



Emergency Management Institute

Annual Report
Fiscal Year 2016

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A Message from the Superintendent –

We have had another successful and impactful year at the Emergency Management Institute (EMI). Our staff are truly dedicated and committed to delivering the highest standard of training to increase understanding and on-the-job skills in the emergency management field. I am pleased to announce that Deputy Superintendent Paul Butki joined our staff on July 11, 2016, and he is making great strides to enhance our performance and outcomes.

EMI develops and delivers emergency management training that enhances the capabilities of officials from state, local, tribal, and territorial governments, public and private sector, volunteer organizations; FEMA’s disaster workforce; and other Federal departments and agency partners.

The Fiscal Year 2016 Annual Report discusses our collective efforts, which reflect a critical contribution to the preparedness of our nation. While proud of our work, we never rest on our laurels, continuously seeking to innovate and do better for those individuals we serve in communities across America every day.

We hope you enjoy reading this report. We invite your comments, not only about the report, but also about how we are serving you. Our Ombudsman, Donna Drumsta, can address or direct any questions or comments, and can be reached at donna.drumsta@fema.dhs.gov or (301) 447-1057.

Thank you for taking the time learn more about your Emergency Management Institute. I trust you will come away with the same feeling of excitement that I have from being a part of this widely recognized training, education, and exercising institute. There is simply no place like EMI!

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Russell". The signature is stylized with large, flowing loops.

Tony Russell

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Table of Contents

EMERGENCY MANAGEMENT INSTITUTE	1
Overview	1
Background	2
Authority	2
National Impact by the Numbers	3
TRAINING FOR STATE, LOCAL, TRIBAL, TERRITORIAL, FEMA, AND FEDERAL DEPARTMENTS AND AGENCY OFFICIALS	4
EMI Performance	5
Student Comments	6
Training@fema.gov	6
FY16 KEY INITIATIVES	7
Presidential Transition	7
Support to National Training and Exercise System Development.....	7
TECHNOLOGY ENHANCEMENT INVESTMENT IN INFRASTRUCTURE.....	7
Learning Content Management System	7
Curriculum Review Process.....	7
Instructor Recruitment	7
Staff Development	8
Social Media Outreach.....	8
MAJOR HOSTED EVENTS	8
National Preparedness Symposium.....	8
Emergency Management Higher Education Symposium	9
National Dam Safety Program Technical Seminar	111
FEMA Girl Scout Day at EMI.....	11
Exercise-Based Training	111
Integrated Emergency Management Course: Community Specific.....	12
Virtual Tabletop Exercise	122
Homeland Security Exercise and Evaluation Program	13
Master Exercise Practitioner Program	144
Multi-Hazard Emergency Planning for Schools	15
National Flood Insurance Program Training.....	16
Higher Education Program.....	166
Program Mission.....	16
Body of Knowledge	166
Webinars	177
Academic Course Development	177
Research Inquiries.....	18
College List.....	18
Higher Education Community Communication	20

Course Mapping Initiatives.....	200
EMERGENCY MANAGEMENT PROFESSIONAL PROGRAM.....	211
National Emergency Management Basic Academy.....	211
National Emergency Management Advanced Academy	222
National Emergency Management Executive Academy.....	22
PREPAREDNESS TRAINING.....	23
Building a Cadre of Incident Command System Instructors	23
Support to the National Incident Management System Refresh.....	23
Community Emergency Response Team Training Program	23
Integrating Access and Functional Needs into Emergency Planning	24
Tribal Training Program	25
SUPPORT TO THE PROFESSIONAL ASSOCIATIONS	26
International Association of Emergency Managers	26
National Emergency Management Association	27
Association of State Floodplain Managers	28
Growth of FEMA Training at EMI.....	29
FEMA Incident Workforce Academy - FEMA Corps Bssic	29
FEMA Incident Workforce Academy - Specialist (0604 & 0605 (JIT))	31
Implementation of Social Media.....	31
Public Information Officer Courses	32
FEMA Qualification System Mass Training Event	32
DISASTER FIELD TRAINING OPERATIONS	322

Emergency Management Institute

Overview

FEMA's Emergency Management Institute (EMI) supports the goals of the U.S. Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA) by improving the competencies of emergency management officials across the United States at all levels of government to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all hazards and emergencies. EMI is a national flagship institute, providing emergency management training focused on strengthening national capability and resilience for Federal, state, local, tribal, and territorial governments, as well as volunteer, faith-based, public, and private sector officials in emergency management. EMI provides training for the FEMA disaster workforce under the FEMA Qualification System (FQS), which includes FEMA employees, other Federal partners, reservists, and core employees in support of 23 national cadres. EMI provides training to DHS employees from all component organizations activated under the Surge Capacity Workforce during catastrophic disasters to quickly train and deploy staff to meet critical requirements. EMI manages the Disaster Field Training Operations (DFTO) national cadre with 175 members. The DFTO provides required training to all 23 cadres for new and local hires at disaster field locations, such as the Joint Field Operations (JFO) Centers. EMI also stages and manages a Strategic Workforce Augmentation Team (SWAT) Registration Intake Center (RIC) with 77 employees from the National Emergency Management Training Center (NETC) to augment operations when demand exceeds the capability of FEMA's call centers. EMI interfaces with our partners in the state Offices of Emergency Management, FEMA's offices and directorates, the National Emergency Management Association (NEMA), International Association of Emergency Managers (IAEM), the Association of Flood Plain Managers, and over 600 college and university programs in our Higher Education Program.

EMI collaborates with emergency management stakeholders to analyze, design, develop, and implement training for more than 2 million students annually. EMI uses a variety of training and education methodologies, including instructor-led classroom training; facilitated exercise-based training; web-based, instructor-led and independent study; and facilitated exercises at a distance through various technology platforms.

EMI maintains accreditation through the International Association for Continuing Education and Training (IACET) and the American Council on Education (ACE). In January 2016, IACET re-accredited EMI *continuing education units* for approved courses through February 2020. EMI also continues to host *college-level equivalent courses* through the ACE review process, so that students can request college credit for EMI training. EMI has 60 courses with college-level credit recommendations ranging from Lower to Graduate-Level Academics totaling 122 credits. Requests for college credit through ACE must be done through the *regionally accredited colleges and universities*.

EMI is a part of FEMA's Protection and National Preparedness Office, and National Preparedness Directorate, within the National Training and Education Division (NTED). Located at the National Emergency Training Center (NETC) in Emmitsburg, Maryland, EMI is

administered by a Superintendent, working with the Superintendent's Business Office; Curriculum Standards and Instructional Technology Branch; Integrated Emergency Management Branch; Mission Support Branch; Mitigation Branch; Preparedness Branch; and Response and Recovery Branch.

Background

The Office of Civil Defense was established in the United States in 1941 to coordinate with the Department of the Army. The Civil Defense Program was established in 1947 under the Department of Defense, and training was first offered under this authority in the spring of 1951 at three separate Federal facilities.

In 1954, the Civil Defense Staff College (CDSC), founded in Battle Creek, Michigan, worked with 48 colleges and universities across the country to offer college credit for some courses. At that time, the curriculum focus was on civil preparedness for nuclear or radiological disaster.

In 1979, when FEMA was established, the CDSC transferred to FEMA to support National Preparedness. The CDSC became the Emergency Management Institute (EMI) establishing the all-hazards emergency management training programs. That year, FEMA purchased Saint Joseph's College, subsequently named the National Emergency Training Center (NETC). After a study for the most appropriate location for the institute, EMI relocated to the campus along with the United States Fire Administration and National Fire Academy.

In 1980, EMI held classes in temporary facilities on campus during remodeling and enhancement to the assigned buildings on the campus. EMI officially opened the doors to its new facilities in 1981 at the NETC, and continues to provide services at this location today. The institute is now in its 36th consecutive year. From its inception in 1947, as the CDSC, and subsequently as EMI, the emphasis has been to train state, local, tribal, and territorial government officials.

In 1994, FEMA's Response and Recovery Directorate requested that EMI manage the training for FEMA's disaster workforce. In 2009, the FEMA Administrator requested that EMI expand its training programs to include participants from the whole community.

Authority

EMI derives its authority from Title 6 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act regarding training. The Act states:

- (f) Training programs
 - (1) The Administrator may –
 - (A) Conduct or arrange, by contract or otherwise, for training programs for the instruction of emergency preparedness officials and other persons in the organization, operation, and techniques of emergency preparedness;
 - (B) Conduct or operate schools or including the payment of travel expenses, in accordance with subchapter I of chapter 57 of Title 5 and the Standardized

Government Travel Regulations, and per diem allowances, in lieu of subsistence for trainees in attendance or the furnishing of subsistence and quarters for trainees in attendance or the furnishing of subsistence and quarters for trainees and instructors on terms prescribed by the Administrator; and

- (C) Provide instructors and training aids as necessary.
- (2) The terms prescribed by the Administrator for the payment of travel expenses and per diem allowances authorized by this subsection shall include a provision that such payment shall not exceed one-half of the total cost of such expenses.
- (3) The Administrator may lease real property required for the purpose of carrying out this subsection, but may not acquire fee title to property unless specifically authorized by law.

National Impact by the Numbers

EMI continues to support the goal to develop and maintain national capabilities by offering training to officials from state, local, tribal, and territorial governments; volunteer organizations; the FEMA disaster workforce; other Federal departments and agencies; and related public and private sectors. During FY16, EMI had a broad national impact on training to the emergency management community as evidenced by the following statistics.

Total Number	Impact
2,102,539	Student course completions
2,069,301	Independent Study courses completions from 197 unique courses
25,239	Student completions of 1,184 field courses
7,924	Student course completions from 294 resident courses
6,443	Student course completions from 64 Virtual Tabletop Exercise broadcasts to 536 communities broadcast via tele-video communications
3,063	Student course completions from 66 Internet webinar courses
709	Student course completions from 11 jurisdiction-specific Integrated Emergency Management Courses offering exercise-based training on community plans
587	Courses developed and managed in the curriculum for all audiences

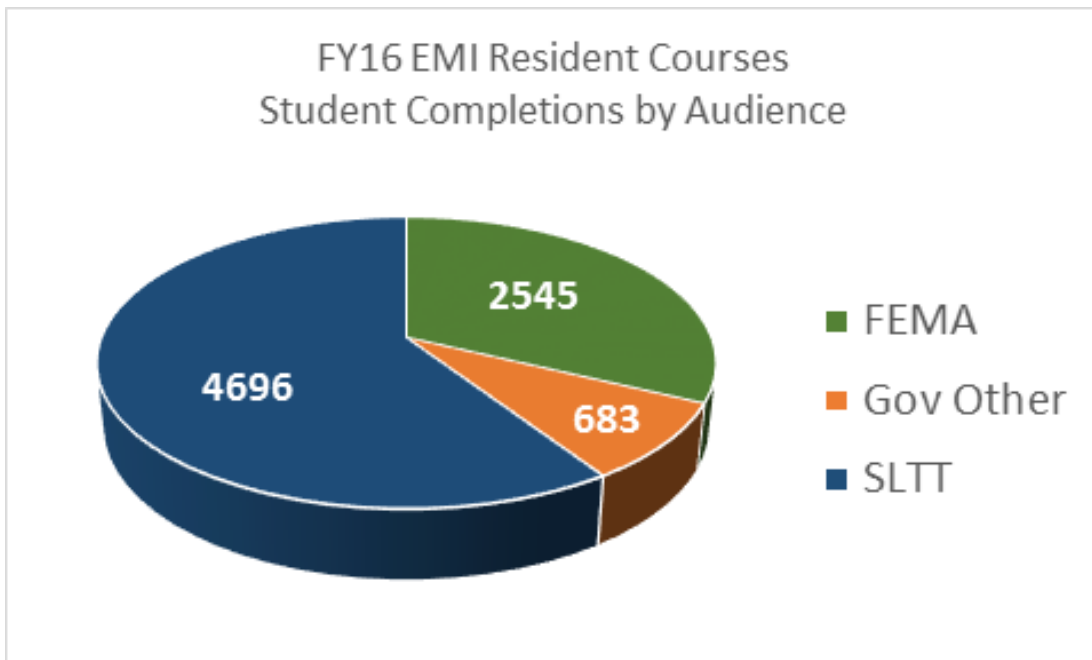
437	Student course completions for Homeland Security Exercise and Evaluation Program from 24 offerings
292	Student completions from 5 unique Complex Coordinated Attack community based Integrated Emergency Management (IEM) exercise training courses

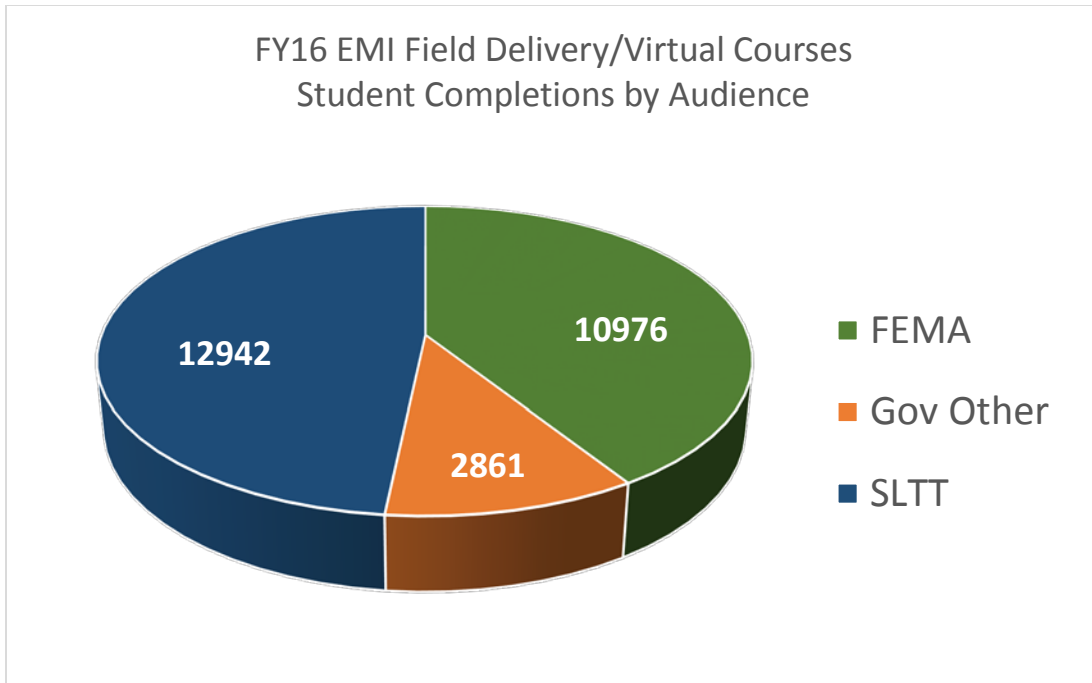
Direct support to students for travel and attendance at training events:

- \$ 1,527,227 - paid in student stipends supporting 2,879 students
- \$ 530.50 - the average cost per student per course for an EMI stipend

Training for State, Local, Tribal, Territorial, FEMA, and Federal Departments and Agency Officials

The following charts show the number of completions by audience for state, local, tribal, and territorial (SLTT), other Federal agencies, and FEMA students. The SLTT courses include voluntary organizations and related public and private sector organizations from these jurisdictions.





Virtual courses taught via technology, which may include a local facilitator for the exercise activities.

EMI Performance

EMI uses the Kirkpatrick methodology for adult training to measure and monitor training delivery and impact through survey data collected after course completion. EMI evaluates the effectiveness of training through assessment of performance factors at three levels.

The Kirkpatrick Model is the worldwide standard for evaluating the effectiveness of training. It considers the value of any type of training, formal or informal, across four levels. Level 1, Reaction, evaluates how participants respond to the training. Level 2, Learning, measures if they actually learned the material. Level 3, Behavior, considers if they are using what they learned on the job, and Level 4, Results, evaluates if the training positively impacted the organization.¹

Level 1 is an analysis of student reaction or the degree to which students find the training favorable, engaging, and relevant to their jobs. The table below reflects the FY16 results based on three criteria collected:

¹ The Official Site of Kirkpatrick Model, Tuesday, June 05, 2016;
<http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel/tabid/302/Default.aspx>

Kirkpatrick Level 1 Training Quality Indicator	FY16 Average
Percentage of students that agreed that the course contributed to their knowledge	95%
Percentage of students that agreed they were better prepared to deal with disasters and emergencies	92%
Percentage of students that agreed that the course is worth recommending	93%

Level 2 surveys assess the degree to which participants acquire the intended knowledge and skills, based on their participation in the training. EMI measures students' pre- and post-course knowledge through testing for courses longer than 2 days or 16 hours in duration. The average percent of these courses using Level 2 evaluations in FY16 was 18.5 percent with an average indicated increase in learning (from the pre- and post-course assessments) by the students of 27 percent. The goal set by the National Preparedness Directorate for increased learning for students for FY16 was 26 percent.

The Level 3 surveys assess the level to which students agreed, or disagreed, with the following statement: "The skills I learned from this course help me do my job better." The FY16 results showed that 6,843 responders, or 93.5 percent, surveyed agreed that the skills learned through their participation in the course helped them do their job better. EMI sends surveys to students 90 days after completion of the training.

Student Comments

Training@fema.gov

To enable better customer service to our student audiences, EMI established a central e-mail location for questions and comments pertaining to EMI training courses. Students can contact EMI at www.training.fema.gov by clicking either the Contact Us link in the upper right navigation bar.

- EMI responded to more than 200 training questions on the following topics:
 - Can you help me find my Student Identification Number so I can apply for EMI training;
 - EMI training programs (i.e., What Community Emergency Response Team (CERT) training is available? What are the Incident Command System (ICS) courses?);
 - Who is the contact person within the state where I can get more information on field-delivered courses?
 - What are the costs for courses?
 - Requests for EMI training to be delivered in a specific geographical location; and
 - Scheduled course dates.

FY16 Key Initiatives

Presidential Transition

EMI staff members served on the 2017 Presidential Transition Team for training and exercises for all Federal Departments and Agencies. This work culminated in an executive seminar in National Domestic Incident Management for senior Executive Branch leadership, and a series of exercises. The discussion-based seminar provided a platform for senior Federal leaders to analyze and interpret the structure and processes, roles and responsibilities, and coordination and key decision points of domestic incident management.

Support to National Training and Exercise System Development

EMI is actively engaged in and supporting the development of the National Training and Exercise System (NTES) governance and steering doctrine. As NTES develops, EMI continues to align our training to the National Preparedness core capabilities outlined in the National Preparedness and State Preparedness Reports (SPR). EMI makes decisions on training resource allocations based on the SPR's identified state training gaps.

Technology Enhancement Investment in Infrastructure

Learning Content Management System

Along with other FEMA training organizations, EMI instituted a Learning Content Management System (LCMS), which is an automated IT system for development, shared content, and maintenance of curricula. LCMS enhances the ability to import or create training from external training partners and provide uniform information. EMI set the goal to have all courses migrated into the LCMS in FY17 to provide greater efficiency in managing the curriculum and to allow for reuse of curriculum content across courses for more efficient revisions of course content. In FY16, EMI added 107 courses into the LCMS. The system will facilitate sharing content across FEMA so that all courses can meet national standards and policies, and consistently implement operational procedures.

Curriculum Review Process

EMI started the uniform curriculum review process to ensure that curriculum is up to date and consistent with emergency management professional practices and doctrine. The goal is to evaluate and revise nine percent of all active courses within an established 3-year revision window. As of September 2016, 25.5 percent of courses, or 161 of the total 631 courses, completed the annual review process. EMI targeted completion of the remaining 470 courses in FY17. Informed by the FY16 review, EMI retired 44 courses from the curriculum, which had already reduced to 587 courses. The review and revisions are continuing with the intent of meeting this ambitious curriculum refresh.

Instructor Recruitment

EMI actively seeks to maintain a cadre of outstanding emergency management professionals as

instructors who are active practitioners in the community, have required subject matter expertise, and are skilled and experienced instructors. EMI targets recruitment of current professionals in the field from conferences, course deliveries, and professional associations. In June 2016, EMI developed and piloted a modernized instructor selection process that is transparent, metric-based, and panel-driven to build a cadre of instructors that are current practitioners, have recognized years of experience, and are reflective of the diversity of the emergency management profession. EMI has instituted weekly “How to become an EMI instructor” briefings on Tuesdays at noon in N Building, Room N408 on the NETC Campus, and has leveraged official FEMA social media channels as recruitment platforms to grow candidate packages. The impact of these efforts can be assessed in FY17.

Staff Development

In FY16, 13 EMI staff members completed Harrisburg Area Community College’s training on how to develop, deliver, and instruct courses in an online environment. EMI reviewed curriculum to determine courses that would meet required training outcomes through this training methodology and that would benefit from reaching students. Delivering courses in this manner will allow EMI to reach a greater audience unconstrained by travel or resources.

EMI staff participated in the Training Innovations, Efficiencies, and Economies (TIEE) Working Group with staff members from FEMA’s National Training and Education Division (NTED). The purpose was to consolidate and index FEMA and DHS training, education, development, and exercise research, which would leverage the efforts of the International Association of Emergency Managers Training and Education Committee to reach their common goal. The emergency management repository will serve as an archive and a resource for the DHS Training, Education, and Exercise Community of Practice, as well as the emergency management higher education community.

Social Media Outreach

In FY16, EMI deployed social media outreach through Twitter, Facebook, and LinkedIn. EMI created a team of employees who engaged with FEMA’s Office of External Affairs to reach America through these social media channels. This was a new strategy as a means to engage current, past, and future students. This is the first year EMI has told their story of training through these platforms. EMI also offers course and event announcements through Training Bulletins and publication in the FEMA Bulletin. Eighty-eight (88) articles in the FEMA Bulletin highlighted EMI programs, courses, and events during the year.

Major Hosted Events

National Preparedness Symposium

There were 239 attendees at the National Preparedness Symposium (formerly known as the National Training, Education, and Exercise Symposium), supported by the National Preparedness Division. EMI established a higher standard of cooperation and participation of all organizational components, which will continue into FY17.

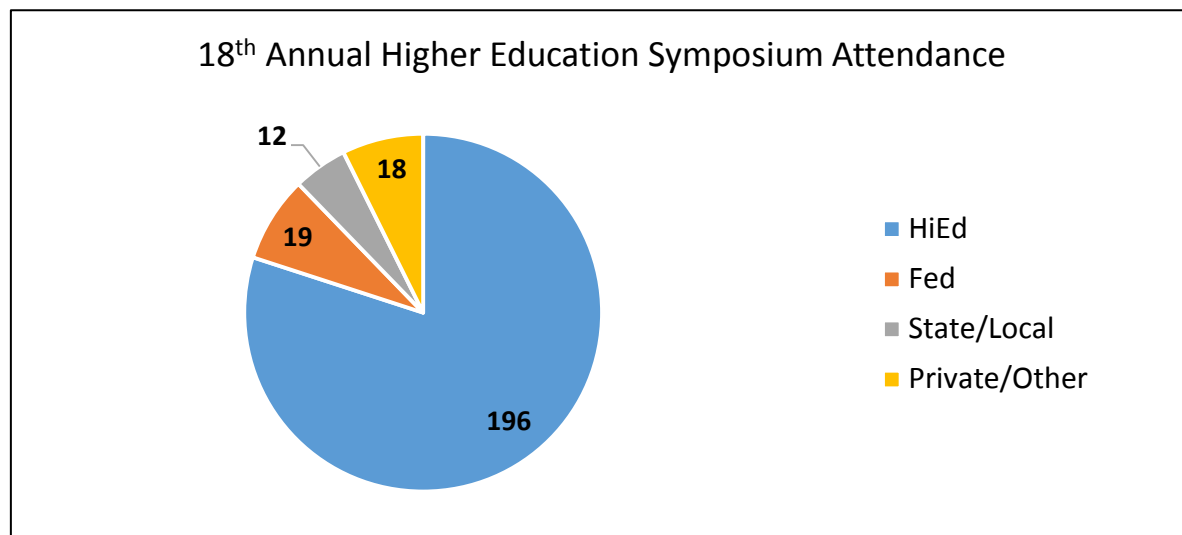
The 2016 National Preparedness Symposium (NPS) was the first year that the Emergency Management Institute's (EMI) annual symposium was combined with the Center for Domestic Preparedness' (CDP) biannual National State Administrative Agency (NSAA) Symposium. The impact of this joint effort was an increased presence by the State Administrative Agency Training Points-of-Contact (SAA), and broader participation by the National Training and Education Division (NTED) Training Partners. This included participation on the Roundtable, as Presenters, on Presentation Panels, in the Networking Social, and as attendees.

Plenary speakers included:

- U.S. Department of Homeland Security (DHS) Science & Technology (S&T) Chemical Security Analysis Center (CSAC) official on training and exercise implications learned from large-scale outdoor chlorine release experiments
- Chief, DHS Office for Bombing Prevention (OBP), Counter-IED Training and Awareness Section on best practices, lessons learned, and outcomes from the OBP Bomb-Making Materials Awareness Program Train-the-Trainer in Texas.
- Other breakout presentations included Measurement and Value of Training and Exercise Programs, National Cyber Exercise and Planning Program, Using Exercises to Prepare For & Evaluate Preparedness for Emerging Threats, and Incorporating Universal Access into Training and Exercises.

Emergency Management Higher Education Symposium

The 18th Annual Higher Education Symposium was held June 6–9 with a total of 245 attendees representing academia; emergency management professional organizations; state, local, tribal, and territorial government emergency management officials; students; and Federal agencies. There were 134 new participants.



The theme was Understanding Generations, and the 4-day event included the following activities:

- Six, 8-hour pre-symposium workshops
- 37 breakout sessions
- Daily plenary sessions
- Share Fair exhibit of higher education emergency management materials, a poster presentation of emergency management research and programs, a discussion in the NETC library regarding publications and textbooks, FEMA information, and course materials

One key success from the symposium was the creation of 12 special interest groups (SIGs). The Higher Education Program encourages the formation of SIGs to develop and disseminate information in their topic of interest. SIGs provide a forum within the higher education community of interest to pull people together who have a common curiosity for the subject. The SIGs serve as a focal point for community development in their special areas, potentially co-authoring papers, conducting research, supporting curriculum development, and working as subject matter experts (SMEs). We anticipate that the SIGs will broaden and deepen areas of study and understanding of practice in emergency management. EMI will continue to move forward with the following SIGs:

- Theory & Research Practices
- International Emergency Management
- Service Learning & Leadership
- Science & Technology Integration in Emergency Management Higher Education
- Information Exchange & Symposium
- Accreditation
- Jobs & Internships for Emergency Management Students & Graduates
- Emergency Management & Homeland Security Higher Education Unity of Effort
- Virtual Resources & Simulation Tools for the Emergency Management Higher Education Classroom
- Racial, Ethnicity & Economic Impacts in Emergency Management
- Money Issues of Emergency Management Education
- Inter-organizational Emergency Management

EMI hosted the National Training & Education System (NTES) Roundtable on June 8. This event included representation from six universities and five senior-level FEMA officials. The purpose of this meeting was to discuss the roles and relationships of the emergency management academic partners and the EMI Higher Education Program as they relate to NTES with the

desired outcome of identifying system interfaces, inputs, feedback, and environments that will strengthen the educational aspect of NTES.

National Dam Safety Program Technical Seminar

EMI hosted the Annual National Dam Safety Program Technical Seminar, a one-of-a-kind technical seminar for dam and reclamation owners, officers, and other officials. The 23rd Annual National Dam Safety Program Technical Seminar took place February 17–18, 2016, on the campus of the National Emergency Training Center (NETC) in Emmitsburg, Maryland, with 248 participants in attendance. The topic of the 2016 Seminar was “Internal Evaluation Techniques for Earthen Dams.”

FEMA Girl Scout Day at EMI



On June 3, 2016, FEMA’s Emergency Management Institute sponsored Girl Scout Day in coordination with the United States Fire Administration, American Red Cross, and Maryland State Fire Association. One hundred and fifty Girl Scouts ranging from 5 to 17 years of age and their leaders came from Maryland and Pennsylvania to the NETC in Emmitsburg, Maryland, to learn about disaster and emergency preparedness. The program included a brief history of the campus and a video message from FEMA Administrator to the visiting Girl Scouts. After a parade of Girl Scout troops and an opening ceremony, the scouts rotated to training stations and group presentations, where they learned about emergency preparedness, mitigation, response, recovery, and fire safety. They also learned about careers in emergency management, using FEMA’s Flat Stanley and Flat Stella in troop activities, and emergency preparedness tips on Ready.gov.

Exercise-Based Training

EMI has several exercise-based training programs that directly support the national core capabilities by expanding knowledge and awareness of community resilience, risk management for protection programs, planning, and operational communications and coordination.

Integrated Emergency Management Course: Preparing the Whole Community for a Complex Coordinated Attack

The 4-day Integrated Emergency Management Course (IEMC) brings community response entities together in an exercise environment to test policies and procedures and to build synergistic and mutual relationships. EMI developed a complex coordinated attack IEMC to improve the ability of local jurisdictions and small communities to prepare for, protect against, and respond to complex coordinated attacks. Through the E/L0912 Complex Coordinated Attack course, IEMC identifies capability gaps and procedures to respond to an emerging complex coordinated attack.

EMI implemented five courses in FY16, with 292 student participants.

During FY16, EMI revised the community recruitment and selection process requiring interested communities to apply through their state and FEMA regional office. Eligibility is determined through a collaborative review of a jurisdiction's capability gaps. Jurisdictions identify their needs through the Threat and Hazard Identification and Risk Assessment (THIRA)/State Preparedness Report (SPR) process, as well as evaluation of the current threat environment.

Integrated Emergency Management Course: Community Specific

The E/L0930 Community Specific Integrated Emergency Management Course (IEMC) builds awareness of disaster issues and skills necessary to develop and implement policies, plans, and procedures to protect life and property in the event of an emergency. The course was offered to 11 jurisdictions during FY16, including 8 resident and 3 off-site deliveries, training 709 students. The students represented SLTT governments, private sector, volunteer organizations, and Federal Government.

Virtual Tabletop Exercise

EMI offers 4-hour Virtual Tabletop Exercises (VTTXs) that support the core capabilities and community resiliency, public health and medical services, cyber security, long-term vulnerability reduction, and public/private services and resources. The VTTX enables partners to exercise the knowledge, skills, and abilities needed to conduct all-hazard emergency preparedness, response, and recovery. The partners/players are from Federal, state, local, tribal, and territorial government; private sector; and nongovernmental organizations. VTTXs are a no-cost, effective way to bring jurisdictions and locations together to discuss differences and similarities in response to critical events through peer-to-peer learning and knowledge exchange... Up to 15 VTC jurisdiction sites can participate at a time. A standard VTC system is required for participation plus additional phone bridges for localized participants.

During FY16, EMI’s Integrated Emergency Management (IEM) Branch broadcasted 64 VTTXs to 6,443 participants from 536 communities. Five of the most attended broadcasts included:

Scenario	Number of participants	Number of communities
Active Shooter (Higher Education)	1,135	58
Active Shooter (Mall Scenario)	797	42
Disaster Animal Shelter Management	347	30
Cyber Focus	760	100
Flooding	321	28

On March 26, 2016, the IEM Branch hosted a VTTX for Major League Baseball (MLB) with seven teams and their local community partners. The scenario covered several aspects of a severe weather event, including local flooding, mass casualty, and shelter-in-place. The VTTX allowed teams to validate their current plans and procedures, share best practices with other participants, and train emergency operations center responders. During the VTTX, The Baltimore Orioles shared their lessons learned involving the lock-down at Camden Yards during the summer of 2015, due to a localized civil unrest. EMI and MLB intend to continue to foster this relationship with further VTTXs and localized training tailored to teams. EMI plans to branch out to other professional and collegiate sports enterprises.

On June 28, 2016, the IEM Branch, with FEMA Region V, conducted a VTTX for the Republican National Convention. Representatives included staff members from FEMA HQ, FEMA Region V, FBI, Secret Service, Ohio State Police, and the City of Cleveland. The scenario, titled Consequence Management Resulting from an Anthrax Release, covered a terroristic attack using chemical weapons. The VTTX is used to validate response plans and procedures, and train responders.

Homeland Security Exercise and Evaluation Program

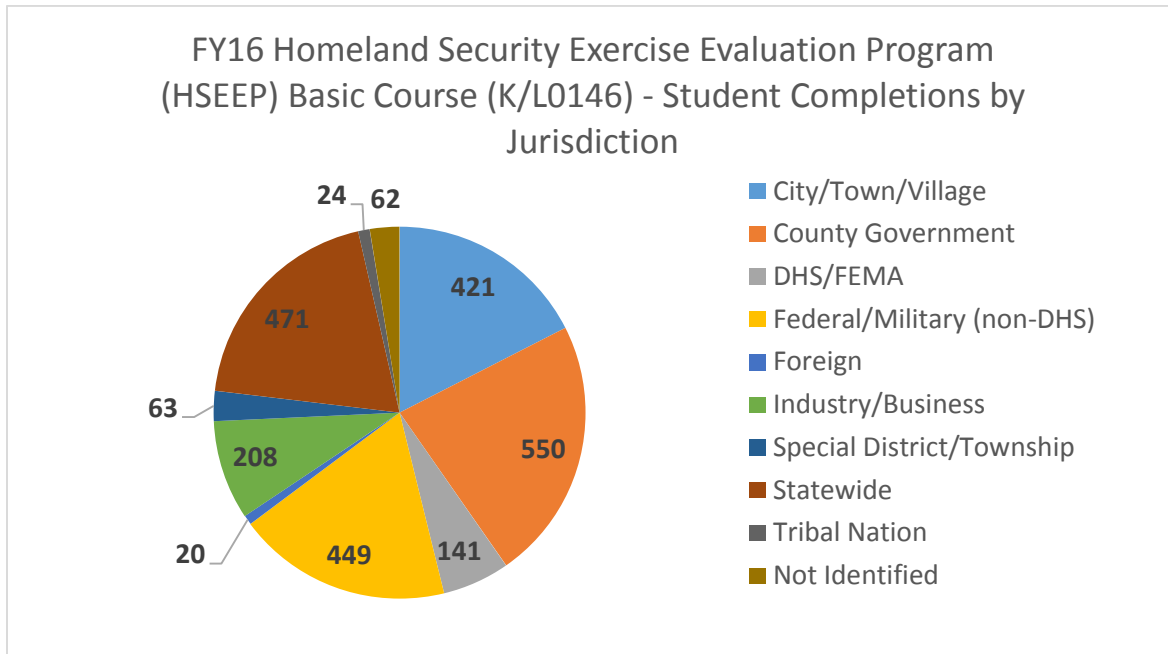
Homeland Security Exercise and Evaluation Program (HSEEP) doctrine is flexible, adaptable and for use by stakeholders across the whole community. The HSEEP provides a set of guiding principles for exercise programs, as well as a common approach to exercise program management, design and development, conduct, evaluation, and improvement planning. Exercises are a key component of national preparedness—they provide elected and appointed officials and stakeholders from across the whole community with the opportunity to shape planning, assess and validate capabilities, and address areas for improvement.

Through HSEEP, exercise program managers can develop, execute, and evaluate exercises that address the priorities established by an organization’s leaders. HSEEP is applicable for exercises across all core mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

During FY16, EMI delivered HSEEP training to 2,409 students through two different platforms to provide maximum accessibility to our stakeholders:

- 213 student completions through 11 webinar offerings

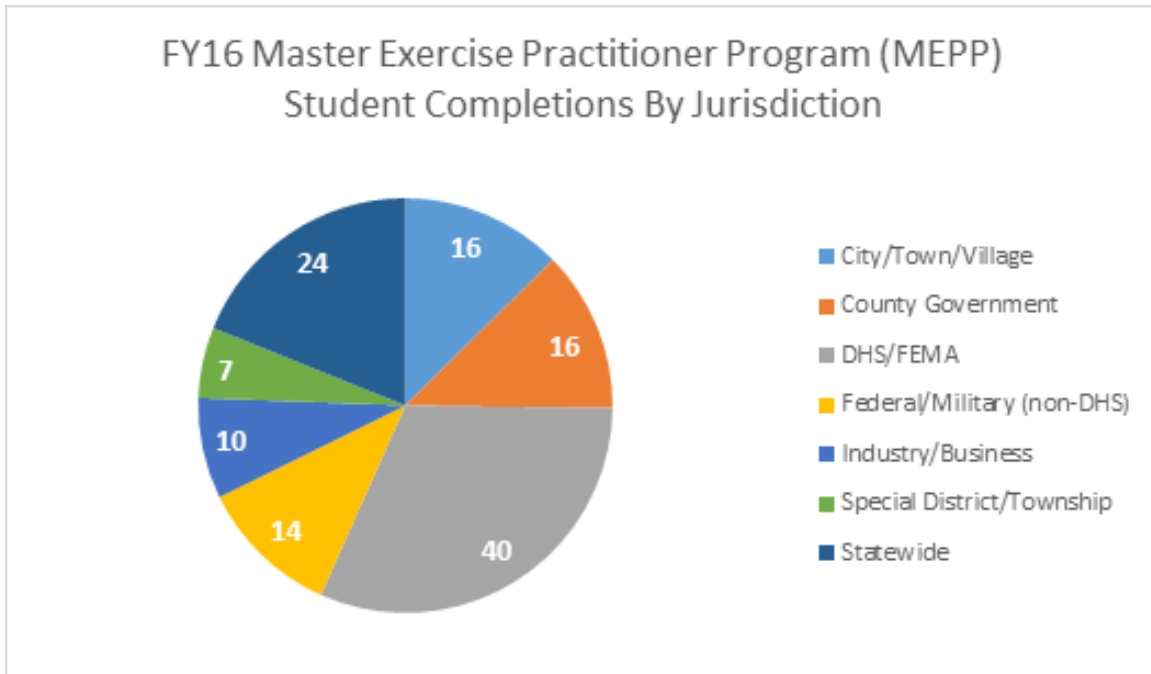
- 2196 student completions from 88 field course offerings



Master Exercise Practitioner Program

EMI offers the Master Exercise Practitioner Program to develop the capabilities of emergency management exercise personnel in every phase of exercise program management and process. The objective of this program is to provide a national standard exercise process that can improve both the quantity and quality of exercises conducted, and enhance the knowledge, skills, and abilities of Federal, state, local, tribal, and territorial exercise officials through training. The program consists of:

- Discussion-Based Exercise Design and Evaluation;
- Operations-Based Exercise Design and Evaluation; and
- Operations-Based Exercise Development
 - 127 students graduated from the series this fiscal year
 - 87 all Jurisdictions – 40 DHS/FEMA



Multi-Hazard Emergency Planning for Schools

The Multi-Hazard Emergency Planning for Schools Program includes several courses that support the core capabilities of community resilience and planning. The curriculum is designed for the unique planning and exercise needs of school systems. The E0361, *Multi-Hazard Emergency Planning for Schools*, course provides K–12 school district teams with the knowledge, skills, and tools needed to review, enhance, and sustain an all-hazards district/school Emergency Operations Plan (EOP) to increase their resiliency to all hazards. By including first responders, the training ensures that schools and first responders collaborate on implementing EOPs, thereby strengthening school/first responder partnerships. The course also helps schools understand how their plans fit into the overall community’s plan. EMI delivered this course to 118 participants.

The field course, G0364, also designed for school officials and local first responders, is a way to reach even more school districts and individuals through the state emergency management agencies. This course assists hundreds of school districts in developing or refining their EOP through training and exercising.

The Multi-Hazard Emergency Planning for Schools series of courses receives some of the highest ratings on evaluations, and feedback consistently reveals the effectiveness of the training.

L0363, *Multi-Hazard Emergency Management for Higher Education*, is an exercise-based course designed for colleges and universities. It provides the knowledge and planning strategies to protect lives, property, and operations better within the context of comprehensive emergency management by using the [Incident Command System](#) to develop and implement an Emergency Operations Plan. In FY16, EMI delivered the course to 452 students.

National Flood Insurance Program Training

In support of the [National Flood Insurance Program](#) (NFIP), EMI facilitated the development and posting of NFIP Insurance Agent, Flood Adjuster, and Surveyor self-paced training at EMI in FY15. There are 14 independent study courses serving a potential audience of approximately 1.7 million licensed insurance agents; 20,000 flood adjusters; and, 44,000 land surveyors. In FY 16, twelve courses were updated. One new course, IS-1114, *Adjusting Residential Condominium Buildings Association Policy and Condo Unit Owner Claims*, was developed and posted in 2017.

Higher Education Program

PROGRAM MISSION

The Higher Education Program's mission is to empower and leverage the Emergency Management Higher Education Community and stakeholders to develop, dialogue, and disseminate emergency management-related information, courses, and research, and to share opportunities to improve the Nation's capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.

The Higher Education Program upholds FEMA's mission and aligns with the priorities to: be survivor centric, be expeditionary, build capability for catastrophic disasters, enable risk reduction, and strengthen FEMA's organizational foundation by alignment toward building and sustaining core competencies and capabilities to realize the National Preparedness Goal (NPG).

The Higher Education Program is an integrated part of the National Training and Education System (NTES) and closely coordinates with training efforts through EMI's cornerstone principles: initiative, collaboration, cooperation, and innovation. The Higher Education Program is outcome-driven, effective, and efficient.

Together, the higher education community achieves its mission and alignment by focusing on: the *development* of course material, programs, and publications; the *dialogue* through meetings, the annual symposium, special interest groups and focus groups; and the *dissemination* of information via our website, webinars, newsletters, community conference calls, and regional relationships.

BODY OF KNOWLEDGE

Focus groups topics are generated from across the higher education community and FEMA family and are led by community participants with support from the program manager. Focus group deliverables, including reports and publications, contribute to the body of knowledge disseminated across the higher education community.

In 2016, the following focus groups were active:

- Accreditation
- Next Generation Core Competencies
- Emergency Management Discipline
- Synergy
- Curricula Resource Needs
- Data Collection and Jobs & Internships

Several focus groups have resulted in the creation of Special Interest Groups (SIGs) noted previously in this report.

WEBINARS

The Higher Education Program conducts quarterly webinars to dialogue, disseminate information, and build and sustain emergency management higher education programs, curricula, and research. The program delivered five webinars using Adobe Connect:

- Promoting Student Success through Partnerships in Emergency Preparedness & Homeland Security – A Maryland exemplar of bridging emergency management education from high school to higher education (10/15/2016)
- Tools for Creating Campus Resilience (12/16/2015)
- Understanding the Basic Relationship between PIOs and Journalists (2/24/2016)
- Synergy – Unifying Efforts of Emergency Management Academics & Practitioners (5/18/2016);
- The Role of Research in Emergency Management Education: Status and Future Directions (9/28/2016).

FY16 Webinar Participation

Month	October	December	February	May	September	Total
Participants	119	181	159	89	89	637

ACADEMIC COURSE DEVELOPMENT

In FY16, one new course was developed, and two were revised, and one is currently under revision. The total number of course requests for FY16 was 18. The Higher Education Program has developed a new online feedback tool to follow up on course requests.

A Resources Needs Focus Group convened this year and determined that the community would like to have case studies, modules, shared syllabi, book lists, and other support material. In the early days of the Higher Education Program, full courses were critical for programs to get started. A strong community of interest and expertise shares material; therefore fully developed

courses are not needed or desired. The Higher Education Program is supporting a broader query of the community to validate the focus groups findings and will have a report in 2017. The course changes already in process for the year are outlined below.

COURSE DEVELOPMENT	STATUS	DATE COMPLETED
Community Disaster Recovery Planning	Developed	September 30, 2015
Disaster Response Operations & Management	Revised	December 30, 2015
Floodplain Management	Revised	September 30, 2016
Research & Analysis Methods in Emergency Management	Under Revision	Expected mid-2017

RESEARCH INQUIRIES

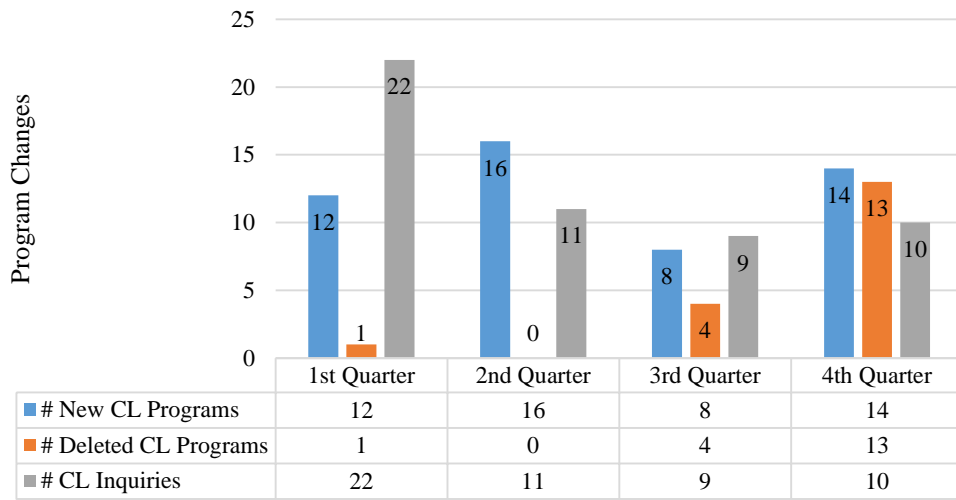
The Higher Education Program supports research, white papers, and community inquiries that further inform decisions toward the program mission to develop materials, disseminate critical information, and host the necessary dialogues to build and sustain capabilities to achieve the National Preparedness Goals. To this end, the Higher Education Program supported the following research:

Research Title	Expected Deliverable
Emergency Management Higher Ed. Resource Needs Research	Report of findings and brief of findings at 2017 Symposium
Jobs & Internship Student perspectives-affiliation impact	Report of findings and brief of findings at 2017 Symposium
Core Competency - defining measurable behavioral indicators	Report of measurable behavioral indicators for core competencies at various levels (Associates, Bachelor, Master, PhD & Executive)
Higher Education Focus Group Impact	Report of findings by June 2017
Emergency Management Oral History Project	Report of findings, captured oral history narratives and recordings submitted to the Congressional Library Story Corps by June 2017
Development of a new Synergy Course: "So you want to be an Emergency Manager" in the LCMS	One unit Independent Study course aligned with the Synergy Focus Group vision will be developed and accessible in the LCMS platform by June 2017
Feasibility and level of effort determination of moving an existing higher education course into the LCMS platform	To have a better understanding of the level of effort needed to move higher education courses into the LCMS

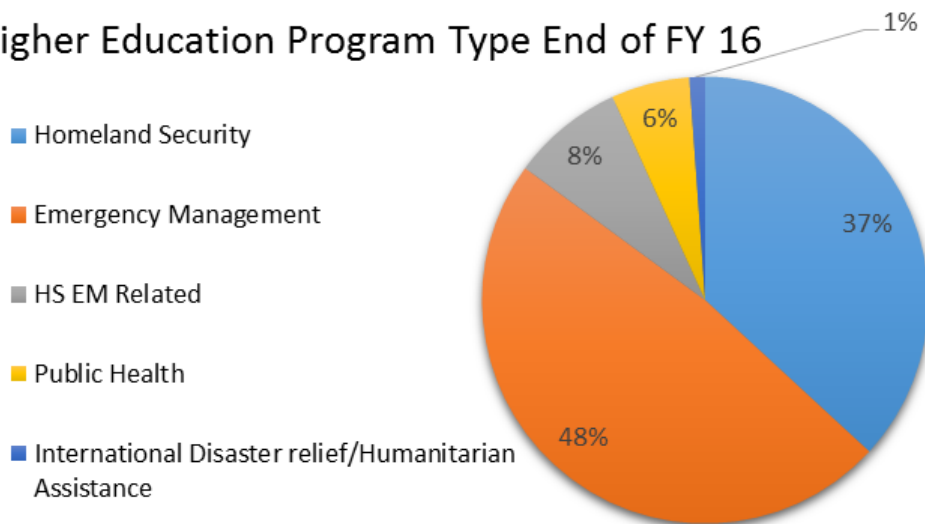
COLLEGE LIST

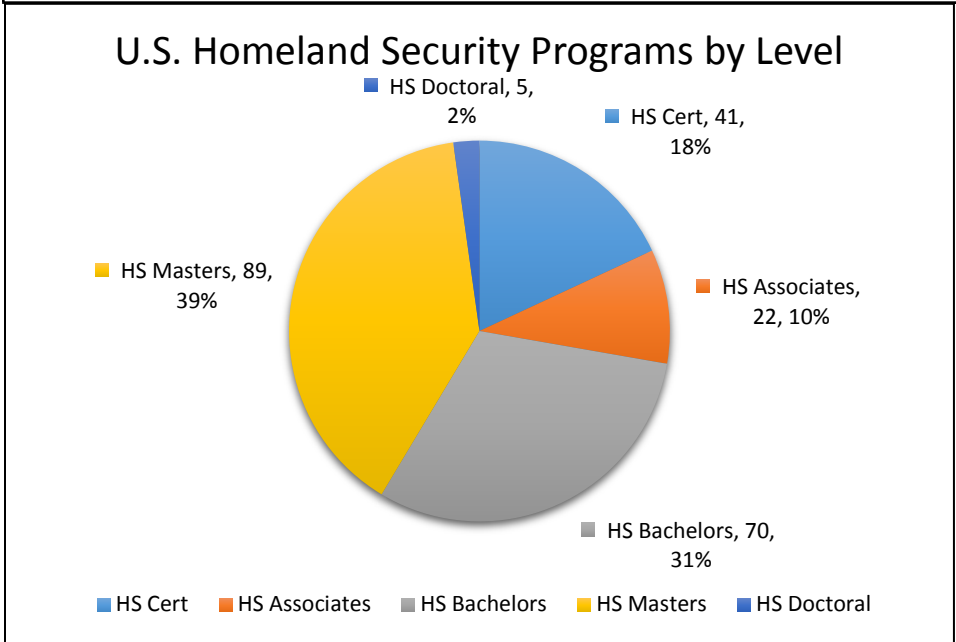
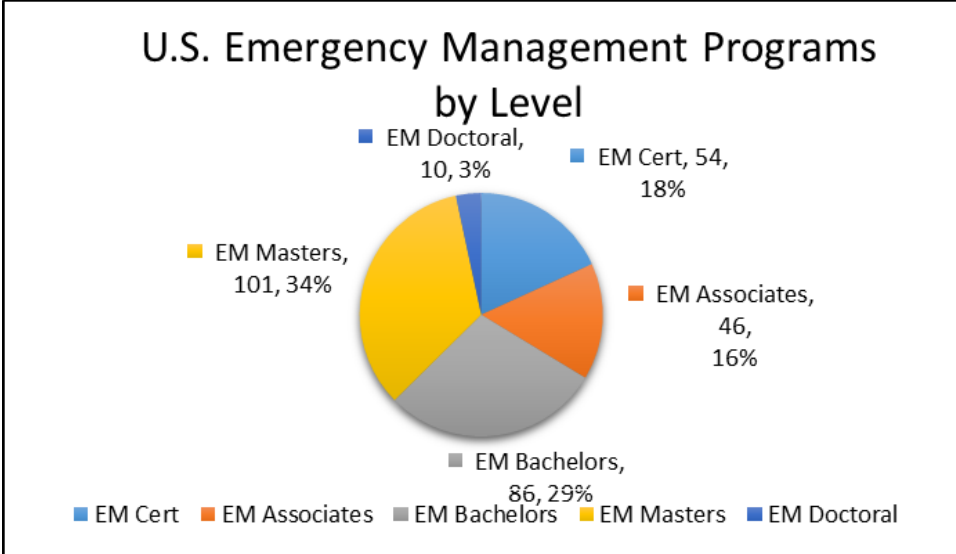
The College List, located at <https://training.fema.gov/hiedu/collegelist/>, is an invaluable and comprehensive online directory of colleges and universities that offer emergency management, homeland security, and related programs. EMI staff members do not provide college recommendations or discuss the relative merits of the colleges and universities listed.

College List Quarterly Program Changes



Higher Education Program Type End of FY 16





HIGHER EDUCATION COMMUNITY COMMUNICATION

To encourage and maintain good communication, the Higher Education Program creates and distributes a weekly newsletter to more than 50,000 subscribers, facilitates monthly community calls, hosts webinars, and maintains a website. These efforts align with the program’s goal to host dialogue, and directly support future development and dissemination to strengthen the connection of the Higher Education Program to the emergency management higher education community.

COURSE MAPPING INITIATIVES

As a part of the National Training and Education Division, and in support of the National Training and Education System, EMI aligns our courses to the 32 core capabilities of the

National Preparedness Goal that address the greatest risks to the Nation. During FY16, EMI mapped 590 courses, and new courses are being mapped as they are developed. Mapping courses allows EMI to analyze course completion numbers in terms of applicability to core capabilities and by state. It also allows EMI to recommend training to state, local, tribal, and territorial (SLTT) governments to close training gaps with regard to the core capabilities, and allows individuals to search the EMI catalog for courses associated to a core capability of interest.

Emergency Management Professional Program

The Emergency Management Professional Program (EMPP) curriculum provides a lifetime of learning for emergency management professionals. The program includes three separate, but closely threaded, training programs building from the National Emergency Management Basic Academy to the Advanced Academy, and culminating in the Executive Academy.

National Emergency Management Basic Academy

The Basic Academy is the entry-point for individuals pursuing a career in emergency management. The Basic Academy offers the tools to develop comprehensive foundational skills needed in emergency management. For those who are new to emergency management, the Basic Academy also provides a unique opportunity to build camaraderie, to establish professional contacts, and to understand the roles, responsibilities, and legal boundaries associated with emergency management. Basic Academy courses are highly requested.

- Graduated 162 students from the Basic Academy, bringing the total number of graduates to date to 517 nationwide.
- Emphasis remains on increasing enrollment, participation, and graduation rates while ensuring a diverse, whole community representation.
- EMI continues to focus on the Train-The-Trainer (TTT) Infusion Project. The project builds the requisite skills and practical experience to allow states to deliver Basic Academy courses locally.
- 35 states have participated in the Basic Academy TTT courses.
- 17 states sponsored TTT courses at their locations
- 18 states participated in the resident TTT offering at the National Emergency Training Center.
- 380 TTT participants have been trained to date, thereby increasing the national capacity to deliver the Basic Academy courses within the states.
- 5 courses containing 38 modules with 152 hours of instruction were revised this year.
- The curriculum review was within the triennial review cycle for the program.

National Emergency Management Advanced Academy

The Advance Academy addresses program management and oversight, effective communication, integrated collaboration, and strategic thinking skills. The target audience is mid-level managers who have a minimum of three years of experience in an emergency management position to include government, non-profit, voluntary organization, and private sector leaders who are responsible for emergency management or homeland security.

- Graduated 106 students from the Advanced Academy.
- Total graduates to date: 157.
- Transitioned the matriculation from 18 months to a 12-month requirement.
- Piloted two field deliveries of the Advanced Academy with Virginia and Florida, graduating 43 students.
- Reviewed and revised course content by integrating the following four key course modules:
 - Research to Practice
 - Economics of Disasters
 - Public Policy
 - Legal Issues

National Emergency Management Executive Academy

This Academy provides a comprehensive and cutting-edge curriculum to enhance strategic leadership and critical thinking for emergency management senior executives from all levels of government, non-governmental organizations, and the private sector. Ideally, candidates will have experience as senior executives of major emergency management organizations, served on major commissions and task forces, or be responsible for decisions that have a significant effect on homeland security and emergency management policies.

- Graduated a diverse cohort of 33 executive leaders.
- Targeted enrollment of executives across the spectrum of functionalities and jurisdictions of emergency management.
- Graduated 132 to date.
- Research projects for this year focused on the following key issues:
 - Assessing Emergency Preparedness
 - Cyber Incident Response - State Framework
 - Emergency Management Leadership in the 21st Century
 - Defining Outcomes for Emergency Management Response
 - Building Successful Public Private Partnerships

- To remain relevant on contemporary issues, EMI conducted a series of focus groups comprised of current executive-level practitioners and academicians reflective of the volatile, unpredictable, complex, and ambiguous environment and to focus on executive-level competencies.
- The new executive sessions are scheduled for delivery in 2017.

Preparedness Training

BUILDING A CADRE OF INCIDENT COMMAND SYSTEM INSTRUCTORS

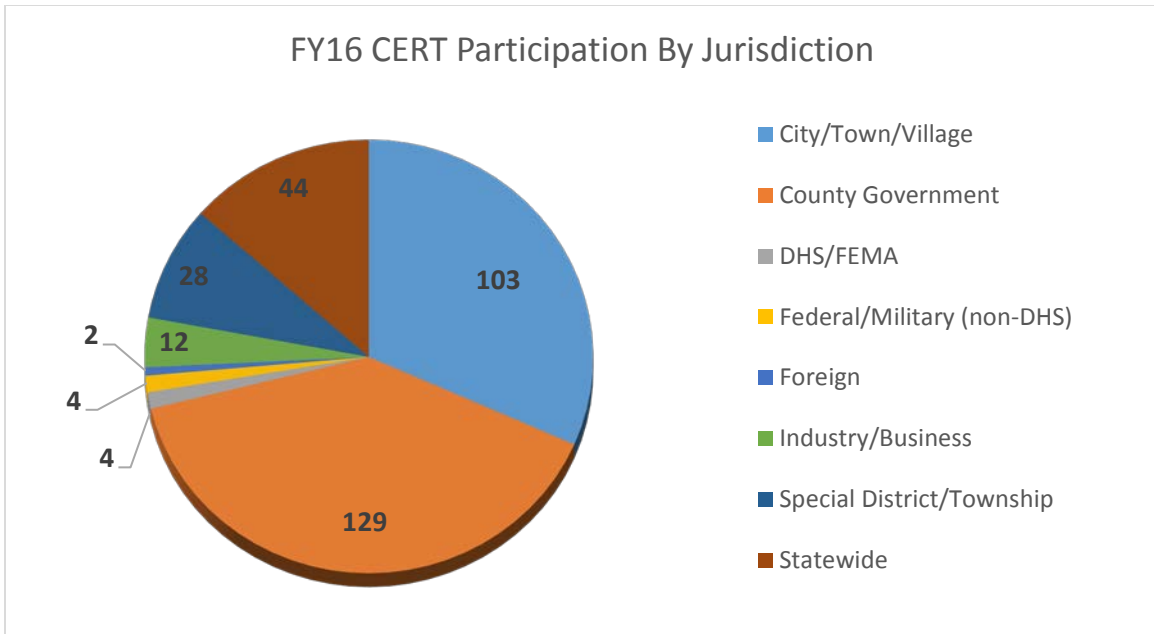
327 personnel at the Federal, state, local, tribal, and territorial jurisdictions completed the Incident Command System (ICS) Train-the-Trainer (TTT) course. This course is a cornerstone to train the Nation's ICS instructors and increase our capacity to provide National Incident Management System (NIMS) training to personnel involved in all aspects of emergency management. Students who completed the course and met the criteria in the NIMS Training Program served as ICS instructors throughout the country.

SUPPORT TO THE NATIONAL INCIDENT MANAGEMENT SYSTEM REFRESH

EMI conducted three webinars to FEMA's National Training and Education Division (NTED) staff members on "Implementing NIMS Refresh into Your Training." The webinars shared best practices for identifying and documenting NIMS within curricula and outlined the NTED-wide sharing of NIMS reusable learning objects. The objective of this and other actions underway is to provide for consistent NIMS curriculum across NTED for all training, education, and exercise programs.

COMMUNITY EMERGENCY RESPONSE TEAM TRAINING PROGRAM

The national Community Emergency Response Team (CERT) Program educates people about disaster preparedness and trains them in basic disaster response skills. The CERT Program Manager course enables managers to establish and sustain an active local CERT program, while the [CERT Train the Trainer](#) (TTT) course prepares participants to deliver FEMA's CERT Basic Training courses to officials and volunteers in their community. A total of 356 students completed six resident or field delivery CERT Program Manager Courses, and six resident or field delivery CERT Train-the-Trainer courses resulting in 173 new trainers this year. The chart below indicates that the intended audience of state and local communities are engaging in the training.

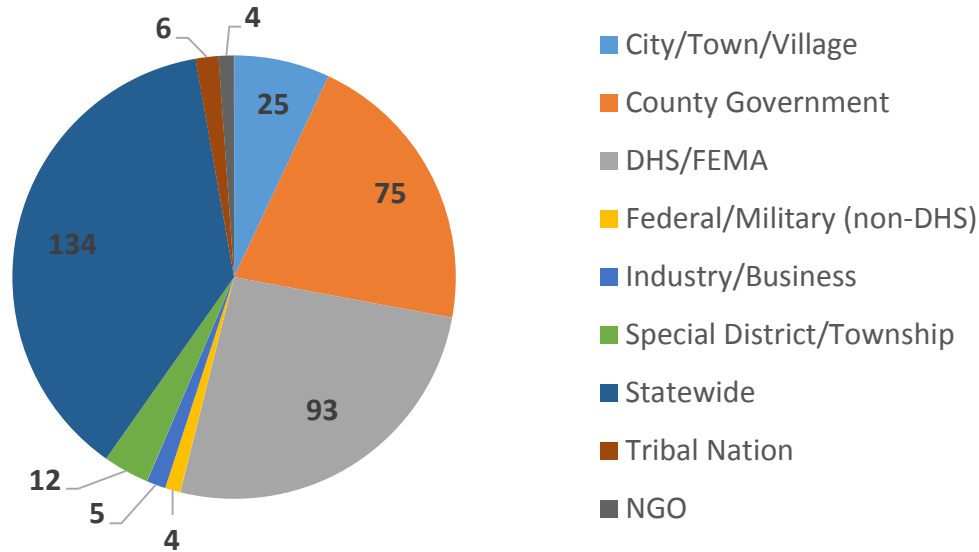


INTEGRATING ACCESS AND FUNCTIONAL NEEDS INTO EMERGENCY PLANNING

When communities integrate the needs of children and adults with disabilities and others with access and functional needs into their community-wide planning initiatives, they maximize resources, meet their obligations, and strengthen their capabilities. Access and functional needs-inclusive practices better prepare and strengthen the whole community.

358 students participated in 25 resident and field delivery courses of Integrating Access and Functional Needs into Emergency Planning training courses.

Integrating Access and Functional Needs into Emergency Planning Course - FY16 Participation by Jurisdiction



TRIBAL TRAINING PROGRAM

EMI’s tribal training uses a team of instructors, carefully selected for their extensive experience working for tribal governments in emergency management. The tribal program consists of five courses designed with tribal members and for tribal governments to meet the unique emergency management needs of these Sovereign Nations with regard to culture, tradition, sovereignty, and governance. A majority of the instructors are Native. Feedback from participants unanimously supports the cultural appropriateness and credibility of the tribal curriculum instructor team.

1,168 students received training in five courses in the tribal curriculum:

- Emergency Management Framework for Tribal Governments
- Emergency Operations for Tribal Governments
- Mitigation for Tribal Governments
- Continuity of Operations (COOP) for Tribal Governments
- Emergency Management Overview for Tribal Leaders

International Activities and Training

EMI continues to support international training during FY16. An EMI-led team of instructors traveled to United Arab Emirates in November 2015, on behalf of the Gulf Cooperation Council, to deliver Incident Command System Training (ICS-100.b and IS-200.b). During the year, 17 students from 8 countries participated in the following emergency management courses, totaling 49 class days. These courses included:

- E0392, *Emergency Management Higher Education Symposium*
- E0427, *Community Emergency Response Team (CERT) Program Manager*
- E0428, *Community Emergency Response Team (CERT) Train-the-Trainer*

In addition to international students, EMI hosted official's international visitors from the following countries.

- Republic of South Korea
- Wellington, New Zealand
- Panama
- Republic of South Korea's National Civil Defense and Disaster Management Training Institute
- Guangxi, China

Support to the Professional Associations

International Association of Emergency Managers

EMI delivers training annually at the International Association of Emergency Managers (IAEM) Conference in partnership with the Association.

- IAEM Conference theme, "Expanding the Spectrum of Emergency Management Conference," November 13–18, 2015, in Clark County, Nevada.
- IAEM provided the facilities and volunteer instructors to augment EMI contract instructors to deliver five courses.
- Library Project: EMI and the IAEM Training and Education Committee members are collaborating with the National Emergency Training Center Library's Learning Resource Center (LRC) to establish an emergency management repository or "Body of Knowledge." Currently, the LRC collection includes dissertations and theses, IAEM Bulletin articles, and subscriptions to most emergency management and homeland security publications. This body of knowledge is intended to become a one-stop, electronic source for:
 - Research papers
 - Peer-reviewed journal articles
 - Scholarly and Trade and Professional journal articles
 - Work products from both the:
 - Master Exercise Practitioner Program (MEPP), and the
 - Emergency Management Executive Academy

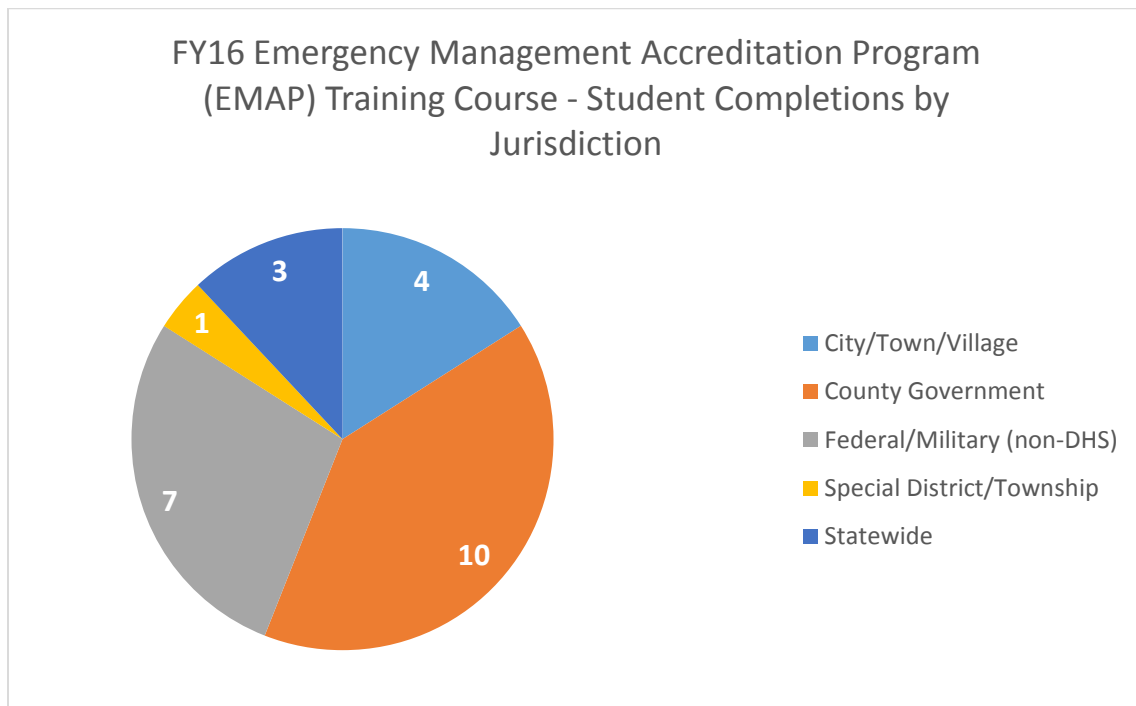
- White papers
- Presentations

National Emergency Management Association

EMI collaborated with the National Emergency Management Association (NEMA) to deliver two priority-training programs this year:

- E0122, *Emergency Management Accreditation Program (EMAP)* course, on the standards-based voluntary assessment and peer review accreditation process for government emergency management agencies, had 25 student completions.
 - A total of 14 total states participated in FY16, including: AZ, CO, DC, FL, GA, KS, MO, ND, NM, OH, PA, RI, TX, and VA

The graphic below shows the breakout of participants by jurisdiction:

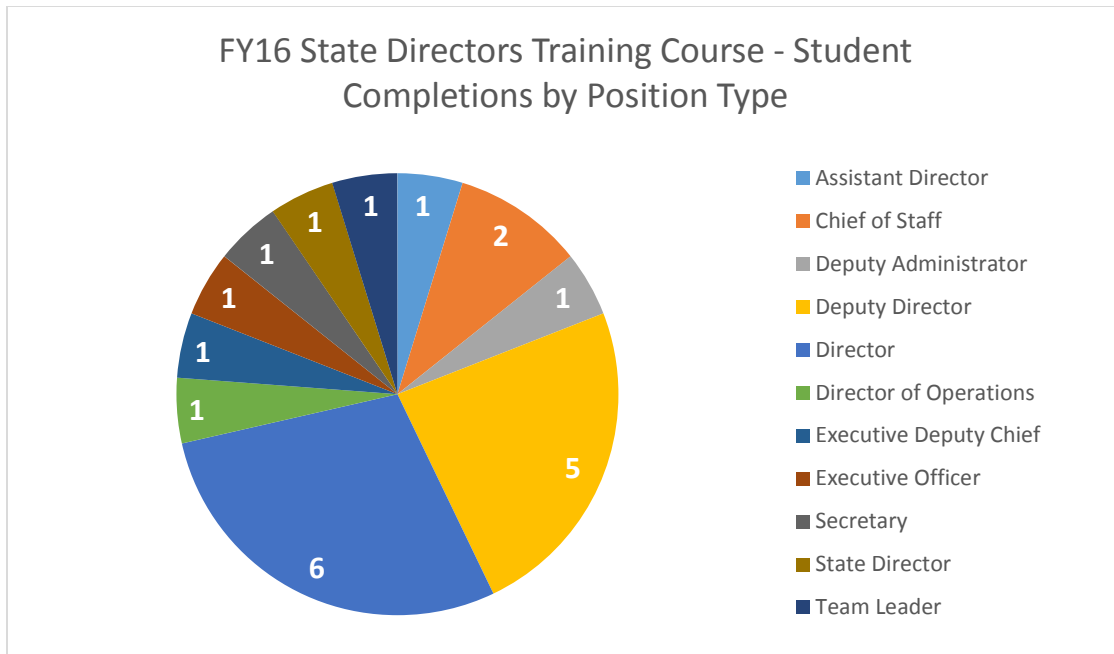


- E0257, *State Director Course*, for the Governor- appointed State Emergency Management Agency Directors had 21 student completions.
 - The State Director Course offered a Gettysburg Staff Ride to support strategic decision making in the emergency management profession.

Using the battlefield of Gettysburg as an outdoor classroom, the Gettysburg Staff Ride experience offers on-the-ground study and reflection on the leadership challenges and lessons in strategic and operational thinking from the Civil War Battle of Gettysburg, 1-3 July 1863.

[The Day of the Staff Ride - Shand Stringham, shandstringham.com/gettysburg-staff-ride_270.html](http://shandstringham.com/gettysburg-staff-ride_270.html), web, July 13, 2017.

- A total of 14 states/territories participated in FY16, including: AK, AR, AZ, CA, FL, GA, HI, IA, IL, LA, MA, MD, NM, OR, PA, RI, UT, VI, VT, and WA.
- The following graphic provides detail of participants by position type:



Association of State Floodplain Managers

EMI coordinates with Association of State Floodplain Managers (ASFPM) to deliver training to floodplain management professionals nationwide. The delivery of these courses, in partnership with ASFPM, provides participants the opportunity to attend classes that contribute to their Certified Floodplain Manager (CFM) recognition, coordinated by the professional association. A training analysis identified that EMI was missing 857 new floodplain managers each year from courses on campus and regional offerings because of a lack of travel resources at the local level. The turnover rate is 3.6 percent, based upon an ASFPM survey. In response to this analysis, EMI is now coordinating with ASFPM to offer training locally. EMI intends to continue to expand training in the future through partnership with the local ASFPM chapters. FEMA is legislatively required to provide technical assistance to all NFIP communities, which includes training.

- 14 IS courses serve a potential audience of approximately 1.7 million licensed insurance agents; 20,000 flood adjusters; and 44,000 land surveyors for the Nation Floodplain Manager Program(FPM); and a FPM curriculum supporting ASFPM’s FPM Certification

Growth of FEMA Training at EMI

Providing performance-based disaster response and recovery training for FEMA’s disaster workforce is a key mission for EMI. To build the capabilities of FEMA’s disaster workforce, EMI offers a robust curriculum of disaster response and recovery training. EMI develops and delivers disaster workforce training. FEMA Qualification System (FQS) requirements are used to select participants. This training aligns to the various positions within FEMA’s disaster cadres, incident support, and incident management teams. The courses focus on tactics, techniques, and procedures that are required to carry out programmatic and functional responsibilities in disasters, and provide participants the opportunity to hone the skills required for interagency and intergovernmental planning and operations.

The table below details the total volume of FEMA’s Office of Response and Recovery-funded FQS scheduled training, including scheduling requests, number of courses, and students by funding source. EMI processed 588 scheduling requests, supporting 19,482 students.

ORR Category	Number of Students	Completed Courses
FEMA Corp	1131	29
IMAT	75	2
JFO	5891	237
Region-FQS	135	5
Surge Capacity	411	7
WDD	11624	298
WDD/Program	51	3
WDD/SLTT	164	7
Grand Total	19,482	588

FEMA Corps Academy Training

EMI and the Corporation for National and Community Service (CNCS) launched an innovative partnership to establish a FEMA-devoted unit of 1,600 service corps members within AmeriCorps National Civilian Community Corps (NCCC) for disaster preparedness, response, and recovery.

The table below outlines the total number of FEMA Corps students trained in FQS positions in FY16. Sessions were scheduled with instructors within 2 weeks of receiving requests:

FQS Position Title	Q2 Training	Q4 Training	Grand Total
Applicant Services Program Specialist	37	40	77
Digital Com Specialist		8	8
Disaster Survivor Assistance Specialist	68	73	141
Geospatial Information System Specialist	20	18	38
Logistics Specialist	50	39	89
Media Analysis Specialist	6		6
Media Relations Specialist		6	6
Planning Specialist	29	30	59
Public Assistance Project Specialist	54	53	107
Reports Specialist	9	12	21
Planning Support	6		6
Grand Total	279	279	558

- The partnership with CNCS enhances the Federal government’s disaster capabilities, increases the reliability and diversity of the disaster workforce, promotes an ethic of service, expands education and economic opportunity for young people, and achieves significant cost savings for the American taxpayer.
- The FQS position-specific training is comprised of six days of resident courses that are delivered to members based on the position that they are expected to hold during disaster operations. These positions vary by AmeriCorps campus. The resident EMI courses are the same courses that the FEMA disaster workforce receives for disaster operations.
- At the conclusion of the training, the FEMA Corps members have the background and foundational knowledge needed to perform at the trainee level when deployed to a disaster or other organizational location in support of the larger FEMA mission.
- FEMA Corps members focus on disaster preparedness, mitigation, response, and recovery activities. They provide support in areas ranging from working directly with disaster survivors, to supporting disaster recovery centers (DRCs), to sharing valuable disaster preparedness and mitigation information with the public.
- FEMA Corps Team Leads/Members trained in 12 different FQS positions, to include public assistance, individual assistance, information technology, external affairs, planning, geographic information system, and disaster survivor assistance. As part of the training, team leaders received a 1-day FEMA Corps Team Leader training to prepare them for their leadership role at a disaster. Other members received a 2-day FEMA general overview of emergency management, the FEMA organization, and disaster operations course.

FEMA Incident Workforce Academy - FEMA Corps Basic

- A total of 545 FEMA Corps members received training in four FEMA Incident Workforce Academy (FIWA) FEMA Corps Basic courses delivered in Vicksburg, Mississippi, and regional offices located in Sacramento, California; Baltimore, Maryland; and Vinton, Iowa. This course provides the background information on emergency management and the FEMA organization that the members needed for their position-specific training.

FEMA Incident Workforce Academy - Specialist (0604 & 0605 (JIT))

- The Emergency Manager Orientation – FIWA Tier IV Specialist (0604) course ensured new FEMA employees were properly on-boarded and trained to deploy, meeting Agency needs simultaneously. Efforts from FEMA’s Workforce Development Division, Program Office for Human Capital, and EMI Mission Support Branch conducted 48 iterations of FIWA, preparing FEMA employees with basic information to support incident management activities. The audience for this course consists of all FEMA personnel including reservists, Cadre of Response/Recovery Employees (CORE), Permanent Full-Time (PFT), and Temporary Full-Time (TFT) employees.

Implementation of Social Media Simulation in Public Affairs Training

- EMI implemented the use of a social media simulation and exercise management tool in many of its trainings. An Internet-based system, it assists training specialists in delivering realistic exercises where traditional as well as social media are vital to effective training. Whether students are public information officers who analyze and deliver messages or incident management personnel acquiring situational awareness, the tool provides a means of simulating the environment encountered during real disasters and emergency responses. Exercise directors have the ability to manage the entire exercise virtually, allowing remote locations or even multiple classroom controllers a common management space for the exercise. The system allows for preprogrammed activities as well as real-time interaction through traditional and social media channels. This includes the ability to geotag photos and social media posts, providing students with an understanding of the value social media tracking brings to establishing a common operating picture. Training specialists managing courses designed for the FEMA Qualification System trainings, Integrated Emergency Management Course (IEMC) exercises, as well as Public Information Officer Courses have incorporated the system into their classes, greatly enhancing the student experience.
- The Public Information Officer course provides public information officers the opportunity to increase their knowledge and skills for establishing, managing and working in a joint information center (JIC). The training fosters an environment where participants can apply advanced skills during a multi-day functional exercise designed to test and enhance their ability to analyze, coordinate, process, and create information in a fast-paced, realistic environment.

- Using interactive lectures from subject matter experts and an intense functional exercise, the Advanced PIO course teaches participants skills for use during escalating incidents, including strategic communications and incident action planning, as it relates to JIC operations.
- Interested individuals should contact Phil Politano at Philip.Politano@fema.dhs.gov by **June 9, 2017**, to register for the course. For information on prerequisites and course schedules go to <http://training.femac.gov/programs/pio/>.

Public Information Officer Courses

FEMA Qualification System Mass Training Event

- A 4-week training took place at the National Conference Center (NCC) in Leesburg, Virginia, from July 11–August 5, 2016. The training was held to help 124 Permanent Full Time (PFT), Cadre of on Call Response and Recovery Employees (CORE), Incident Management CORE, (IMC), and Temporary Full Time (TFT), as well as 288 FEMA Reservist trainees progress toward FQS Qualification in their respective positions. During this training event, 12 courses were taught in 4-weeks, giving trainees the opportunity to take courses necessary to move towards FQS Qualification. The table below shows the courses, number of offerings, and the number of students trained.

Training Program	Number Courses	Number Trained
FEMA Incident Workforce Academy (FIWA) (0605) Just- In-Time (JIT) Orientation	2	29
FIWA (0603) FEMA Incident Workforce Academy (FIWA Tier III) for First-Line Supervisor Managers	1	50
Application Specialist (0836)	1	104
Public Assistance (0865)	1	44
Human Resources (0590)	1	59
Information Technology (0846)	1	37
Individual Assistance (0321)	1	12
Disaster Survivor Assistance (0880)	1	23
Hazard Mitigation (0207)	1	23
Safety (0780)	1	11
Disability Integration (0197) (0692)	1	20
Totals for the 11 Training Programs	12	412

Disaster Field Training Operations

EMI is responsible for managing FEMA’s Disaster Field Training Operations (DFTO) Cadre and implementing the training unit functions in the Joint Field Office (JFO) and at other disaster locations. This cadre provides a wide range of training-related services to support the operational

needs of FEMA incidents by delivering required performance improvement disaster training based upon a gap analysis unique to every event. The quality of FEMA’s response and recovery efforts is directly linked to the knowledge and skills possessed by disaster workforce staff.

Keeping a well-performing disaster workforce is a great challenge. Some FEMA disaster workers may not have worked in many months and may not have the most up to date information. New disaster workers drawn from the local community may offer assistance each time there is a disaster, creating a need for local hire training. The use of disaster programs and policies may vary from disaster to disaster depending on the FEMA/State disaster work plans and other disaster-specific nuances. These challenges create the need to provide quality “just-in-time” training as well as supporting emerging agency initiatives for maintaining a qualified, high performing workforce.

The DFTO Cadre and program:

- Established facilities and conducted training 25 open Joint Field Offices (JFOs) supporting 34 open disaster declarations
- Established facilities and conducted training 513 Disaster Field (DF) courses conducted with 6,354 participants and 8,790 hours of training
- Gave 591 briefings supported with 13,733 participants and 28,025 hours of training
- Included combined totals of training categories: 14,990 Reservists; 360 PFTs; 107 TFTs; 3,808 COREs; 721 Local Hires; 546 State; and 2,401 “Others”
- Provided 13 EMI personnel for deployments to active disaster locations at the following JFOs: Austin, TX; Charleston, WV; and Baton Rouge, LA.
- Completed 1,338 total days of staff deployment.
- Met or exceeded the maximum 24-hour timeline to deployment of training.
- Met and maintained 100 percent operational mission requirements.
- EMI began all DFTO operations within 1 week of receiving the request.

The table below provides additional information regarding the total number of DFTO personnel deployed in each quarter and the proficiency level of deployed personnel.

Quarter	Staff Deployed	Qualified	In Training	Percent qualified deployed
1 – Jan-Mar	13	11	2	85%
2- Apr-June	15	14	1	93%
3- July-Sept	18	16	2	89%
4- Oct-Dec	10	7	3	70%