Training and Exercise Guidebook

2017

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EXECUTIVE SUMMARY

The Michigan State Police, Emergency Management and Homeland Security Division (MSP/EMHSD) developed this comprehensive Training and Exercise Guidebook as supplemental guidance for whole community partners. The purpose of this document is to provide detailed information on how training and exercise functions in the state of Michigan, in accordance with federal grant programs and state requirements per Public Act 390 of 1976, as amended.

As the State Administrative Authority (SAA), the MSP/EMHSD has been authorized to distribute grant funds and manage related requirements of programs receiving the allocated funding. The MSP/EMHSD is obligated to ensure all jurisdictions receiving funding for training or exercise comply with all federal and state requirements. To facilitate compliance, there are several designated positions required for training and exercise, as defined by U.S. Department of Homeland Security grants. They include the SAA Training Point of Contact (SAA TPOC), the State Training Officer (STO), and State Exercise Officer. These Emergency Management and Homeland Security Training Center (EMHSTC) staff members serve to assist as training and exercise subject matter experts across the state.

An effective and successful training and exercise program requires state and local partnerships dedicated to improving the standards of delivery using a collaborative, objective-based approach to address any gaps in identified capabilities. Furthermore, implementation of the training and exercise program will require joint planning, on-going training, and exercising various functions and capabilities identified by FEMA as part of the National Preparedness System and Comprehensive Preparedness Guide 201 in the mission areas of prevention, protection, mitigation, response, and recovery. As key stakeholders in this process, the state also encourages non-governmental organizations, private sector, and the whole community, as identified in the Michigan Emergency Management Plan (MEMP), to embrace a proactive stance that will improve their ability to assist in response and recovery of our citizens and their communities during any emergency or disaster.

REVISION RESPONSIBILITY

This document shall be reviewed by October 1, annually, to ensure accuracy of the contents by EMHSTC staff.

Date	Pages Updated	EMHSTC Manager Initials

EMHSTC HISTORY

The doors to the Michigan State Police (MSP), Emergency Management and Homeland Security Training Center (EMHSTC), originally named the Hazardous Materials Training Center, opened in September 1991. The Hazardous Materials Training Center was a business/government partnership recognizing a need to centrally train public safety and industry personnel in the proper response to hazardous material incidents to include hands-on training using railroad tank cars, tank trucks, and storage tanks. The EMHSTC was the first of its kind in the United States to be built using private sector donations and operated by state government. True to its original purpose, the MSP/EMHSD continues to manage the EMHSTC as a resource for public and private responders. This valuable partnership with the private sector continues today with donations of time, resources, and equipment serving to enhance EMHSTC training courses.

The EMHSTC provides an ever-expanding and comprehensive program of cost effective training for both public and private sector agencies responsible for incident planning, response, and cleanup. Through the years, specialized programs (e.g., emergency management, Incident Command System training, etc.) have been incorporated into the EMHSTC curriculum, helping to ensure they play an integral role in Michigan's preparedness and, in some instances, a national leader in all-hazards emergency response training.

Courses and workshops are developed to meet or exceed planning and training requirements and recommendations and requirements of the Federal Emergency Management Agency (FEMA), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), National Fire Protection Association (NFPA), Michigan Occupational Safety and Health Administration (MIOSHA), applicable state of Michigan agency requirements, and other industry standards.

FACILITY

Onsite courses are conducted at the EMHSTC's four-acre site in Lansing. In addition to the fully functional classroom, the EMHSTC utilizes a variety of training and simulation aids, including railroad cars, highway tank trailers, above/below ground storage tanks, confined spaces, as well as personal protective clothing and equipment all intended to provide a realistic training environment.

The EMHSTC facility features a classroom with a full kitchen and indoor practical application apparatus bay (photos on next page). The classroom features video conferencing equipment, integrated surround sound, and laptop computers for student course work.

Equipment and Testing Devices

The EMHSTC owns many types of analytical and testing equipment and monitors. For example:

- Gas ID
- FTIR-Smith ID
- 4 gas
- PID-photo ionizing detector

Also, several types of chemical testing papers are used. For example:

- PH
- F
- KI
- M-256
- M8
- Smart Strips

Other measurement devices owned and used in EMHSTC classes include:

- Radiological meters/dosimeters
- Survey equipment
- Color metric tubes/chips
- Temperature gun/thermal imaging camera

The training site features a fully stocked response vehicle for student use including all of the latest technology.

Each student of hands-on courses is assigned a locker which includes all the necessary equipment for dress out scenarios.

FIXED SITE PROPS

The EMHSTC features props that allow for real life, hands-on use. One popular prop, known amongst students and staff affectionately as “the leak monster,” allows students hands-on experience with various types of leaks from tanks, pipes, valves, and drums.

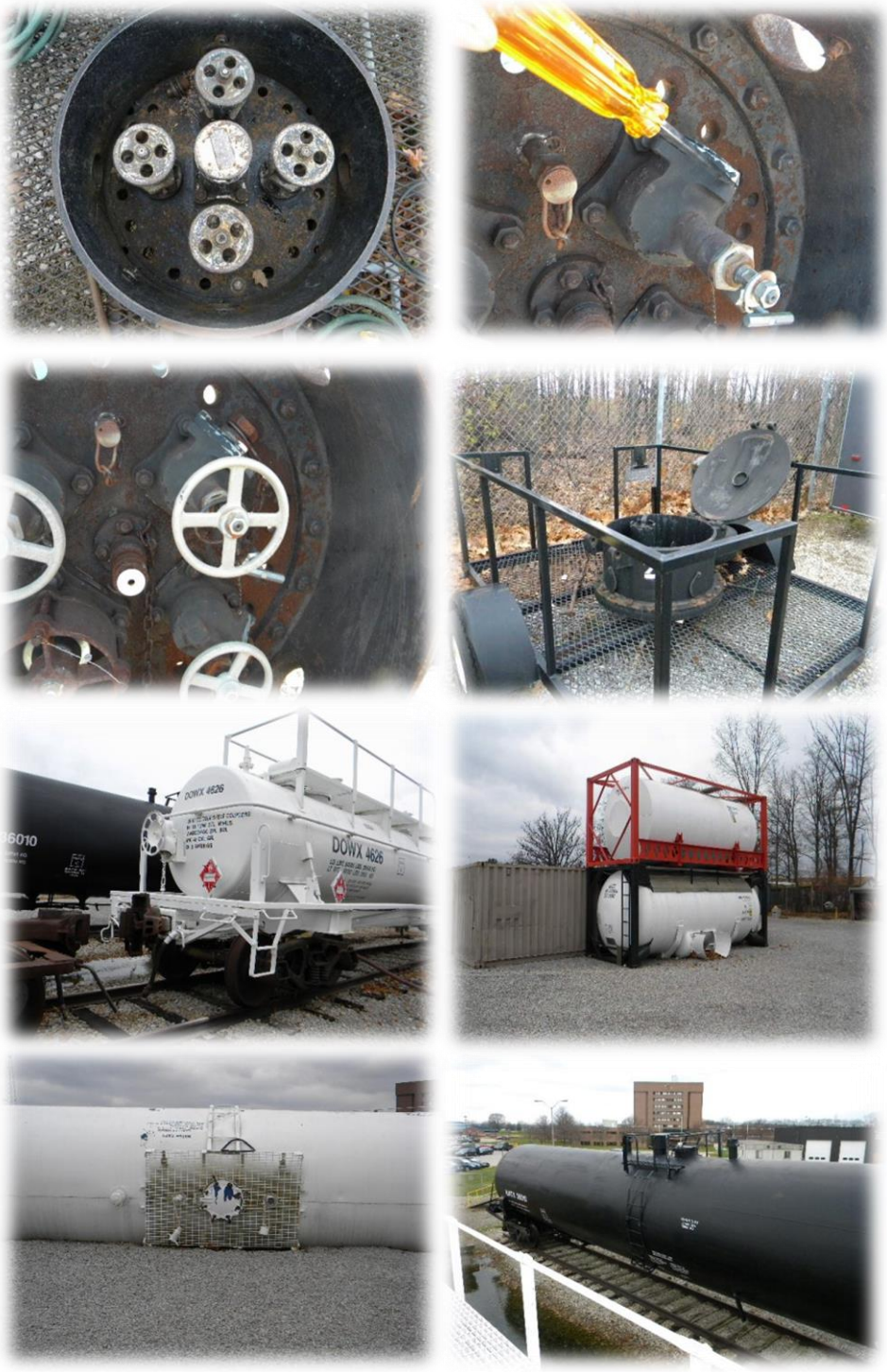
The yard features a site that simulates different chemicals, dumped off in a field, allowing students the opportunity to practice various means of identification and remediation measures. Several interactive chlorine props exist to simulate many common applications in industry, giving a realistic feel to the training.

HIGHWAY TRANSPORTATION PROPS

There are various transportation trailers (e.g., MC306, MC307, MC312, MC330) and box trailers designed to allow students to practice on response to common leaks. These tanks and trailers have multiple configurations to allow for exercises and practical applications.

RAIL CAR PROPS

Several rail cars and props are conveniently located onsite for simulating leak mitigation.

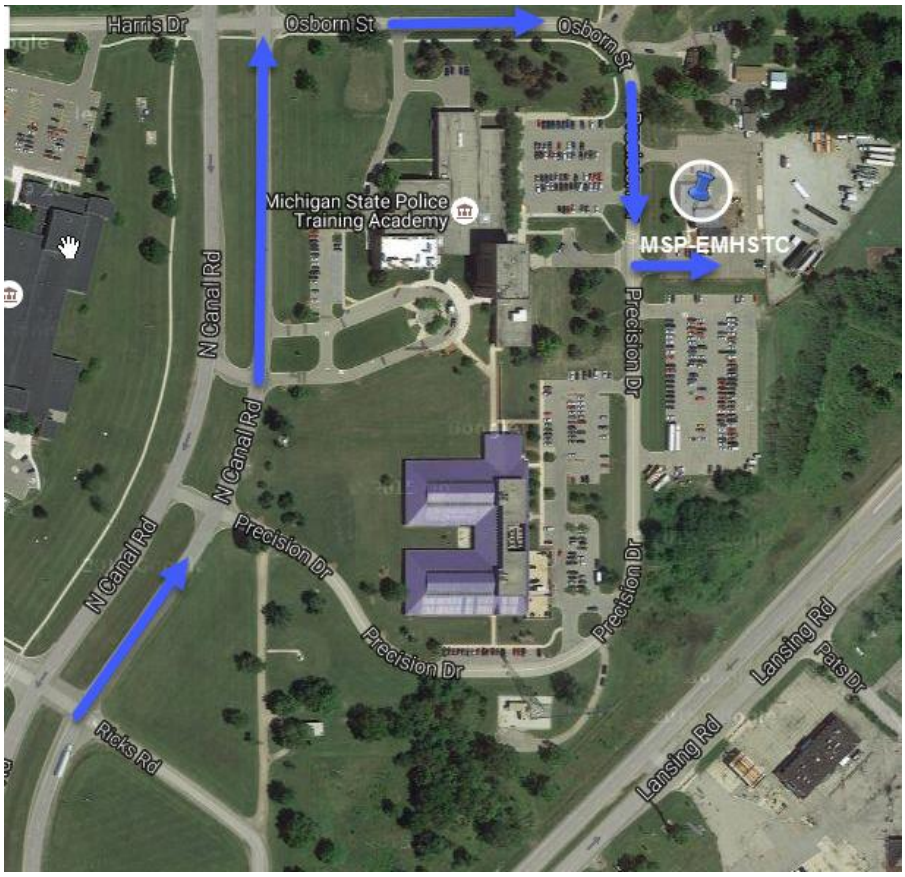


ADMINISTRATION AND ATTENDANCE

Registration for all EMHSTC courses is completed via MI-TRAIN, MSP's Learning Management System. (See Appendix E). Students will receive a notification email, approximately three (3) weeks prior to each class, indicating whether they have been accepted, denied, or placed on a waiting list. Notification will also include confirmation of the course location, date(s) and times, and course prerequisite(s). This information should be reviewed carefully, as changes to the original registration information may occur. It is pertinent for each student to ensure their email address in their MI-TRAIN account is accurate because that is how course information is distributed. It is recommended students review and update their MI-TRAIN account information at minimum annually.

The EMHSTC is located approximately 15 minutes southwest of the City of Lansing at the State Secondary Complex. When using GPS navigation, use the following address or this map:

7426 N. Canal Road
Dimondale, MI 48821



Certain EMHSTC courses include prerequisites. Prior to attending a course requiring prerequisites, students must upload a copy of necessary certificates into their MI-TRAIN account. The EMHSTC reserves the right to refuse admittance to any course, if the prerequisites have not been met and verified.

If a situation arises in which EMHSTC must cancel or postpone a class, contact will be made with all enrolled participants using the contact information they provided in MI-TRAIN. Students are requested to ensure MI-TRAIN information is up to date in order for staff to contact them.

If **special accommodations** are required, participants should contact EMHSTC staff, or the course manager, prior to the class.

Some courses may require students to bring additional materials to class. Refer to course descriptions and/or the acceptance email for additional requirements.

A post course evaluation is required for every course. Helpful, constructive feedback is appreciated.

Specific registration information, based on the course type, is contained in the following two sections:

EMERGENCY MANAGEMENT COURSES

- Class size is limited to the reserved space (typically 24 – 30 students).
- Classes require a minimum of 10 students.
- For courses that are part of the Professional Emergency Manager program, there is a priority system that applies to student enrollment, detailed below.
  (1) Local, State and Tribal officials working directly in emergency management
  (2) Whole community partners who support emergency management functions
  (3) Federal officials and all others who do not directly support Emergency Management functions
- Students should arrive at least 10 minutes prior to the start of class.
- If a student needs to withdraw from attendance, they must follow the steps available on the EMHSTC website. Multiple withdrawals from a course, within 14 days of the start date, may impact future course approvals.
- Lodging, meals, and refreshments are not provided. For courses outside of Lansing, a recommended hotel can be provided; however, students will incur all costs at their own expense.

HAZARDOUS MATERIALS COURSES

- Class size is limited to the reserved space (typically 24 – 30 students).
- Classes require a minimum of 10 students.
- If it is necessary to withdraw from attendance prior to receiving acceptance, students must follow the steps available on the EMHSTC website**.**
- If an individual is unable to attend a course for which he/she has been accepted, he/she MUST send a cancellation notification, via email, seven (7) working days prior to the course start date in order to receive any refund. Students who cancel within seven (7) working days prior to the course will:
  - Forfeit all fees paid.
  - Be charged the full invoice amount.
  - Be accepted for subsequent courses only on a space-available basis.
- Lodging, lunches, and refreshments are provided for courses with a course cost, as indicated during the registration process.
- Lodging considerations:
  - Lodging at a local hotel is provided on a **double occupancy basis**. Lodging the night prior to the first day of class is provided only to students living more than 100 miles from the EMHSTC facility. The EMHSTC staff makes arrangements for lodging for each student based on the information provided during the registration process. If a student specifies that lodging is not needed, the course cost remains unchanged.
  - If single lodging arrangements are preferred, students must specially request a **single room during** the registration course process. The extra cost for single lodging (approximately $40 per night) will be charged or invoiced at the time of registration.
  - Students who choose to stay at a hotel not arranged by EMHSTC staff will incur all expenses.

CODE OF CONDUCT

The EMHSTC is committed to providing a safe, supportive, and productive educational environment. This will occur when everyone cooperates and agrees to suitable standards of conduct.

Failure to abide by the guidelines in this code may result in disciplinary action by the course instructor, EMHSTC program manager, or the EMHSTC manager, depending upon the nature of the violation. Offenses may result in dismissal from the course, non-acceptance to future courses, or formal contact with your supervisor regarding the violation.

Students shall adhere to the following to the best of their ability:

- Be considerate of fellow students and instructors and treat them with respect and dignity, regardless of gender, place of origin, race, physical or mental disabilities, sexual orientation, religion, political beliefs, or economic status.
- Attend all sessions of the course. Failure to do so may result in failure of the course. Students may be excused for up to 10% of the course, in an emergency situation, with approval of the course instructor. Failure to notify a course instructor of an emergency absence will result in course failure. Preplanned events, such as social events, meetings, and conference calls, are not emergencies and will not be excused. If unable to attend the entire course, students should not register. The following qualify as emergencies:
  - Emergency incident requiring an emergency management coordinator or other public safety personnel to return to their municipality;
  - A personal emergency involving the student or family member. (Verification may be required.)
- Learning is best accomplished with active participation by all members of the course. Therefore, it is expected that all students will actively participate, to the best of their ability, in each course activity and exercise. Failure to abide by this expectation may result in course failure.
- Students must contact the instructor(s) PROMPTLY if there are questions or concerns regarding their ability to successfully complete course requirements.
- Avoid disruptive behavior during class. Disruptive behaviors include:
  - Using cellular phones during class time, talking during lectures, reading newspapers, playing video games, or being otherwise obviously inattentive to lectures or discussions.
  - Using the laptop to check and/or write email or look at websites unrelated to the course content.
  - Arriving late or leaving early.
  - Any other behavior that interferes with other students' ability to learn from lectures, discussions, or exercise activities.
- Refrain from using profane, insulting, harassing, or otherwise offensive language.
- Wear appropriate business casual or department's uniform of the day. Specific examples include:
  - Clothing must be neat, clean, and free of holes.
  - Shoes and socks must be worn at all times.
  - No shorts, tank tops, <u>or</u> sandals/flip-flops will be allowed at any time.
  - Items with offensive slogans or pictures shall not be worn.

  - Clothing variances may be allowed or required for specific courses (e.g., boots for working in the training yard). Refer to email notification of acceptance for specific course requirements.
  - EMHSTC staff reserves the right to determine if a student's attire is inappropriate. Students wearing attire determined to be so will be required to change into more appropriate clothing before being allowed to continue in the course.
- Honesty and integrity are expected from all students, especially during course examinations. Students caught cheating on a course exam will not receive a course completion certificate and may be banned from future EMHSTC courses. Instructors may immediately dismiss a student from class for cheating, and they will notify the appropriate program manager and EMHSTC manager.
- If using a course-provided web accessing device, students must visit only appropriate and course-relevant websites. No privately-owned media storage devices may be attached to EMHSTC equipment.

EXAMINATIONS

Examinations and/or skill-based testing are an integral part of many EMHSTC courses. Unless otherwise indicated, students must achieve a final score of 70% in order to receive a completion certificate.

FIREARMS

The Michigan State Police does not allow firearms into its facilities with the exception of uniformed officers. All firearms must be secured in a location outside of the building. Emergency personnel will be contacted for failure to do so.

SMOKING

All state of Michigan facilities are smoke-free. Smoking is permitted outside, at least 25 feet from the main door of the EMHSTC.

TELEPHONES

Unless otherwise noted, telephones in the EMHSTC are not to be used for personal or business purposes by non-state employees.

ALCOHOLIC BEVERAGES

Alcohol is not allowed on state of Michigan property or vehicles and will be confiscated.

INCLEMENT WEATHER

In case of inclement weather, the EMHSTC may postpone or cancel a course. Students will be contacted as quickly as possible using the contact information in their MI-TRAIN account. The

EMHSTC will attempt to either modify course dates or reschedule the entire course, if possible, based upon course requirements and available resources. If state of Michigan facilities in the area of the course are closed, class will automatically be cancelled for the duration of the closing. A 24/7 telephone number will be provided in the course confirmation email for emergencies and course status checks.

SAFETY AND LIABILITY

The following safety measures will be implemented at each EMHSTC courses:

- At the beginning of each course, the lead instructor will discuss possible safety concerns and issues, including potentially hazardous weather conditions.
- As necessary, briefings for heat and cold emergencies will be conducted, including the importance of hydration throughout practical components and appropriate clothing.
- For practical components, including Personal Protective Equipment dress out, medical surveillance will be conducted in compliance with OSHA standards. Students who do not meet the health standards will not be allowed to perform the practical components. Students must contact the course manager if they feel they may not meet health requirements.

INSTRUCTOR QUALIFICATIONS

The EMHSTC prides itself in delivering the highest quality training with the most experienced instructors in the state.

The goal of this program is to ensure the highest quality training is being offered throughout the state. With information gathered from this process, the EMHSTC will work to maintain successes and improve areas of deficiency.

The following are general qualifications required of all instructors.

1. Successful completion of a formal instructor training or instructional skills course or possession of an instructing certificate or degree from an accredited college or university or documented experience successfully instructing adult learners. This is documented by training certificates, diplomas, or a brief explanation of verifiable experience delivering adult education.
2. Successful completion of the course(s) they are instructing.
3. Successful completion of course train-the-trainer, if applicable.
4. Documented operational experience in course subject matter (i.e., applicable to the course the instructor will be teaching).
5. Successful completion of the following NIMS-required courses:
    - IS-100.b – Introduction to Incident Command System
    - IS-200.b – ICS for Single Resources and Initial Action Incident
    - IS-700.a – National Incident Management System (NIMS), An Introduction
    - IS-800.b – National Response Framework, An Introduction
    - ICS 300 – Intermediate ICS for Expanding Incidents

6. Instructors will also provide a copy of their current resume and meet with the EMHSTC manager and program manager prior to instructing.

In addition to the general qualifications listed above, instructors desiring to teach certain courses must meet the course specific qualifications.

Requirements to remain on the EMHSTC instructor list:

1. Each instructor must deliver the course(s) a minimum of once every two years.
2. Instructor must submit an updated documentation of credentials, if requested by EMHSTC staff.
3. Instructor must attend refresher or re-certification training, as made available.
4. Instructor must maintain any required certifications for courses they teach.

The EMHSTC reserves the right to limit the number of courses an instructor may teach, location used, or other items if they are found in violation of federal, state of Michigan, Michigan State Police, or EMHSTC requirements and standards.

DUAL COMPENSATION

An individual cannot receive compensation for the same hours of the same day, if both compensations are by units of government (local, state, federal, or tribal). Compensation includes annual leave, sick leave, holiday, or compensatory time provided by a government entity. An individual is allowed to trade or flex their hours to alleviate dual compensation.

Sub-grantees shall notify service providers if grant funds are being used to support the activity for which they are being utilized. Additionally, sub-grantees are required to ensure that any service provider is not being dually compensated, and provide proof as such if audited.

Failure to comply with these federal regulations may result in the return of grant funds.

The following is approved wording to be included on invoices for service providers participating in grant-funded activities.

"All public servants who are being paid for their services need to certify the below on their invoice and sign and date it. This certification does not apply to private sector employees or private sector-funded courses.

> ☐ *By checking this box, I certify the work performed, as specified by dates provided in this invoice, is not dually compensated; that is, I was not being paid annual leave, sick leave, holiday, or compensatory time by another government entity while I was working on a grant-funded activity. If audited, I will be required to show proof of other duty site work schedules during the specified timeframe."*

COURSE AUDITS

The EMHSTC reserves the right to audit any course offered or certificated by the EMHSTC. Courses that may be audited include Incident Command, Emergency Management, and Hazardous Materials offerings. Audits will be conducted by EMHSTC staff. Audits will not be announced and staff may arrive for the class at any time. Using a rubric, they will audit the course and the instructor(s) based upon the following criteria:

- Instructor Professionalism – preparedness, language, dress, knowledge, etc.
- Materials – using approved presentations, handouts, etc.
- Content – appropriateness, following approved syllabus and outline.
- Location – accessibility, technology, cleanliness, etc.
- Administration – sign-in sheets, evaluations, attendance, contact hours, etc.

TRAINING AND EXERCISE OVERVIEW

PREPAREDNESS CYCLE

Preparedness is a continuous improvement and assessment cycle with planning, organize/equip, exercise, train, and evaluate/improve functions being inextricably linked. "POETE" is also the acronym used to refer to all these functions as a group. All core capabilities are assessed on the basis of the functions of the preparedness cycle illustrated below.

US DHS/FEMA

MULTI-YEAR TRAINING AND EXERCISE PLAN

As part of the U.S. Department of Homeland Security grant programs, the state is annually required to develop a multi-year Training and Exercise Plan. In conjunction with the state plan development, the Emergency Management and Homeland Security Division (EMHSD) hosts an annual Training and Exercise Planning Workshop (TEPW). The purpose of this workshop is to bring together agency representatives, local programs, and whole community partners to present best practices, lessons-learned, and to review and deconflict the proposed multi-year calendar.

To contribute to the workshop content, each Emergency Management Performance Grant (EMPG)-funded local emergency management program is required to submit the Annual Training and Exercise Plan worksheet (EMD-006) as part of their annual work agreement with the MSP/EMHSD. This worksheet should reflect all known/planned training and exercises taking place in their jurisdiction over the next three years. Unfunded programs, as well as state and federal agencies, are encouraged to contribute their training and exercise preparedness activities, to add to the state plan, by submitting the worksheet.

The worksheet shall be revised annually to reflect updates to scheduled training and exercises. Newly added or proposed training and exercises should address improvement plan recommendations of prior year's evaluated exercises, when appropriate.

NEEDS ASSESSMENT

Prior to requesting training or designing an exercise, threats and hazards identified within the jurisdiction should be reviewed and assessed. This research will help to inform training and exercise priorities, justification, and reasoning. This assessment will also assist in identifying capabilities and functions to be exercised. Information from exercise or event AAR/IPs should be used as a basis of needs assessment development. Current or recently updated Emergency Operations Plans (EOPs) should be referred to and used during the development and execution of training and exercises. Exercises help validate the efficacy of plans, and training of the plan is necessary for anyone expected to use or be part of the plan.

As part of a needs assessment, the following areas should be reviewed:

a. Hazards – List, by priority, any past problem areas, and those needing to be trained to or exercised.
b. Geographic Area – Look for the vulnerable areas of the community.
c. Emergency Functions – Determine which function needs to be trained or exercised.
d. Agencies and Personnel – Determine who would be involved and who should participate.
e. Training or Exercise Type:
    - Determine which type of training/exercise to conduct. Is a certain type of training or exercise required for compliance?
    - What level of experience is required (i.e., awareness, technical response)?
    - How much time can be allocated for development?

TRAINING

Training staff should work closely with exercise developers to provide training that supports upcoming exercises. Using plans, policies, and procedures as guides, training should be developed and scheduled that is timely, accurate, goal-oriented, and in-line with the objectives of upcoming exercises and events. The effectiveness of training and plans should be evaluated as part of the exercise AAR/IP. Additional training will most likely be a primary way to resolve capability gaps.

Training is provided by several sources. These sources include, but are not limited to:

- Training delivered by the EMHSTC at the facility in Lansing.
- Training delivered by the EMHSTC in the field.
- Training delivered by a federal program in state.
- Training at a US-DHS member facility of the National Training Education Division (NTED), the National Domestic Preparedness Consortium (NDPC), or the Emergency Management Institute (EMI).

STATE TRAINING

The Michigan Emergency Management Training Program consists of two areas:

- **Emergency Management Continuing Education:** These emergency management courses are designed to provide timely information to the whole community regarding current events in the field. Additionally, these courses may provide further complex detail, building upon the foundations of emergency management provided by a PEM designation. They will often support or are in response to upcoming exercises, planned events, or changes in the field.

- **Professional Emergency Manager (PEM) Designation Program**: As required by Public Act 390 of 1976, as amended, and requested by the public safety community, the MSP/EMHSD maintains the PEM Program. The PEM designation provides a foundational level of knowledge and understanding of how emergency management principles function in the state of Michigan and how local, state, non-governmental organizations, and the federal government cooperate before, during, and after an emergency or disaster. Training consists of knowledge points across the five mission areas, defined by the National Preparedness System, utilizing both online and classroom formats. Upon completion of required courses and a comprehensive examination, students are awarded their PEM designation signifying they have an operational knowledge of the emergency management field. Refer to the PEM Program Manual for more details.

Hazardous Materials Training

The Hazardous Materials (HazMat) Training Program includes on-site training, conducted at the EMHSTC four-acre site in Lansing, and off-site courses held at a requestor facility. Most EMHSTC HazMat courses have an associated fee per student. Courses can be requested by both private and public sector for a determined number of students. Both on-site and off-site training includes multiple-levels of training awareness, response, and refreshers. A number of HazMat-related specialty programs can be customized with a bid provided upon request.

Additional topics regarding man-made threats related to Weapons of Mass Destruction (WMD), which include, but are not limited to, Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE), are offered at the EMHSTC.

National Incident Management System Training

The Incident Command Training program includes ICS 300 – Intermediate ICS for Expanding Incidents, ICS 400 – Advanced ICS for Command and General Staff, and on-demand offerings of other Incident Command training opportunities. The MSP/EMHSD is the administrative agency for all 300 and 400 level ICS courses delivered in Michigan. All certificates of training are administered by the EMHSTC beginning October 2011. ICS 300 and ICS 400 courses taken prior to October 2011 are not managed by the EMHSTC. If a certificate for a class taken prior to that date is needed, contact the EMHSTC for more information.

Recently, National Incident Management System (NIMS) All-Hazard Position-Specific Incident Management Team (AHIMT) training has been added to the curriculum regularly based on demand from local and state agencies.

FEDERAL TRAINING

Federal Training In-State

As part of the National Training and Education Division (NTED), the National Domestic Preparedness Consortium (NDPC) and Emergency Management Institute (EMI) offer opportunities to host federal courses throughout Michigan. Specialty courses may be offered on a limited basis. The EMHSTC will use its best judgment in determining the host agency for the course.

Each federal course has a minimum number of participants required and a maximum number of participants allowed. It is the course host's responsibility to reasonably ensure there is a strong interest in the course and that a minimum number of participants can be met locally. A minimum number of participants for each course is provided by the federal provider point of contact. The host jurisdiction must be able to provide a list of at least half the minimum number prior to committing to host the course. All course requests must be submitted at least 90 days prior to the first day of the course. Refer to Appendix B for more details on each consortium member.

A comprehensive list of federal courses is available on the NTED website and can be accessed by selecting the following link, National Training and Education Course Catalog**.** Courses can be sorted by delivery method, core capability, and more.

To request a federal course be delivered in-state, an EMHSTC Course Request Form must be completed.

Registration for Federal Courses In-State

For all state-delivered federal courses, registration must be completed in MI-TRAIN. For some courses, a participant may also be required to complete a registration form for the federal program. FEMA requires students to register with a student identification number (SID). If a student does not have a FEMA SID, they may visit this site to obtain one.

Registration for Federal Courses Out of State

Individuals may attend courses at any EMI or NDPC facility. Application processes for each program can be found at their respective websites. Prospective students must receive approval from their employer and the EMHSTC. Consideration for approval will be based upon relevance of your role and/or your organization's role as it relates to the Michigan Emergency Management Plan (MEMP).

There are no fees to attend NDPC training. Training includes student travel, lodging, and meal expenses. However, at EMI you will be responsible and required to pay for meals, if staying on campus. Incidental costs and non-course covered fees for both NDPC and EMI are the responsibility of the student or their sponsoring agency[1].

The NDPC partnerships consist of several universities, research and national teaching facilities sponsored and funded, in part or in whole, by the U.S. Department of Homeland Security. More specifically, the NDPC is a consortium of nationally-recognized organizations whose membership addresses the counter-terrorism preparedness for emergency first responders within the context of all hazards. Several members also have online courses available for student convenience. Each consortium member has a training topic focus. Refer to Appendix B for more details on each consortium member.

EMI is located in Emmitsburg, Maryland and shares the campus and admissions office of the National Emergency Training Center (NETC) with the U.S. Fire Administration. The mission of EMI is to support the U.S. Department of Homeland Security and FEMA's goals by improving the competencies of emergency management professionals at all levels of government to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of disasters and emergencies on the American people. Refer to their website for more details on the FEMA/EMI training courses and programs.

[1] Participants should ensure they are aware of any associated fees prior to registering for any course.

COURSE REQUESTS

When scheduled courses do not meet a jurisdiction's needs, an on-demand offering or customized course can be requested. In order to request any of the courses, the EMHSTC Course Request Form must be completed.

ICS 300 and 400 Courses

- ICS 300 – Intermediate ICS for Expanding Incidents and ICS 400 – Advanced ICS courses for the state of Michigan are administered by, and certificates provided by, the EMHSTC.
- A list of qualified instructors for these courses is available here.
- A current list of ICS 300 and ICS 400 courses being offered throughout the state is always available in MI-TRAIN. Some courses are funded locally and closed to outside students. This information will be clear during the registration process, and further information is available by contacting the listed course manager. Please review session details in MI-TRAIN for additional information.

Emergency Management and Federal Courses

- All emergency management and federal courses should be made available to all qualified individuals within your region.
- Special offerings of courses may be requested in support of identified training gaps to better prepare a jurisdiction for disaster. It is preferred that course requests be connected with an upcoming event, an AAR/IP, or other associated need. A justification will be required.

Bid Courses (normally associated with Hazardous Materials courses):

- Upon completion of the EMHSTC Course Request Form, EMHSTC staff will develop a formal bid packet.
- If the customer accepts the bid by returning the completed, required paperwork, the parties agree upon a course date(s). From the date the office receives the signed training bid acceptance sheet, until the actual course start date, there must be at least 30 days. If not, a 10% rush charge may incur.
- Registration instructions are emailed to the customer for distribution to their prospective students so they can register in advance of the course via MI-TRAIN.
- Course costs include all student materials, instructor costs, completion certificates, and the equipment necessary to conduct the course at the customer's facility or designed facility.
- After the course is completed, an invoice will be sent to the customer for the contract amount listed in the course information section of the Training Bid Acceptance. The invoice includes a mailing address where the check and invoice stub can be sent. Also, the invoice includes a secure web address with the option of paying via credit card.
- All bids are valid for six (6) months from their creation.
- Cancellation of a contracted course is prohibited less than 21 days prior to the course start date. If a course is canceled less than 21 days prior, the full contract amount shall be due.

All course requests may or may not be approved based upon availability of instructors, course content, or funding, and may be cancelled due to unforeseen events such as a disaster or inclement weather.

EXERCISE

The goal of emergency management exercises is to test and enhance the overall capabilities of a community or organization based on established plans, policies, and procedures. Preparation and practice of responsibilities during incident response and recovery will enhance the ability of local responders to protect lives, property, and the environment. Therefore, communities that develop and maintain viable exercise programs will be better prepared for actual events. It is important that exercise activities are flexible and are based on the unique needs, threats, risks, and capabilities of the jurisdiction.

The best way to identify capabilities is during an actual incident; however, it is too late to make necessary changes to plans or procedures as an event is unfolding. By exercising, a community can test, evaluate, and continually improve their emergency management system by testing related plans. Exercises identify areas of strength and areas that need improvement in order to assist with improving performance of both people and organizations. Furthermore, exercises are a measure of emergency management program competence.

Lessons learned from exercising can be used to revise plans, policies, and procedures, and will be a guide for future training. Exercise can help a jurisdiction to:

- Identify areas of improvement.
- Reveal source gaps.
- Improve coordination.
- Clarify roles and responsibilities.
- Improve individual knowledge of plans and procedures.
- Gain public recognition of the emergency management program.
- Build the confidence of emergency professionals.
- Develop proficiency and confidence in participants.
- Test plans and systems in “live” situations.
- Foster cooperation among government agencies and private sector resources.
- Increase general awareness of proficiencies and needs.
- Help formulate public policy on community readiness posture.
- Satisfy specific requirements of certain program areas.
- Demonstrate utilization of the emergency management process.

The Michigan exercise program reflects the guidance of the Homeland Security Exercise and Evaluation Program (HSEEP) and builds upon Michigan Homeland Security Strategy assessments, the State Strategic Plan, and the annual State Preparedness Report.

The following chart lists some of the reasons for conducting each type of activity. Key characteristics of each type of exercise are shown in the table.

Reasons to Conduct Exercise Program Activities				
Discussion-Based		**Operations-Based**		
Seminar, Orientation, Workshop	**Tabletop**	**Drill**	**Functional**	**Full-Scale**
No previous exercise	Practice group problem solving.	Assess equipment capabilities.	Evaluate a function.	Assess and improve information analysis.
No recent operations	Promote executive familiarity with emergency management plan.	Test response time.	Observe physical facilities.	Assess and improve interagency cooperation.
New Plan	Assess plan coverage for a specific case study.	Personnel training.	Reinforce established policies and procedures.	Support policy formulation.
New procedure	Assess plan coverage for a specific risk area.	Assess interagency cooperation.	Assess jurisdictions preparedness.	Assess negotiation procedures.
New staff	Examine staffing contingencies.	Verify resource and staffing capabilities.	Test seldom-used resources.	Test resource and personnel allocation.
New Nuclear Facility	Test group message interpretation.		Measure resource adequacy.	Direct media attention.
New industry risk	Assess interagency or interdepartmental coordination.		Assess and strengthen inter-organization or inter-jurisdiction relations.	Assess and strengthen inter-organization or inter-jurisdiction relations.
New hazard identified	Observe information sharing.			Test equipment capabilities.

EXERCISE TYPES

DISCUSSION-BASED EXERCISES

Discussion-based exercises are normally used as a starting point in the building-block approach to the cycle, mix, and range of exercises. Discussion-based exercises include seminars, workshops, tabletop exercises (TTXs), and games. These types of exercises typically highlight existing plans, policies, mutual aid agreements, and procedures. Thus, they are exceptional tools for familiarizing agencies and personnel with current or expected jurisdictional capabilities. Discussion-based exercises typically focus on strategic, policy-oriented issues, while operations-based exercises focus more on tactical, response-related issues. Facilitators and/or presenters usually lead the discussion, keeping participants on track while meeting the objectives of the exercise.

Seminars

Seminars are generally used to orient participants to, or provide an overview of, authorities, strategies, plans, policies, procedures, protocols, response resources, or concepts and ideas. Seminars provide a good starting point for jurisdictions that are developing or making major changes to their plans and procedures. They offer the following attributes:

- Informal discussions led by a seminar leader.
- Lack of time constraints caused by real-time portrayal of events.
- Low-stress environment employing a number of instruction techniques such as lectures.
- Multimedia presentations, panel discussions, case study discussions, expert testimony, and decision support tools.
- Proven effectiveness with both small and large groups.

Workshops

Workshops represent the second tier of exercises in the progressive exercise approach, as defined by HSEEP. Although similar to seminars, workshops differ in two important aspects--participant interaction is increased and the focus is on achieving or building a product such as plans, procedures, or policies. A workshop may be used to produce new Standard Operating Procedures, Emergency Operations Plans, Mutual Aid Agreements (MAA), multi-year Training and Exercise Plans, and Improvement Plans. To be effective, workshops must be highly-focused on a specific issue, and the desired outcome or goal must be clearly defined. Workshops provide an ideal forum for the following:

- Building teams.
- Collecting or sharing information.
- Obtaining consensus.
- Obtaining new or different perspectives.
- Problem solving of complex issues.
- Testing new ideas, processes, or procedures.
- Training groups in coordinated activities.

Tabletop Exercises (TTXs)

Tabletop Exercises (TTXs) are designed to present an opportunity to discuss decisions made and actions taken during simulated situations. This type of exercise is conducted in an informal setting and involves senior staff, elected or appointed officials, and other key personnel. It also is intended to stimulate discussion of various issues regarding a hypothetical situation. It can be used to assess plans, policies, and procedures, or to assess types of systems needed to guide the prevention of response to and recovery from a defined incident. TTXs are typically aimed at facilitating understanding of concepts, identifying strengths and shortfalls, and/or achieving a change in attitude. Led by a facilitator, participants are encouraged to discuss issues in-depth and develop decisions through slow-paced problem solving rather than the rapid, spontaneous decision-making that occurs under actual or simulated emergency conditions.

In contrast to the scale and cost of operations-based exercises and games, TTXs can be a cost-effective tool when used in conjunction with more complex exercises. The effectiveness of a TTX is derived from the energetic involvement of participants and their assessment of recommended revisions to current policies, procedures, and plans.

Participants discuss the issues raised by the problem using appropriate plans and procedures. TTX attributes may include the following:

- Achieving limited or specific objectives.
- Assessing interagency coordination.
- Conducting a specific case study.
- Examining personnel contingencies.
- Familiarizing senior officials with a situation.
- Participating in information sharing.
- Practicing group problem solving.
- Testing group message interpretation.

OPERATIONS-BASED EXERCISES

Operations-based exercises represent the next iteration of the exercise cycle. They are used to validate the plans, policies, agreements, and procedures solidified in discussion-based exercises. Operations-based exercises include drills, functional exercises (FE), and full-scale exercises (FSE). They can clarify roles and responsibilities, identify gaps in resources needed to implement plans and procedures, and improve individual and team performance. Operations-based exercises are characterized by actual response, mobilization of apparatus and resources, and commitment of personnel, usually over an extended period of time.

Drills

A drill is a coordinated, supervised activity usually used to test a single specific operation or function in a single agency. Drills are commonly used to provide training on new equipment, develop or test new policies or procedures, or practice and maintain current skills. Typical attributes include the following:

- A narrow focus measured against established standards.
- Instant feedback.
- Performance in isolation and a realistic environment.

Functional Exercises (FE)

The Functional Exercise (FE) is designed to test and evaluate individual capabilities, multiple functions or activities within a function, or interdependent groups of functions. They are generally focused on exercising the plans, policies, procedures, and staff members of the direction and control nodes of the Incident Command System and Unified Command System. Generally, incidents are projected through an exercise scenario with event updates that drive activity at the management level. Movement of personnel and equipment is simulated.

The objective of the FE is to execute specific plans and procedures and apply established policies, plans, and procedures under crisis conditions, within or by particular function teams. An FE simulates the reality of operations in a functional area by presenting complex and realistic problems that require rapid and effective responses by trained personnel in a highly stressful environment. Attributes of an FE include the following:

- Evaluating Emergency Operations Centers and staff.
- Evaluating functions.
- Examining inter-jurisdictional relationships.
- Measuring resource adequacy.
- Reinforcing established policies and procedures.

Full-Scale Exercises (FSE)

The Full-Scale Exercise (FSE) is the most complex step in the exercise cycle. They are multi-agency, multi-jurisdictional exercises that test many facets of emergency response and recovery. They include many first responders operating under the Incident Command System (ICS) or Unified Command System to effectively and efficiently respond to and

recover from an incident. This exercise focuses on implementing and analyzing the plans, policies, and procedures developed in discussion-based exercises and honed in previous, smaller operations-based exercises. The events are projected through a scripted exercise scenario with built-in flexibility to allow updates to drive activity. It is conducted in a real-time, stressful environment that closely mirrors a real incident. First responders and resources are mobilized and deployed to the scene where they conduct their actions as if a real incident had occurred (with minor exceptions). The FSE simulates the reality of operations in multiple functional areas by presenting complex and realistic problems requiring critical thinking, rapid problem solving, and effective responses by trained personnel in a highly stressful environment. Other entities that are not involved in the exercise, but that would be involved in an actual incident, should be simulated.

An FSE provides an opportunity to execute plans, procedures, and MAAs in response to a simulated live incident in a highly stressful environment. Typical FSE attributes include the following:

- Activating personnel and equipment.
- Allocating resources and personnel.
- Analyzing memoranda of understanding (MOUs), SOPs, plans, and policies.
- Assessing equipment capabilities.
- Assessing inter-jurisdictional cooperation.
- Assessing organizational and individual performance.
- Demonstrating interagency cooperation.
- Exercising public information systems.
- Testing communications systems and procedures.

The level of support needed to conduct an FSE is greater than needed during other types of exercises. The exercise site is usually extensive with complex site logistics. Food and water should be supplied to participants and volunteers. Safety issues, including those surrounding the use of props and special effects, must be monitored. FSE controllers ensure that participants' behavior remains within pre-defined boundaries. Simulation Cell controllers continuously inject scenario elements to simulate real events. Evaluators observe behaviors and compare them against established plans, policies, procedures, and standard practices (if applicable). Safety controllers ensure all activity is executed within a safe environment.

EXERCISE DEVELOPMENT AND PLANNING CYCLE

Each exercise development and planning cycle is unique. The necessary level of effort can vary greatly. The larger and more complex the exercise is, the longer it will take to develop. Below is a table of recommended definitions, resources, and considerations by exercise type:

	Discussion-Based		Operations-Based		
	Seminar, Orientation, Workshop	**Tabletop**	**Drill**	**Functional**	**Full-Scale**
Format	Informal discussion in group settings, various presentation methods.	Narrative presentation, problem statements or simulated message, and group discussions with no time pressure.	Actual field or facility response, actual equipment.	Interactive, complex, players respond to messages provided by simulators. Exercise is realistic but no actual resources are deployed. Conducted in real time; stressful.	Realistic event announcement, personnel gather at assigned site, visual narrative, actions at scene serve as input to EOC simulation.
Leaders	Facilitator	Facilitator	Manager, supervisor, department head, or exercise lead.	Controller	Controller(s)
Participants	Single agency, department, or cross-function.	Anyone with a policy, planning, or response role for the type of situation used.	Personnel for the function being tested.	Players (policy, coordination and operations), simulators, and evaluators.	All levels of personnel (policy, coordination, and operations), and evaluators
Facilities	Conference room.	Large conference room.	Facility, field, or emergency operations center (EOC).	EOC or other operating room.	Realistic field setting and EOC.
Time	1 - 2 hours.	1 - 4 hours or longer.	½ - 2 hours.	3 - 8 hours or longer.	2 hours to 1 or more days.
Preparation	Simple preparation, approximately 2 weeks.	Approximately 1 month, preceded by orientation and drill(s).	Approximately 1 month, participants may need orientation or training prior.	Complex, 6 - 18 months preparation preceded by simpler exercises. Requires a significant amount of resources.	Extensive time effort. 1 - 1½ years for development, including preparatory drills, tabletops, and functional exercises.

EXERCISE PLANNING TEAM

The development of an exercise is rarely the effort of just one individual. Exercise planning requires the involvement of all the participating agencies. Establishment of an Exercise Planning Team (EPT) will help distribute the workload and will also result in an exercise that will meet the needs of each engaged organization. Participating on an EPT can involve a significant time commitment; however, the learning experience can be significant and often invaluable to the individual and to their organization.

Examples of EPT member tasks and responsibilities are reflected in the chart below.

	EPT Member Tasks and Responsibilities		
	Pre-Exercise	During Exercise	Post-Exercise
Design	• Review plans. • Assess capabilities. • Address exercise costs and liabilities. • Organize design team. • Follow the eight exercise design steps. • Identify exercise participants.	• Develop scenario. • Develop messages. • Prepare facility. • Assemble props and enhancements. • Brief participants. • Conduct exercise.	
Evaluation	• Select evaluation team leader. • Develop evaluation methodology. • Select and organize evaluation team. • Train evaluators.	• Observe assigned objectives. • Document actions.	• Assess achievement of objectives. • Participate in post-exercise meetings. • Prepare evaluation report. • Participate in follow-up activities. • Develop after action report.

Additional information on exercise development is available in Appendix E.

EXERCISE REQUIREMENTS

In accordance with MSP/EMHSD Local Emergency Management Program Annual Work Agreements, exercises must be managed and executed with guidance of HSEEP and NIMS and be built upon state and local strategic plans and core capabilities.

Exercises should attempt to be cross-discipline and include interagency players from the local, state, and federal level. One of the benefits of creating a multi-jurisdictional exercise is the possible identification of additional, available resources from surrounding jurisdictions, which may be shared during training, exercising, or emergencies. Exercise should be implemented progressively and test emergency operations plans, policies, and procedures.

EXERCISE FREQUENCY

- In accordance with PA 390 (R30.51 Rule 1 (i)(D)), each recognized local emergency management program is required to conduct one (1) exercise every fiscal year. Each jurisdiction must provide MSP/EMHSD one After Action Report (AAR) per year, based on the PA 390 exercise requirement.
- In accordance with MSP/EMHSD Policy EMHSD-09, each emergency management program is required to conduct a FSE no less than once every five (5) years.
- All EMPG-funded personnel must participate in a minimum of three (3) exercises per fiscal year. Participation includes roles as a player, evaluator, controller and assisting as a player in the simulation cell. Observation of an exercise will not count as participation.

EXERCISE CREDIT AND REPORTING

To receive exercise credit, all exercises will be developed with the guidance of HSEEP in accordance with the following criteria:

1. Notify the District Coordinator (DC) and State Exercise Officer of the exercise via email at least 60 days prior to exercise.
2. For functional and full scale exercises, the Emergency Operations Center must be opened and staffed with at least six (6) functional representatives.
3. Conduct a hotwash and after action conference in order to develop an AAR/IP.
4. An AAR must be completed and submitted to the DC within 60 days of completed exercise for review. DCs will forward the AAR to the State Exercise Officer for final review and approval/disapproval.

IMPORTANT NOTE: Due to the number, wide variety, and types of exercises taking place across the state on an annual basis, exercise credit for an actual event will no longer be allowed.

QUARTERLY REPORTING

As required by local work agreements, each jurisdiction will provide a quarterly report for all exercises. The report shall reflect exercises (grant and non-grant funded) that took place in that quarter. Information collected from the quarterly reports will be used by the MSP/EMHSD Training and Exercise Unit to provide information for federal reporting requirements.

AFTER ACTION REPORT AND IMPROVEMENT PLAN (AAR/IP)

For Local Emergency Management Programs, per the Annual Work Agreement, each jurisdiction is required to submit one AAR/IP each fiscal year.

- All exercises using federal grant funding must submit an AAR/IP for reimbursement.
- All jurisdictions must electronically submit their AAR to their respective DC for review within 60 days of the conclusion of the exercise.
- Multi-jurisdictional exercises may produce one (1) AAR for the exercise; however, each jurisdiction shall complete **their own** IP Matrix as part of the AAR in order to identify corrective actions needed in their jurisdiction.
- A copy of exercise sign-in sheet must be maintained by the jurisdiction for audit purposes. All EMPG-funded participants must be denoted.
- All exercise documentation, specifically AAR/IP and lessons learned, will be shared with DHS/FEMA.

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APPENDIX A—EMHSTC POINTS OF CONTACT

POINTS OF CONTACT

Topic	Phone Number	Email Address
Training Center Manager	517-636-0734	msp-em@michigan.gov
Emergency Management Training (including PEM) Emergency Management Institute All-Hazards Incident Management Team Training	517-284-3957	msp-em@michigan.gov
Exercise Design, Planning, and Reporting Exercise Grant Review	517-284-3993	msp-em@michigan.gov
Hazardous Materials Training (scheduled and cost bids)	517-284-3820	emhstc@michigan.gov
National Domestic Preparedness Consortium National Incident Management System Training Training Grant Review	517-284-3819	emhstc@michigan.gov

APPENDIX B—NATIONAL DOMESTIC PREPAREDNESS CONSORTIUM TRAINING

The U.S. Department of Homeland Security has worked with several universities, research and national teaching facilities to develop the National Domestic Preparedness Consortium (NDPC) partnerships. The NDPC is a consortium of nationally-recognized organizations whose membership addresses the counter-terrorism preparedness for emergency first responders within the context of all hazards. Each member program has a targeted training focus.

Consortium members include:

CENTER FOR DOMESTIC PREPAREDNESS

The Center for Domestic Preparedness (CDP) is a vital training component of the Department of Homeland Security, Federal Emergency Management Agency, National Training and Education Division. The CDP is located in Anniston, Alabama. CDP develops and delivers training for emergency response providers from state, local, and tribal governments and, when appropriate, the federal government, foreign governments, and private sector entities. The CDP offers over 50 federally-funded courses at no cost to state, local, and tribal emergency response professionals from the following disciplines: Emergency Management, Emergency Medical Services, Fire Service, Governmental Administrative, Hazardous Materials, Healthcare, Law Enforcement, Public Health, Public Safety Communications, and Public Works. In addition to resident training, the CDP has a robust mobile training capability that can provide critical, advanced hands-on training in local jurisdictions across the country.

THE ENERGETIC MATERIALS RESEARCH AND TESTING CENTER

The Energetic Materials Research and Testing Center (EMRTC) at New Mexico Tech (NMT) is the consortium's lead partner for explosives, live explosives, and incendiary devices training. NMT conducts applied research in explosive technology, explosive materials engineering, information security, and modeling and simulation for numerous U.S. Government agencies, including the Departments of Defense, Justice, State, Transportation, and Energy. The campus of NMT is located 70 miles south of Albuquerque, New Mexico. EMRTC's additional training site, Playas Training and Research Center, is located in the southwestern corner of New Mexico. EMRTC offers the consortium a unique blend of facilities, expertise, training development, and research opportunities.

COUNTER TERRORISM OPERATIONS SUPPORT (CTOS)/THE NEVADA TEST SITE (NTS)

The U.S. Department of Energy's National Nuclear Security Administration (NNSA), CTOS – Center for Radiological/Nuclear Training, located at the Nevada National Security Site (NNSS), is the nation's premier Weapons of Mass Destruction (WMD) radiological/nuclear training center. Since 1998, CTOS has focused on training America's First Responders to prevent, mitigate, or respond to terrorists' use of radiological or nuclear weapons of mass destruction

CTOS's mission is to develop and deliver the most realistic and highest quality training in support of Homeland Security using our extensive radiological expertise with the unique assets of the NNSS.

SECURITY AND EMERGENCY RESPONSE TRAINING CENTER

The Transportation Technology Center, Inc. (TTCI), a subsidiary of the Association of American Railroads, is an active member of the National Domestic Preparedness Consortium (NDPC). Within TTCI is a training division called the Security and Emergency Response Training Center (SERTC). Established in 1985, SERTC specializes in providing state-of-the-art response training dealing with Surface Transportation involving Hazardous Materials (HazMat), Weapons of Mass Destruction (WMD) and emergency event planning for Surface Transportation, to enhance local response capabilities and preparedness. Since its inception, SERTC has trained more than 50,000 students worldwide. SERTC's training is 50-85% hands-on while working on actual transportation equipment encountered in the field. SERTC is located in Pueblo, Colorado.

THE NATIONAL CENTER FOR BIOMEDICAL RESEARCH AND TRAINING

The National Center for Biomedical Research and Training (NCBRT), Academy of Counter-Terrorist Education at Louisiana State University (LSU) in Baton Rouge, Louisiana is involved in the development and delivery of training and related efforts in support of the Office for State and Local Domestic Preparedness Support since 1998, and now for the Office for Grants and Training. Since that time, the NCBRT has developed many courses and delivered them for the U.S. Departments of Homeland Security, Justice, Health and Human Services, and Agriculture, as well as for state and local jurisdictions, non-governmental organizations, and the private sector. Courses deal with Weapons of Mass Destruction (WMD), counter-terrorism, and high consequence events for all disciplines, including emergency management, law enforcement (including tactical operations), HazMat teams, public health, EMS, hospital, agricultural, and others.

THE NATIONAL EMERGENCY RESPONSE AND RESCUE TRAINING CENTER

The mission of the National Emergency Response and Rescue Training Center (NERRTC), located at Texas A&M, is to design, develop, and deliver training, exercises, and technical assistance for the nation's emergency responders. NERRTC combines traditional classroom work, small group instruction, field exercises, participant activities, case studies and vignettes, multimedia scenarios, and computer-aided training and exercise simulations to train individuals and jurisdictions. NERRTC assists and plays a major role in DHS/FEMA establishing and maintaining the concept of "culture of preparedness," and has sharpened its focus on that concept by incorporating an "all-of-nation"/"whole community," risk-driven, capabilities-based approach to preparedness. NERRTC provides training in ten core competency areas across the community--cybersecurity, crisis communications, executive and elected official's education, hazardous materials awareness and operations, health and medical services, incident management, infrastructure protection, search and rescue, threat and risk assessment, and training gap analyses.

NATIONAL DISASTER PREPAREDNESS TRAINING CENTER

The National Disaster Preparedness Training Center is the only member of the NDPC to focus primarily on natural hazards. Uniquely positioned geographically and culturally, the National Disaster Preparedness Training Center at the University of Hawaii works collaboratively to develop and deliver training and education in the areas of disaster preparedness, response, and recovery to governmental, private, tribal, and non-profit entities. Combining urban planning and environmental management, the NDPTC addresses the needs of vulnerable at-risk populations; particularly the challenges faced by coastal and island communities.

RURAL DOMESTIC PREPAREDNESS CONSORTIUM

The nation's rural emergency responders face unique challenges when compared to their urban counterparts. In recognizing the need for consistent, quality training which addresses those challenges, Congress and the Department of Homeland Security (DHS) established the Rural Domestic Preparedness Consortium (RDPC or the Consortium) to develop and deliver relevant all-hazards training in support of rural homeland security requirements. Refer to the course catalog for further details on each training program. All training delivered by the RDPC is certified by DHS and is offered tuition-free. RDPC is located in Somerset, Kentucky.

APPENDIX C—TRAINING AND EXERCISE GRANT GUIDANCE

GENERAL GUIDANCE

The following policy establishes the Michigan State Police, Emergency Management and Homeland Security Division (MSP/EMHSD) standard for conducting training and exercise events utilizing specifically-designated federal grant funding. Exercises and training courses must complement the current state and federal strategies and initiatives

REASONABLE COST STANDARDS

According to 2 CFR 200.404, "a cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. For more details, please review the code of federal regulations.

TRAVEL EXPENSES

Travel costs (e.g., airfare, mileage, per diem, and hotel) are allowable expenses by employees who are on travel status for official business related to planning, conduct, or participation in the approved training or exercise event. All events for which travel expense reimbursement is requested must be pre-approved by the MSP/EMHSD through itemization on the Alignment and Allowability Form (AAF).

Federal requirements specify that grant recipients follow either their local travel policies and rates or the State Per Diem Rate Schedule, whichever is lower.

Individual meal reimbursement will be based on the following State of Michigan specified schedule:

- Breakfast – When travel commences prior to 6:00 a.m. and extends beyond 8:30 a.m.
- Lunch – When travel commences prior to 11:30 a.m. and extends beyond 2:00 p.m.
- Dinner – When travel commences prior to 6:30 p.m. and extends beyond 8:00 p.m.
- Midnight Lunch – Shall be at lunch rate if travel and work extends beyond midnight.

TRAINING GRANT GUIDANCE

GRANT ALLOWABLE TRAINING

Training courses must have been approved through an independent course review and approval process administered by the National Training and Exercise Division (NTED). Training may come from a variety of sources:

- National Training and Education Online Course catalog (includes the Center for Domestic Preparedness (CDP), the Emergency Management Institute (EMI) and the National Domestic Preparedness Consortium (NDPC)).
- State and Federal Sponsored Courses: developed by states and approved by the NTED.
- Federal Sponsored Courses**:** FEMA funds the direct delivery of a variety of courses that states, tribes, and territories can request to meet training needs. These courses are listed in the NTED approved course catalog.
- **State Sponsored Courses:** These courses are developed for and/or delivered by institutions or organizations other than federal entities or FEMA.
- **Other Training:** Homeland Security Grant Program (HSGP) funds can be used to reimburse a state agency or a local jurisdiction for delivery of and attendance to the course, if course specifications meet the grant guidance and the course is approved via the AAR process.

NON-APPROVED TRAINING

Courses that do not reside in one of the catalogs listed above, and do not meet the FEMA/NTED mission scope, are considered non-approved training. Any jurisdiction wishing to fund a non-approved course must submit the course request to the MSP/EMHSD through the Alignment and Allowability Form. Instructor costs shall be reasonable and generally should not exceed $60 per hour.

EXCESS DELIVERY ACQUISITION PROGRAM

Training providers have a limited supply of training for each state. Occasionally, a state exhausts the "free" training that is available. In these cases, NTED has an Excess Delivery Acquisition Program (EDAP) that allows NTED training partners to charge for a course delivery when more deliveries of a requested class are needed than the training provider‘s grant funds can accommodate. US-DHS Homeland Security Grant Program (HSGP) funds can be used to pay for the delivery of EDAP classes with the approval of the state administrative agent training point of contact (SAA TPOC).

EXERCISE GRANT GUIDANCE

An AAF should be submitted **at least 30 days prior** to an exercise for approval of allowable costs under the grant programs. Local and state requestors are responsible for reviewing the supplemental guidance from the grant type and year for specific timelines, requirements, and allowable costs. Exercises must be developed using the guidance of HSEEP.

Grant reimbursement forms can be submitted after an exercise is completed; however, the reimbursement for exercises will not be processed until an AAR has been submitted and reviewed by the State Exercise Officer. Those using grant funding must keep all other exercise documentation on file for a minimum of three (3) years past grant closeout dates, in event of an audit.

APPENDIX D—EXERCISE DEVELOPMENT, DOCUMENTATION AND LOGISTICS

EXERCISE DEVELOPMENT

The eight (8) steps of design are used during the development of an exercise. The complexity and detail invested in the eight steps, however, depends on the size and complexity of the exercise. The eight steps of design are:

1. Needs Assessment.
2. Scope of the exercise.
3. Statement of purpose and scope.
4. Determination of objectives.
5. Writing a narrative.
6. Identifying major and detailed events.
7. Prepare expected actions.
8. Write situations or messages.

NEEDS ASSESSMENT

The Needs Assessment is the most important step of all when developing an emergency management exercise. It establishes the reason(s), or need(s) to do an exercise while defining areas to be exercised.

Whenever possible, a systematic approach to assessing needs is considerably more productive and will increase your organization's overall, operational effectiveness when responding to emergencies.

SCOPE OF THE EXERCISE

When determining exercise scope, answer the following question:

Who from what organization needs to do what to meet the needs of who, where, when, and under what conditions?

Also, as part of the scope, analyze the following conditions related to your jurisdiction or organization, and your emergency program:

- Functions.
- Agencies Involved.
- Hazard.
- Personnel.
- Geographical Area.
- Time.
- Scale of the Exercise.

STATE THE PURPOSE AND DEFINE THE SCOPE

A statement of purpose is developed to provide a broad account about an upcoming exercise activity. Using this statement, a local emergency management program can communicate the plan to exercise and the purpose of the exercise. The exercise design team can relay information developed in the scope to all participants via the purpose statement.

> **Example:** *The purpose of the proposed May 23 tabletop exercise (TTX) is to coordinate the communications and activities of the county government and evaluate explosive device response operations, law enforcement investigation and operations by involving fire, EMS, dispatch, law enforcement/EOD and hospitals to discuss a simulated IED attack within the jurisdiction.*

Defining the scope means to put realistic limits on the areas addressed as part of the needs assessment. Not all hazards can be tested in a single exercise, not all exercise types will fit for the jurisdictions current ability, and not all resources will be available for each exercise. The following five categories define the scope:

1. Hazards – normally, one main hazard is identified in the scenario of the exercise, even though secondary hazards may be referenced.
2. Geographic area – a defined location of the event; specific site or address.
3. Emergency functions – based on the jurisdiction's needs, what emergency management functions will be tested?
4. Agencies and personnel – what agencies will participate and at what staffing levels?
5. Exercise type – depending on the realistic level of play that is needed or what is mandated by laws or grants.

DETERMINE OBJECTIVES

An objective is a statement that helps you design, conduct, and evaluate your exercise. They are considered to be the single most important element of any exercise. Individuals who have developed numerous exercises would consider the objectives to be the foundation for exercises.

The goal for an objective is to be able to measure the effectiveness of the jurisdiction's plan during a training or exercise. For every objective that is developed as part of an exercise, a distinct evaluation task needs to be outlined as part of the evaluation guide. Objectives should be linked to a core capability, and the number of objectives will vary depending on the size and scope of the exercise. Generally, small discussion-based exercises will have 3 - 5 objectives, while a large operations-based exercise may have 3 - 5 per each core capability being tested.

Good Examples:

- At the time the evacuation notice is received, the EOC policy and coordination groups will examine the needs of the schools and organize notification and transportation per jurisdictions' operating procedures.
- Identify and activate alternative communication systems for the EOC within 30 minutes of primary communication system failure.

Bad Examples:

- Test the volunteer organizations.
- Improve supporting agencies' disaster operations.

WRITING A NARRATIVE

As part of the exercise scenario, the narrative describes the events leading up to where the exercise will begin. It sets the scene for later events and also captures the attention of the participants. The narrative is normally one to five paragraphs--longer for discussion-based and shorter for operations-based exercises. The scenario can be presented in various ways, depending on the needs of exercise and the timeline for exercise development. Ideas on how to present a narrative to the players include reading it aloud, providing a written copy, or by creating a prescripted news video or radio broadcast.

IDENTIFYING MAJOR AND DETAILED EVENTS

Major and detailed events are developed to provide actions for the players. For many exercises, they represent the primary means of simulating the events occurring outside the player's view.

In small tabletop exercises (TTXs), these "simulations" may be nothing more than a brief narrative presented to the players, followed by a series of specific problem statements or questions intended to get the players thinking about the plan and their appropriate response to the incident.

For larger functional or full-scale exercises, formal messages or "injects" are written, usually by the simulation team. In these types of exercises, time is often a crucial factor, and messages are often sequenced by the controller or simulation team leader to carefully control the flow, intensity, and rhythm of the exercise. From the players' perspective, messages often provide the only information about the simulated events of the exercise.

PREPARE EXPECTED ACTIONS

Messages or injects that are developed based on major and detailed events, which requires some type of action for participants. The major and detailed events help to update the scenario throughout the exercise after the initial narrative has been presented to participants. Major events are problems that are likely to occur based on real life events and will require certain agencies to address functions, thus driving players' actions. The detailed events are smaller problems that arise from the major event but still require some sort of action to take place.

WRITE SITUATIONS OR MESSAGES

For discussion-based exercises, after the narrative is presented, the message becomes a set of several problems stated and the "injects" are questions developed by the exercise planning team that are aimed towards helping the participants meet the objectives. The facilitator may present the questions to the whole group, or have small groups work together and report out on issues discussed.

In operations-based exercises, formal injects are developed as part of the master scenario events list (MSEL), also known as the script of the exercise. These injects provide information that are geared towards participants working together to solve a problem, or demonstrate a task in order to meet the objective. From the players' perspective, messages often provide the only information about the simulated events of the exercise.

EXERCISE DOCUMENTATION

Part of developing an exercise is creating documentation to help support participants, controllers, evaluators, and simulators. There are several different documents that could be developed as part of an exercise. Most of the documents contain the same information--the format just depends on the audience.

At minimum, the documents referenced below should be developed during the exercise process. These documents are guidance for the design team during the development, conduct, and evaluation. Below is additional information on some of the major exercise documents. This is not an inclusive list, and depending on the type and size of the exercise, additional documentation might be recommended. Templates are available on the HSEEP website.

SITUATION MANUAL OR EXERCISE PLAN

The situation manual helps guide participants during a TTX, while a player handbook helps prepare participants for an operations-based exercise. Both documents will provide players with the information needed to participate effectively in the exercise. The situation manual is the document used in TTXs, while the exercise plan is used for operations-based exercises.

Documents should contain:

- Purpose statement.
- Exercise objectives.
- Exercise type, scenario, and location.
- Scenario and module questions, e.g., Situation Manual
- Player procedure and responsibilities.
- Participating agencies.
- Safety, security, and emergency call off procedures.
- Administrative and logistical information.
- Communication procedures, e.g., Player Handbook.
- Reporting and player documentation procedures.
- Job aids, e.g., message forms, event logs, references, maps.

CONTROL AND EVALUATION PLAN

This document is intended to support the exercise controllers, evaluators, and simulators. It is not available for players. The document should provide information about:

- Purpose of the handbook.
- Exercise objectives.
- Exercise type, scenario, and location.
- Participating agencies.
- Safety, security, and emergency call off procedures.
- Administrative and logistical information.
- Controllers, evaluators, and simulators assignments/contact information.
- Exercise timeline, including pre- and post-exercise activities.
- Scenario artificialities, assumptions, and simulations.
- Master scenario events list for the exercise.

- Communication capabilities and procedures.
- Checklists or other job aids, e.g., maps, plans, references, phone lists.

AFTER ACTION REPORT AND IMPROVEMENT PLAN

The After Action Report (AAR) summarizes key information related to evaluation. The AAR primarily focuses on the analysis of core capabilities, including capability performance, strengths, and areas for improvement. AARs also include basic exercise information, including the exercise name, type of exercise, dates, location, participating organizations, mission area(s), specific threat or hazard, a brief scenario description, and the name of the exercise sponsor. Improvement planning is the process by which the observations recorded in the AAR are resolved through development of concrete corrective actions which are prioritized and tracked as a part of a continuous corrective action program.

EXERCISE LOGISTICS

The following items should be considered when planning an exercise: (This list is not meant to be comprehensive.)

- Number and level of participants – players and simulators.
- Reserving a date and venue well in advance; sending out a “save-the-date” notice.
- Supporting staff and systems, e.g., IT, registrations.
- Facility limitations.
- Weather.
- Food and hydration.
- Necessary equipment.
- Expense.
- Printing.
- Duration.
- Very Important Persons (VIP) considerations.
- Time of year and possible scheduling conflicts.

APPENDIX E-REGISTRATION INSTRUCTIONS FOR MI-TRAIN

MI-TRAIN LEARNING MANAGEMENT SYSTEM INSTRUCTIONS

Creating your MI-TRAIN Account:

1. Go to **mi.train.org**.
2. Click on Create Account, which appears underneath the login box on the left hand side.
3. You will first need to agree to the TRAIN policies.
4. Fill out all the necessary information on the subsequent pages. Required fields are indicated with a red asterisk (*). Do not hit the Back button at any time during the registration process.
5. Answer the secret question at the bottom of the page with an easily-recallable, one-word answer. In the event that you forget your password, you will be asked to answer this question as a security measure during the password retrieval process.
6. You will be asked to select which groups on TRAIN you would like to participate in. Click on the State Portal Select Groups button.
7. Next, select Michigan State Police from the Select Area of Interest drop down box and EMHSD, then click submit.
8. On the next page, select up to 3 professional roles that best match your job description.
9. Next select up to 3 settings that best fit your work environment. Click next when finished.
10. Additional demographic information will be requested. *This information is not required for registration.
11. Click Continue to finish registering your account.
12. You are now free to enter the site.

Registering for a Course:

1. Go to the MI-TRAIN website at **mi.train.org**.
2. Enter your login name and password and click on the Login button.
3. At the top right of the page, in the box that says Keyword or Course ID, type in the Course ID and then click on the magnifying glass.
4. A list of classes will now appear.
5. Click on the course title.
6. Click on the Registration Tab.
7. Next click on the Get Approval button.
8. You will receive a message that your request to take the course is being processed. You will receive your confirmation prior to the training date.

Withdrawing from a Course:

1. Go to **mi.train.org**.
2. Enter your login name and password and click on the Login button.
3. Find the My Learning link on the right hand side and click it.
4. Click Current Courses box on the right side.
5. Next find the class you wish to withdraw from and click on the M at the far right of the title to manage your registration.
6. Click on the Withdraw button.
7. You should now be able to view and register for another session.

Retrieving Your Login Name/Password:

1. Go to **mi.train.org**.

2. Click on the, Forgot Your Login Name/Password? link.
3. Enter the email address you used when you created your account and click the Send Password and Login Name button.
4. Your password and login name will be sent via email.

A complete MI-TRAIN Tutorial is available on our website.