

EvCC Emergency Management Plan

ANNEX #06 – Training

1. INTRODUCTION

This annex defines training and exercises to enhance readiness for all EvCC departments and organizations. Emergency management training and exercises will focus on required training based on after-action reviews and annually scheduled drills and exercises.

2. TRAINING

A Training

1. Training may be conducted locally, regionally, statewide and at national institutions. Sources for training may include: classroom, on-line and correspondence.
2. EvCC Emergency Management will assist by coordinating and conducting emergency management training for departments, agencies or organizations where practical.
3. College departments may conduct their own operational training and may coordinate with the EvCC Emergency Management for specialized assistance.

B Emergency Operations Training

1. Training for Emergency Operations Center operations and support will be coordinated by the EvCC Emergency Management & Preparedness Director.
2. Personnel requiring training will be identified in each department and scheduled for the particular emergency and major disaster role or responsibility.

C Required Individual Training

1. Certain Incident Command System (ICS) and other training courses are required to remain compliant with the National Incident Command System (NIMS).

D Emergency Management Training

1. Emergency management training is published periodically in the Everett Community College Emergency Management and NIMS Compliance Training Plan.

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3. DRILLS AND EXERCISES

A Types of Drills and Exercises

1. General

- a. Drills and exercises are used to test and validate plans and training.
- b. Normally, the conduct of drills and exercises for emergency management plans and training is done by the EvCC Emergency Management with participation from College departments as well as external stakeholders and observers.
- c. Emergency management drills and exercises normally follow the guidance in the Homeland Security Exercise and Evaluation Program (HSEEP).

2. Discussion based exercises

a. Seminars

1. Seminars generally orient participants to authorities, strategies, plans, policies, procedures, protocols, resources, concepts, and ideas.
2. They also provide a good starting point for developing or making major changes to existing plans or procedures.
3. Seminars are also useful when attempting to gain awareness of, or assess, the capabilities of interagency or inter-jurisdictional operations.
4. Seminars are useful whenever there is a need to provide a common framework of understanding.

b. Workshops

1. Workshops represent the second tier of exercises in the building block approach.
2. Although similar to seminars, workshops differ in two important aspects: participant interaction is increased and the focus is on achieving or building a product (e.g., plans and policies), collecting or sharing information, obtaining new or different perspectives, testing new ideas, processes or procedures, problem solving, and team building.

c. Tabletop Exercises (TTX)

1. TTXs typically involve discussion by key staff and decision makers.

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2. This type of exercise is generally held in an informal setting intended to generate discussion of various issues regarding a hypothetical, simulated event.
3. TTXs can be used to enhance general awareness, validate plans and procedures, and/or assess the types of systems needed to guide prevention, response, and recovery from a defined event.
4. TTXs typically are aimed at facilitating understanding of concepts, identifying strengths and weaknesses.
5. Participants are encouraged to discuss issues in depth, and TTXs allow them to develop decisions through slow-paced problem solving rather than the rapid, spontaneous decision making that occurs under actual emergency conditions.

3. Operations-based Exercises

a. Drills

1. A drill is a coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization.
2. Drills are commonly used to provide training on new equipment, develop or test new policies or procedures, or practice and maintain current skills.
3. Drills are narrow in scope and typically focus on a specific aspect of an operation.
4. Drills can be used to determine if plans can be executed as designed, to assess whether more training is required, or to reinforce best practices.

b. Functional Exercises (FE)

1. FEs, also known as command post exercises (CPXs), is single or multi-agency activities designed to analyze and evaluate agency capabilities, multiple functions and/or sub-functions, or interdependent groups of functions.
2. FEs focus on exercising plans, policies, procedures, and staffs involved in management, direction, command, and control functions (e.g., Incident Command/Unified Command [UC], EOC). Events are projected through a scripted exercise scenario with built-in flexibility that allows updates to drive activity at the management level.
3. FEs is conducted in a realistic, real-time environment; however, movement of personnel and equipment is simulated.

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c. Full-Scale Exercises (FSE)

1. FSEs are typically the most complex and resource intensive type of exercise. These multi-agency, multi-jurisdictional exercises test many facets of emergency response and recovery. They include many emergency responders operating under an Incident Command System (ICS) or Unified Command System (UCS) to effectively and efficiently respond to, and initiate recovery from, an incident.
2. An FSE focuses on implementing and analyzing the plans, policies, and procedures developed in discussion-based exercises and honed in previous, smaller, operations-based exercises. Events are projected through a scripted exercise scenario that has built-in flexibility to allow updates to drive activity.
3. The FSE is conducted in a real-time, stressful environment that closely mirrors a real event. Emergency responders and resources are mobilized and deployed to the scene where they conduct their actions as if a real incident had occurred (with a few minor exceptions).
4. The FSE simulates reality by presenting complex and realistic problems involving operations in multiple functional areas that require critical thinking, rapid problem solving, and effective responses by trained personnel in a highly stressful environment.

B Drill and Exercise Evaluation

1. Evaluation

- a. The evaluation process for most drills and exercises should include a formal exercise evaluation, integrated analysis, the After-Action Review (AAR), and the Improvement Plan (IP).
- b. This process begins during exercise planning and ends when improvements have been implemented and validated through subsequent exercises.
 1. Step 1: Plan and organize the evaluation
 2. Step 2: Observe the exercise and collect data
 3. Step 3: Analyze data
 4. Step 4: Develop the draft AAR
 5. Step 5: Conduct an exercise debrief
 6. Step 6: Identify improvements to be implemented
 7. Step 7: Finalize the AAR

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8. Step 8: Track implementation

2. After Action Report (AAR)

- a. As part of the analysis phase, the evaluation team drafts the AAR, which provides a description of what happened, exemplary practices, issues that need to be addressed, and recommendations for improvements.
- b. The report format is included in the HSEEP Volume II.

3. Improvement Plan (IP)

- a. The IP is the means by which the lessons learned from the exercise are converted into concrete, measurable steps that result in improved response capabilities.
- b. The IP specifically details the actions that will be taken to address each recommendation presented in the draft AAR, who or what agency will be responsible for taking that action, and the timeline for completion.
- c. Responsibility for an initial IP should be assigned at the exercise debrief.
- d. The final IP is included in the final AAR. Some improvement actions will require resources to be expended; therefore, the IP should be realistic in its establishment of priorities. Recommendations related to critical tasks (as outlined in HSEEP Volume II) should be given top priority.
- e. In the case of discussion-based exercises, it is possible that the IP will identify a need for additional exercises, possibly operations-based exercises. When no resources are available, alternative short- and long-term solutions should be considered.

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Table #001 – Training Links

Incident Command System Interactive Web-Based Courses		
ICS100HE	ICS for Higher Education	http://training.fema.gov/EMIWeb/IS/IS100HE.asp
ICS200b	ICS for Single Resources	http://training.fema.gov/EMIWeb/IS/IS200b.asp
ICS700a	NIMS Introduction	http://training.fema.gov/EMIWeb/IS/is700a.asp
ICS800b	National Response Framework	http://training.fema.gov/EMIWeb/IS/IS800b.asp
Emergency Management Interactive Web-Based Courses		
IS29	Public Information Officer Awareness	http://emilms.fema.gov/IS29/index.htm
IS35	FEMA Safety Orientation, 2012	http://training.fema.gov/EMIWeb/IS/is35.12.asp
IS362A	Multi hazard Planning for Schools	http://training.fema.gov/EMIWeb/IS/is362a.asp
IS546	Continuity of Operations Awareness	http://training.fema.gov/EMIWeb/IS/is546.12.asp
IS547A	Introduction to Continuity of Operations	http://training.fema.gov/EMIWeb/IS/is547a.asp
IS548	Continuity of Operations Program Manager	
IS775	EOC Management and Operations	http://training.fema.gov/EMIWeb/IS/IS775.asp
IS907	Active Shooter, What you can do	http://training.fema.gov/EMIWeb/IS/IS907.asp
IS908	Emergency Management for Senior Officials	http://training.fema.gov/EMIWeb/IS/is908.asp