



Emergency Management Institute

Fiscal Year 2018 Annual Report



FEMA

This page intentionally left blank.

Federal Emergency Management Agency Strategic Plan 2018-2022

The 2018-2022 Strategic Plan creates a shared vision for the field of emergency management and sets an ambitious, yet achievable, path forward to unify and further professionalize emergency management across the country. We invite all of our stakeholders and partners to also adopt these priorities and join us in building a stronger Agency and a more prepared and resilient Nation.

This Strategic Plan was developed with input from our external partners – state, local, tribal, and territorial (SLTT) governments, non-governmental organizations, and the private sector – as well as Federal Emergency Management Agency (FEMA) employees from offices and directorates across the agency. We listened, and the feedback we received contributed to our Strategic Goals, Strategic Objectives, and overall vision for FEMA over the next five years.

The Strategic Plan sets out three overarching Strategic Goals:

- **Build a Culture of Preparedness**

Every segment of our society, from individual to government, industry to philanthropy, must be encouraged and empowered with the information it needs to prepare for the inevitable impacts of future disasters.

- **Ready the Nation for Catastrophic Disasters**

FEMA will work with its partners across all levels of government to strengthen partnerships and access new sources of scalable capabilities to quickly meet the needs of overwhelming incidents.

- **Reduce the Complexity of FEMA**

FEMA must continue to be responsible stewards of the resources we are entrusted to administer. We must also do everything that we can to leverage data to drive decision-making, and reduce the administrative and bureaucratic burdens that impede impacted individuals and communities from quickly receiving the assistance they need.

Emergency Management Institute Leadership

Michael J. Sharon

Deputy Superintendent, Emergency Management Institute
Emmitsburg, Maryland

Mr. Michael J. Sharon is the Deputy Superintendent of the FEMA's Emergency Management Institute (EMI) in Emmitsburg, Maryland.

Mr. Sharon was previously the Federal Preparedness Coordinator and National Preparedness Division Director at FEMA Region III in Philadelphia, Pennsylvania, and also served as Region III's Operations Planning Branch Chief and Regional Integration Branch Chief. He was also assigned as Chief of the Regional Response Coordination Center staff during multiple disasters and National Special Security Events, and was deployed to numerous disasters as an Incident Management Assistance Team Leader.

Mr. Sharon's federal career began at the U.S. Department of State, where he was a senior Emergency Management Specialist from May 2004 to July 2009. He helped develop the Department's all-hazards emergency management and business continuity programs to support the Department's domestic operations and facilities. Mr. Sharon represented the Department of State at the National Response Coordination Center to provide expert advice on international aspects of ongoing events and potential offers of international assistance.

Prior to beginning federal service, Mr. Sharon was the Chief of the Emergency Response Division at the Maryland Department of the Environment with responsibility for statewide hazardous materials response and nuclear power plant preparedness. He responded to countless hazardous materials emergencies throughout the state including pipeline ruptures, train derailments, tank truck accidents, and suspicious substance ("white powder") incidents. At more complex events, he served as Incident Commander, Unified Command Representative, and State On-Scene Coordinator for pollution response activities.

Mr. Sharon began his emergency management career as the Exercise Officer for the Maryland Emergency Management Agency (MEMA). He later served as the state's Exercise/Training Specialist for the Chemical Stockpile Emergency Preparedness Program before being selected as MEMA's Assistant Director for Operations. As Assistant Director for Operations, Mr. Sharon supervised Maryland's Emergency Operations Center through multiple activations and supported the Governor's Flood Mitigation Task Force, which identified federal, state, and local programs that were used to acquire more than 200 flood-prone structures and implement other community mitigation measures.

Mr. Sharon retired from the U.S. Army after 28 years in the Regular Army, Maryland National Guard, and Army Reserve. He is trained as a military police officer but had many diverse assignments including more than 8 years as a Department of Defense Emergency Preparedness Liaison Officer (EPLO). As an EPLO, Mr. Sharon supported civilian authorities after the September 11 terror attacks, Hurricane Isabel, Hurricane Katrina, and the 2009 Presidential Inauguration.

Mr. Sharon earned a Master of Strategic Studies degree from the U.S. Army War College, a Master of Public Administration degree from the University of Baltimore, a Master of Arts in Military History from Norwich University, and a Bachelor of Arts degree from LaSalle University with dual majors in Sociology and Criminal Justice.

A Message from the Deputy Superintendent

It has been a dynamic year at the Emergency Management Institute (EMI). The EMI team supported multiple major disasters across the United States by providing high-quality just-in-time training to FEMA's disaster workforce and conducting personnel mobilization activities. We experienced much change in addition to our disaster operations. Our Superintendent, Tony Russell, became the Superintendent at the Center for Domestic Preparedness. Deputy Superintendent Paul Butki left FEMA to pursue a career in the Foreign Service. Despite these challenges, the EMI team has continued to provide world-class emergency management training to our whole community partners.



Michael Sharon
EMI Deputy Superintendent

The Fiscal Year 2018 Annual Report details EMI's many contributions to build a culture of preparedness and ready the nation for catastrophic disasters. It demonstrates EMI's wide-ranging efforts to develop emergency management capability with diverse partners. EMI makes a difference every day, through training and education that reaches state, local, tribal, and territorial governments; the private sector; voluntary organizations; FEMA's disaster workforce; and other federal agencies. We constantly strive to innovate, improve, and better serve individuals we serve in communities across America.

We hope you enjoy this report, and invite any comments you may have about how we can continue to provide top-quality emergency management education and training. 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 to learn more about EMI—a critical resource for emergency managers throughout our nation.

Sincerely,

Michael Sharon
Deputy Superintendent

This page intentionally left blank.

Table of Contents

Federal Emergency Management Agency Strategic Plan 2018-2022	i
Emergency Management Institute Leadership.....	ii
A Message from the Deputy Superintendent.....	iii
About the Emergency Management Institute	1
Overview	1
Where is EMI?.....	1
A Brief History of EMI	1
EMI’s Authority to Operate	2
Organizational Structure.....	3
Featured Programs.....	3
Emergency Management Professional Program (EMPP).....	4
Independent Study (IS).....	4
Integrated Emergency Management Program (IEMP)	4
Master Exercise Practitioner Program (MEPP).....	4
Public Information Officer (PIO) Program	4
Tribal Curriculum.....	4
Virtual Tabletop Exercise (VTTX) Program.....	5
Student Demographics	5
Gender	5
Race.....	5
Sponsoring Jurisdiction	5
Student Completions	5
EMI Training Evaluation Results.....	6
Level 1 – Reaction	6
Level 2 – Learning.....	6
Level 3 – Behavior	6
Emergency Management Institute Branch Accomplishments.....	7
Curriculum Standards and Instructional Technology Branch	7
The Learning Management System	7

Integrated Emergency Management Branch	8
Integrated Emergency Management Course	8
Master Exercise Practitioner Program	8
Mission Support Branch	10
Emergency Manager Professional Program	10
EMPP Basic Academy	10
EMPP Advanced Academy	11
EMPP Executive Academy	11
FEMA Corps	12
Public Information Officer Curriculum	13
Surge Instructor Teams	13
Mitigation Branch	15
Annual Hazard Mitigation Stakeholder Workshop	15
Multi-Hazard Emergency Management for Higher Education	16
Preparing Our Country’s School Staff	16
Preparedness Branch	17
Community Emergency Response Team (CERT) Curriculum	17
North Carolina: Building a Culture of Preparedness	18
Tribal Curriculum: Making Deliveries Locally	19
Tribal Curriculum: Professional Success as a Tribal Emergency Manager ...	19
Response And Recovery Branch	22
National Disaster Recovery Framework (NDRF) Leadership Workshop	22
State Recovery Planning and Coordination - Louisiana	23
EMI’s Disaster Cadre	24
Disaster Field Training Operations	24
Declaration DR4340-VI: St. Croix, St. Thomas, and St. John	24
Declaration DR4339-PR: Puerto Rico	24

About the Emergency Management Institute

Overview

FEMA's Emergency Management Institute (EMI) serves as the national focal point for the development and delivery of emergency management training. EMI trains SLTT government officials, volunteer organizations, FEMA's disaster workforce, and other federal agencies. EMI's training meets the needs of the public and private sectors to minimize the impact of disasters and emergencies on the American public. Curricula offered through EMI is structured and aligned to the National Preparedness System, National Preparedness Goal, National Incident Management System, and the National Planning Frameworks and executed through the delivery of courses via residential classes; offsite partnerships with external emergency management training systems, colleges, and universities; and virtual and technology-based platforms.



In Fiscal Year 2018, EMI offered 499 courses to support the emergency management community. This included 263 classroom-based courses for both residential and field deliveries and 193 Independent Study courses designed for online distance learning. Fifty-one courses, some of which are also offered as residential courses, were developed for use and delivery by the states. All of these courses are mapped to the National Preparedness Goal Core Capabilities. The majority of the courses also map to the Planning, Operational Coordination, and/or Threat and Hazards Identification core capabilities.

EMI classroom-based courses are reviewed and recognized by the American Council on Education for external validity, and many EMI online courses are accredited through Frederick Community College. Students may earn Continuing Education Credits as EMI courses are accredited through the International Association for Continuing Education and Training.

Where is EMI?

EMI is located in the town of Emmitsburg in Frederick County, Maryland, and is one of the tenant agencies of the National Emergency Training Center (NETC) alongside the U.S. Fire Administration (USFA) and the National Fire Academy (NFA). Located at the foot of the Catoctin Mountains, EMI is approximately 75 miles north of Washington, DC; 50 miles northwest of Baltimore, Maryland; and 12 miles south of Gettysburg, Pennsylvania. EMI is adjacent to the National Shrine of St. Elizabeth Ann Seton and close to Mount St. Mary's University.

A Brief History of EMI

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 U.S. Fire Administration (USFA) and National Fire Academy (NFA).

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 SLTT 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.

EMI's Authority to Operate

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.

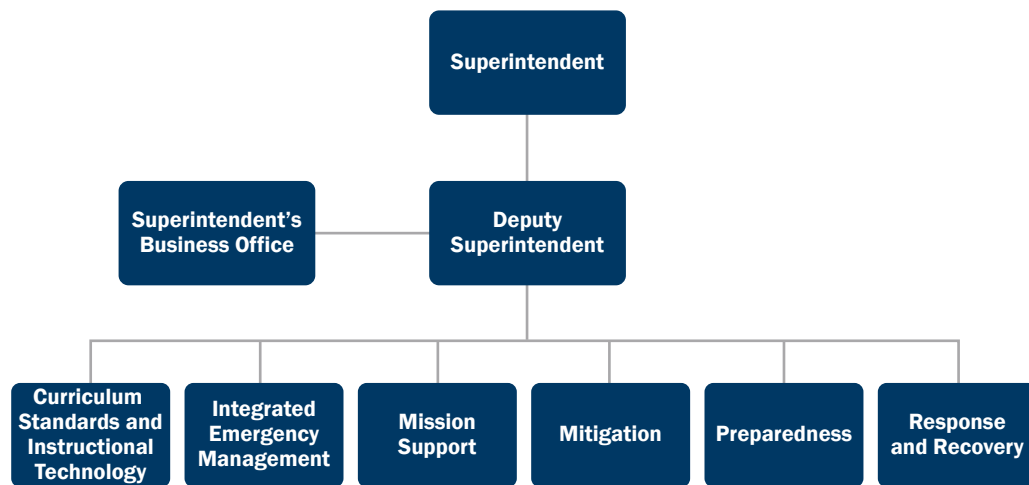
(2) The terms prescribed by the Administrator for the payment of travel expenses and per diem allowances authorized by this subsection shall include a provision that such payment shall not exceed one-half of the total cost of such expenses.

(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.

Organizational Structure

In Fiscal Year (FY) 2018, EMI was a part of the National Preparedness Directorate under the Protection and National Preparedness Division of FEMA. At the end of FY 2018, FEMA Headquarters was slightly reorganized, and EMI now falls under the National Training and Education Division of the National Preparedness Directorate under FEMA Resilience. EMI itself consists of branches organized around specific course curricula, each of which are led by a Branch Chief who reports to the EMI Superintendent and Deputy Superintendent. EMI's Superintendent is a Senior Executive Service-level position.

In addition to the curriculum-focused branches, EMI's Superintendent's Business Office supports the delivery of EMI's courses at the NETC campus, oversees the process of scheduling and providing technical support to resident courses, and provides a central office that supplies data and analysis to EMI leadership. One of FEMA's disaster response cadres, Disaster Field Training Operations, is also managed by EMI. FEMA reservists assigned to this cadre fall under the oversight of EMI. Finally, EMI manages the Emergency Management Professional Program which runs basic; advanced; and executive-level academies for emergency managers.



EMI employs both Permanent Full-Time (PFT) and Cadre of On-Call Response/Recovery employees (CORE) staff. The below chart shows EMI's staffing status at the end of FY 2018.

	Authorized	On-Board
PFT	86	80
CORE	7	4

Featured Programs

In addition to standard curriculum tracks, EMI hosts several programs which provide a uniquely specialized training experience or are designed to address specific stakeholders. Many of these programs require an application to participate and/or have a limited number of student seats available.

Emergency Management Professional Program (EMPP)

EMPP provides a structured and progressive framework for acquiring the knowledge, skills, and abilities to enter and progress through the field of emergency management and to meet the challenges of a dynamic and complex environment. The entire EMPP curriculum is designed to provide a lifetime of learning for a career in emergency management consisting of a Basic, Advanced, and Executive Academy.

Independent Study (IS)

The IS program offers self-paced courses designed for people who have emergency management responsibilities as well as the general public. All of these distance learning courses are offered free-of-charge to those who qualify for enrollment.

Integrated Emergency Management Program (IEMP)

The IEMP consists of the Integrated Emergency Management Course (IEMC) which is uniquely designed for a single jurisdiction each time it is offered. The jurisdiction works with an EMI course manager to select the hazards and core capabilities it wishes to simulate during the classroom and exercise components of the course. IEMC is a 4-day, exercise-based training activity for Emergency Operations Center personnel to practice simulated but realistic crisis situations within a structured learning environment.

Master Exercise Practitioner Program (MEPP)

The MEPP is a series of classroom courses focusing on advanced program management, exercise design, and exercise evaluation practices in each phase of the Homeland Security Exercise and Evaluation Program. A capstone exercise is required within 1 year of the completion of the coursework. This program is designed for mid-level practitioners with a minimum of 3 years' experience in the field of exercise design.

Public Information Officer (PIO) Program

Designed to provide PIOs with the essential knowledge, skills, and abilities to support proper decision-making by delivering the right message to the right people at the right time, the PIO training program focuses on both non-emergency and emergency activities. The PIO program is a series of courses that puts an emphasis on whole community strategic communication planning.

Tribal Curriculum

The tribal curriculum offered by EMI currently consists of five courses that are delivered by a team of instructors carefully selected for their extensive experience working for tribal governments in emergency management capacities. These courses are designed to meet the unique emergency management needs of the sovereign nations, and the coursework takes into consideration tribal culture, tradition, sovereignty, and self-governance. A major goal of EMI's tribal curriculum is to collaborate with tribal governments to build emergency management capability and partnerships to increase the resilience of tribal nations and communities.

Virtual Tabletop Exercise (VTTX) Program

The VTTX Program is a series of virtual tabletop exercises that are offered monthly by EMI. Launched in 2012, VTTXs use a video teleconference platform to reach community-based training audiences around the country and provide a virtual forum for disaster training. The VTTX process involves key personnel from the emergency management community who review a pre-packaged set of exercise materials followed by a 4-hour tabletop exercise discussing a simulated disaster scenario.

Student Demographics

The information below details the information about EMI's student population for all resident, field, online, and virtual classes delivered in FY 2018.

Gender

- 63% male.
- 37% female.

Race

- 81% white.
- 13% black or African American.
- 2% American Indian or Alaska Native.
- 2% Asian.
- 1% Native Hawaiian or other Pacific Islander.

Sponsoring Jurisdiction

- 54.2% state, local, tribal, or territorial.
- 38.1% Department of Homeland Security (DHS)/FEMA.
- 7.3% Non-DHS federal/military.
- 0.4% foreign.

Student Completions

EMI offers both proctored and Independent Study (IS) courses. Proctored courses, with an instructor and/or facilitator, are delivered through four main methods: residential courses at the EMI campus, field deliveries off campus, virtual classrooms using Adobe Connect, and as Virtual Tabletop Exercises (VTTX). IS courses are distance learning courses offered free-of-charge and available to the general public as well as emergency managers.

The chart below summarizes how many courses of each type were offered in FY 2018 and how many total students completed each type of course.

Course Type	Offerings in FY18	Student Completions in FY18
Resident at EMI	233	6,989
Field Deliveries	1,616	24,816
Virtual Classroom	14	219
VTTX	46	3,170
Total for Proctored Courses	1,909	35,194
Independent Study	193*	2,132,364

* = reflects number of different IS courses available to take, as opposed to number of course offerings.

EMI Training Evaluation Results

EMI uses the Kirkpatrick Model to evaluate the training it provides to its students. This four-level methodology looks at how participants react to the training, analyzes if the students actually understood what they are learning, if students are actually putting into practice what they learned, and tries to determine the impact on the student's organization. Of the four components of the Model, EMI measures the first three – Reaction (Level 1), Learning (Level 2), and Behavior (Level 3). Fiscal Year 2018 results for each of these three levels are presented below.

Level 1 – Reaction

Students attending EMI courses complete post-course surveys immediately upon completion of training. Two specific measures – Quality of Content and Quality of Instruction – are used to assess the Level 1 results. Results are scored on a Likert scale of 1 through 5, with 1 being the lowest score and 5 being the highest.

Measure	FY 18 Average Score
Quality of Content	4.53
Quality of Instruction	4.66

Level 2 – Learning

Level 2 data is collected from courses that are 16 hours or 2 days in length or longer. Students in these courses take a pre-test at the beginning of the course and a post-test at the end of the course in order to measure their knowledge gain.

The average knowledge gain for courses where Level 2 testing was completed showed a 25-point increase in average test scores.

Level 3 – Behavior

Ninety days after a student completes a course, he/she is sent a survey from which Level 3 results data is gathered. Four statements on the survey are analyzed to determine Level 3 results. The analysis looks at the percentage of students from resident and field deliveries who marked either Agree or Strongly Agree on these statements. The results are summarized below.

Question	Percent Agree/ Strongly Agree
My professional knowledge has increased as a result of this training.	96.9%
The skills I learned from this course help me do my job better.	95.4%
My participation in this course has added value to my organization.	95.2%
I would recommend this course to others.	95.8%

Emergency Management Institute Branch Accomplishments

Curriculum Standards and Instructional Technology Branch

The Curriculum Standards and Instructional Technology Branch (CSIT) manages the systems that support the delivery of emergency courses both online and in-person. Using a variety of technologies such as the Learning Content Management System and the Learning Management System, CSIT oversees the repository of learning content used by EMI. CSIT also researches and explores theories, concepts, and technology for possible application to EMI training, keeping current with emerging trends in training and education programs.

The Learning Management System

In 2018, CSIT began a project to implement a new Learning Management System (LMS) for EMI and other training organizations within FEMA and DHS. EMI coordinated with the FEMA's Office of the Chief Information Officer to acquire and implement an open source LMS called Moodle. This platform will provide expanded functionality and capability in delivering classroom and online courses, student administration, and training measurement and reporting. CSIT will work to meet the various Information Technology requirements and approvals in 2019 to allow EMI to move forward with the procurement and award of a contract to host the LMS in a cloud environment. To fully take advantage of the new functionality provided by the LMS, EMI will also implement projects to convert eight EMI classroom-based courses for delivery online in a facilitated, asynchronous learning environment — an environment that allows students to share information beyond the normal time and location constraints of a traditional classroom. The instructional methods that will be used in these classroom courses, combined with the functionality of the Moodle LMS, will allow the courses to be delivered via distance learning at the student's own time and place while still having the benefit of facilitation by an instructor. These courses will be piloted in early 2020, after the new LMS has been implemented and tested.

Integrated Emergency Management Branch

The Integrated Emergency Management Branch (IEMB) brings together a variety of programs designed to build the awareness and skills of students through a variety of methods including exercises and mock Emergency Operations Center (EOC) activations. IEMB manages the Integrated Emergency Management Course (IEMC), where participants get to experience an EOC activation designed around their specific needs, the Homeland Security Exercise and Evaluation Program, the Master Exercise Practitioner Program, and the Virtual Tabletop Exercise Program, which is delivered virtually using a video teleconference platform.

Integrated Emergency Management Course

In June, the IEMB conducted a Community-Specific IEMC in San Juan, Puerto Rico for the Puerto Rico Emergency Management Agency and its supporting Commonwealth agency representatives. Managed by IEMB Branch Chief Dr. Hakim Allah and Training Specialist Barry Breslin, the course had 73 participants and consisted of 2 days of classroom training and 2 days of exercises. The exercises for this course focused on hurricane activities – both pre-landfall and the immediate post-landfall response. Instruction and training materials were provided in Spanish for all the course participants, and the Emergency Operations Center provided participants with exercise scenario injects in Spanish to create a realistic experience. This course and its embedded exercise were developed in partnership with FEMA Headquarters, FEMA Region II, FEMA’s Caribbean Area Division, the Joint Recovery Office for Hurricane Maria, and the Puerto Rico Emergency Management Agency. The exercise was the first opportunity for Emergency Operations Center personnel to participate in a simulated operational exercise.

Master Exercise Practitioner Program

After taking a few years off from local deliveries, the IEMB took MEPP on the road to Wisconsin. Supported by the state EOC, the National Guard, and a local community college, course 0132 (*Exercise Foundations, Program Management, Design and Development*) and course 0133 (*Exercise Conduct, Evaluation and Improvement Planning*) were successfully delivered. Each of these courses took place over 4 days and had 40 students attending.



Students from the Wisconsin-based MEPP courses.



In the National Capital Region, IEMB delivered the first of many K0136 MEPP Capstone events in August. Forty-three participants from around the Region who had already completed courses 0132 and 0133 presented their operations-based exercises to a panel of expert reviewers. These presentations were conducted virtually using the Adobe Connect platform.

Mission Support Branch

The Mission Support Branch (MS) focuses on providing a wide array of training to support the development of emergency managers and workers throughout the FEMA and disaster workforce. Responsibilities of the MS include offering training for the FEMA Qualification System (FQS), FEMA Incident Workforce Academy (FIWA), and FEMA Corps. Mission Support also provides just-in-time and surge training during disasters for both FEMA and its SLTT partners.

In FY 2018, Mission Support also oversaw the Emergency Management Professional Program as well as Public Information Officer training.

Emergency Manager Professional Program

The Emergency Management Professional Program (EMPP) was established by EMI to provide a structured and progressive framework for acquiring the knowledge, skills, and abilities to enter and progress through the field of emergency management. EMPP helps students to prepare to meet the challenges of a dynamic and complex emergency management environment. The entire EMPP curriculum is designed to be a lifetime of learning for a career in emergency management through three distinct, but closely related, training and professional development programs including Basic, Advanced, and Executive Academies. EMPP also supports the Public Information Officer curriculum in conjunction with the Academies. In FY 2018, EMPP was organizationally under the Mission Support Branch, but due to the scope of its programs became its own independent branch at the end of 2018.

EMPP Basic Academy

The Basic Academy enables students to gain a common understanding of the roles, responsibilities, legal, and ethical implications of emergency management; to build a community of practice in the initial phase of their careers; and to establish a network of professional contacts. In 2018, the Basic Academy reached an important milestone on the road to building a nationwide cadre of trained emergency managers, celebrating its 1,000th graduate in June.

“The Basic Academy is solely unique in its ability to educate and inspire professionals that are both new to Emergency Management and those seasoned veterans that have worked in Emergency Management for many years. It is also the only venue that I personally know of where professionals transitioning from first responder positions or the military can develop relationships with Emergency Management professionals and educators from across the United States.”

– Captain Justin Smith
Phoenix Fire Department

EMPP Advanced Academy

The Advanced Academy combines real-world experience with current emergency management best practices in the areas of strategic thinking, leadership, communication, collaboration, policy, and innovation. This practitioner-led, cohort-based format serves to elevate and position candidates to become “next-level” decision and policy-makers across all disciplines and levels of government.

“The National Emergency Management Advanced Academy will widen your professional horizons, raise the bar of your personal expectations, and result in life-long relationships with the best in our discipline. Now, when a disaster strikes, instead of thinking of a place, I think of a face, and I pick up the phone.”

– Robin Lindsay

EMPP Executive Academy

The Executive Academy provides the opportunity for our Nation’s senior-level emergency managers to achieve a well-rounded understanding and ability to apply executive leadership core competencies through the creation of a collaborative learning environment.

“A key to the effectiveness of the response in Dallas was the training of local emergency managers in the coordination of such a large and developing event. The training I recently received through the [Executive Academy] offered at the Emergency Management Institute in Emmitsburg, Maryland better prepared me and my staff for what would unfold. The leadership and decision-making approaches shared through this advanced leadership training by FEMA were critical in making our response stronger.”

– Chief Doug Bass
Dallas County Homeland Security
and Emergency Management



2018 EMPP Executive Academy Graduates.



FEMA Corps members with EMI staff during training in Vicksburg, Mississippi.

FEMA Corps

In 2012, FEMA partnered with the Corporation for National and Community Service to establish a unit of 1,600 members with the AmeriCorps National Civilian Community Corps (NCCC). The FEMA Corps members, all between the ages of 18–24, are part of a full-time residential service program that solely focuses on disaster preparedness, response, and recovery and serves to diversify and fortify NCCC’s disaster workforce structure.

Twice a year, EMI trains new FEMA Corps members who then receive FEMA Qualification System (FQS) titles using EMI courses. The FEMA Corps Program Lead and training specialists from the Mission Support Branch, along with personnel from the Response and Recovery and Mitigation Branches at EMI, coordinate the necessary training. This training targets specific cadre program areas as recommended by the FEMA Corps Program Office under the Workforce Generation Branch at FEMA Headquarters.

The Mission Support Branch also conducts the FEMA Corps Basic Academy course to support FEMA Corps members. In FY 2018, the Basic Academy was held three times – once each in Vicksburg, Mississippi; Sacramento, California; and Vinton, Iowa. A total of 405 students participated in these courses.

“My instructors provided personal experiences to enhance the lesson, which I thought made it relatable. They made it fun and encouraged conversation. Instructors were relevant, helpful, enthusiastic, concise, and engaging. They definitely care for the student’s success. The best part was getting a firsthand look into what FEMA does, what role they play, and what to expect in the field.”

Public Information Officer Curriculum

The staff of the Emergency Management Professional Program directly supported the Public Information Officer (PIO) curriculum track for both FEMA's External Affairs Office and the whole emergency management community. EMPP delivers both the Advanced and Master PIO courses, culminating with students in the Master class writing a final research paper that is permanently maintained in the National Emergency Management Training Center's library as a resource for other emergency management professionals. In FY 2018, EMPP delivered a total of 15 Advanced and Master PIO courses to 351 participants.

“During the Advanced PIO class in late July 2018, the instructors told us that someone in the room would be responding to a disaster on the level of those that we had been researching that week. Never in my wildest dreams did I think that person would be Me. I am so grateful and fortunate to have taken this course only a few weeks before my hometown was hit with the third-most powerful hurricane to ever strike the United States. The class was absolutely invaluable in preparing me and my team – as much as anyone can be prepared for a disaster of this magnitude. I strongly, strongly encourage anyone, especially those who don't deal with emergency response on a regular basis, to consider taking this course and taking it very seriously. It will make a huge difference in your ability to make effective decisions while under unimaginable stress.”

– Valerie Sale, PIO
Bay County, Florida

Surge Instructor Teams

The Surge Instructor Teams concept was brought into being in April 2018 under the direction of Mission Support Branch Chief Bobbi Jo Nye. As part of this idea, EMI would put in place three EMI instructor teams and their support staff, each of which would be prepared to deploy to the field in the event of a major disaster to teach mission-critical Disaster Survivor Assistance (DSA) and Individual Assistance (IA) courses to volunteers and FEMA personnel being deployed to a disaster location. Each of these teams would be assigned as the primary deployable team for four months of the year with the remaining teams serving as backup teams. The concept of operations required that these teams be ready to deploy by the hurricane season in a proactive stance, rather than waiting to respond retroactively after an event occurred. To accomplish this, qualified instructors provided these teams with intensive training in the DSA and IA programs throughout the summer of 2018.

The plan paid off in September of 2018 when Hurricane Florence struck the East Coast. EMI deployed one of the Surge Instructor Teams to FEMA's Center for Domestic Preparedness in Anniston, Alabama, under the direction of EMI Training Specialist Joe Goldsberry. As the team had already received prior training and was in a state of deployment readiness, the team was able to provide both instruction and instructional support to multiple DSA and IA courses made up of FEMA Surge Capacity Force volunteers — individuals from non-FEMA agencies who have volunteered to be deployed to disasters. The team was also able to provide support to the transportation and housing missions at the Center for Domestic Preparedness (CDP).



Members of an EMI Surge Instructor Team in Anniston, Alabama.

In October, Hurricane Michael hit the Southeast and once again an EMI Surge Instructor Team was called to deploy to Anniston, this time led by EMI Training Specialist Jinnie Lettkeman. This deployment also provided support to the DSA and IA instruction activities at CDP, while simultaneously providing a portion of the team to provide training at FEMA's Atlanta Mobilization Center in Georgia.

Altogether, the teams provided support for 99 classes that had 3,229 students using 65 instructors and operational support staff. Twenty-seven of these personnel were part of the EMI Surge Instructor Team operations.

The training received by the students who volunteered to assist in disaster operations prepared them to achieve their mission from day one of their disaster deployments. One student described the training as follows, "The instructors were very knowledgeable and delivered the necessary product extremely effectively, so I feel very confident to go into a disaster field operation with the tools and resources I need to be productive, and over time be of great value and success to not only survivors, co-workers, but to FEMA overall." Another student added, "I admire the knowledge of our instructors. They were very patient and complemented one another very well. The course was informative, and I feel very good about being a part of the DSA cadre." This feedback confirmed that the foresight and planning on the part of EMI and Branch Chief Nye ensuring that the Surge Instructor Teams were proactively ready for their own mission was crucial to the success of FEMA's mission of supporting disaster survivors.

Mitigation Branch

The Mitigation Branch supports FEMA’s mission of reducing the loss of life and property as well as lessening the financial impacts of disasters on communities through training. Major program areas of the branch include hazard mitigation, floodplain management, geographic information system (GIS), and Hazards US (Hazus) — a standardized methodology for estimating potential losses from earthquakes, floods, and hurricanes. Other Mitigation program areas include building science, animals in disasters, and environmental and historic preservation.

Annual Hazard Mitigation Stakeholder Workshop

From March 12–16, 2018, the Mitigation Branch hosted the Annual Hazard Mitigation Stakeholder Workshop at EMI. The workshop provided an environment for information exchange and discussion of successes and challenges associated with the delivery of Hazard Mitigation Assistance (HMA) programs. It also promoted an enhanced understanding and capability to address floodplain management and HMA program requirements, and presented tools and guidance to support decision-making at all levels. More than 300 participants from federal and SLTT partners attended this iteration of the workshop.

The theme for the 2018 workshop was “Building Tomorrow’s Resilient Communities” and was devoted to the partnerships between EMI’s HMA and floodplain management stakeholders. Five full days of plenary and breakout sessions that included the sharing of program best practices and case studies were completed on a variety of topics. Topics were related to meetings with state partners, partnership building and process enhancement exercise, the HMA grants process, the Community Rating System, mitigation best practices, and other relevant subject matter.

This workshop provided a valuable and impactful opportunity for federal and SLTT officials to come together to advance their mitigation opportunities and promote floodplain management, all while adding value to existing partnerships, forging new strategic relationships, and enhancing HMA credibility. All of these activities are critical to reducing risks from hazards nationwide.



Participants listen to a presentation at the Stakeholder Workshop.

Multi-Hazard Emergency Management for Higher Education

Course 0363, *Multi-Hazard Emergency Management for Higher Education*, is an exercise-based course designed for Institutes of Higher Education (IHE). It provides the knowledge and planning strategies to protect lives, property, and operations within the context of a comprehensive emergency management approach. The target audience is employees of colleges and universities as well as their emergency management partners from the community, providing them with an overview of various aspects of the emergency management process. Topics include hazard identification; risk assessment; establishing and staffing an Emergency Operations Center; and developing, training, and exercising an emergency operations plan. The course is offered multiple times throughout the year. In FY 2018, there were 14 sessions attended by 385 individuals representing more than 70 IHEs. Four of the IHEs were minority-serving institutions including two Hispanic-serving institutions, one Asian-American Pacific Islander institution, and one Historically Black College and University.

Preparing Our Country's School Staff

EMI's course *Preparing for Emergencies: What School Staff Need to Know* (course 0360) was designed to improve school emergency preparedness efforts by providing teachers and staff with the skills to strengthen school and classroom-level prevention, mitigation, protection, response, and recovery capabilities. On June 5–7, 2018, this course was held in Baton Rouge, Louisiana, for the East Baton Rouge Parish School System. The response to this course was overwhelming – 65 participants registered for the course, but more than 90 showed up.

The Great Flood of 2016 devastated the public schools in Baton Rouge so an opportunity to become educated on how to prepare for future disasters was something close to the participants' hearts. As a result, the students' engagement was tremendous, and the narratives that they shared about their experiences were truly heartbreaking. The determination to provide a safe school environment for their students was inspiring, and this course gave the school staff the educational opportunity to learn how to do this, as well as a therapeutic outlet to share their experiences with colleagues that have gone through the same challenges they have. The course provided tangible tools that they can use to help them prepare for any future disasters and brought the school system staff closer together. Course evaluations spoke to the success of this course and the impact it had on the participants.

Preparedness Branch

The Preparedness Branch provides service and support to FEMA program offices; federal and SLTT stakeholders; non-governmental, community, and faith-based organizations; and professional associations. It oversees curricula including, but not limited to, topics covering the National Incident Management System, the Incident Command System, Tribal Outreach, Continuity of Operations, and the Community Emergency Response Team.

Community Emergency Response Team (CERT) Curriculum

One of the foundations of having a successful CERT program is having knowledgeable and engaging instructors and program managers. In our CERT curriculum, we help people develop new CERT programs or enhance existing programs with the skills needed to manage the recruitment, retention, and training of volunteers.

CERT programs are all unique and provide a wide variety of assistance to their local first responders and communities. Maureen and Mike Bonder attended the CERT Train-the-Trainer and Program Manager courses at EMI in April 2018. Soon after, they took what they learned and trained a CERT team at a retirement community in Issaquah, Washington. The majority of their students were in their 70's and 80's and ready to serve!

Michael Anderson from Willmar, Minnesota, took what he learned in the CERT Train-the-Trainer and Program Manager courses in January 2018 and officially started a CERT program. He partnered with his local emergency manager, city leaders, and community to get monetary and in-kind donations. Using these donations, they were able to host their first CERT training in October, and their graduates went on to participate in a large mass casualty drill at the local hospital where they demonstrated their knowledge in a practical exercise. Michael is already planning his next training for 2019.

Michael Perry of Washoe County, Nevada, took the CERT Program Manager course in April 2018, and he has been using his program management skills to utilize his CERT team in many capacities. He expanded the partnership between his CERT Rail Auxiliary Team volunteers and AMTRAK for a project called Operation Life Saver this holiday season. His volunteers were trained in rail safety and suicide recognition in an effort to keep the public safe and maintain a safe environment in the rail system. He also managed a team of volunteers that partnered with the University of Reno



CERT Train-the-Trainer participants.

during home football games to assist patrol officers in safety patrols and to provide vehicle and pedestrian traffic control. His CERT volunteers also received operational training in Point of Distribution (POD) for medical emergencies. This culminated in CERT volunteers teaming up with the Medical Reserve Corps and providing a Flu POD to the community.

2018 has been a very successful year for the CERT curriculum, and this curriculum has been the first step in many great programs and partnerships.

“[The CERT course] was a fantastic, always-to-be-remembered week. Thank you!”

North Carolina: Building a Culture of Preparedness

As an agency, FEMA has three strategic goals that it is working to meet. When EMI delivers training to its partners, it is in support of these goals. One of these goals, Strategic Goal 1, is Building a Culture of Preparedness. This culture of preparedness is within our communities and our governments, so that we can be ready for the worst disasters at all levels from the individual up to the federal. One of those levels is the state, and North Carolina is a prime example of how one state is working with FEMA and EMI to help build that preparedness culture.

Meet Robin Brown, Training Officer/E-Learning Developer for the North Carolina Department of Public Safety. In an effort to build a quality cadre of instructors for the Incident Command System (ICS) curricula, Robin contacted EMI to find out how North Carolina could become a course L0449, *ICS Train-the-Trainer*, state. After several teleconferences, discussions of student standards, facility requirements, course documentation requirements, and willingness for a quality control/quality assurance visit, the groundwork was completed. The morning of August 13th, the course kicked off with 25 students, 2 contract instructors, and 1 North Carolinian instructor. The students had all met the rigorous prerequisites, including operational experience, and came to learn. The 5-day course went off without a hitch, and the feedback from students was overwhelmingly positive. Having the capability to develop instructors within the state, using only state assets, saves time and money while still meeting the standards of an EMI delivery.

North Carolina is no stranger to weather events, and less than a month after the course concluded, Hurricane Florence made landfall over Wrightsville Beach, North Carolina. As expected, the response was awe-inspiring, and thanks to Robin, the state may have been even that much more prepared.



Robin Brown
Training Officer/
E-Learning
Developer for the
North Carolina
Department of
Public Safety

Tribal Curriculum: Making Deliveries Locally

While tribal employees consistently give high ratings for the tribal curriculum courses offered onsite at EMI, most tribes are only able to send one representative due to limited travel resources or lack of the time required for the long-distance travel to the course. Local course deliveries, notated by an “L” in front of a course number, allow tribal governments for which resources are limited to send more staff to be trained.

The newly formed Southwest Inter-Tribal Emergency Manager’s Coalition (SW ITEMIC) partnered with EMI to bring an offering of course L0580, *Emergency Management Framework for Tribal Governments*, to New Mexico in 2018. Response for this local delivery from the pueblos, tribes, and nations in the state was remarkable. Thirty emergency managers, tribal leaders, department directors, and emergency services personnel representing 12 different tribes attended the course. A second offering of course L0580 was held in New Mexico six months later and also had an excellent turnout.

Many of those who attended the L0580 courses in Albuquerque, New Mexico, noted that they would never have been able to get away for an entire week at EMI, but the ability to stay close to home allowed them to participate. The Emergency Manager for the Pueblo of Sandia, Tanya Allen, commented, “Having a local offering of the course allowed several representatives from the same tribe to attend as a team – something they would not have been able to do if out-of-state travel was required.” When multiple staff of a tribal organization attend training, together there is more immediate capacity and capability built for that organization with the newly trained team.

The SW ITEMIC is sponsoring course L0581, *Emergency Operations for Tribal Governments*, in June of 2019, and the course is expected to be very well attended. Tribal emergency management representatives have requested that EMI bring course L0582, *Mitigation for Tribal Governments*, and course L0552, *Continuity of Operations for Tribal Governments*, to New Mexico in FY 2020. Several of the tribes are also partnering with FEMA Region VI and EMI to bring course L0583, *Emergency Management Overview for Tribal Leaders*, directly to the tribes. The Pueblo of Zuni, for example, had more than 67 tribal representatives signed up for the 4-hour course delivered in April of 2019.

Tribal Curriculum: Professional Success as a Tribal Emergency Manager

Mr. Nelson Andrews, Jr., is a member of and the Emergency Management Director of the Mashpee Wampanoag Tribal Nation. Four years ago, he established the Emergency Management Department for the Nation, drawing on his previous background with FEMA as a 10-year employee, where he served in the role of the Logistics Section Chief during the 2011 Springfield, Massachusetts tornado. He went on to serve in more than 20 Presidential declared disasters, including hurricanes Katrina and Sandy, and served as a director for the National Incident Management Assistance Team.

As the Emergency Management Director for the Mashpee Wampanoag Tribe, his key roles and responsibilities are the preparedness, planning, mitigation, response, and recovery for the Tribe, all while building out the key foundation components and sections of Logistics, Operations, Planning and Finance, and Admin. Mr. Andrews states, “Many of these skills I learned can be attributed to the previous experience within FEMA and in addition to the knowledge gained through the EMI Tribal Curriculum.”

Mr. Andrews is also a member of the Barnstable County All Hazards Incident Management Team, and on a more national level, he is the Co-Chairman of the United South and Eastern Tribes Homeland Security and Emergency Services Committee, and a member of the U.S. Department of Energy (DOE) Nuclear Energy Tribal Working Group and DOE Tribal Radioactive Material Transportation Committee in addition to various other tribal and national committees and working groups.

Mr. Andrews was the fourth tribal nation graduate of the FEMA National Emergency Management Advanced Academy and one of the first of the FEMA Incident Management Assistance Teams (IMAT) Academy.

“My experience has provided me the opportunities to meet with the Administrators of FEMA under two administrations as well as the Deputy Assistant Secretary and Undersecretary of the Department of Homeland Security as an invitational guest on separate occasions to provide insight and engagement on the needs of tribal nations in regard to emergency management capability gaps and discussions related to amendments of the Robert T. Stafford Act.”

The majority of the support that Mr. Andrews provides to his Nation and surrounding jurisdictions is made possible through grant funding.

“At the present time, I manage 10 grants all ranging in funding amounts and scope. I have applied for these grants through countless hours of research, narrative, and budgets and am continuously applying for additional funding as these are the means in which our EM department is fully sustained. Through this current grant funding, I have been able to enhance the capabilities of the EM department significantly. We now have response vehicles, all ranges of generators, Red Cross instructor training, Shelters and Kits, Search and Rescue drones with Thermal imaging, FAA Remote Pilot Certifications and FAA Waiver Certificate of Authorizations to legally fly over accident/incident scenes as one of the first in New England. In addition to being one of the first entities our EM Department has started and been awarded funding for the first and only tribal AmeriCorps program on the eastern half of the United States. The Mashpee Wampanoag Tribe AmeriCorps Program has a primary focus area on disaster services. The AmeriCorps program will complement the EM department’s Community Emergency Response Team and Tribal Emergency Response Task Force.

Additional resources have been obtained through a Government surplus program and partnership that I have established; some of these resources include Coast Guard boats for search and rescue, response vehicles, tow-behind HVAC generator and EM response travel trailers, in addition to a large number of other preparedness and response assets.”



Throughout his career, Mr. Andrews has had many opportunities as an invitational speaker to various large Emergency Management audiences, such as a guest speaker at FEMA’s Emergency Management Institute National Preparedness Symposium, where he also served as a voice for the Tribal Curriculum updates underway that will be used to inform incoming students. He was also invited as a guest speaker at the National Congress of American Indians Annual Convention, where he gave a presentation on post-disaster pitfalls and how various tribal nations are affected. Mr. Andrews was also an invitational speaker at the U.S. Coast Guard’s Southeast New England Conference in addition to various other national-level speaking engagements and working groups such as the DHS FEMA Center for Domestic Preparedness Tribal Training Week Focus Group. Mr. Andrews’ most recent invitational speaking engagement will be at the Massachusetts Emergency Management Agency (MEMA) 2019 All-Hazards Emergency Management Conference presenting on “Tribal All-Hazards Preparedness and the Interlacing Dynamics Between Tribal, State, and Local Emergency Management.”

Response And Recovery Branch

The Response and Recovery Branch manages courses that offer a wide variety of response-oriented training to better enable emergency managers to implement critical life and property-saving programs and services as well as critical training on the National Disaster Recovery System and Framework in order to promote resiliency in communities after disaster strikes. Training opportunities offered by the Response and Recovery Branch include a large number of topics including but not limited to operations, logistics, individual assistance, and public assistance.

National Disaster Recovery Framework (NDRF) Leadership Workshop

More than 40 participants came from all over Alaska to attend the *National Disaster Recovery Framework (NDRF) Leadership Workshop* the week of August 7, 2018. In addition to students from emergency management agencies, participants included representatives from agencies as diverse as the Denali Commission; the Alaska Division of Commerce, Community and Economic Development; the U.S. Army Corps of Engineers, Pacific Ocean Division; the Alaska Native Tribal Health Consortium; and the Department of Housing & Urban Development (HUD). Joan Rave, the Federal Disaster Recovery Coordinator for FEMA Region X and Ann Gravier, HUD, co-hosted and co-taught the workshop. Region X's Regional Administrator (RA) and Deputy RA also attended.

The goals of the workshop were to analyze how the NDRF is operationalized and to enable effective collaboration among federal, state, tribal, and local recovery partners pre- and post-disaster. The NDRD Leadership Workshop brings these partners together to learn and apply its concepts. Successful collaboration following a disaster is enhanced by building those relationships and applying NDRF principles to a day-long activity at the end of the workshop.



Instructor Natalie Grant, Dept. of Health & Social Services, and Sean Dowling, U.S. Army Corps of Engineers at the NRDF Leadership Workshop in Anchorage, Alaska. Photo courtesy of Joan Rave.

Generally, the NDRF Leadership Workshops are based in a region or state and focus on the hazards unique to that area. The Alaska workshop featured an activity in which the participants reacted to an earthquake centered in Anchorage and the Kenai Peninsula, much like the 7.0 earthquake that occurred nearby 3 months later in that same region. Other workshops have centered on hurricanes, flooding, and drought.

“The partnerships and face-to-face interactions with the group were fantastic.”

Participants commented on the diversity of attendees as well as the applicability of the content to their state and tribes. One stated, “The partnerships and face-to-face interactions with the group were fantastic.”

State Recovery Planning and Coordination — Louisiana

Twenty-four officials from various Louisiana state agencies attended an EMI field-delivered course the week of October 13th in Baton Rouge. The 4-day course – *State Recovery Planning and Coordination* – discusses the benefits of planning for recovery before a disaster occurs, describes the crucial partners who need to be involved in this planning, and outlines the steps to accomplish the work.

The Planning Manager of the Governor’s Office of Homeland Security worked with EMI and FEMA Recovery officials to adapt the course materials to meet the specific needs of the state partner. By the end of the week, the group was able to analyze its existing disaster recovery outline and add information to move it forward towards completion.

Louisiana’s Office of Community Development, Department of Children and Family Services, Louisiana Housing Authority, and the Department of Transportation and Development were just some of the agencies represented in the course. Participants stated that they appreciated that the instructors worked to tailor the content to meet their state’s needs as well as appreciated the diverse experience the instructors brought with them. One official noted that, “Louisiana has had to recover from numerous disasters, so this is not a new concept, but that writing down what they had done would be crucial for the future.”



Participants from the Louisiana State Recovery Planning and Coordination course.

EMI's Disaster Cadre

Disaster Field Training Operations

EMI is also responsible for governing the Disaster Field Training Operations (DFTO) cadre. The DFTO mission is to plan, develop, promote, and deliver performance-based training, briefings, and instruction to improve the delivery of assistance to disaster survivors. DFTO cadre members provide these training opportunities in accordance with FEMA Qualification System (FQS) requirements and in coordination with the FEMA Incident Workforce Academy, regional offices and SLTT partners.

The DFTO cadre provides just-in-time training to address the challenges created by each disaster. New disaster workers drawn from the local community may be used to respond to local disasters, disaster programs and policies may vary from disaster to disaster, and emerging agency initiatives require that the DFTO support creating and maintaining a qualified, highly performing workforce. The quality of FEMA's response and recovery efforts can be directly linked to the knowledge and skills possessed by the workforce staff in a disaster operation.

Some examples of the DFTO cadre's work during specific disasters are given below.

Declaration DR4340-VI: St. Croix, St. Thomas, and St. John

FEMA, The Virgin Islands Territory Emergency Management Agency (VITEMA), and voluntary organizations and partners conducted a simulation exercise as a culmination of intense work completed between these agencies. The Pre-Hurricane Disaster Preparation Territorial Training Exercise was held to test the readiness of the Territory to handle disaster management and to identify any gaps in operations that needed to be addressed.

In preparation for this exercise, the DFTO, in coordination with VITEMA, delivered courses and workshops to several hundred participants to enable the various attending agencies and their emergency managers to enhance their skills and obtain the required knowledge to carry out Emergency Support Function roles. Disaster management best practices were shared so that emergency management personnel could use these in their response. William Vogel, Federal Coordinating Officer, and Mona Barnes, Director of VITEMA, agreed that the exercise was, "...a successful event and very well attended."

Declaration DR4339-PR: Puerto Rico

The Joint Field Office (JFO) for DR4339-PR launched its Civility Campaign which included daily text reminders and mandatory attendance at one of the Civility in the Workplace briefing sessions. These requirements created a tough challenge for the DFTO Training Unit as the DFTO cadre was also supporting Public Assistance training courses, and the JFO facilities suffered from a lack of classroom space to host the additional training events. While challenging both financially and logistically, the DFTO cadre's expertise in training and training logistics allowed it to find creative solutions to meet the needs for the operation as implemented by the JFO.

This page intentionally left blank.



FEMA

*Emergency
Management
Institute*

16825 S. Seton Ave.
Emmitsburg, MD 21727

<https://training.fema.gov/emi.aspx>