



DF 100
FEMA / Joint Field Office Orientation

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PURPOSE OF COURSE

The purpose of the FEMA Joint Field Office (JFO) Orientation course is to enable the participants to function successfully and comfortably in a JFO.

COURSE OBJECTIVES

Upon completion of this course, the participants will be able to:

- Describe FEMA roles in disaster operations as part of DHS.
- Explain the purpose of the Joint Field Office and how to get started
- List the major types of disaster assistance.
- Identify where to go for additional information on policies and procedures.

TARGET AUDIENCE

This course is open to all JFO employees including State, volunteer, and other Federal agencies (OFA) personnel. The course is designed for but not limited to inexperienced personnel or other employees who have not worked at a JFO recently.

COURSE MATERIALS

Course materials include:

- Joint Field Office Orientation **Instructor Guide**
- **Your Guide to FEMA** (referred to as the Guide)
- Course Visuals (Power Point)
- (Instructor Guide and Visuals at www.fema.gov/emiweb/dfto)

COURSE UNITS

The course units of the Instructor Guide are listed below:

Unit	Approximate Length	
	Version A	Version B
	Length	Length
Unit 1: Course Overview, Visuals 1 - 4	5 minutes	20 minutes
Unit 2: FEMA's Role in Disaster Operations, Visuals 5 - 14	25 minutes	25 minutes
Unit 3: Joint Field Office Overview and Getting Started, Visuals 15 - 21	15 minutes	15 minutes
Unit 4: FEMA's Programs, Visuals 22 - 30	15 minutes	15 minutes
Unit 5: Policies and Procedures, Visuals 31 - 34	15 minutes	45 minutes
	75 minutes	110 minutes

It is common in JFOs for instructors to be asked to present this Orientation either in about 75 minutes (1hr 15 min), or in a longer period of time to facilitate additional presentations such as a welcome by the FCO, or the opportunity to meet key personnel in the JFO. It may also be the case that additional time is needed for a presentation required only in a specific situation, such as security requirements in a less secure area.

Therefore, both a 75 minute orientation (Version A) and an approximately 2-hour orientation including a break (Version B) are reflected above. In Version B, additional time is provided in Unit 1 for extra introductions or introductory remarks. Time in Unit 5 is increased to accommodate individual presentations by the Safety Officer and the Equal Rights Office, as well as Security and Administrative staff members. Vary the length of the orientation based on the requirements that exist at the JFO. The longer version is the most complete.

INSTRUCTOR NOTE:

The Unit numbers of the Instructor Guide do not correspond to the Section numbers of "Your Guide to FEMA". Where applicable, the appropriate page numbers in "Your Guide to FEMA" will be referenced throughout this Instructor Guide.

PREPARATION CHECKLIST

Supplies and Equipment

Gather the following supplies and equipment:

- Projector and computer for visuals
- VCR and monitor
- Chart paper, easels, and markers
- Masking tape
- Name cards
- Pens and note paper

Disaster-Specific and Handout Information

Disaster-specific information needs to be infused throughout the training. Before training, make sure that you have gathered all needed disaster-specific information. There is a worksheet on the following page that may help you in preparing. You may also need to prepare the handouts if they do not exist. Check with the Planning Section to see what is available.

Make a copy of the following materials for each participant:

- ***Your Guide to FEMA***
- Disaster Fact Sheet, Situation Report (SitRep)
- Map/Floor Plan Illustrating the Joint Field Office Setup
- Current Joint Field Office Organizational Chart(s)
- Disaster-Specific Policies and Procedures (Administrative, Safety, Security, Network)
- Local Resources Handout (listing fitness centers, restaurants, markets, shopping centers, laundries, banks, recreation activities)
- End-of-Course Evaluation

Visuals

Before training, make sure you have visuals 1 – 36 and can project them onto a wall or screen. If electronic format is not available, make some key visuals on easel charts.

DF 100 Instructor Worksheet

Gather this information and handout material before class.

- list of disaster (specific) preparedness and response activities
- list of key 1st Responders from this disaster
- Hazard Mitigation background particular to this event
- Name of the State Governor
- Name of the DHS Under-Secretary for Emergency Preparedness and Response
- Disaster Fact Sheet
- JFO floor plan
- current Organization Chart
- current Staff Directory/ in-house phone list
- list of local resources
- disaster specific information on Individual Assistance
- disaster specific information on Public Assistance
- disaster specific information on (present) Hazard Mitigation
- hours of operation of the National Teleregistration Center and Helpline
- information on locations and services of DRCs
- Name of Equal Rights Officer
- point-of-contact for Office of General Counsel
- point-of-contact in External Affairs Office
- Name of the Travel Manager
- other point-of-contact in Administration Section
- Name of Safety Officer
- Name of Security Officer
- DFTO (level 1) evaluation
- DFTO (level 2) Learning Check

NUMBER OF INSTRUCTORS

One or two instructors may be used to teach this course.

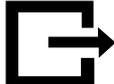
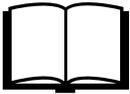
INSTRUCTOR QUALIFICATIONS

Instructors should be Disaster Field Training Operation (DFTO) experienced trainers, and should have previous experience working in a Joint Field Office. This course should not be taught by instructors without previous JFO experience. If you are inexperienced, request that an experienced instructor co-teach the first session with you.

COURSE CONTENT

Instructors delivering these course materials should ensure that the course objectives are delivered in their entirety in order to have the course completion recorded in the Automated Deployment Database (ADD). Additional material may be added, based on the need of the audience to enhance the understanding of the subject matter.

ICONS

Overhead Projector 	Projector 	videotape 	Easel 	Key Point 	Instructor Note 	Check List / Evaluation form 	Graduation / Diplomas 
Thank You! / Good Job! 	Activity 	Discussion Question 	Summary Transition 	Participant Manual 	Time Saving Tip 	Participant Handout 	

COURSE OVERVIEW

Begin by welcoming class

- Introduce yourself



Visual # 1



Review class rules and safety items:

- Fire exits
- Restrooms
- Turn pagers and cell phones to vibrate.



Visual # 2





Visual # 3

Orientation Objectives

- Describe FEMA's Role in Disaster Operations
- Explain the purpose of the Joint Field Office
- List the major FEMA Programs
- Identify where to go for information on Policies and Procedures


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Visual 3

Review Objectives:

- Describe FEMA's Role in Disaster Operations
(Objective 1: page 17)
- Explain the purpose of the Joint Field Office
(Objective 2: page 22)
- List the major FEMA Programs
(Objective 3: pages 33 to 35)
- Identify where to go for information on Policies and Procedures
(Objective 4: page 10)

Explain that the overall purpose of this orientation is to provide the participants with information they need to begin work at the JFO.

Explain that resources are available to help people succeed within the JFO. Explain that there are information resources (Your Guide to FEMA) and people resources (co-workers, supervisors, HR office, equal rights, safety, security, and trainers). Emphasize that even if people appear busy, it is important to ask for help when needed.



“Your Guide to
FEMA”

Refer the participants to the document “**Your Guide to FEMA**”.

Explain that the Guide contains information for the participants to use both during the course and on the job.

Note that the Guide contains more information than can be covered in this course. Please read in more detail when returning to office/section/unit. The Guide also contains web links to additional information on the selected topics.

(Objective 4)

Ask the participants to open to the Table of Contents.

Summarize the contents of each section.

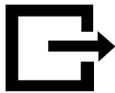
Have the participants open to the section entitled “What is FEMA Speak?” Suggest that the participants look up terms and acronyms as they are used during this training session.

Have participants introduce themselves

- Name?
- Position in the organization
- Where they are from?
- Course expectations?



Visual # 4



SUMMARY AND TRANSITION

Summarize this unit by asking if there are any questions about the course or the Guide.

Transition by explaining that the next unit reviews basic information about FEMA's role in disaster operations.

FEMA's ROLE IN DIASTER OPERATIONS



Visual # 5

Disaster Relief History

- 1950 Federal Disaster Relief Act
- 1974 Stafford Relief and Emergency Assistance Act
<http://www.fema.gov/library/stafact.shtm>
- 1979 creation of FEMA
- 2003 creation of Homeland Security Department
- FEMA placed under DHS Emergency Preparedness and Response Directorate


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Visual5



- Before 1950, no formal, standing legislation existed for disaster relief.
- In 1950, Congress passed the Federal Disaster Relief Act, which authorized the President to provide supplementary federal assistance when requested by a Governor.
- In 1974 Congress passes the Robert T. Stafford Disaster Relief and Emergency Assistance Act giving the statutory authority for (what are now) most FEMA programs.

(Learning Check Question 1)

- From 1976 to 1980 the federal Government extensively evaluated its disaster relief programs to determine which programs could be combined to increase efficiency and save money.
- In 1979 President Carter created FEMA.
- In March 2003 FEMA becomes part of the new Department of Homeland Security and now resides in the Department's Emergency Preparedness and Response Directorate.



Visual # 6



The slide titled "FEMA Mission" lists three key objectives: reducing loss of life and property, protecting critical infrastructure, and organizing and supporting comprehensive emergency management plans. It includes the DFTO logo and the tagline "Excellence Matters. For You." at the bottom.

FEMA Mission

- Reduce loss of life and property
- Protect Critical Infrastructure
- Organize and support comprehensive emergency management plan

DFTO
Excellence Matters. For You.

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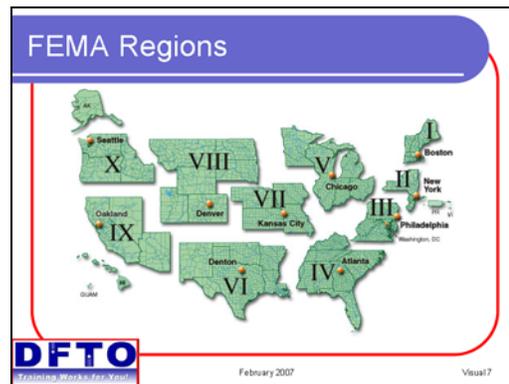
**State** the FEMA mission:

The mission of the Federal Emergency Management Agency (FEMA) is to reduce loss of life and property caused by disaster, terrorism or weapons of mass destruction; protect the nation's critical infrastructure from all hazards; and organize and support a comprehensive emergency management program.

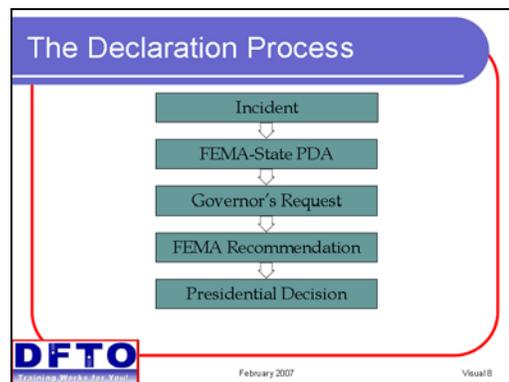
State the FEMA purpose:

FEMAs main purpose is to provide disaster assistance to individuals and communities. FEMA does not assume total responsibility for disaster assistance but does assume the role of coordinating Federal, State, and local efforts when a Federal disaster is declared.

(Learning Check Question 6)



Point out which Region is in charge of the disaster (if applicable). **Explain** that FEMA personnel are based at Headquarters or a home Region, but may respond to a disaster anywhere in the country. **Explain** that some persons working at this disaster may be Permanent Full-Time employees (PFTs), some may be Cadre on Reserve Employees (COREs), Disaster Assistance Employees (DAEs), and some may be Local Hires (LHs).



Explain the basic steps of the declaration process.

(Learning Check Question 8)



Provide the names of the Governor and the FEMA Director. **Emphasize** that the President makes the final decision regarding a declaration

Emphasize this is the typical process during a disaster. The entire process can be expedited from the incident to the Presidential Decision with out an initial Preliminary Damage Assessment (PDA) and FEMA recommendation; but PDA will be done later.



Note that the declaration will be for specific counties/parishes within the State.

Point out that States must request assistance through their governor.

Tell the participants that each State and each disaster within a State is a separate declaration.

Point out that all disasters are numbered.

Distribute a Disaster Fact Sheet for the current disaster (if applicable). Explain that it is available on the common drive or from the Planning Section.

Review information about the declaration for this disaster, including:

The declaration date.

The disaster number/agreement number.

Type of disaster and designated counties.

Period of incident for the disaster. (**Note** that only damages related to events during this period are covered by the declaration.

If the end date has not been determined, **explain** why.)

Types of assistance available. (**Note** that more information about the types of services will be presented later.

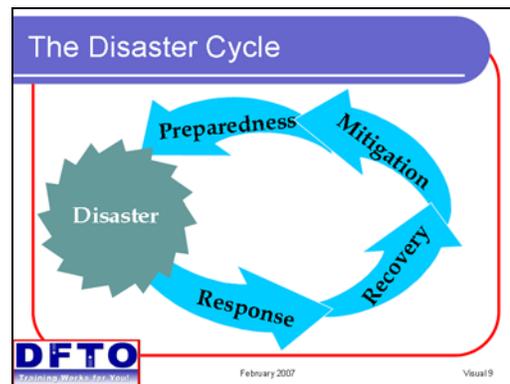
Explain that the State may ask for additional services to be added if needed.)

Areas eligible for assistance. (**Note** that assistance may not be provided outside these areas unless the declaration is modified.)

Stress that the Federal Government's role is to *supplement* disaster resources available from State and local governments and voluntary organizations.



Visual # 9



In advance, ask FCO, Chief of Staff or other appropriate official for examples of preparedness activities for this disaster.

Preparedness . . . includes activities, programs, and systems to support and enhance State and local governments' response to an emergency or disaster.

What are some examples of preparedness activities that occurred before this disaster?

In advance, ask appropriate JFO official for specific response activities. Share the examples with participants

Response . . . includes immediate actions to save lives, protect property, and meet basic human needs.



What were (or are) the most critical response activities that occurred in this disaster?

Add any background information on the response efforts for this disaster and the key players involved in these efforts.

Emphasize the role of local responders and voluntary agencies in the response phase.

Recovery . . . includes assistance to individuals, businesses, and government entities in the form of grants, loans, or services to help them begin their own recovery.

Add any background information on the overall status of the recovery efforts for this disaster.

In advance, ask Mitigation officials for examples of mitigation background information in this particular disaster.

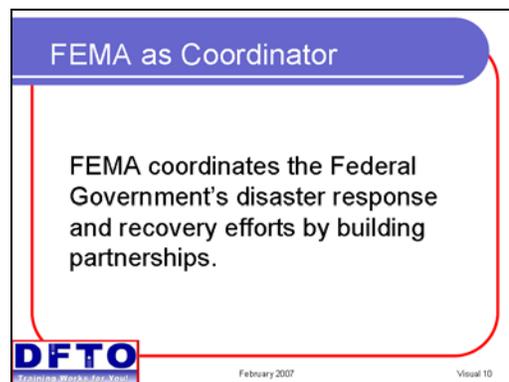
Mitigation . . . includes actions that will reduce the potential for future damages or losses.



Why is it important to think about mitigation during the recovery phase of a disaster?

If not mentioned by the group, add:

To discourage rebuilding that does not support mitigation.
To build on a community's desire to avoid being in this situation again.



Explain that FEMA's role in the disaster is to coordinate the Federal Government's response.

(Objective 1)

Point out that the response is a partnership with local and State governments, voluntary organizations, and other Federal agencies.

Ask the participants to turn to review pages 9 and 10 in the Guide. **Explain** that the table on these pages lists the FEMA Regional Offices that work with FEMA during disaster response and recovery.



Federal Response Operations

- Organized based on National Incident Management System (NIMS) and the National Response Plan (NRP)
 - Federal response based on Emergency Support Functions (ESF). 15 ESFs and 27 federal agencies and the American Red Cross (ARC)
- Stafford Act – enabling legislation for disaster assistance programs


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Visual 11



Explain that the federal response is based on the National Incident Management System (NIMS), Incident Command System (ICS) and the National Response Plan (NRP).

(Learning Check Question 9)

Participants should have completed the Independent Study courses IS 100 and 200 for ICS and IS 700 for NIMS and IS 800 for the NRP. More information on these Independent Study courses can be found on FEMA's web site at: http://www.fema.gov/emergency/nims/nims_training.shtm#1

Note that the National Response Plan describes the roles assumed by each of the lead Federal agencies.

Point out that these roles are called Emergency Support Functions or ESFs.

Tell the participants that the ESFs may be represented at FEMA Headquarters and in the JFO.

Stress that FEMA's role is to support individuals, communities, and the State in recovering from disaster. **Note** that FEMA can help but cannot do it all.

Emphasize that everyone working with FEMA needs to be careful not to raise people's expectations or make promises that cannot be kept.



Why do we need NIMS?

Homeland Security Presidential Directive #5

Directed Secretary, DHS to develop and administer:

1. **National Incident Management System (NIMS)**
 - Core set of concepts, principles and terminology for incident command (ICS) and multi-agency coordination
2. **National Response Plan (NRP)**
 - All-discipline, all-hazards plan



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Visual 12



Homeland Security Presidential Directive #5 requires the Secretary of Homeland Security to establish the National Incident Management System, of which the Incident Command System is the backbone and the National Response Plan.

NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.

Emergencies occur every day somewhere in the United States. These emergencies are large and small and range from fires to hazardous materials incidents to natural and technological disasters.

Each incident requires a response. Whether from different departments within the same jurisdiction, from mutual aid partners, or from State and Federal agencies, responders need to be able to work together, communicate with each other and depend on each other.

Until now, there have been no standards for domestic incident response that reach across all levels of government and all response agencies.

The events of September 11 have underscored the need for and importance of national standards for incident operations, incident communications, personnel qualifications, resource management, and information management and supporting technology.

To provide standards for domestic incident response, President Bush signed HSPD-5. HSPD-5 authorized the Secretary of Homeland Security to develop the National Incident Management System, or NIMS.

NIMS provides for interoperability and compatibility among all responders.



NIMS Concepts and Principles

- Flexible framework that:
 - Facilitates working together . . .
 - At any type of incident . . .
 - Regardless of size, location, or complexity
- Flexible structures
- Requirements for processes, procedures, and systems





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Visual 13



NIMS provides a framework for interoperability and compatibility by balancing flexibility and standardization.

- NIMS provides a **flexible** framework that facilitates government and private entities at all levels working together to manage domestic incidents. This flexibility applies to all phases of incident management, regardless of cause, size, location, or complexity.
- NIMS provides a set of **standardized** organizational structures, as well as requirements for processes, procedures, and systems designed to improve interoperability.

- NIMS is comprised of several components that work together as a system to provide a national framework for preparing for, preventing, responding to, and recovering from domestic incidents. These components include:
 - Command and management.
 - Preparedness.
 - Resource management.
 - Communications and information management.
 - Supporting technologies.
 - Ongoing management and maintenance



What is the NRP?

- **National Response Plan**
 - Establishes
 - Federal coordination structures/measures
 - Direction for incorporation of existing plans
 - Consistent approach to managing incidents
 - All Federal Agencies are organized under Emergency Support Functions (ESF)

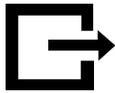

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Visual 14



The NRP:

- Establishes a comprehensive, national, all-hazards approach to domestic incident management across a spectrum of activities.
- Is predicated on the National Incident Management System (NIMS). The NIMS is a nationwide template enabling government and nongovernmental responders to respond to all domestic incidents.
- Provides the structure and mechanisms for national-level policy and operational coordination for domestic incident management.
- Does not alter or impede the ability of Federal, State, local, or tribal departments and agencies to carry out their specific authorities.

The NRP assumes that incidents are typically managed at the lowest possible geographic, organizational, and jurisdictional level.



SUMMARY AND TRANSITION

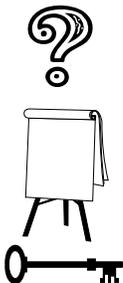
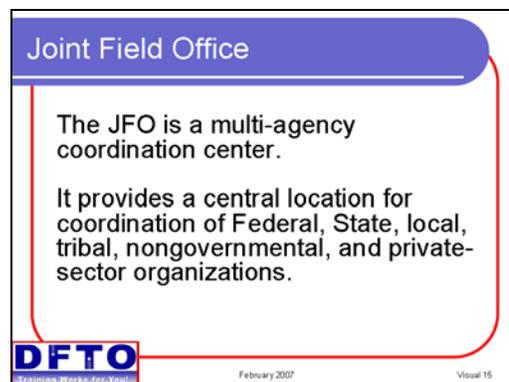
Summarize this unit by asking if there are any questions about the course or the National Response Plan (NRP) or the National Incident Management System (NIMS).

Transition by explaining that the next unit reviews basic information about a Joint Field Office (JFO).

JOINT FIELD OFFICE OVERVIEW



Visual # 15



Based on your own observations, what one or two words do you think best describe the Joint Field Office

Summarize the themes and **record** key words on chart paper. **Correct** any misconceptions that the participants may have about the Joint Field Office.

The JFO is a temporary Federal multiagency coordination center established locally to facilitate field level domestic incident management activities related to prevention, preparedness, response and recovery when activated by the Secretary. The JFO provides a central location for coordination of Federal, State, local, tribal, nongovernmental and private-sector organizations with primary responsibility for activities associated with threat response and incident support.

(Objective 2, Learning Check Question 4)



“Your Guide to
FEMA”



Refer to: “Your Guide to FEMA” which contains an organizational chart of the JFO for a natural disaster scenario and job descriptions of key positions in the JFO.

Have the participants turn to page 24, the JFO organizational chart for a description of the following sections.

Operations provide direct support for the response and recover effort. Operations is made up of several branches:

Public Assistance provides assistance, including debris removal and repair and/or restoration of public buildings and their contents, to municipalities and certain private nonprofit groups.

(Learning Check Question 2)

Mitigation offers resources and technical assistance aimed at helping individuals and communities rebuild in ways that will reduce future losses.

Individual Assistance provides assistance to families and businesses that have been affected by the disaster. Human Services provides temporary housing, low-interest loans, grants, unemployment assistance, crisis counseling, legal advice, and special assistance with such matters as income taxes.

(Learning Check Question 3)

Emergency Services provides essential services necessary to save lives and protect property immediately following a declaration, including search and rescue and fire suppression operations.

Planning gathers and disseminates information necessary to develop and execute response and recovery plans. Among Planning’s responsibilities is the preparation of briefings and status reports.

Logistics maintains and controls such internal supplies and equipment for response and recovery operations.

Finance and Administration manages the disaster budget. It also maintains and manages the disaster personnel records, travel, payroll and training.



Refer the participants to the Disaster Fact Sheet. **Review** the Joint Field Office hours of operation, address and other important facts.

Distribute a map or floor plan showing the layout of the Joint Field Office. **Add** any other critical information about the Joint Field Office, including the current number of staff assigned and parking restrictions.



Optional Activity: WHO IN THE JFO

Ask the participants to turn to page 24 in the Guide. **Explain** that this is a typical Natural Disaster organizational chart for a Joint Field Office. **Note** that the Joint Field Office staff is referred to as the Emergency Response Team, or ERT.

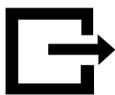
Next, have the participants review pages 25 through 29 of the Guide. **Explain** that individuals described in this section may not be needed for all disasters.

Who in the JFO?

1. **Explain** that this activity is designed to help the participants remember the different key players in the Joint Field Office.
2. **Divide** the group into several teams.
3. **Rotate** asking each team one question at a time. (The questions and answers appear on the following page.)
4. **Give** 1 point for a correct answer, and **subtract** 1 point for an incorrect answer. **Allow** the next team in the rotation an opportunity to correct an incorrect response.
5. Teams may not use the Guide and must answer the question immediately after the question is read.
6. **Give** the teams time to review the Guide prior to beginning the game.
7. **Add** the scores and **announce** the winning team(s).

**Optional Activity: Who in the JFO?
Questions and Answers**

Who in the JFO . . .	Answer . . .
Responds to congressional inquiries?	Congressional Affairs Liaison
Ensures visibility within the community through initiating educational activities?	Community Relations Staff
Oversees the development of information collection, analysis, and reporting?	Planning Section Chief/Staff
Is appointed by the President?	Federal Coordinating Officer
Ensures that you get such needed resources as supplies and computers?	Logistics Section Chief/Staff
Oversees payroll and travel reimbursement?	Finance and Administration Section Chief/Staff
Is appointed by the Governor?	State Coordinating Officer (can also be the Governor's Authorized Representative or GAR)
Investigates complaints of unfair treatment?	Equal Rights Office
Handles all media inquiries?	Public Information Officer/External Affairs
Deals with questions about the interpretation of the Stafford Act?	Office of General Counsel
Manages the delivery of human services and infrastructure support?	Operations Section Chief/Staff



Ask if there are any questions about FEMA's role in disaster operations or about the NIMS or the NRP.

GETTING STARTED



Suggest to the participants that they meet with their supervisor and ask what his or her expectations are of them. A list of suggested questions is on pages 32 - 35 in the Guide.

Explain DAEs will be evaluated by their supervisor. Performance Appraisals for PFTs, COREs, and Local Hires are not mandatory, but they may be requested.

Point out the sample appraisal form in the Guide (p.37). **Note** that these forms are not required for local hires, but local hires can receive useful feedback on their performance by asking their supervisors to complete an appraisal.

Explain that supervisors must discuss all ratings with the employee and that the employee can add comments to the appraisal.

Refer the participants to page 38 of the Guide. **Tell** the participants that they should read these tips on stress management following the class.

When available Position Task Books (Assessment Guides) can also help in the feedback process.



Stress / Wellness

- Stress is a normal reaction to working in a disaster situation
- People have different stress thresholds. Don't compare yourself to others. If you need a break, say so!
- Taking care of yourself is the first step in being able to help others

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Visual 17

Disaster work can be rewarding, but it is also stressful. It is not uncommon for disaster workers to experience stress-related problems and symptoms. These symptoms are often normal and generally temporary

Provide the name of the individual or office they should contact if they want additional information on stress management usually thru the safety office. Many times there will be an on-site Nurse and wellness office or center. **Make** any announcements about stress management workshops or sessions.

Distribute a handout listing local resources such as fitness centers, restaurants that serve healthy foods, markets, shopping centers, laundries, banks, or recreation activities.



Good Stress v. Bad Stress

 **Good stress**
A part of daily life. A force that motivates, excites & energizes.

Bad stress 
Forces that create 'wear & tear' on ones being. Constant, unaddressed demands on a person.

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Explain the following key points:

- Stress is not always bad.
- We need stress to motivate us.
- It is important to be able to recognize the difference between good and bad stress.
- Unaddressed, chronic bad stress will cause physical and/or psychological consequences.

Causes of stress

- A new job
- New assignments
- Time pressures
- The disaster situation
- Conflict between work and home
- Varying workload
- Right-sizing



Psychological Symptoms

- Irritability and anger
- Mood swings
- Sadness and depression
- Relationship/marital conflicts
- Prolonged feelings of worthlessness



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Visual 19

Explain the following key points:

- Each person will respond differently to stress.
- Symptoms may not appear immediately.
- Stay in-tuned with your body in order to be aware of symptoms.
- If stress continues, the body will wear down and may cause illnesses such as: asthma, diabetes, headaches, ulcers, cancer.

Coping with stress

The first step in coping with stress-related problems is to *acknowledge the feeling of stress*. If the stress starts to get to you, talk to someone you trust about it and try some of the stress-reducers.



Unhealthy Response to Stress

- Excessive Drinking
- Overeating
- Using drugs
- Keeping emotions bottled up





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Visual 20



Healthy Response to Stress

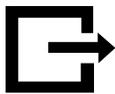
- Get enough sleep
- Exercise 
- Eat a balanced diet 
- Balance work, play, and rest
- Allow yourself to receive as well as give.
- Connect with others
- Use spiritual resources 


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Visual 21



Explain the following key points:

- These are basic tips, but they are valid and useful ideas.
- Implementing these suggestions in a disaster environment may not be easy.
- Make a commitment to take care of yourself.



Transition

Ask if there are any questions about Stress relief or FEMA's role in disaster operations before we continue on to FEMA's Core Values and Customer Service.

FEMA's PROGRAMS

FEMA's Core Values



Visual 22



Review the following key points:



State: FEMA's theory of customer service is a direct outgrowth of the Core Values which guide the agency.

In "Your Guide to FEMA" page 44 read FEMA Core Values and their definitions.

(Learning Check Question 7)

Because you are a Disaster worker you will be expected to adhere to these Core Values.



Visual # 23



Explain the following key points:

Customer service is provided by FEMA primarily by meeting disaster victims' needs.

FEMA's main goal is to help disaster victims begin their recovery from a disaster. Effective customer service helps ensure that victims feel that they are able to move forward with their lives. When disaster victims have confidence that the Government is working, they are better able to begin to put their lives back together.

To help customers, FEMA will . . .

- provide customers equal access to disaster assistance.
- provide customers an opportunity to tell their stories to a responsive FEMA representative.
- treat customers with respect and caring.
- provide customers clear, accurate information about available assistance and how to apply.
- explain clearly what customers need to do after applying for assistance, what customers can expect from Government agencies, and how long the process should take.
- provide customers with disaster housing assistance as promptly as possible and give them an estimate of when they will receive assistance.
- advise customers on how to protect against future losses.
- use customers' suggestions and complaints to continually improve services.



Individual Assistance

- Serves families and businesses who have been affected by disasters
- Provides:
 - Temporary Housing
 - Other Needs Assistance
 - Crisis Counseling

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Individual Assistance (cont'd)

Also Provides:

- Legal Assistance
- Low-interest Loans (SBA)
- Grants
- Disaster Unemployment Assistance
- Other Special Assistance

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Refer the participants to page 50 of the Guide.

(Objective 3)

Tell the participants that this chart summarizes the major Individual Assistance programs.

Note that Individual Assistance is the individual disaster program established by the Stafford Act. The Human Services or HS in FEMA is the organization title that carries out the program and it is still common to hear that term.

Add any critical disaster-specific information about how the Individual Assistance programs are being implemented in this disaster.

Mention if there are any programs that are not being offered.



Individual Assistance (cont'd)

Partnerships With . . .

- Voluntary Organizations
- Small Business Administration
- State, Local, and Tribal Governments
- Other Federal Agencies




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Emphasize that Individual Assistance is a true partnership effort. The voluntary organizations are the first stop in the assistance process.

Explain that if these groups can meet the individual's needs, then the process ends. **Stress** that the programs funded by FEMA are safety nets for those whose needs exceed the help available from the voluntary organizations or through their own insurance.

Point out that the Small Business Administration or SBA provides low-interest loans to both individuals and businesses.

Explain that before receiving certain types of help, disaster applicants must apply for (and be denied) an SBA loan.

Tell the participants that the Stafford Act requires that FEMA ensure that there is no duplication of the services provided to individuals.

Explain that the participants should *never give advice regarding program eligibility*.

Tell the participants that if they are asked questions about program eligibility, they should refer the individual to the toll-free application number 1-800-621-3362 or the Helpline 1-800-621-3362. (Guide to FEMA, p 53)



Public Assistance

Assistance to help municipalities and certain private nonprofit groups:

- Remove debris
- Repair public buildings, roads, bridges and other infrastructure
- Perform certain emergency protective measures


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Provide examples of Infrastructure Support efforts that are being implemented on this current disaster. Again Public Assistance is the Stafford Act program and Infrastructure Support is the organizational element that carries out the program mission.

(Objective 3)

Point out the ESFs that have been activated to help with Infrastructure Support



Hazard Mitigation

- Long term, permanent improvements
- Provides technical assistance and resources to individuals and communities
- Aimed at reducing future losses


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Provide examples of Mitigation efforts that are planned or underway.

(Objective 3)



Optional Activity: Name That Program Area

1. **Explain** that this activity is designed to help the participants remember the different types of disaster assistance available.
2. **Divide** the group into several teams.
3. **Rotate** reading one statement to each team at a time. (The statements and answers appear on the following page.) The teams must name which type of program is being described.
4. **Give** 1 point for a correct answer, and **subtract** 1 point for an incorrect answer. **Allow** the next team in the rotation an opportunity to correct an incorrect response.
5. Teams may not use the Guide and must state the type of program area immediately after the statement is read.
6. **Add** the scores and **announce** the winning team(s).

Optional Activity: Name That Program Area
Statements and Answers

Name That Program Area . . .	Answer . . .
Removal of sand and silt buildup blocking damage.	Public Assistance
Advice on retrofitting a house to make it flood proof.	Hazard Mitigation
Temporary shelter for residents whose homes were destroyed by the disaster.	Individual Assistance (Mass Care: ESF-6, American Red Cross)
Repair of broken water mains and downed power lines.	Public Assistance
Low-interest loans to individuals and businesses.	Individual Assistance (SBA)
Funding for relocation of a town within a floodplain.	Mitigation
Provision of clothing and household items.	Individual Assistance (Voluntary Organizations)
Grants to repair damaged hospitals and schools.	Public Assistance
Provision of Crisis Counseling.	Individual Assistance
Short-term grants to cover rent.	Individual Assistance
Repair of highway bridges.	Public Assistance or Mitigation (if the bridges were being reengineered)
Tax assistance.	Individual Assistance



Visual # 29

National Teleregistration Center

- Applicants can apply for assistance using the toll-free number from anywhere in the country
- Operators are available to translate many languages

1-800-621-3362
1-800-462-7585 (TTY)


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Provide information about the function and hours of operation for the National Teleregistration Center.

(Learning Check Question 10)



Visual # 30

Obtaining Help

- **Disaster Recovery Centers**
 - Status of applications
 - Mitigation advice
 - Crisis counseling
 - Educational materials

Helpline
1-800-621-3362
1-800-462-7585 (TTY)


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Provide information about the locations and services offered at Disaster Recovery Centers for this specific disaster.

Provide information about the function and hours of operation for the Helpline.

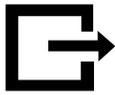
Note that applicants should call the Helpline to check on the status of their applications.

DISASTER RECOVERY CENTERS

Point out that Disaster Recovery Centers generally do not take applications for assistance. **Explain** that the services offered in a Disaster Recovery Center are negotiated by FEMA and the State. **Explain** that some Disaster Recovery Centers may provide phone banks, allowing disaster victims to call the National Teleregistration Center.

Provide information about the location of Disaster Recovery Centers for this specific disaster.

Note that all applications are processed in a central location.



Summarize this unit by reassuring the participants that they will receive additional training if they will be working within specific program areas.

Ask if there are any questions about the types of disaster assistance or the application process.

Explain that the next unit will overview FEMA's policies and procedures

POLICIES AND PROCEDURES



Visual # 31

Equal Rights Policies

FEMA does not tolerate discrimination

If you feel that you have been
discriminated against or harassed
contact the Equal Rights Office

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Access to Agency Programs

Ask the participants to turn to page 56 in the Guide. **Tell** the participants to review Director's Policy Statements No. 4-05, Equal Opportunity for People With Disabilities; and 7-05, Civil Rights Program, which are on the following pages of the Guide.

Stress that all personnel are responsible for reporting violations of these policies. **Note** that violations or concerns about civil rights should be reported to the Equal Rights Officer

Remind the participants that they will be held accountable for their actions based on these policies.

Provide the name of the Equal Rights Officer for this disaster. **Note** that the Equal Rights Office is a resource who can provide advice and guidance.

Tell the participants that the Joint Field Office staff and the community are made up of diverse individuals and groups. **Explain** that FEMA succeeds when this diversity is valued and all individuals feel free to contribute to the effort.

Refer the participants to pages 75 through 81 of the Guide. **Explain** that these guidelines can help the participants ensure that their actions promote good relationships among the diverse groups.



Guarding Confidentiality

- JFO staff cannot release any personal information to the public about applicants or fellow employees without their consent
- Do not leave applicant information where it can be viewed by others

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Refer the participants to page 82 of the Guide. **Tell** the participants that they should read this information carefully.

Provide the name of the individual or office they should contact if they have questions about confidentiality.

Point out that if they have any requests for information from the media, these requests should be referred to a Public Information Officer.

(Learning Check Question 5)

Provide the phone number and point of contact for the Public Affairs Office.



Human Resources and Administration

- Conditions of Employment
- Recordkeeping
 - ADD 1-888-853-9648 (check-in/out)
 - Timesheets / Quick Time
 - Shred or recycle discarded materials
- Travel Reimbursement

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Refer the participants to pages 85 - 92 of the Guide. **Walk** the participants through the major topics covered on these pages. Or invite the appropriate staff person from the Administrative Section to cover this material with the class.

Instructor Note: Do not explain travel reimbursement issues in detail. Instead, direct participants to the travel staff for advice and directions. A representative from Admin/Travel may be able to address the group.

Tell the participants that they should review this information following the class.

Provide the name of the individual or office they should contact if they have questions about these human resource/administrative procedures. **Make** any administrative announcements that are specific to this disaster (or distribute any relevant materials). **Tell** the participants when their first timesheets are due and when they will receive their first paychecks.



Visual # 34

Safety and Security

- Remember to . . .
 - Report any hazards you see
 - Report any injuries
 - Wear your badge in the JFO/DRC
 - Be careful after working hours

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Refer the participants to pages 99 and 100 of the Guide. **Tell** the participants that they should review this information following the class.

Provide the name of the individuals or office they should contact if they have questions about safety and security matters. **Make** any safety or security announcements that are specific to this disaster (or distribute any relevant materials).

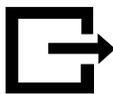


Orientation Summary

- FEMAs Role in Disaster Operations
- The Joint Field Office
- Disaster Assistance Programs
- Policies and Procedures

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Summarize this unit by reassuring the participants that they will receive additional training if they will be working within specific program areas.

Ask if there are any questions about the types of disaster assistance or the application process.

Explain that the next unit will overview FEMA's policies and procedures

Student Learning Check

Distribute exam to students. Allow 10 to 15 minutes, the students may use their materials. Correct the learning check as a group.



Evaluation

Please take a few moments to fill out your Evaluation and hand them into the instructor.

Your input is important to us!

Thanks

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Ask the participants to complete the course evaluation form.

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LEARNING CHECK

1. The law under which FEMA delivers assistance to individuals and families is:

2. The program that provides assistance, repairs and restores public buildings and their contents is:

3. The program that offers resources and assistance to individual is:

4. The federal facility established to support disaster operations is: (circle the correct answer)

Joint Field Office (JFO)
FEMA Regional Office

Base Camp
National Guard Armory

5. Refer all media questions to the Public Information Officer:

TRUE

FALSE

6. FEMA assumes total responsibility for disaster assistance:

TRUE

FALSE

7. Name four of the ten FEMA Core Values:

8. List the steps in the disaster declaration process:

9. What do the following acronyms mean:

NIMS

ICS

NRP

10. What is the Teleregistration Helpline phone number:



LEARNING CHECK
Answer Key

1. The law under which FEMA delivers assistance to individuals and families is:

Stafford Act (page 12)

2. The program that provides assistance, repairs and restores public buildings and their contents is:

Public Assistance (page 23)

3. The program that offers resources and assistance to individual is:

Individual Assistance (page 23)

4. The federal facility established to support disaster operations is: (circle the correct answer)

Joint Field Office (JFO) (page 22)
FEMA Regional Office

Base Camp
National Guard Armory

5. Refer all media questions to the Public Information Officer:

TRUE (page 41)

FALSE

6. FEMA assumes total responsibility for disaster assistance:

TRUE

FALSE (page 13)

7. Name four of the ten FEMA Core Values: (page 31)

Integrity, Customer Focus, Innovation, Public Stewardship,

Respect, Partnership, Trust, Diversity, Compassion, Accountability

8. List the steps in the disaster declaration process: (page 14)

The Incident, FEMA – State Preliminary Damage Assessment (PDA),

Governor’s Request, FEMA Recommendation, Presidential Decision

9. What do the following acronyms mean: (page 18)

NIMS National Incident Management System

ICS Incident Command System

NRP National Response Plan

10. What is the Teleregistration Helpline phone number: (page 38)

1-800-621-3362

Please take a moment to complete the following items. Your input may help to improve future training sessions. Thank you!



Date of Course _____ **Disaster Number** _____

Name of Instructor(s) _____

1. The instructor was knowledgeable and well-prepared.

Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___

Comments: _____

2. The instructor provided time for questions and review and encouraged group participation.

Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___

Comments: _____

3. The instructor related the material to disaster work and used FEMA-related examples.

Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___

Comments: _____

4. Based on your Requestor/Supervisor/Program Manager's expectations from this course, will you be able to meet or exceed them? Why? Or why not?

5. Overall, how would you rate this course.

Excellent ___ Very Good ___ Good ___ Adequate ___ Poor ___

6. Please list additional training that would benefit your JFO work or benefit the JFO workforce in general.

