



Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinator

APCO American National Standard 3.104.3-2026

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FOREWORD*

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EXECUTIVE SUMMARY*

The Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinator Working Group has worked diligently for the last year to review, revise, and update the APCO ANSI 3.104.2-2017 Core Competencies and Minimum Training Standards for Public Safety Communications (PSC) Training Coordinator. This standard has been completed incorporating any notable revisions from our re-validation of Occupational Analyses conducted in several regions of the United States.

The job of an agency training coordinator is a critical role within the Emergency Communications Center (ECC). This position is often a rotating one within the agency and as such, it is incumbent upon the agency and the individual to seek out opportunities to become educated on the theories, processes, and best practices around adult learning and the training methods. Because current training coordinators know their job the best, the APCO Standards Development Committee continues to use the Occupational Analysis process (OA) or a Process Analysis (PA) process, to gather from high-performing incumbent workers, the information used to create and revise the standard. We thank all the individuals who participated in these processes for their expertise, knowledge, and dedication to their profession. We equally thank our high-performing panel members' agencies for supporting them and their involvement.

The Committee would like to take this opportunity to also thank members of the subcommittees: The SDC Occupational Analysis Subcommittee that conducts Occupational Analyses and Process Analyses around the U.S., and the Training Subcommittee of the Standards Development Committee. The dedication of these individuals cannot be underestimated.

We also wish to thank the APCO staff members who support these efforts with their dedication and hard work.

We highly encourage agencies to review not only this standard, but other APCO/ANS standards related to Telecommunicator training as well. Our goal is to weave a fabric of professional training for PSC organizations and create a broader view of training inclusive of multiple standards and help agencies train those individuals who contribute so much to the training of telecommunicators.

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Chapter One

INTRODUCTION

SCOPE

This standard identifies the core competencies and minimum training requirements for Public Safety Communications training coordinators. This position is typically tasked with the planning, development, coordination, implementation, and administration of training within the agency.

PURPOSE

To define the core competencies and minimum training requirements of all personnel assigned to facilitate a training program within the agency. The purpose of this standard is to provide a consistent foundation for the knowledge, skills, and abilities needed to fulfill this critical function. This standard recognizes the need to supplement the training and core competencies identified within this standard with agency specific information.

Chapter Two

Agency Responsibilities

SCOPE

This chapter outlines the agency's responsibilities for training new and experienced training coordinators. Topics include establishing core competencies and professional standards, onboarding procedure, encouraging learning opportunities, and recordkeeping.

2.1 Agency Responsibilities

- 2.1.1 The agency shall establish core competencies and minimum training requirements according to local, state, federal, and tribal laws, i.e., the Americans with Disabilities Act, Fair Labor Standards Act, and Equal Employment Opportunity Laws.
- 2.1.2 The agency shall provide and deliver training to the training coordinator which includes expected performance standards. This training shall also encompass policies, procedures, and/or written protocols for handling catastrophic, technological, or structural failures within the emergency communications center (ECC), including emergency evacuation plans and procedures for recovery.
- 2.1.3 The agency shall communicate its values, mission, and vision to provide the training coordinator with a broad understanding of their role in meeting overarching principles.
- 2.1.4 The agency shall demonstrate its commitment to continuous learning and improvement within the organization by defining various aspects including, but not limited to the following:
 - 2.1.4.1 Onboarding procedures: detailing the specific training process for new training coordinators, which might encompass orientation, familiarization with policies, procedures, and/or written directives, and introductions to key team members and resources.
 - 2.1.4.2 Continuing education: outlining plans for ongoing training and development for veteran training coordinators to keep their skills updated and aligned with evolving practices or technologies.
 - 2.1.4.3 Training content: specifying the content or modules to be covered in training sessions, focusing on areas like emergency response protocols, operational continuity, communication strategies, and perhaps leadership or management skills relevant to their role.
 - 2.1.4.4 Evaluation and assessment: establishing criteria or methods for evaluating the effectiveness of the training provided to ensure that the training coordinator is adequately prepared and capable of fulfilling their duties.

- 2.1.4.5 Resources and support: mentioning the resources available to the training coordinator, such as access to educational materials, mentorship programs, or support systems to assist them in their role more effectively.
- 2.1.5 The agency shall provide the training coordinator with a detailed breakdown of information, in both verbal and written formats, during an initial orientation. Key components to consider include:
- 2.1.5.1 Disciplinary processes: understanding the steps, policies, procedures, and/or written protocols involved in addressing disciplinary issues within the agency. This might include policies regarding misconduct, performance-related concerns, and the escalation process
 - 2.1.5.2 Grievance processes: explaining the policies, procedures, and/or written protocols addressing grievances and concerns within the agency, ensures the training coordinator understands how such issues are handled and resolved.
 - 2.1.5.3 Location of first-aid supplies, including Automated External Defibrillator (AED): familiarizing the training coordinator with the precise locations of first-aid kits and AEDs, if available, to ensure quick access in case of emergencies within the agency.
 - 2.1.5.4 Location of facilities: providing information about the layout of the agency's facilities, including emergency exits, break rooms, meeting areas, and other relevant spaces aiding in overall familiarity and safety.
 - 2.1.5.5 Time keeping procedures: detailing how employees track their work hours, whether through manual timesheets, digital systems, or other methods, to ensure accurate recording and compliance with any regulations.
 - 2.1.5.6 Work hours: clarifying the standard work hours expected from employees, including any flexibility or specific scheduling details relevant to the training coordinator's role.
 - 2.1.5.7 Agency's organizational structure: providing an overview of the agency's hierarchy, departments, key personnel, and reporting lines, facilitating a clear understanding of the agency's setup.
 - 2.1.5.8 Job duties and responsibilities: clearly define the specific duties, responsibilities, and performance expectations associated with the training coordinator's role ensuring alignment with agency goals and objectives.
- 2.1.6 The agency shall provide the training coordinator with information regarding response agency resources¹, including location of public safety service buildings², apparatus and equipment, and emergency planning documents.

¹ SWAT, K9, Dive, Search and Rescue, HazMat, and other specialized responses

² Refers to fire stations, precincts, landing zones and/or hospitals

- 2.1.7 The agency shall provide training and performance expectations to the training coordinator detailing responses to catastrophic, technological, or structural failure within the communications center, emergency evacuation plans, and recovery processes to ensure the continuity of operations.
- 2.1.8 The agency shall provide the training coordinator with expectations regarding customer service, personal conduct and behavior, courtroom demeanor, and ethical rules. If they exist, the Agency shall provide the training coordinator with a written copy of the Agency's policies, procedures, and/or written protocols.
- 2.1.9 The agency shall provide the training coordinator with information regarding access to and participation in such programs as:
 - 2.1.9.1 Critical Incident Stress Management (CISM)
 - 2.1.9.2 Employee Assistance Program (EAP)
 - 2.1.9.3 Health and Wellness Programs
 - 2.1.9.4 Stress management techniques
 - 2.1.9.5 Safety/Risk Management Programs, and
 - 2.1.9.6 Peer Support Programs, as available.
- 2.1.10 The agency shall provide the training coordinator with access to appropriate state, federal, and tribal regulations and labor practices, including, but not limited to:
 - 2.1.10.1 Americans with Disabilities Act (ADA)
 - 2.1.10.2 Fair Labor Standards Act (FLSA)
 - 2.1.10.3 Family Medical and Leave Act (FMLA)
 - 2.1.10.4 Health Insurance Portability and Accountability Act (HIPAA)
 - 2.1.10.5 Occupational Safety and Health Administration (OSHA), and
 - 2.1.10.6 All applicable labor agreements relevant to both the training coordinator and subordinates
- 2.1.11 The agency shall define the position description and performance expectations of the training coordinator, to include:
 - 2.1.11.1 Development of training programs – developing training curriculum, implementing training programs, ensuring standards compliance, and analyzing training needs.

- 2.1.11.2 Management of training programs – managing the training budget, organizing training courses, implementing training schedules, preserving training records, conducting ongoing recruitment, and assessing personnel performance.
 - 2.1.11.3 Evaluation of training programs – assigning CTO staff, gauging CTO performance, measuring training progress, evaluating the CTO program, and recognizing training successes.
 - 2.1.11.4 Continued professional growth – participating in professional organizations, pursuing training opportunities, facilitating professional advancement of others, promoting professional participating, networking with peers, and inviting constructive feedback.
- 2.1.12 The agency shall provide the training coordinator with written documentation of its quality assurance process which includes how the agency ensures and maintains the quality of its services and procedures.
- 2.1.12.1 The agency shall have an established mechanism by which the job performance of the training coordinator is regularly reviewed and evaluated based upon accepted quality assurance practices or standards.
 - 2.1.12.2 The agency shall ensure performance objectives are met by the training coordinator.
 - 2.1.12.3 The agency shall provide regular opportunities for the training coordinator to provide and receive feedback during a review of the individual’s job performance.
 - 2.1.12.4 The agency shall provide a mechanism during the performance review wherein the training coordinator can identify goals and objectives to be accomplished during employment.
 - 2.1.12.5 The agency shall provide written documentation to the training coordinator regarding various actions that might lead to disciplinary measures. This may encompass a range of behaviors or situations including loss of certification, revocation of license, breach of professional conduct, violations of policies, procedures, written protocols, ethical misconduct, negligence, or actions that comprise the integrity or safety of the agency and/or the staff. The agency shall document and address unacceptable performance with the training coordinator in a timely manner.
 - 2.1.12.6 The agency shall ensure a fair and consistent application of the disciplinary processes associated with performance.
- 2.1.13 The agency shall provide applicable training and continuing education opportunities for the training coordinator in areas identified within the job description, performance expectations, and in the knowledge and skills areas identified in the chapter titled General Knowledge and Skills.
- 2.1.14 The agency shall provide the training coordinator with information on how and to whom they may address training issues and concerns.

- 2.1.15 The agency shall maintain a complete training record for the training coordinator according to applicable record and retention guidelines.
- 2.1.15.1 The agency should contribute to the professional development of training coordinators by providing training and networking opportunities, subscribing to professional publications, supporting volunteerism through the community and within the public safety field, i.e., joining committees, working groups.
- 2.1.16 The agency shall keep updated policies, procedures, and/or written protocols and shall provide the most current written directives to the training coordinator.
- 2.1.17 The agency shall encourage and support professional development of the training coordinator through the identification and provision of networking opportunities within the public safety and training communities as well as the community within which services are provided.
- 2.1.18 The agency should, when possible, subscribe to professional publications and make those publications available to its employees.
- 2.1.19 The agency shall make readily available documents that identify regulations, recommendations, or mandates within the PSC industry, i.e., APCO Standards, National Response Framework, OSHA.
- 2.1.20 The agency shall require and ensure no less than twenty-four hours of continuing education or recurrent training for each training coordinator annually and should be relevant to the core job functions and comply with industry standards for training.
- 2.1.21 The agency shall provide information concerning the training budget and purchasing authority, when applicable.

Chapter Three

Organizational Integrity

SCOPE

This chapter discusses issues related to organizational integrity. Topics include the mission and values of the profession in general and the agency specifically, as well as the scope of the training coordinator's authority, confidentiality, and liability.

3.1 Organizational Integrity

- 3.1.1 The training coordinator shall demonstrate an understanding of the agency's mission, values, and vision.
- 3.1.2 The training coordinator shall act within their scope of authority as defined by the agency.
- 3.1.3 The training coordinator shall demonstrate proper application of the agency's policies, procedures, and/or written protocols.
- 3.1.4 The training coordinator shall demonstrate an understanding of the agency's Chain of Command.
- 3.1.5 The training coordinator shall adhere to applicable local, state, federal, or tribal statutes and codes as appropriate.
- 3.1.6 The training coordinator shall comply with mandatory professional requirements as identified by the agency.
- 3.1.7 The training coordinator shall demonstrate comprehension and application of the agency's policies, procedures, and/or written protocols regarding ethical behavior.
- 3.1.8 The training coordinator shall demonstrate comprehensive, and application of the agency's confidentiality policies and rules regarding the discussion or release of information acquired in the workplace to the public, the media, or others. Such information should include, but is not limited to:
 - 3.1.8.1 Data systems accessible through local, state, or federal networks.
 - 3.1.8.2 Information contained in calls for service.
 - 3.1.8.3 Information gained through the 911 or E911 systems.
 - 3.1.8.4 Personnel information
 - 3.1.8.5 Records Management System (RMS)

- 3.1.9 The training coordinator shall be able to demonstrate comprehension of the specific training and supervisory liability issues related to overall agency operations. This should include, but is not limited to:
- 3.1.9.1 Negligence: the omission to do, or the doing of, something a reasonable person, guided by considerations which ordinarily regulate human affairs, would or would not do. To prove negligence, the injured party must show: 1) that the defendant had a legal duty to the injured party; 2) that the actions taken (or failure to act) were negligent, not what a reasonable, prudent person would have done and 3) that the damage or injury was caused by the negligence.
 - 3.1.9.2 Negligent assignment: assigning someone to a task or job for which they are not skilled or trained.
 - 3.1.9.3 Negligent entrustment: failure to control dangerous equipment or devices entrusted to an employee or allowing an employee to use a piece of equipment for which they have not been trained.
 - 3.1.9.4 Negligent retention: failure to terminate an employee who is clearly unsuitable for the job.
 - 3.1.9.5 Negligent supervision: failure to coordinate, control, or direct trainee conduct that may cause injury. This can include failure to use reasonable care in addressing and documenting misconduct.
 - 3.1.9.6 Negligent training: failure to adequately train or training that is grossly negligent thus creating a risk that the trainee will not act with due regard in the future.
 - 3.1.9.7 Vicarious liability: indirect legal responsibility, such as the liability of an employer for the actions of inactions of an employee.
- 3.1.10 The training coordinator shall ensure accurate reporting and documentation of training records.
- 3.1.11 The training coordinator shall foster and create effective working relationships with all personnel within the organization and with individuals and organizations external to the agency.
- 3.1.12 The training coordinator shall represent the agency in a professional manner.
- 3.1.13 The training coordinator shall encourage and support the highest quality of workplace team interaction and behavior.
- 3.1.14 The training coordinator shall incorporate the agency's mission, values, and goals in the creation and delivery of training.
- 3.1.15 The training coordinator shall demonstrate fiscal responsibility, and work within the specified budget as directed by the agency.

- 3.1.16 The training coordinator shall provide the agency with a comprehensive training plan that accomplishes the agency objectives.
- 3.1.17 The training coordinator shall demonstrate comprehension and application of diversity awareness and an active commitment to ensure equality, per agency policies, procedures, and/or written protocols.

Chapter Four

General Knowledge and Skills

SCOPE

This chapter provides an overview of the general knowledge and skills that are common among high performing incumbent training coordinators.

4.1 Requisite Standards

- 4.1.1 The training coordinator shall have a working knowledge of APCO American National Standard (ANS) Minimum Training Requirements for a Public Safety Telecommunicator (PST) and APCO ANS Core Competencies and Minimum Training Requirements for PSC Training Officers (CTO).
- 4.1.2 The training coordinator should be cognizant of other relevant standards, including other APCO ANS, National Fire Protection Associations' (NFPA) standards, and the Commission on Accreditation for Law Enforcement Agencies' (CALEA) standards.
- 4.1.3 The training coordinator shall demonstrate a comprehensive knowledge of the duties and essential functions of the position.

4.2 General Knowledge of the Training Coordinator

- 4.2.1 The agency shall demonstrate general knowledge in at least the following areas:
 - 4.2.1.1 American with Disabilities Act (ADA) specific requirements of the agency for equal access, as well as internal hiring and accommodation practices.
 - 4.2.1.2 Adult learning principles and pedagogy.
 - 4.2.1.3 Agency operations.
 - 4.2.1.4 Agency policies, procedures, and/or written protocols.
 - 4.2.1.5 Applicable, local, state, federal, and/or tribal standards and statutes and any applicable certification requirements and accreditation programs.
 - 4.2.1.6 Basic budgeting concepts.
 - 4.2.1.7 Current and emerging public safety technologies and processes.
 - 4.2.1.8 Industry resources.
 - 4.2.1.9 Instructional design/curriculum development.

- 4.2.1.10 Instructional techniques.
- 4.2.1.11 Jurisdiction and geography.
- 4.2.1.12 Legal concepts.
- 4.2.1.13 Records management.
- 4.2.1.14 Record retention procedures and policies.
- 4.2.1.15 Relevant public safety and homeland security initiatives, i.e. NIMS, ICS, Tactical Interoperations Communications Plan (TICP), National Response Framework.
- 4.2.1.16 Research methods.
- 4.2.1.17 Risk assessment.
- 4.2.1.18 Scheduling.
- 4.2.1.19 Stress management techniques.
- 4.2.1.20 Supervision principles.
- 4.2.1.21 PST and CTO job duties and requirements and relevant standards.

4.3 General Skills of the Training Coordinator

- 4.3.1 High performing incumbent training coordinators shall demonstrate proficiency in the following:
 - 4.3.1.1 Active listening: engaging closely with what a speaker is saying and indicating understanding, typically by asking relevant questions, using gestures, and summarizing.
 - 4.3.1.2 Analysis, assessment and evaluation: observing, researching and interpreting a subject to develop complex ideas and solutions.
 - 4.3.1.3 Communication: effectively conveying ideas or feelings.
 - 4.3.1.4 Computer skills: abilities related to or involving the use of computers and applications.
 - 4.3.1.5 Conflict management: successfully navigating interpersonal differences.
 - 4.3.1.6 Critical thinking: effectively analyzing information and forming a judgment.
 - 4.3.1.7 Decision making: consistently identifying and selecting informed solutions.
 - 4.3.1.8 Emotional intelligence: recognizing, interpreting, and regulating the emotions of oneself and others.

- 4.3.1.9 Facilitation: creating environments and opportunities for impactful learning and collaboration.
- 4.3.1.10 Interpersonal relationship management: maintaining strong and functional social connections.
- 4.3.1.11 Instruction and presentation: engaging an audience in a meaningful way to facilitate learning.
- 4.3.1.12 Leadership: guiding a group of people towards common goals.
- 4.3.1.13 Learning agility: continuously and rapidly discovering, adapting, unlearning, and relearning to keep up with constantly changing conditions.
- 4.3.1.14 Mentoring and coaching: assisting another towards their full potential.
- 4.3.1.15 Organization: using tools to stay focused and efficient.
- 4.3.1.16 Project management: initiating, planning, and executing projects.
- 4.3.1.17 Problem solving: identifying and resolving challenges.
- 4.3.1.18 Public safety telecommunications: As outlined in APCO ANS Minimum Training Standards for Public Safety Telecommunicator
- 4.3.1.19 Public speaking: conveying a positive and engaging presence in front of an audience.
- 4.3.1.20 Research: gathering, reviewing, and analyzing information. Stress management: utilizing tools, strategies, or techniques to maintain physical and mental wellbeing.
- 4.3.1.21 Supervision: overseeing the work of others within an organization and providing guidance.
- 4.3.1.22 Task prioritization: Triaging and ordering tasks in a manner that ensures the most important or urgent tasks are actioned first. Previously understood as “multi-tasking”.
- 4.3.1.23 Team building: using daily interactions, activities, exercises and other formalized strategies to organize a group of employees into a cooperative and cohesive group.
- 4.3.1.24 Time management: using allotted time effectively.

Chapter Five

Tools, Equipment, and Technology

SCOPE

This chapter addresses the need for all PSC training coordinators to demonstrate proficiency in all appropriate tools, equipment, and technology they may be expected to operate within the ECC, back up facilities and/or training facilities.

5.1 Tools, Equipment, and Technology

- 5.1.1 The training coordinator shall demonstrate the ability to utilize tools, equipment, and technology as used by a PST and identified in the APCO ANS Core Competencies and Minimum Training Standard for CTO.
- 5.1.2 The training coordinator shall demonstrate the ability to utilize tools, equipment, and/or available technologies to meet training needs in accordance with agency policy and procedures.
 - 5.1.2.1 The training coordinator should demonstrate the ability to operate multi-media technology, tools, and equipment that may be used to create, develop, and deliver training programs.
 - 5.1.2.2 The training coordinator should incorporate the use of the agency's technological system(s) within the training program.
- 5.1.3 The training coordinator should incorporate the most up-to-date, available, and applicable technology, tools, and equipment to be used in the training program.
- 5.1.4 The training coordinator shall provide instructors and CTOs with the training needed to properly use the available technology, tools, and equipment.

Chapter Six

Professional Competence

SCOPE

This chapter identifies those components within the industry that are critical for enhancing the professional competence of all PSC training coordinators, both new and veteran workers. Some of these components have been outlined within this document while others have been identified as being necessary for developing, maintaining, and enhancing the knowledge and skills of the training coordinator. While the agency has some responsibility for supporting and facilitating the development of the training coordinator's professional competence, this chapter places primary accountability for developing professional competence on the training coordinator.

6.1 Professional Competence

- 6.1.1 The training coordinator shall complete and maintain mandated training and certifications.
- 6.1.2 The training coordinator shall take responsibility for their own professional career development by actively seeking opportunities to enhance their knowledge and skills.
 - 6.1.2.1 The training coordinator shall join professional organizations and volunteer to make a difference.
 - 6.1.2.2 The training coordinator shall attend conferences, webinars, and free training.
- 6.1.3 The training coordinator shall be able to articulate the agency's expectations of professional conduct.
- 6.1.4 The training coordinator shall take advantage of career development opportunities, taking advantage of opportunities to network within both the community and the public safety environment.
 - 6.1.4.1 The training coordinator shall create the network by reaching out via social media and organizational platforms (i.e., PSConnect)
- 6.1.5 The training coordinator shall participate in industry organizations membership. i.e., participating in volunteer status with standards, conferences, etc.
- 6.1.6 The training coordinator shall comply with department, local, state, federal, or tribal regulations.
- 6.1.7 The training coordinator shall demonstrate the ability to meet and/or exceed performance standards set by the agency.

- 6.1.7.1 The training coordinator shall demonstrate job proficiency in assigned job tasks and shall demonstrate competency of the skills as detailed in Chapter 4, Section 3: General Skills for the training coordinator.
- 6.1.7.2 The training coordinator shall actively seek and be receptive to feedback and review of their performance, including during the agency's established quality assurance and quality improvement process.
- 6.1.8 The training coordinator shall identify professional goals that can be supported by the agency.
- 6.1.9 The training coordinator shall demonstrate effective team concepts, including being an effective team member.
- 6.1.10 The training coordinator shall demonstrate the ability to operate within all policies, procedures, and/or written protocols and plans regarding operations established by the agency.
 - 6.1.10.1 The training coordinator shall demonstrate proficiency in Agency operations which may include, but is not limited to, call-taking, dispatching, jurisdictional and geographical boundaries, and other related job duties.
 - 6.1.10.2 The training coordinator shall remain current and informed of the agency's policies, procedures, and/or written protocols including relevant public safety and homeland security initiatives.
 - 6.1.10.3 The training coordinator shall demonstrate the appropriate application of the agency's policies, procedures, and/or written protocols.
 - 6.1.10.4 The training coordinator shall recommend updates to the agency's policies, procedures, and/or written protocols when appropriate.
 - 6.1.10.5 The training coordinator shall update or modify all applicable training materials with current policies, procedures, and/or written protocols in a timely manner.
- 6.1.11 The training coordinator should review professional publications to enhance professional competence and remain up to date on developments within the profession.
- 6.1.12 The training coordinator shall demonstrate the ability to communicate with superiors, peers, and subordinates in a positive and constructive manner.
- 6.1.13 The training coordinator shall encourage all employees to seek certifications and licenses to enhance their career path.

Chapter Seven

General Competencies of a Training Coordinator

SCOPE

This chapter addresses the core competencies for the successful performance of the duties of a training coordinator.

7.1 General Competencies

- 7.1.1 The training coordinator shall demonstrate the ability to manage training programs.
 - 7.1.1.1 The training coordinator shall demonstrate the ability to analyze and prioritize training needs.
 - 7.1.1.2 The training coordinator shall identify and apply federal, state, tribal, and local training requirements including applicable ADA-specific requirements.
- 7.1.2 The training coordinator shall demonstrate the ability to develop training courses utilizing professional instructional design/curriculum development strategies and methods.
 - 7.1.2.1 The training coordinator shall demonstrate the ability to conduct topical research utilizing industry and other resources.
 - 7.1.2.2 The training coordinator shall demonstrate the ability to obtain, develop, and maintain curricula and training materials while incorporating current adult learning principles into the design, development, and delivery of training specific to target audiences.
 - 7.1.2.3 The training coordinator shall demonstrate the ability to ensure standards compliance including quality assurance and improvement standards.
 - 7.1.2.4 The training coordinator shall demonstrate the ability to modify curricula and training materials based on updated industry standards, legislation, and/or agency policy, procedure, and/or written protocols.
 - 7.1.2.5 The training coordinator shall demonstrate the ability to evaluate the training program, including, but not limited to, performance skills and knowledge assessments.

- 7.1.3 The training coordinator shall demonstrate the ability to coordinate and/or deliver training.
 - 7.1.3.1 The training coordinator shall demonstrate the ability to conduct or coordinate training preparation activities.
 - 7.1.3.2 The training coordinator shall demonstrate the ability to identify, develop, and evaluate instructors and performance evaluators.
 - 7.1.3.3 The training coordinator shall demonstrate the ability to conduct or coordinate course orientation.
 - 7.1.3.4 The training coordinator shall demonstrate the ability to coordinate or deliver training curriculum using contemporary adult-based instructional techniques.
 - 7.1.3.5 The training coordinator shall demonstrate the ability to evaluate student knowledge and skills and provide performance feedback.
 - 7.1.3.6 The training coordinator shall demonstrate the ability to oversee documentation in the training program.
 - 7.1.3.7 The training coordinator shall demonstrate the ability to mentor CTOs in their delivery of training, training documentation, and communication with trainees.
 - 7.1.3.8 The training coordinator shall demonstrate the ability to evaluate the effectiveness of training.
- 7.1.4 The training coordinator shall demonstrate the ability to administer training plans
 - 7.1.4.1 The training coordinator shall demonstrate the ability to accurately maintain all certification requirements and related records.
 - 7.1.4.2 The training coordinator shall demonstrate the ability to maintain accurate training records in accordance with record retention schedules.
 - 7.1.4.3 The training coordinator shall demonstrate the ability to create and maintain training schedules.
 - 7.1.4.4 The training coordinator should demonstrate the ability to plan, develop, manage, and/or make recommendations for the training budget as defined by the agency.
 - 7.1.4.5 The training coordinator should demonstrate the ability to participate in the hiring process as defined by the agency.
 - 7.1.4.6 The training coordinator shall demonstrate the ability to analyze data from the Quality Assurance/Quality Improvement (QA/QI) process and create and/or modify training plans as appropriate.

- 7.1.4.7 The training coordinator shall demonstrate the ability to work effectively with internal and external customers in the accomplishment of the agency's mission and goals.
- 7.1.4.8 The training coordinator should demonstrate the ability to provide public education as assigned by the agency.
- 7.1.4.9 The training coordinator shall demonstrate the ability to recognize training successes in both new employees and veteran workers.
- 7.1.5 The training coordinator shall demonstrate the ability to manage the CTO program.
 - 7.1.5.1 The training coordinator shall demonstrate the ability to set expectations and goals for the training program, CTOs and trainees.
 - 7.1.5.2 The training coordinator shall demonstrate knowledge of standardized evaluation guidelines and their application in measuring trainee performance.
 - 7.1.5.3 The training coordinator shall demonstrate the ability to make decisions and/or recommendations on trainee movement, continuance, and/or discontinuance in the training program.
 - 7.1.5.4 The training coordinator shall demonstrate the ability to develop and implement performance improvement training plans.
 - 7.1.5.5 The training coordinator shall demonstrate the knowledge of the job duties and requirements and relevant standards for the position of CTO.
 - 7.1.5.6 The training coordinator shall demonstrate the ability to establish the CTO program.
 - 7.1.5.7 The training coordinator shall demonstrate the ability to establish a CTO selection process.
 - 7.1.5.8 The training coordinator shall demonstrate the ability to identify and assign CTO staff.
 - 7.1.5.9 The training coordinator shall demonstrate the ability to manage and evaluate CTO performance.
 - 7.1.5.10 The training coordinator shall demonstrate the ability to oversee trainee participation, progress, and compliance with agency policies, procedures, and/or written protocols.
 - 7.1.5.11 The training coordinator shall demonstrate the ability to evaluate the CTO program.
 - 7.1.5.12 The training coordinator shall demonstrate the ability to ensure training program documentation is completed and maintained according to industry and agency standards.

- 7.1.5.13 The training coordinator shall demonstrate the ability to solicit feedback from all involved personnel, review recommendations, and implement necessary changes.
- 7.1.5.14 The training coordinator shall demonstrate the ability to encourage all employees to seek certifications and licenses to develop their skills and enhance their career path

ACRONYMS AND ABBREVIATIONS

ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
AHJ	Authority Having Jurisdiction
ANS	American National Standards
ANSI	American National Standards Institute
APCO	Association of Public-Safety Communications Officials
CAD	Computer Aided Dispatch
CALEA	Commission on Accreditation for Law Enforcement Agencies
CISM	Critical Incident Stress Management
CTO	Communications Training Officer
ECC	Emergency Communications Center (replaces the acronym PSAP)
EMS	Emergency Medical Services
FLSA	Fair Labor Standards Act
FMLA	Family and Medical Leave Act
HIPAA	Health Insurance Portability and Accountability Act
ICS	Incident Command System
NFPA	National Fire Protection Association
NIMS	National Incident Management System
OSHA	Occupational Safety and Health Administration
PSAP	Public Safety Answering Point (currently referred to as ECC)
PST	Public Safety Telecommunicator
RMS	Records Management System
SDC	Standards Development Committee

GLOSSARY

AGENCY: The hiring authority or also referred to as the Authority Having Jurisdiction (AHJ); the agency or body that defines the roles, responsibilities, policies, procedures, and/or written protocols, and performance standards that direct the activity of the public safety telecommunicator (PST). In multi-discipline centers the agency governs the operation providing call taking/dispatch and related services to customer agencies; in single discipline centers, a single agency may direct these services for one or more departments within a service area. Both have the duty to define training appropriateness, content, format, and continuing education requirements.

AMERICAN WITH DISABILITIES ACT (ADA): Legislation that protects citizens from discrimination based on a disability, which is defined as a physical or mental impairment that substantially limits a major life activity. The biggest impact of this law for telecommunicators is in receiving 9-1-1 calls from hearing impaired callers. 9-1-1 must provide equal access to all callers.

ASSOCIATION OF PUBLIC-SAFETY COMMUNICATIONS OFFICIALS (APCO): Founded in 1935, APCO International is the world's oldest and largest organization of public safety communications professionals. APCO's 40,000+ membership includes those who manage, operate, build and support public safety communications systems for law enforcement, fire, emergency medical and other public safety agencies. The association supports its members – and the general public – by providing industry expertise, professional development, technical assistance, advocacy and outreach. The association is based in Daytona Beach, Florida, with executive offices in Alexandria, VA.

CALL TYPE: Refers to who may respond, i.e., law enforcement, fire, EMS; refers to the importance of the call, i.e., in progress, just occurred, delayed; refers to nature of the incident, i.e., suicide, major accident, structure fire.

COMPUTER AIDED DISPATCH (CAD): An electronic database that provides the telecommunicator with call information, response unit availability and other resources in order to facilitate call taking and dispatch.

CONFIDENTIALITY: As it relates to the work of the telecommunicator, confidentiality is the obligation to not disclose or communicate protected information. The telecommunicator shall demonstrate comprehension and application of the agency's confidentiality policies and rules regarding the discussion or release of information acquired in the workplace to the public, the media, or others.

CRITICAL INCIDENT STRESS MANAGEMENT (CISM): An intervention protocol developed specifically for dealing with traumatic events. It is a formal, highly structured and professionally recognized process for helping those involved in a critical incident to share their experiences, vent emotions, learn about stress reactions and symptoms and give referral for further help if required. It is a confidential, voluntary, and educative process sometimes called psychological first aid.

DISPATCH: Involves the broadcast of initial information, response/acknowledgement by units in the field, broadcast of any supplemental information as well as maintain contact with responding units for backup, coordination, and status checks. Preliminary dispatch is the initial dispatch providing only the most pertinent information, such as location and nature of reported incident. Post-dispatch refers to broadcasts and actions taken after the initial dispatch.

EMERGENCY COMMUNICATION CENTER (ECC): Previously referred to as PSAP, is a facility equipped and staffed to receive emergency calls requesting police, fire, emergency medical and other public safety services via telephone and other communications devices.

EMERGENCY MEDICAL SERVICE (EMS): System designed for use by telecommunicators to assist them in evaluating patient symptoms using predetermined criteria and responses. Emergency Medical Services (EMS) include the personnel, operations, equipment and vehicles that provide both on-scene emergency medical care and transportation to medical facilities.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPPA) OF 1996: is a federal law requiring the creation of national standards to protect sensitive patient health information from being disclosed.

LAW ENFORCEMENT: Law enforcement refers to the agency responsible for the deterrence of crime and enforcement when a law has been violated.

NEGLIGENCE: The omission to do, or the doing of, something a reasonable person, guided by considerations which ordinarily regulate human affairs, would or would not do. To prove negligence, the injured party must show: 1) that the defendant had a legal duty to the injured party; 2) that the actions taken (or failure to act) were negligent, not what a reasonable, prudent person would have done and 3) that the damage or injury was caused by the negligence.

NEGLIGENT ASSIGNMENT: Assigning someone to a task or job for which they are not skilled or trained.

NEGLIGENT ENTRUSTMENT: Failure to control dangerous equipment or devices entrusted to an employee or allowing an employee to use a piece of equipment for which they have not been trained.

NEGLIGENT RETENTION: Failure to terminate an employee who is clearly unsuitable for the job.

NEGLIGENT SUPERVISION: Failure to coordinate, control, or direct trainee conduct that may cause injury. This can include failure to use reasonable care in addressing and documenting misconduct.

NEGLIGENT TRAINING: Failure to adequately train or training that is grossly negligent thus creating a risk that the trainee will not act with due regard in the future.

PUBLIC SAFETY ANSWERING POINT (PSAP): See definition of ECC.

PUBLIC SAFETY TELECOMMUNICATOR (PST): The individual employed by a public safety agency as the first of the first responders whose primary responsibility is to receive, process, transmit, and/or dispatch emergency and nonemergency calls for law enforcement, fire, emergency medical, and other public safety services via telephone, radio, and other communication devices.

SHALL: Within the context of this standard, “shall” indicates a mandatory requirement.

SHOULD: Within the context of this standard, “should” indicates a recommendation.

VICARIOUS LIABILITY: Indirect legal responsibility, such as the liability of an employer for the actions of inactions of an employee.

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