



FEMA

Resilience  
National Preparedness Directorate  
National Training and Education Division

Training Partners Program

# TPP Times

## Our Partners Continue to Adapt

Welcome to the Spring 2021 issue of the TPP Times! In this issue, we look at how our partners target and tailor their course offerings based on the needs of learners, leverage vital tools to find the right resources and people in an emergency and leverage technology for virtual delivery to bolster the skills of instructors. We're also excited to share some of the good work FEMA has done as an organization to respond to the coronavirus (COVID-19) public health emergency. It has been a challenging time for our nation, but, like always, we are adapting to a "new normal" and providing outstanding service to our students, instructors and other stakeholders.

For this issue, the National Training and Education Division (NTED) is joined by Louisiana State University's National Center for Biomedical Research and Training/Academy for Counterterrorism Education (LSU NCBRT/ACE), Frederick Community College's Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) and the National Integration Center (NIC) is joined by others to bring you this edition. In addition, some new NTED staff members are sharing what they're working on and even some fun facts!

### In this issue

Don't miss out on our best practices in 508 compliance in the "Section 508 Quarterly." We welcome your input on the TPP Times, including comments, questions and information you want to share with other Training Partners. Email us at [TPPTimes@fema.dhs.gov](mailto:TPPTimes@fema.dhs.gov).

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## NTED Uses Analytics and Engagement to Optimize Learning for the Nation

*The Enterprise-Wide Assessment of Courses (EWAC): A multi-phase project to help FEMA's national training and education enterprise live up to NTED's motto: the Right Student in the Right Course at the Right Investment for the Right Outcome.*

As good stewards of taxpayer dollars, we must ensure that our training programs aimed at State, Local, Tribal and Territorial (SLTT) communities are effective, efficient and fiscally sound. In fiscal year (FY) 2021, Congress appropriated over \$218 million for SLTT training managed by FEMA's National Preparedness Directorate (NPD), requiring a sound return-on-investment strategy. The National Training and Education Division's (NTED), National Training and Education System (NTES) Program Branch leverages analytics and collaboration to optimize the portfolio for NPD's entire training and education enterprise. This includes efforts to integrate the activities of the Training Partners Program and the Higher Education Program with the Emergency Management Institute (EMI) and the Center for Domestic Preparedness (CDP)—with over 600 courses and programs offered to students nationwide.

### Foundational efforts: the Unified Training Needs Assessment

How do we know we are reaching the right student, with the right course, at the right investment, for the right outcome? What analytic evidence can we show as an assurance? These questions drive the NTES Program Branch.

The team engaged CDP and EMI and together designed a 10-point process to inform decisions for course creation and sustainment. This process, known as the Unified Training Needs Assessment (UTNA), is used across NPD's training and

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## NIMS Resource Typing: A Vital Tool in Emergency Management

The National Incident Management System (NIMS) defines a comprehensive approach for sharing resources, coordinating and managing incidents, and communicating information. The NIMS doctrine is organized into three major components: resource management, command and coordination, and communications and information management. This article takes a closer look at the resource management component—specifically resource typing—as part of the comprehensive building block approach to incident management.

NIMS resource management guidance allows organizations to systematically manage resources—personnel, teams, facilities, equipment and supplies. As most organizations rely on mutual aid to obtain additional resources in an emergency, it is essential to have a system which facilitates marshaling governmental, private sector and volunteer organizational resources for the maximum benefit. Resource management concepts include typing, inventorying, organizing and tracking aid organizations in the dispatch, deployment and recovery of resources before, during and after an incident.

### Speaking the same language

One of the guiding principles of NIMS is standardization. Standardization is essential to interoperability among organizations responding to a disaster, particularly when mutual aid or interstate or federal assistance is involved. Responding agencies must speak the same language and have a system that helps them to ensure understanding of what resources are needed and a pre-defined definition and qualification to those resources—resource typing is crucial to this effort.

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(EWAC, continued from page 1)

education enterprise to (1) target investments in new training; (2) identify solutions for preparedness gaps other than training, such as technical assistance and (3) connect with other appropriate agencies when requirements do not align to the FEMA [mission](#).

The UTNA helps make the case with objective, systematic evidence that investments in new curricula are warranted they address identified, prioritized needs. With over 600 active courses in the enterprise catalog, the team recognized the need to analyze all courses—examining learning objectives, students reached, application of learning on-the-job, and the outcome for national preparedness. The need for a comprehensive assessment was addressed through a new project: the Enterprise-Wide Assessment of Courses (EWAC).

**What is EWAC?**

EWAC enhances the ability to identify the optimal portfolio of courses provided by FEMA’s National Preparedness Directorate (NPD) and its partners to efficiently and effectively meet the training needs of SLTT communities and document a high return on investment or cost to benefit ratio for public funds.

**What are the project’s foundational features?**

NTED teamed up with the Argonne National Laboratory (Argonne) to conduct a series of stakeholder engagements, develop and implement an assessment methodology, and create a robust software application to assess NPD’s training enterprise. Argonne built and used numerous tools for this purpose. For example, the Course Equivalency Tool (CET) was developed and utilized to identify courses that are similar, complementary or potentially duplicative based on course attributes and course map data.

**What are some key aspects of the assessment methodology?**

The assessment used algorithms that apply a broad range of data, including training needs assessments, threat and hazard data, jurisdictional capability targets, course learning objectives, course evaluation results (Level I, II and III), and course delivery data (e.g., jurisdictions served and disciplines trained). The assessment also factored in training linkages to the Core Capabilities, Community Lifelines, Outcome-Driven Recovery inhibitors/enablers and Emergency and Recovery Support Functions.

**What have we learned through EWAC?**

NPD enterprise curricula were found to focus predominantly on the Response (40 percent) and Prevention (21.4 percent) mission areas, whereas Mitigation and Recovery accounted for less than 8% each. Additionally, we found that the law enforcement community makes up 24 percent of all students served through NPD training—which is double the amount of fire service students.

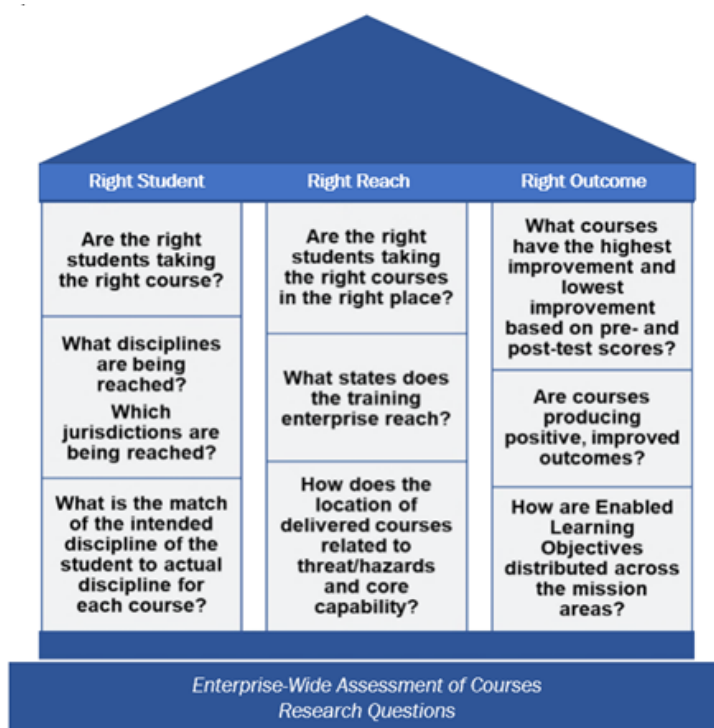
**What is next with EWAC?**

The first phase of the EWAC project culminated in a report that outlines findings supported by data within the analytic module. The project is an ongoing effort to improve the learning environment for our nation’s emergency managers, first responders and many other members of the whole community. Maximizing the return on investments by reducing or eliminating redundancies and duplications and targeting the high-priority gaps determined by the SLTT community with world-class training and education are key.

**Phase 2 (Validation):** This phase has just begun (March 2021) and is anticipated to run through 2021. During this phase the EWAC project team will look to engage training and learning community stakeholders to validate the Phase 1 findings using the data in the analytics module. Adding context to the results will go a long way to ensuring courses meet the needs of learners across the country.

**Phase 3 (Implementation):** This phase is where analytics and engagement turn to implementation and action. With the data collected, NTED and NPD leadership will have better tools to make informed decisions on future course development. The EWAC project will help the community create better standards for training development and delivery and an improved national training and education system.

To learn more about the EWAC project, contact [FEMA-NTES@fema.dhs.gov](mailto:FEMA-NTES@fema.dhs.gov) ◆



(NIMS tools, continued from page 1)

Resource typing is used by all organizations to identify and inventory their resources for capability estimation, planning and for mobilization during mutual aid efforts. The NIMS resource types represent the minimum criteria for the associated component and capability. The NIMS Resource Typing Library Tool (RTLTL) is an online tool that was created to serve as the key reference for this effort.

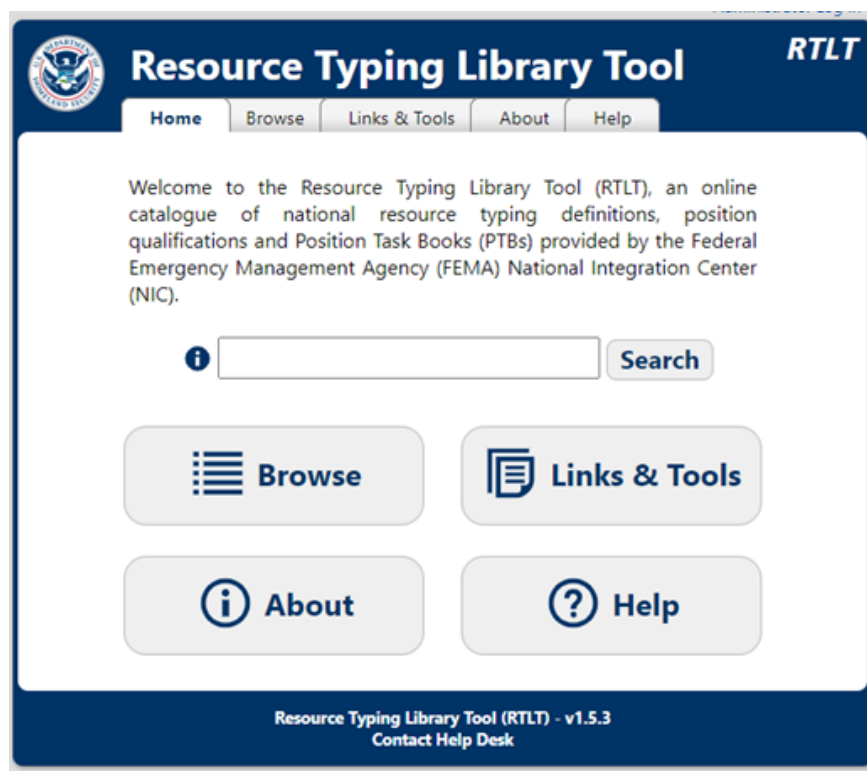
**NIMS resource tools**

The RTLTL is a catalog of NIMS resource typing definitions and job titles/position qualifications. These resources are easily searchable and discoverable through the RTLTL.

- **Resource typing definitions** are provided for equipment, teams and facilities. They are used to categorize, by capability, the resources requested, deployed and used in incidents. Measurable standards identifying resource capabilities and performance levels (capacity) serve as the basis for this categorization.
- **Job titles and position qualifications** are used in the inventorying, credentialing and qualifying of personnel. Credentialing is essential in validating the identity, qualifications, certifications and attributes (e.g., affiliations, specialized skills or privileges) of emergency personnel.

Another tool, the Incident Resource Inventory System (IRIS), is available from FEMA at no cost to jurisdictions that allows users to identify and inventory their resources consistent with the NIMS resource typing definitions. As a distributed, standards-based software tool, it allows for the seamless exchange of information among users and jurisdictions and with other standards-based resource inventory and resource management systems. IRIS stores data locally on the user’s computer or network, if configured during installation.

- The FEMA NIMS Resource Typing Library Tool is available at [Resource Typing Library Tool - RTLTL \(fema.gov\)](https://www.fema.gov/resource-typing-library-tool-rtl-tl)
- The IRIS Tool is available at [IRIS - Building and Sustaining Capabilities - Preparedness Toolkit \(fema.gov\)](https://www.fema.gov/iris-building-and-sustaining-capabilities-preparedness-toolkit) ◆



***More about NIMS***

Konstanty “Mike” Kaminski, a section chief with FEMA’s National Integration Center, has been working on NIMS integration since its inception in 2003. NIMS was established as a result of Homeland Security Presidential Directive 5—which also established the NIMS requirement and promulgation and the NIMS Integration Center (now the National Integration Center).

“One essential part of NIMS is the standardization of the process for requesting resources through mutual aid. Resource inventory is a key part of the resource management component of NIMS. All disciplines that are associated with mutual aid or resource management need to understand the inventorying and typing of resources. The Resource Typing Library Tool is a repository of these supporting materials which are automated, searchable and downloadable. The Incident Resource Inventory System is also a tool available for emergency managers to update and establish their own inventory list. As mutual aid is key to NIMS, these tools help to ensure jurisdictions are speaking the same language as they request assistance.”

## National Qualification System: A Common Language and Approach

By Harmon “Hank” Rowland, Program Analyst, National Integration Center, FEMA

Picture a sunny day in April. The weather, though perfect at the moment, is forecast to take a sharp turn for the worse. A severe weather system bringing damaging winds, hail and tornados is rapidly approaching. The local emergency manager directs your team to prepare for a possible response. The Operations Section Chief is on vacation, so you need to find outside personnel to assist the section.

Because your organization has adopted the National Qualification System (NQS), you have the ability to tap into a national standardized system of incident personnel to augment your mutual aid system. In addition, because your organization uses [OneResponder](#), FEMA’s free personnel qualification tracking system, you can share resources with neighboring jurisdictions. Within minutes, you’ve found a credentialed Operations Section Chief. That person is now on standby to assist with the response.

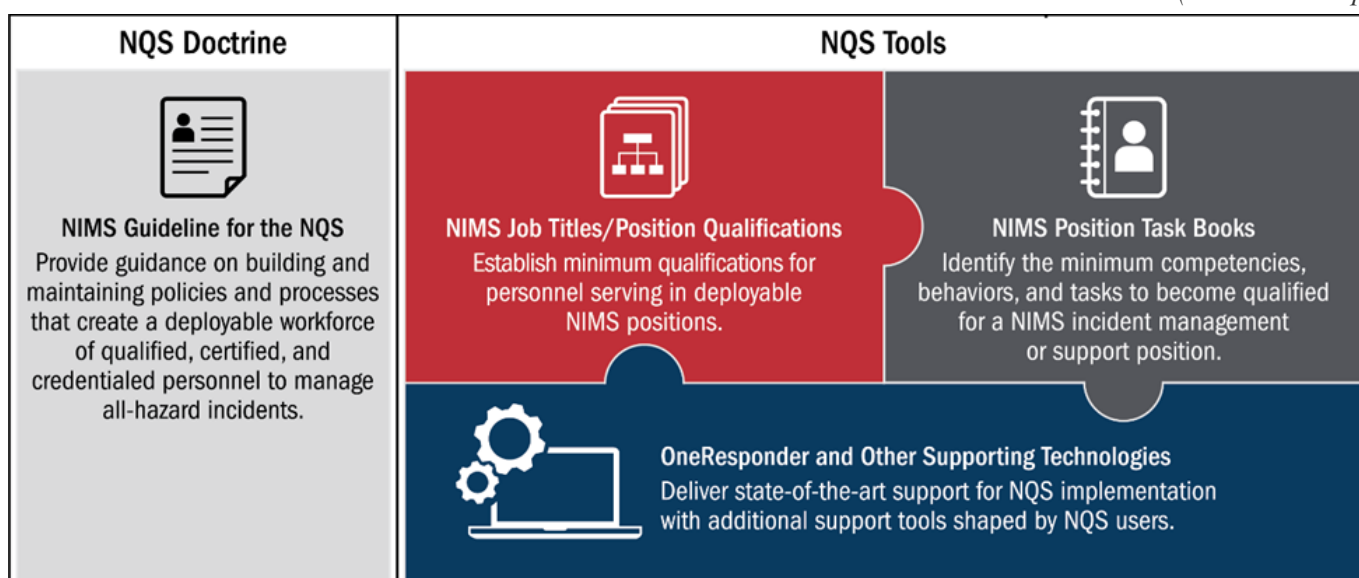
### Getting the right resources

Scenarios like this play out every day across the nation involving all levels of government and the private sector. Knowing that mutual aid is a part of life in a resource-constrained environment, FEMA has developed NQS, a suite of guidelines, tools and technologies to help jurisdictions and organizations share incident and emergency management personnel seamlessly.

Led by FEMA’s National Integration Center (NIC) and supported for implementation by each FEMA region, the NQS provides a common language and approach for qualifying, certifying and credentialing incident management, incident support and emergency management personnel.

NQS makes it easier for organizations nationwide to identify and credential the right resources, and it ensures that personnel deploying through mutual aid agreements and compacts have the capabilities to perform their assigned roles.

To help organizations understand and implement NQS, FEMA provides supporting doctrine and tools. The graphic below shows the main pieces that make up the NQS.



The National Qualification System is a suite of guidance, tools and technologies for certifying personnel and building a national incident and emergency management workforce.

### NQS Doctrine

The centerpiece of the doctrine is the NIMS Guideline for the NQS. This document explains the “what” and the “why” of the system:

- Phases of qualification, certification and credentialing
- Importance of getting the right resources to the right place at the right time

Although the NQS Guideline provides the “how” of the NQS, it is short on procedural details. To fill this gap, the NIC is adding supplements to its doctrine, including:

- NIMS NQS Supplemental Guide for Coaches and Evaluators
- NIMS NQS Supplemental Guide for Qualification Review Boards (QRB)

These supplemental guides give organizations more details on how to qualify and certify personnel. They discuss best practices and skills for coaches and evaluators and the basic building blocks of a QRB. Both documents are now under review. Once they are published, the NIC will send a NIMS Alert to the community. To learn more about NIMS Alerts, and to sign up, see below.

### NQS Tools

In addition to doctrine, NQS is built upon a suite of tools. These include guides for qualifying personnel and a technology system to help catalog and track personnel qualifications.

- **NIMS job titles/position qualifications**  
NQS provides job titles and position qualifications for specific incident management, incident support and emergency management positions. These documents define the minimum qualifications in education, experience, training and other categories for each position. Most positions belong to incident management and operations teams in the Response mission area. These documents are available on the FEMA [website](#) and in the [OneResponder](#) system.
- **NIMS Position Task Books (PTB)**  
PTBs identify the baseline competencies, behaviors, and tasks personnel must demonstrate to become qualified for

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a position. They provide an observable, measurable and standardized method of documenting performance for each position. These documents are available on the FEMA [website](#) and in the [OneResponder](#) system.

The NIC is working on documentation for positions in the Recovery mission area, in fields such as Damage Assessment and Housing. We will release a NIMS Alert when these are published.

- **Emergency operations center (EOC) skillsets**

FEMA worked with over 100 State, Local, Tribal and Territorial EOC leaders to gather input on EOC operations. This engagement showed that EOCs vary greatly in mission, resources, organization and capacity. To build more flexibility into the NQS, the NIC created 20 EOC skillsets. The skillsets help EOC leaders (a) define the skills their personnel need; and (b) build their own PTBs accordingly. The skillsets and an accompanying user guide were published on the FEMA [website](#) in October 2018.

- **[OneResponder](#)**

The NIC began developing the [OneResponder](#) online tool in 2017. [OneResponder](#) helps emergency managers and incident managers develop their workforce by tracking professional development in real time. Just as importantly, it serves as an online training record for individuals, allowing them to carry their professional development records from job to job.

When complete, [OneResponder](#) will be able to talk to both FEMA and third-party mutual aid systems. This will allow FEMA and emergency managers to view snapshots of resource readiness data across FEMA and the broader emergency management community. The goal is to provide a foundation for interagency resource management and situational awareness and preparedness.

[OneResponder](#) is currently in beta testing, and we welcome additional participants. Currently, more than 3,200 responders across over 500 organizations, both government and nongovernmental, are participating. To learn more, see below.

### **Collaborative approach**

In creating the NQS, the NIC has partnered with stakeholders from across the incident management and emergency management communities. We have also incorporated best practices and lessons learned from existing qualification and certification systems.

Our collaborative partners represent all levels of government, nongovernmental organizations and the private sector. They include subject matter experts from the International Association of Emergency Managers, the All-Hazards Incident Management Teams Association, the National Wildfire Coordinating Group, and federal agencies such as the U.S. Coast Guard and Homeland Security’s Emergency Communications Division.

By developing this system in collaboration with those who will use it, the NIC is providing versatile tools that work in context, across the country. The resulting system will increase the nation’s capacity for mutual aid and support through a qualified national incident workforce.

### **Get involved**

- Find all current NQS doctrine and tools at [fema.gov/national-qualification-system](https://www.fema.gov/national-qualification-system)
- To see new releases from the NIC, sign up for NIMS Alerts at [fema.gov/national-incident-management-system-alerts](https://www.fema.gov/national-incident-management-system-alerts)
- To learn more about OneResponder, visit [manager.oneresponder.net/home/landing/](https://manager.oneresponder.net/home/landing/) or e-mail the team at [support@onesponder.net](mailto:support@onesponder.net)
- For questions about NIMS, NQS or other NIC matters, send an e-mail to [FEMA-NIMS@fema.dhs.gov](mailto:FEMA-NIMS@fema.dhs.gov) ♦

## **Virtual Technology: Expanding Instructor Development and Training**

Training during the coronavirus (COVID-19) public health emergency has presented unparalleled challenges for those tasked with preparing our first responders, emergency personnel and other front-line individuals for disasters.

Recently, Louisiana State University’s National Center for Biomedical Research and Training/Academy for Counterterrorism Education (LSU NCBRT/ACE) launched its first Instructor Development Workshop (IDW) (MGT-323) via Zoom. This course primarily serves to give insight into adult education and enhance the instructional skills and styles of experienced instructors. It focuses on best teaching and training practices and enhances understanding of instructor competencies set by the International Board of Standards for Training, Performance, and Instruction. The course emphasizes the active, learner-centered style of delivery and student experience. LSU Instructors are required to attend the IDW course every six years to remain certified to teach for LSU and the course itself is updated every three years.

### **Better instructors mean better learning**

The first class for LSU NCBRT/ACE instructors was delivered in August 2020 via Zoom. Training occurred in the form of lectures, group discussions, practical exercises, and peer and self-assessments. Twenty-one participants spent significant time working in small groups and participating in facilitated discussions to develop and enhance their training skills. The next class is scheduled to take place in November 2021 for State, Local, Tribal and Territorial participants.

“We are very pleased with this first web-based, national delivery of our Instructor Development Workshop,” said Jerry Monier, LSU NCBRT/ACE associate director of research and development, “The course was well received by our participants, who were located throughout the United States. Our project team, consisting of staff and instructors, was able to create a learner-centered environment. The technologies used to support this delivery allowed us to maintain a strong classroom environment and smaller break-out groups that facilitated peer-to-peer interactions.”

Roy Bethge has been an LSU NCBRT/ACE lead instructor for more than six years. He is currently chief of police of the Cherry Valley Police Department in Illinois. Bethge helped

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deliver the very first IDW course via Zoom this past summer and was key in helping adapt it to the new format.

“We spent 60 days doing redevelopment,” Bethge said. “A team of us took the in-person content and heavily modified that to fit into an online format. Making it highly interactive was our goal. We didn’t want it to be just talking heads delivering information. We developed new exercises and new activities via Zoom so students could still get feedback on their instructor ability.”

Gary Ellerman, Ph.D., is a former professor and associate dean at Bradford University in Bradford, Va. He has also served as an instructor and assessor for LSU NCBRT for the past 10 years. Ellerman said he sees a great opportunity for LSU NCBRT to open up other dimensions for reaching out to more clients.

“This training does two things,” Ellerman said. “It makes learning more accessible with first responders. Their schedules are not their own. This online schedule is half a day or less, so they are not as tied down. And, the other thing is, it places greater responsibility on the learners. They get greater one on one. With a virtual learning environment, they (participants) have access to so many more resources to support their learning. You have to be very intentional with virtual learning. It is very, very different than face to face.”

**Adapting to the new normal: Virtual training**

In 2019, prior to the pandemic, LSU NCBRT/ACE delivered 23 mobile IDW classes and trained a total of 414 participants. In 2020, nine mobile deliveries were completed and trained a total of 144 participants. Additionally, the course has generated overwhelmingly positive feedback from participants of all backgrounds.

“I have been able to completely redesign one of my standard trainings to incorporate some of the skills I took away from this course,” said Jarrod Dibble, emergency program coordinator for the Snohomish County Department of Emergency Management in Everett, Wash. “The WIFM statement has truly helped me identify gaps in my training and what I want the students to take away from it. I incorporate many more check-ins along the way, to ensure everyone is keeping up with the training. We have talked, internally, about how great that class truly was, and the other people have all expressed the desire to take it any time we possibly can.”

Nathaniel Partridge, emergency planning specialist for the District of Columbia Homeland Security and Emergency Management Agency in Washington, D.C., also gave the course high marks. “I have been supporting DC Silver Jackets trainings by making interesting and involved presentations which promote discussion of flood plain areas,” Partridge said. “I left the class wanting the presenters to come back and teach me more on how to be a better instructor. This class greatly prepared me for work in on-the-job trainings during COVID-19.”

The IDW course has been in high demand for several months and interest continues to grow. The class fulfills a need for the Emergency Management Institute (EMI) Instructor Certificate. EMI accepts the IDW class as one of the class requirements toward the Basic Instructor Certificate. For many, that is another advantage to completing the Instructor Development Workshop.

“I’m an instructor for my state and organization and present in

front of professionals almost every day,” said Adam Ingram, planning manager for Franklin County Emergency Management and Homeland Security in Columbus, Ohio, “Without a doubt, I’ve never taken a better development class. Kudos to these instructors and this program. They gave intelligent insight into how I teach and coupled with the in-class portions, I came away a sharpened and improved instructor.”

To learn more about this course and all LSU NCBRT/ACE resources available for emergency responders, please visit our website at [ncbrt.lsu.edu](http://ncbrt.lsu.edu).

**About LSU NCBRT/ACE:**

NCBRT/ACE is a nationally recognized center for emergency preparedness and response training located at LSU’s flagship campus in Baton Rouge, La. We provide mobile training to both the national and international emergency response community. LSU NCBRT/ACE has expertise in research, development and delivery of training in the areas of specialized law enforcement operations; biological incident response; food and agriculture safety and security; school safety and instructional design and technique.



**Performance at any Scale: Integrating Your Offerings for Mutually Reinforcing Growth**

*By Alan Lyons, Instructional Specialist, Mid-Atlantic Center for Emergency Management & Public Safety*

Over the past two decades, the Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) banner has grown significantly. What was once a single-purpose partnership between FEMA’s Emergency Management Institute (EMI) and nearby Frederick Community College has since evolved into a multifaceted hub of knowledge spanning the public safety disciplines, capable of tapping into training and education networks that extend across all levels and sizes of partners. Which, to us, is rather cool. So, as we move into a new year, we can reflect on how we got here and provide some description of our model, with the hope that organizations reading this can borrow, replicate or even improve on it to further their own progress.

**Relationships are key to success**

In a real sense, the model we’ve built naturally replicates the operation of many emergency management offices themselves, as well as the propensity for continuous adaptation that often results from developing those operational habits. That begins with recognizing the limitations of funding, staffing and immediate reach. Much like a local emergency management office might be, we’re bound by the conditions of the organization we’re part of.

As we are first and foremost an academic department of a midsize community college, our hiring and promotional abilities are not as robust as those of a large public research university or federal agency. What we receive in return, however, is the power of connections. Community colleges—through the expectations of public funding, advisory committees for each degree field, and a need to feed students

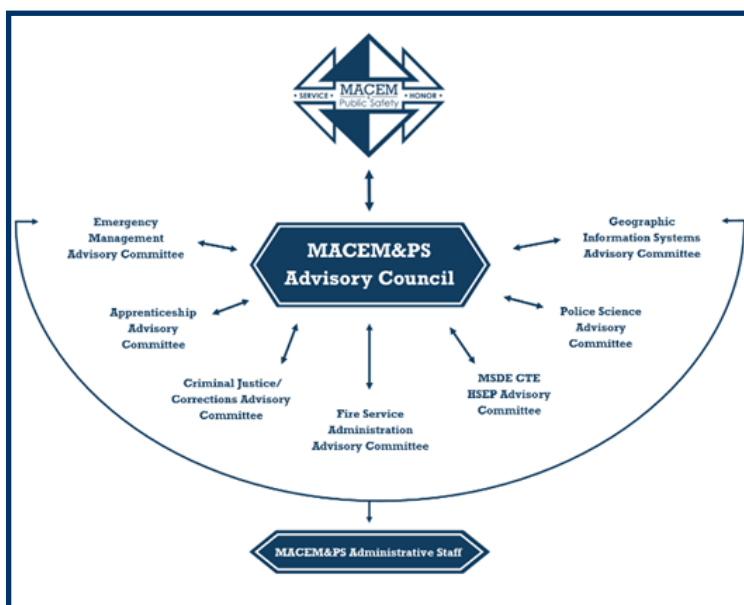
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into both four-year institutions and the job market directly—are naturally friendly to the concept of making adaptable partnerships. We capitalize on this tendency.

At the most basic level that occurs between our academic disciplines. We administer two-year degrees in emergency management, fire service administration, police science and criminal justice, in addition to various technical certificates. We can hire the knowledge to ensure each of our courses is built to the latest standards of those fields, but when designing the holistic degree pathways for them to live in, we rely on relationships developed over time with other, more “traditional” departments—math, sciences, business—to supplement our narrow expertise with the broader knowledge of what works for students, satisfies accreditors, and earns institutional approval. We work to keep similar relationships alive and well with our other systems departments (information technology, online learning, finance, the Provost etc.), and in so doing, build a capacity to respond and adapt. To students, this appears as though we “always have the answer” for even the most technical backstage challenges. To training clients and partners, it manifests as our ability to take a local college’s tools and make them perform a national organization’s tasks. We do not always have that answer, but our networks simply let us know and access precisely the person who does, at extreme speed.

The same is true of our network of instructors, partners, and colleagues. Because the majority of our instructors are either current or former practitioners, they provide our students with an immersive and applicable education, yet they serve as bridges between ourselves and the places they practice. If we are building a training on Geographic Information Systems (GIS) and we do not have an endowed chair of GIS studies to turn to, by staying on good terms with our GIS instructors, they can connect us to their professional organizations and employers in the industry. We can receive the same necessary information, and often acquire advance warning of changes in the field or opportunities for our students to go with it.



Over time, organically and through the advisory committees of our programs, we’ve grown this kind of network to include members with backgrounds in law enforcement, military strategy, homeland security, law, college program design, instructional technology, and more. As with a student applying for a job, or an emergency management office trying to organize a community event on a bootstrapped budget, it’s not just what you can do, it’s who you know. But the next step is key for any organization looking to borrow this model at scale, and is too often overlooked: Every partnership, every project,

should feed that network.

### Grow your network

In addition to offering its academic credentials, the MACEM&PS is constantly working on several revenue-generating projects at a time. We provide contract research and analysis services to FEMA, state and local agencies and the private sector. We design and offer professional development for first responders. We help FEMA trainees bridge the gap from the Independent Study program’s courses to our academic world and use funding from the Continuing Training Grants program to develop our own trainings to feed back into that system. We share at public safety conferences and symposiums, but also gatherings for community colleges, where public safety is not always expected. And we loop all of these back into our academic core.

A connection at a conference might turn into a site for a student to serve an internship. A training attendee might one day be an instructor or advisory committee member. The sheer fact of our name being spread through all these networks increases the esteem with which employers value our graduates’ degrees. Our influence magnifies far more than we’re able to magnify our core staff roster.

The more creative and consistent your organization can be at making, repeating, and refining these connections, the more scalable the model becomes. Every little bit helps, because the point is to seem to be appearing with, assisting and learning from everywhere and everyone that you can. Eventually, the model hits a critical mass and achieves something like self-sustainability. We’ve been at it long enough now that former students have entered the public safety industry, stayed in touch and provided advice on how we build the next class or where we could find an apprenticeship for the next student. Our cooperation with the Maryland State Police has done similarly on the programmatic level—helping established officers continue their education beyond skill training became a formal partnership to build a degree program, which has now begun to explore development of trainings that will enhance both skills and degree success.

None of it happens, however, without purposefully recognizing and promoting these connections. As an organization, you’ll essentially be building an organic, living engine, with both the benefits and expectations that entails. It will eventually provide a driving force to enhance all of your programs, but it needs routine maintenance. Keep an eye out for any changes, adaptations or pitfalls that may be necessary to incorporate or avoid—catch them early, adapt, look like you planned it, take the windfall—and strive for real, rigorous standards of quality in everything you produce. It’s always important, but even more so when you’re trying to punch above your weight. The model can expose your good work to a broader audience, but it can expose problems just as quickly.

### Start connecting now

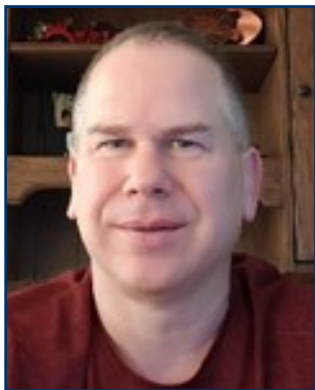
But if your organization is up for it, we think those expectations are good guardrails and the benefits are more than worth the time. Whether you’re a small group or a nationally known training provider, there’s always something useful to be gained by growing with, listening to and strengthening the community of expertise you build. If you have questions, please feel free to contact our Executive Director, Kathy Francis ([kfrancis@frederick.edu](mailto:kfrancis@frederick.edu)), or just get in touch generally. We hope you can get something useful out of this, and we’d love to hear about (or enable) whatever it might be.

## Get to Know NTED: New Staff Highlights



- Position: Emergency Management Specialist/TPP Program Manager
- Joined TPP: October 2020
- Training Partners portfolio: University of Hawaii, University of Tennessee, Fredrick Community College
- Fun fact: I have an 8-year-old son, so I like what he likes!
- Favorite sport: Boxing
- Favorite sports team: Pittsburgh Steelers

**Antonio Chester**



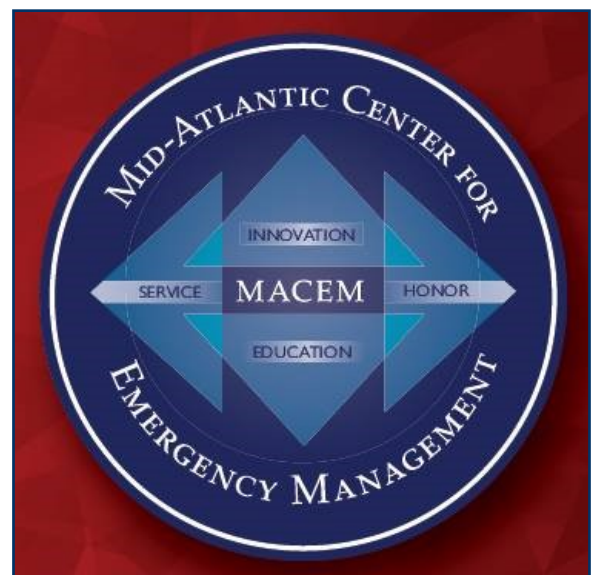
- Position: Emergency Management Specialist/TPP Program Manager
- Joined TPP: October 2020
- Training Partners portfolio: BCFS Health & Human Services, International City & County Management Agency (ICMA), Transportation Technology Center Incorporate (TTCI)
- Fun fact: Becoming avid novice gourmet home cook
- Favorite sports team: Cleveland Browns
- Professional: Nationally Registered Paramedic/American Heart Association CPR Instructor

**Michael Belfer**

**NTED is proud to work with the following partners highlighted in this issue of the TPP Times:**



Louisiana State University National Center for Biomedical Research and Training/Academy of Counter-Terrorist Education



Mid-Atlantic Center for Emergency Management & Public Safety



## Out and About



Acting FEMA Administrator Bob Fenton (left) and Acting Regional Administrator FEMA Region 5 Kevin Sligh Sr. (right) meets with officials, staff and National Guardsmen at the Chicago Community Vaccination Center,

**Want the latest? Get weekly news and updates**

The Higher Education Program publishes a bi-weekly newsletter covering a wide variety of topics and updates from the Higher Education program. The current issue, as well as an archive of past issues, is available online at the [FEMA Emergency Management Education Newsletter Archive](#).

## COVID-19 Response by the Numbers

[March 13, 2021](#) was the one-year anniversary of the national disaster declaration for the coronavirus (COVID-19) public health emergency. These are highlights of the overall response effort and the vaccination distribution operation.

### FEMA coronavirus (COVID-19) response by the numbers

- As of March 15, 2021, FEMA obligated more than \$62.7 billion in support of COVID-19 efforts.

### Vaccination distribution

- As of March 15, FEMA has provided more than \$4.38 billion to 40 states, Washington D.C., four tribes and five territories for expenses related to COVID-19 vaccination at 100% federal cost share.
- As of March 15, 6,195 federal personnel have been deployed across the nation to support the vaccination mission.
- As of March 3, a total of 106 Surge Capacity Force members are deployed to support vaccination efforts, with 13 surge members in Delaware, 40 in Illinois, seven in Maryland and 46 in New Jersey.
- According to the Centers for Disease Control and Prevention, as of March 15, more than 109 million vaccine doses have been administered. More than 135.8 million vaccine doses have been distributed to locations across the country.
- The U.S. National Guard Bureau is providing 3,159 vaccinators to 667 vaccination centers.
- Additionally, 1,716 interagency vaccinators and 1,796 clinical staff have deployed to support states, tribes and territories. More than 500 additional vaccinators and clinical staff are awaiting assignment.
- As of March 15, more than 109 million vaccine doses have been administered. More than 107 million vaccine doses have been distributed to locations across the country.
- As of March 3, the Disaster Relief Fund balance is more than \$11.8 billion. These funds will support continued response to COVID-19, including expanded vaccination efforts across the country by providing financial assistance to governments and other eligible applicants.
- The Coronavirus Response and Relief Supplemental Appropriations Act of 2021 appropriates \$2 billion to FEMA to provide financial assistance to households for COVID-19-related funeral expenses at a 100% federal cost.



Los Angeles Community Vaccination Center, Feb. 17, 2021

## NIMS/ICS Training News & Notes

On [March 13, 2020](#), President Trump declared a national emergency pursuant to Sec. 501(b) of the Stafford Act so governors would not need to make individual emergency declarations. All 50 states, the District of Columbia and four territories have been approved for major disaster declarations to assist with additional needs identified under the nationwide emergency declaration for COVID-19.

Additionally, 32 tribes are working directly with FEMA under the emergency declaration. So, for the first time in our Nation's history, nearly every federal agency, as well as every state, local, territorial and tribal nation has utilized the National Incident Management System (NIMS) and Incident Command System (ICS) to help them manage their response to this crisis.

Fortunately, since FY 2006, federal funding for state, local and tribal preparedness grants has been tied to compliance with the NIMS. Undoubtedly, this has helped us as a Nation be better prepared to handle this monumental national emergency.

Due to the pandemic, many in-person training sessions at all levels of government have been suspended. However, it is essential to note that FEMA does offer several online NIMS courses that are available to the public at no cost.

### ICS and NIMS Courses

- [ICS-100: Introduction to the Incident Command System](#)
- [ICS-200: ICS for Single Resources and Initial Action Incidents](#)
- [IS-700: National Incident Management System, An Introduction](#)
- [IS-701: NIMS Multiagency Coordination System \(MACS\)](#)
- [IS-29a: NIMS Public Information Officer Awareness](#)
- [IS-703b: NIMS Resource Management](#)
- [IS-706: NIMS Intrastate Mutual Aid – An Introduction](#)
- [IS-800d: National Response Framework, An Introduction](#)

FEMA has developed virtual training versions of [ICS-300: Intermediate ICS for Expanding Incidents](#) and [ICS-400: Advanced ICS for Command and General Staff](#) courses. These courses will be offered by individual federal agencies and by state, local, territorial and tribal nation government agencies.

## Spring 2021 Calendar of Events

- April 12-15: **2021 Preparedness Summit**, Atlanta, GA
- April 21-22: **National Disasters Expo 2021**, Miami, FL
- May 4-6: **NCT USA 2021**, Edgewood, MD
- May 18-20: **2021 National VOAD Conference**, Virtual
- June 8-10: **NTED Emergency Management Higher Education Virtual Symposium**

## NIMS Alerts

NIMS Alerts provide important information on new NIMS guidance, tools and other resources. Since the Summer 2020 issue of The TPP Times, FEMA's National Integration Center (NIC) released the following:

- [NIMS Alert 02-21: FEMA Releases "Coronavirus Disease \(COVID-19\) Initial Assessment Report"](#)
- [NIMS Alert 01-21: FEMA Seeks Feedback on NIMS Incident Complexity Guide: Planning, Preparedness and Training](#)
- [NIMS Alert 03-21: FEMA Releases EOC Toolkit Documents](#)
- [NIMS Alert 04-21: FEMA Seeks Public Feedback for Two Resource Typing Documents](#)
- [NIMS Alert 05-21: FEMA Releases 9 Search and Rescue Resource Typing Documents](#)
- [NIMS Alert 06-21: FEMA Releases 4 Emergency Medical Services Resource Typing Documents](#)
- [NIMS Alert 07-21: FEMA Releases 18 Public Works Resource Typing Documents](#)

## NTED Course Updates: New, Revised, Recertified and Retired

### New

- PER-298: Team Approach to Foodborne Outbreak Response (certified 1/21/21)
- AWR-371-W: Addressing Gaps in Housing Disaster Recovery: Pre-Disaster Planning (certified 1/21/21)
- MGT-471: Executing Strategies to Rapidly Rehabilitate Damaged Housing (certified 1/21/21)

### Revised

None

### Recertified

- AWR-140, Introduction to Radiological Nuclear WMD Operations
- AWR-140-W, Introduction to Radiological Nuclear WMD Operations
- MGT-401: Planning and Intervention for Security Threat Groups, Hate, and Terrorist Groups in Rural Jails and Prisons
- PER-333, Isolation and Quarantine Response Strategies in the Event of a Biological Disease Outbreak in Tribal Nations

### Retired

None

**Section 508  
Quarterly**

## Using the New TPP PowerPoint Template

FEMA recently approved a new version of the TPP PowerPoint template. Like the recently revised course document templates, the PowerPoint template provides a foundation for developing 508-compliant presentations. The template also provides a standardized selection of layouts to use when building presentations, helping ensure that slides are “on brand” for FEMA, as well as accessible.



Image 1: The front cover of the new slide template.

Unlike the previous TPP slide template, the new template is built on a FEMA-designed PowerPoint Slide Master. The Slide Master is a powerful tool for easily creating presentations with a consistent look and feel. Working with the Slide Master—and its layouts—can be challenging for users unfamiliar with those features. We’re going to look at how to work with the Slide Master and what to keep in mind for accessibility.

### Many options available

The Slide Master acts as a template, giving you a suite of preset slide styles from which to build a presentation. Each Slide Master in PowerPoint is made up of different layouts. While the Slide Master controls the look and feel of the presentation as a whole, each layout represents a different configuration for individual slides. For example, a slide with text and an image, or a slide with a two-column list. The template includes 14 layouts: a cover slide layout and 13 configured layouts for a variety of different content types. You can use as many, or as few, as you like, or add others as needed. The presentation also includes example slides using each of the layouts, along with some tips on how to use each and what accessibility considerations may be involved.

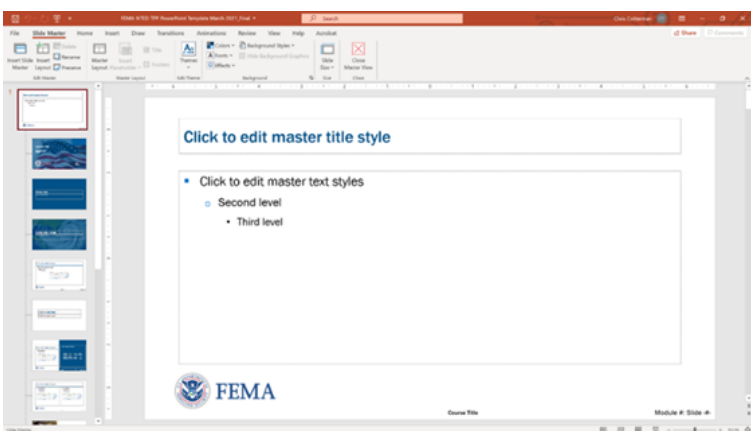


Image 2: A view of the Slide Master view, with the layouts on the left.

To open the Slide Master, select the View tab in the Ribbon,

and then select the Slide Master option from the Master Views group. Once the Slide Master is open, you’ll find the master slide as well as all of the layouts along the left side of the screen, in place of the slide thumbnails in the Normal view. Edits to the text in the Slide Master will carry over to each of the layouts, though you can also customize text on each layout.

You’ll notice that rather than using text boxes, the layouts are built using content placeholders. These placeholders not only make it easy to insert the content you need, but they help ensure that it’s inserted in a way that supports accessibility, using the native features of the program.

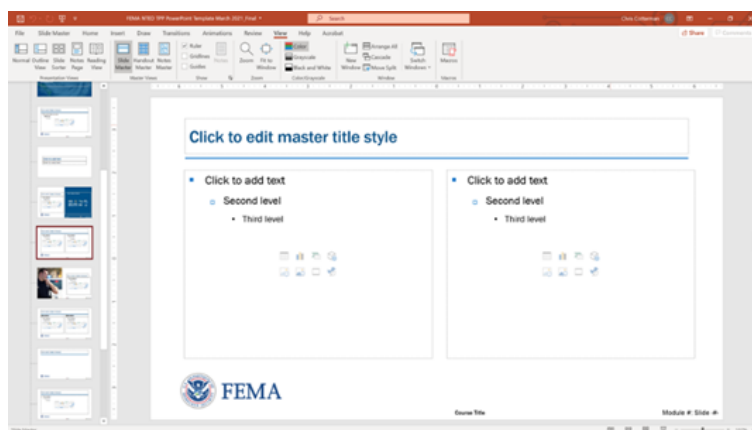


Image 3: A slide layout showing content placeholders that allow users to insert different types of content into pre-defined areas.

### Setting up your template

Before adding any content, you should set up the master layout for your course. There are two places where your course information will need to be added: on the master and on the cover. When viewing the master slide, you’ll notice that there is a placeholder for Course Title and for Module Number. Replace the “Course Title” text with the name of the course, adjusting the font size as desired, and the “#” symbol with the appropriate module identifier. If your course only has one module, or if all modules are included in a single presentation, you can remove the “Module #” placeholder. The slide number will update automatically, so no action is needed.

Moving on to the cover slide, insert your course information in the appropriate places, again removing “Module #” as needed. You can also adjust the font size as needed, though the Course Title, Course Number, and Module (if used) must be 18pt or above to meet the color contrast standards. Date and Version, in the lower right, should remain at the same size and place as they are set, and the FEMA logo should also remain in place.

(Continued on page 13)

**How are you improving accessibility for learners in your organization?**

Send your thoughts to:  
[tpptimes@fema.dhs.gov](mailto:tpptimes@fema.dhs.gov)

(TPP Template, continued from page 12)

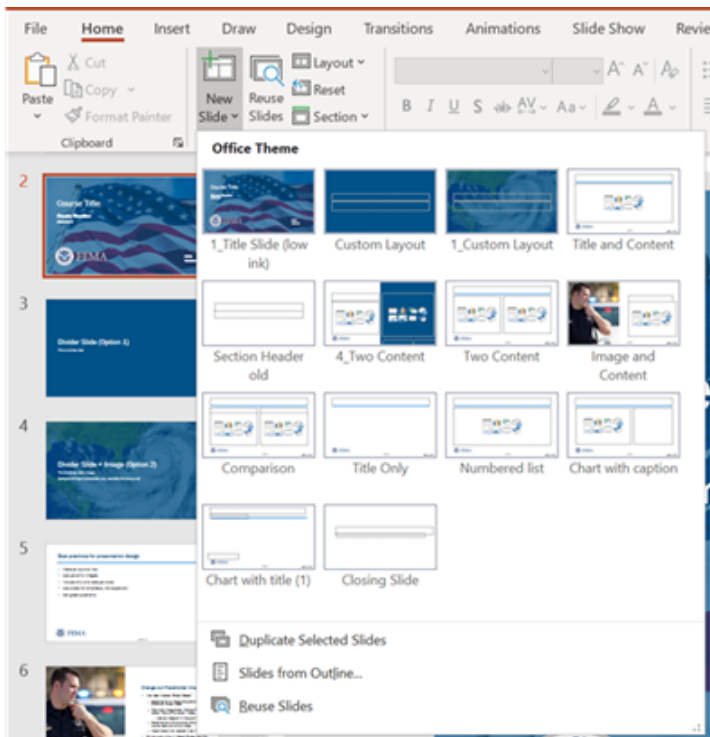


Image 4: New slides should be inserted into the presentation using the New Slide command. From there, any of the layouts can be selected.

Once you’ve input your course information, you’re ready to start using the template to build your slides. Close the Master View to return to the main presentation. The placeholder slides can be deleted or kept in place for reference and deleted prior to submission. For the template to work—and to save you time remediating accessibility issues—it’s important to insert slides using the New Slide command, choosing a layout, and using the content placeholders rather than inserting blank slides and building from scratch. ◆

***Did you know?***

NTED serves the Nation's first responder community, offering more than 200 courses to help build skills that responders need to function effectively in mass consequence events.

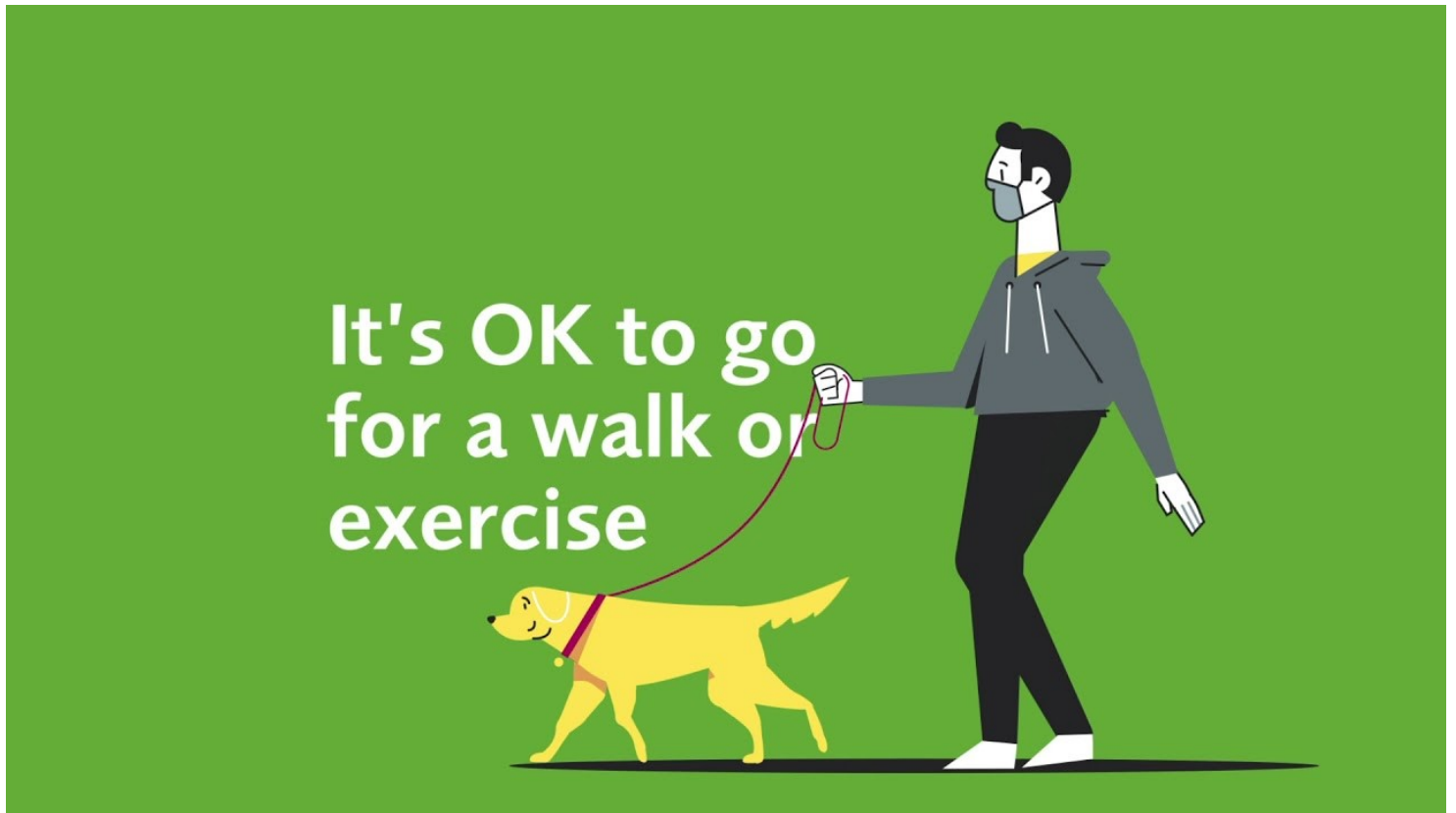
NTED primarily serves State, local, and tribal entities in 10 professional disciplines, but has expanded to serve private sector and citizens in recognition of their critical role in domestic preparedness. Instruction is offered at the awareness, performance, and management and planning levels.

Students attend NTED courses with the basic skills of their profession and learn how to apply them in the context of disaster preparedness, response, and recovery. Course subjects range from weapons of mass destruction (WMD) terrorism, cyber security, and agro-terrorism to citizen preparedness.

**Download the FEMA app and stay prepared!**



-  Receive alerts from the National Weather Service for up to five locations.
-  Get safety reminders, read tips to survive natural disasters, and customize your emergency checklist.
-  Locate open shelters and where to talk to FEMA in person (or on the phone).
-  Upload and share your disaster photos to help first responders.



Questions, comments or story ideas  
for the *TPP Times*? Email [TPPTimes@fema.dhs.gov](mailto:TPPTimes@fema.dhs.gov)

[www.firstrespondertraining.gov](http://www.firstrespondertraining.gov)

*Disclaimer: Please note that the federal government provides links and informational data on various emergency management and first responder community resources and events and does not endorse any non-federal events, entities, organizations, services or products. Please let us know about other events and services for individual and community preparedness that could be included in future newsletters by contacting [TPPTimes@fema.dhs.gov](mailto:TPPTimes@fema.dhs.gov).*

