon their knowledge, skills, and proficiency as an instructor.

Student evaluation tools (i.e., tests) provide a means for students to demonstrate their comprehension of course subject matter. Instructors typically struggle with developing valid qualitative assessment tools. MCP will assist the Instructional Coordinator in the development of valid and challenging student assessment tools.

Student outcomes may be tracked and correlated with the level of preparation and abilities of a course instructor. MCP recommends implementing a tool that allows students to evaluate the effectiveness of instructors. The evaluations may be used to determine the suitability of instructors to continue supporting the academy.

The Initial Academy must include the courses required to attain TCOLE licensing including 1013 - Basic Telecommunicator Course and 2120 - Crisis Communication. TCOLE and the Texas Department of Public Safety also require specific instruction in the use the Texas Law Enforcement Telecommunications System (TLETS) and the National Crime Information Center (NCIC) OpenFox Messenger. Instruction must also include an explanation of the Criminal Justice Information Security (CJIS) regulations regarding access and use of sensitive information.

Telecommunicator training also covers the use of technology systems that are integral to the operation of the communication center including:

- The GATRRS trunked radio system and MCC7500 console operations (i.e. channels, talk groups)
- Superion computer aided dispatch (CAD)
- Solacom Guardian 911 call handling equipment (ANI/ALI, mapping)
- ProQA dispatch protocols (EMD, EPD, EFD)
- Purvis fire station alerting system
- NICE Logging recorder system
- Administrative telephone system
- Mapping and geographic information system (GIS) applications
- Other systems and applications

Curriculum should address the implementation of Next Generation or NG911 services such as text-to-911 and the eventual delivery of images and video via 911. Telecommunicators play a vital role in the management of resources during incidents. All public safety personnel should complete basic courses in incident management using the National Incident Management System (NIMS).

Task 4. Instructor / Educator Development

An effective training program requires skilled and experienced classroom instructors who are proficient in their area of instruction. Personnel selected to serve as instructors should complete a course of instruction in the design and delivery of training courses. MCP recommends that the Instructional Coordinator review the APCO *Minimum Training Standards for Public Safety Communication Training Officers (CTO)* as the baseline competency for training staff.

The Texas Commission on Law Enforcement, the Texas Commission on Fire Protection, and Texas Department of State Health Services EMS and Trauma Systems require completion of the course entitled *Basic Instructor Development* for certification as an instructor. The 40-hour course is offered by the Texas A&M Engineering and Extension Service (TEEX). MCP recommends that all personnel who will serve as a classroom instructor complete this course.

MCP will use its experience with industry partners and other communications centers to assure that instructor development activities enhance skills and knowledge.

Task 5. Best Practices

MCP consultants are well-versed in the best practices involving telecommunicator training. Our consultants possess training, experience, and certification as public safety instructors. We maintain awareness of developing trends and industry best practices. As consultants, we interact with agencies across the nation. This provides us with the unique opportunity to observe and learn new practices from our clients. MCP will assist the Instructional Coordinator in the process of identifying and evaluating best practices in telecommunicator training curriculum, methods of instruction, role-playing scenarios, after action reviews if critical calls, and other areas that will enhance the delivery of training to the WCEC staff.

Phase Two: Console Based Education

Task 6. Console-based Initial Education for Call Taking

The successful completion of console-based call taking is the first step in transitioning to training on the WCEC operations floor. The WCEC training center is equipped with a simulation lab with training consoles that allow students the opportunity to develop practical skills using scenario driven training that simulate actual call taking. Students listen to recorded calls and actual calls in progress to become attuned to listening to caller who are experiencing stressful circumstances. Role-playing assists the student in developing the interpersonal skills that are necessary to tactfully interview callers to obtain vital information on the nature of the call. Students must demonstrate the ability to efficiently enter information into the CAD system using the correct nature codes while speaking with a caller. Call takers will also be responsible for providing pre-arrival instructions to callers using the ProQA protocols.

Assessing the student's performance during this phase of training is subjective. MCP will assist the Instructional Coordinator in the development of a lesson plan and standard scenarios to assure that all students receive a consistent level of instruction and assessment in call taking. At the conclusion of this phase of training, the students will be assessed to determine their skill level and competence to move to a live console environment with a trainer. Successful completion of live training will result in the credentialing at the call taker level.

Task 7. Radio Dispatch Academy

The next phase of training prepares the student to perform as a radio dispatcher. The WCEC is implementing the capability to provide radio dispatch console training in the simulation lab. Progressing

from call take to radio dispatch represents a significant step in the training continuum. Some trainees struggle with communicating using radio equipment. An individual must become adept at listening for radio calls directed to their position. Dispatchers will become attuned to the voices of responders during normal and emergency conditions. The dispatcher must remain calm and be responsive to the needs of response personnel.

Simulated radio training will allow the trainee to overcome their reluctance, or in some cases fear, of transmitting over the radio. Trainers will provide instruction in radio communication techniques, radio discipline, hands-on use of radio console system, entering information into the CAD system, identifying and assigning additional resources, and concluding the call.

Students will become familiar with the procedures and nuances of dispatching different types of calls. This includes the process of alerting fire/EMS resources, responder-initiated call such as law enforcement traffic stops, multi-agency and multi-jurisdiction incidents, and a multitude of other calls that routinely confront a dispatcher.

MCP will assist the Instructional Coordinator in the development of a structured radio dispatch course of instruction. This will include the use of simulated radio transmission in a role-playing environment utilizing a wide range of scenarios. The assessment process must include scheduled interim evaluation of skills that are based upon a prescribed set of scenarios. Transmissions should be recorded to provide the assessor the ability to review each scenario. Recordings will also provide the trainee with the opportunity to review their performance. The successful completion of radio academy training will allow the trainee to move to training on a live dispatch console position.

Task 8. Console-based Initial Education of Radio Dispatching for Law Enforcement, Fire and EMS

The final phase of telecommunicator training involves hands-on operations at a live dispatch position. At this stage of training the County has made a significant investment in each trainee. Every effort must be made to assure the successful completion of radio training and credentialing.

This phase of training requires a well-defined lesson plan and assessment criteria. The trainee will rotate among the disciplines to develop experience managing fire, EMS, and law enforcement calls. The live training lesson plan should include a list of call types that each trainee must handle to attain credentialing on radio dispatch. This will require the creation of a structured lesson plan for the training TCOs to follow. MCP will assist the Instructional Coordinator in the development of a live radio lesson plan including the minimum length of time needed for a trainee to complete training. The training TCO should provide regular feedback during the shift and complete an assessment report at the conclusion of each shift.

MCP will assist the Instructional Coordinator in the development of a lesson plan, performance assessment plan, and assessment tools. A plan for corrective training will be developed to aid trainees who experience challenges. MCP recommends that a review panel be created to conduct the final assessment that leads to radio credentialing. The panel should include personnel with expertise in each

discipline. The assessment process will involve a review of training documents and recordings of calls involving the trainee. This process will provide a consistent method of evaluating all trainees.

Project Pricing (Revised)

Professional Services outlined in the above scope of services will be provided for a **not to exceed fee of \$99,500 including expenses**. MCP understands that the tasks described in Phase Two must be formally authorized by Williamson County.

Task No.	Task Title	Fee
1	Phase One: Education Program Framework	\$64,500
2	Phase Two: Console-based Education	\$35,000
	Total	\$99,500

The fee is fully loaded, and MCP recognizes that it is responsible for costs related to travel, housing, transportation, per diems, communications devices, and computer equipment. Any additional services contracted in subsequent years will be performed at MCP's then current fee schedule. Prior to initiating any such additional work, MCP would require a formal letter of authorization from Williamson County.

An invoice shall be submitted each month and include the percentage of work completed relevant to the fee and shall be reviewed and paid within 30 days of receipt.

Based on the current MCP understanding of what is to be accomplished, the pricing identified above represents an estimate of the work anticipated for the project to be successful. MCP's priority is for this project to be successful for Williamson County.