



Maine Emergency Management Agency

Comprehensive Training Plan

2026



Section 1: Introduction

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Section 2: Purpose, Maintenance

2.1 Purpose

The State of Maine Comprehensive Training Program (M-CTP) outlines the state's processes and procedures for managing and delivering the State of Maine Emergency Management Training Program for all state and local emergency management partners and first responder organizations. As part of the Integrated Preparedness Plan (IPP), the training offered is aimed at providing a means to develop, maintain, or improve the State's capabilities to meet the challenges identified in the IPP.

2.2 Maintenance

The M-CTP is designed to be a living document that will be updated and revised annually in alignment with the Maine Comprehensive Emergency Management Plan (CEMP) Maintenance, Revision, and Evaluation Schedule, or as needed. This maintenance process provides the necessary continuous improvement of our community's ability to build, sustain, and deliver capabilities.

Section 3: Goals and Objectives

This document serves as a framework for MEMA and its partners to implement and coordinate the training plan developed during the IPP planning process, ensuring a cohesive and effective approach to emergency preparedness and response across the state. The following goals and objectives have been developed to guide the continuous development of emergency management professionals, address critical training needs, and foster a collaborative environment with the emergency response community. These goals and objectives are vital to enhance our ability to serve the whole community, and to improve our preparedness, response, and recovery from the potential emergencies and disasters we may face.

Training Goals
Enhance Professional Development
Address Training Needs through the THIRA/SPR and IPP
Foster Collaborative Training and Coordination

3.1 Enhance Professional Development

Ensure that all state emergency management professionals continuously develop their knowledge, skills, and abilities (KSA’s) through a structured training program, empowering them to effectively prepare for, mitigate, respond to, and recover from all hazards or emergencies impacting the jurisdiction.

3.2 Addressing Training Needs through the THIRA/SPR/IPP

Utilize the Threat Hazard Identification Risk Assessment/State Preparedness Review (THIRA/SPR) and IPP planning process to identify and prioritize capability gaps, tailoring the training program to address these gaps and enhance the overall readiness and response capabilities of emergency management professionals.

3.3 Foster Collaborative Training and Coordination

Develop and implement a comprehensive training plan through collaboration with local governments and supporting agencies, focusing on key emergency management categories such as National Incident Management System (NIMS), Incident Command System (ICS), and Emergency Operations Center (EOC) operations to ensure a cohesive and effective approach to emergency preparedness and response across the state.

3.4 Training Program Objectives

To ensure that the M-CTP meets these Goals, the following objectives have been developed. These objectives will provided guidance for all training considerations and support all associated programs.

Objective 1: Ensure that all emergency management professionals in the state receive comprehensive and ongoing training to enhance their knowledge, skills, and abilities in disaster preparedness, mitigation, response, management, and recovery.

Objective 2: Collaborate with local governments and supported agencies to tailor training initiatives that meet specific community needs and enhance emergency preparedness.

Objective 3: Provide training in various categories, including but not limited to: supporting local government, NIMS, ICS, Emergency Preparedness, Mitigation, All Hazards Incident Management Teams, hazardous materials, search and rescue, swift water rescue, EOC operations, communications, first responder requirements, and other pertinent emergency management subjects.

Objective 4: Foster a culture of professional development among instructors to encourage lifelong, team-based, and organizational learning among emergency management professionals and entities and continuously improve course delivery across the state.

Objective 5: Support the overall goals and objectives outlined in the IPP, contributing to developing, maintaining, and enhancing capabilities necessary to mitigate, prepare for, respond to, and recover from emergencies and disasters statewide.

Objective 6: Utilize the THIRA/SPR process to identify and prioritize training needs based on capabilities and threats within the jurisdiction.

Objective 7: Address identified training gaps by allocating resources strategically and efficiently to provide a high-quality training program.

Objective 8: Provide clear guidance and procedures for Maine Emergency Management Agency (MEMA) employees, state agencies, and other stakeholders utilizing the training program, emphasizing accountability and compliance with established standards.

Section 4: Eligibility for Training

4.1 Eligibility for Training

Training offered through the Maine Emergency Management Agency (MEMA) is available to residents of the State of Maine (of legal age, 18 or older) as well as Regional Partners. These members may attend the event at no cost to them, providing they are employed or volunteering in one of the disciplines of emergency management, emergency medical service, health care, search and rescue, fire service, government administrative, hazardous materials, emergency communication, law enforcement, emergency management volunteers, or other emergency service organizations. Exceptions to this policy may be made on a case-by-case basis.

Members from the private sector are welcome to attend training with validation of need. Training provisions for private sector organizations are often defined under the Department of Homeland Security guidelines or other federal grant providers. MEMA will support the private sector and whole community training participation under applicable policies to the best of our ability. Local Emergency Planning Committee members, Federal government employees, non-governmental organizations, and private entities partnering with local government in an emergency response capacity at the discretion of the course requester will be eligible for MEMA training on a space available basis. MEMA provides training following its responsibilities outlined under Title 37-B Chapter 13, Section 704 (7).

MEMA participates in several federal programs that provide funding to support training through emergency management-related federal grant programs. These opportunities include minimum criteria for the number of attendees that support an appropriate level of student participation in connection with resource commitments required to sustain the event. Participants will be prioritized by the agency to meet the needs of the state and its jurisdictions and the communities we serve.

Section 5: Integrated Preparedness Plan

5.1 Integrated Preparedness Plan

The State Integrated Preparedness Plan (IPP) will serve as the annual planning document for programmatic planning, training, and exercise projection across all MEMA program areas and sections, regardless of funding source. The Integrated Preparedness Plan Workshop (IPPW) is the process by which the IPP is developed and coordinated with all state and local partners.

The Preparedness Division will conduct the annual IPPW. This workshop aims to develop a multi-year strategy for planning, training, and exercise activities that address priority capability areas and close capability gaps as described in the most current THIRA/SPR. The IPP will contain the State's preparedness priorities, associated training goals, and a calendar of projected training events and courses.

5.2 State Training Officer

The State Training Officer (STO) fulfills a critical role within preparedness planning initiatives. With the responsibility of providing informed input and subject matter expertise, the STO consolidates the training needs for MEMA and across stakeholder organizations for incorporation into the IPP. Through coordination with partners across all levels of government and Whole Community stakeholders including, first responders, key public officials), volunteer organizations, non-profits, Non-Governmental Organizations (NGOs), and other partners, the STO provides a comprehensive outlook and input during formation of preparedness priorities and the training schedule outlined in the IPP.

5.3 Continuous Improvement Planning

MEMA's Preparedness Division will integrate improvement planning items from real-world events and exercises as a basis for future planning, training, and exercise as part of the preparedness cycle and a progressive series of preparedness activities that build capabilities and close capability gaps.

5.4 Process Cycle

This Preparedness Cycle is an annual and ongoing programmatic requirement. Attendees at the regional IPPW should develop a specific agency/jurisdictional planning, training, and exercise schedule that will be integrated with the state IPPW. As such, the process will start in January, with MEMA staff and senior executives providing state priorities informed by federal priorities and guidance. Local priorities will be consolidated at the regional level and incorporated into an overall state strategy for the calendar year. Each state agency can provide input to the overall IPP. The schedule should allow adequate time for a building-block approach to exercise planning and training delivery progression. The State IPPW will be scheduled annually with the revised IPP being forwarded to FEMA Region I following MEMA Director approval.

5.5 IPP Components

Integrated Preparedness Plan: The Integrated Preparedness Plan is the roadmap for accomplishing priorities described in the jurisdiction or agency strategy. The plan should include the planning, training, and exercise schedule for the ensuing three years.

Threat Hazard Identification Risk Analysis: The THIRA is a critical component of the needs assessment process to determine planning, exercise, and training requirements. Using relevant incident impact and consequence data, it will establish standardized incident impacts that lead to development of capability targets which correspond with functional public safety-related needs the agency has identified. This analysis will guide the jurisdiction's training needs for the following year.

Stakeholder Preparedness Review: The Stakeholder Preparedness Review assesses a jurisdiction's current capability levels against the capability targets identified in the THIRA. By analyzing the targets from the THIRA, jurisdictions recognize their current capability and how it changed over the last year, including lost, sustained, and built capabilities. Jurisdictions also identify capability gaps related to Planning, Organization, Equipment, Training, and Exercises and indicate their intended approaches for addressing gaps and sustainment requirements.

Capabilities-Based Planning: An overview of capabilities-based planning should be conducted. Jurisdiction or agency priorities should be clearly defined and discussed regarding state and FEMA priorities. Jurisdiction or agency priorities should be linked to IPPW. Core capabilities that should be addressed to attain jurisdiction or agency priorities should then be listed and compared with roles and responsibilities as outlined in plans and procedures along with training and exercises to help the jurisdiction or agency obtain those capabilities and achieve those priorities.

State Exercise and Training Strategy: The current state of preparedness activities, planning, training, equipment, and exercises from all agencies and programs should be discussed. Priorities gleaned from the jurisdiction or agency strategy should be identified and disseminated to participants as part of the IPPW.

Section 6: Funding and Financial Management

6.1 Sources of Funding

Funding for training may come from a variety of funding sources. Each funding source will have specific eligibility and reporting requirements; in many cases, the program and funding source have overlapping requirements.

6.2 Travel

Unless specified in the training announcement, MEMA does not reimburse attendees for travel, lodging, or per diem. If travel costs are authorized via prior approval, the instructors and students will follow the reimbursement process communicated by the MEMA Preparedness Division. In all cases, approved travel and any reimbursement for actual travel costs will follow administrative processes provided by MEMA following and as per the [Maine State Regulations](#).

6.3 Training Materials

MEMA will ensure that electronic copies of materials are available to all participants ahead of scheduled training. To reduce expenses, MEMA will not provide printed course materials.

Section 7: Policies and Procedures

7.1 Course Requests

Requests for training support by qualified parties must be formally requested. The STO will provide stakeholders with guidance on the methodology used to request training opportunities or technical assistance.

7.2 Course Delivery Request Process

The Course Delivery Request Process will be used to integrate and coordinate training across the state and make more efficient use of the limited training resources available.

Agencies requesting training (FEMA, MEMA, Consortium, etc.) will submit the request to the MEMA Training Officer for review and approval no later than 90 days prior to the desired delivery date.

Unless previously coordinated with the MEMA Training Officer, all training courses requested will be Open Courses. This ensures efficient resource allocation and encourages agency collaboration, promoting a diverse learning environment.

7.3 Course Delivery Request Process – MEMA Training Officer Responsibilities

FEMA L/Consortium Course Requests

If the MEMA Training Officer receives a course request with recommended approval for a FEMA L course or Training partner course, MEMA Training will:

- Coordinate with the appropriate course manager/training partner and request approval.
- If the course request is approved, MEMA Training will forward the approved course request back to the requesting office and continue coordination as needed.
- The MEMA Training Section will ensure the course is posted to the Training Calendar and added to the Monthly Training Bulletin.
- If the course request is disapproved, MEMA Training will forward the disapproved course request back to the regional office with justification.

FEMA G/MEMA Developed Course Requests

If the MEMA Training Officer receives a course request with a recommended approval for a FEMA G course or MEMA course, they will:

- Forward the approved course request back to the requesting office and continue coordination as needed
- Ensure the course is posted to the Training Calendar and added to the Monthly Training Bulletin.
- If the course request is disapproved, the MEMA Training Officer will forward the disapproved course request back to the requestor with justification and applicable alternatives.
- If State agencies submit a request to the MEMA Training Officer, the MEMA Training Officer will coordinate with the appropriate partners for notification and support as necessary.

7.4 Individual Course Applications

Individual applications for external courses must adhere to the host agency's requirements. The MEMA Training Officer will be copied on all external applications for tracking purposes.

1. The individual requesting training must obtain approval from their home agency.

2. The agency that employs or sponsors the student participant is responsible for the cost of overtime and backfill.
3. Unless specified in the training announcement, MEMA does not reimburse attendee travel.

7.5 National Disaster and Emergency Management University (NDEMU)/National Domestic Preparedness Consortium (NDPC)

Applications

When applying for training through any of the National Domestic Preparedness Consortium partners, applicants will identify the State Training Officer as “Head of Organization,” so that their application may be tracked.

Section 8: Course Management

8.1 Course Reports

Counties, Agencies, and organizations conducting or hosting training, must submit a MEMA Course Report to the State Training Officer within 3 working days of the completion of that course. This report will include, as a minimum, the following information:

- Course Title/Number
- Date(s)
- Location
- Lead Instructor
- Additional Instructor(s)
- Number of Applicants
- Number of Students in attendance
- Sign In Roster
- Student Course Evaluations

8.2 Course Certificates

All course certificates for G or M designated courses will be provided by MEMA to the training host for delivery to the attendees. Certificates for courses provided by FEMA (NDEMU or L) and NDPC partners will be provided by those partners.

All requests for reproduction of previous certificates must be submitted to the MEMA Training Officer and will be fulfilled if records can verify class attendance.

Annex A: Instructor Qualification System

1.1 Purpose

This document is intended to guide MEMA and emergency services personnel in using the Maine Instructor Qualification System (ME-IQS). The ME-IQS establishes the qualification system for all State Training Instructors utilized in all MEMA programs through experience, training, and demonstrated performance. The ME-IQS requires new and current/potential instructors to verify prior learning and training requirements utilizing the Instructor Task Book (ITB) to be formally certified as an instructor. The qualification process provides consistent standards for every instructor during the certification and re-certification process.

The ME Instructor Qualification System Guide:

1. Establishes and explains the qualification requirements for public service training instructors.
2. Defines the concepts used in the qualification process.
3. Outlines the process for evaluating and documenting the accomplishments of trainees and current/potential instructors.
4. Establishes the process for obtaining instructor qualification and re-qualification.
5. Describes the roles and responsibilities of all ME-IQS participants.
6. Create a standardized professional environment for instructors to grow and develop their abilities to train public service professionals.

MEMA recognizes a performance-based qualification system as the fairest and most equitable system. The ME-IQS has been developed to standardize how trainees gain the experience needed to become instructors while incorporating the recognition of prior learning for current trainers to obtain credentialing for courses they have previously been certified to instruct.

All instructors who have obtained or currently believe they are qualified under legacy programs for instructor qualification are encouraged to apply for Recognition of Prior Learning as established by and in accordance with the ME-IQS program.

1.2 Instructor Qualification Requirements

Qualification is defined as enabling personnel to perform the duties of specific positions and documenting their demonstration of the capabilities and competencies that being an instructor requires. The commitment, drive, expertise, and abilities of State Credentialed Instructors significantly impact on the organization's capacity to respond efficiently to disasters and meet the requirements of the public, communities, and the state. The ME-IQS framework facilitates the growth and support of instructor personnel by enabling them to synchronize their task and

accountability objectives and ambitions with the demands of the state and its agencies. Once an instructor trainee is qualified, they must continue to perform their responsibilities professionally.

1.3 Instructor Standards, Expectations, and Professionalism

Instructors will follow and promote the ideals of honesty, courtesy, capability, personal development, accuracy, and the exchange of knowledge when engaging with students, other instructors, the public, employers, and the educational training agency. The instructor will adhere to the following principles:

- Instructors will constantly be aware of all learning styles and adapt the class to meet those learning needs using various teaching methods.
- Instructors will create an environment in the class that will encourage the greatest learning opportunity.
- Instructors will professionally conduct all educational and training opportunities and offer qualified learning to the highest standard.
- Instructors will strive to continuously improve their skills as instructors, trainers, and teachers.
- Instructors should communicate directly with the course location host to ensure that all audio-visual equipment and room setup are in place before the training.
- Accommodate students who need consideration, when possible, give them extra time to complete exams. If a student cannot complete an exam in the allotted time, MEMA Training Section staff will plan with that student to allow them to test at another time.
- Instructors must be prepared to use their laptops when instructing at various locations.
- Instructors will not publicly criticize students, other instructors, FEMA, MEMA staff, or policies.
- Instructors will not advocate for, advertise, or otherwise market for-profit businesses while training on behalf of MEMA.
- Be considerate of students 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.
- Be prepared for each course.
- Start and end courses and all breaks at scheduled times.
- Be available during the course hours for student questions, and if you cannot answer a question, refer students to the appropriate MEMA Section staff or the State Training Officer.
- Respond promptly to student requests, questions, or comments relevant to the course.
- Never penalize a student for raising a legitimate complaint about the course if that complaint is raised appropriately and civilly. Advise the student to write the complaint on the course evaluation form so the MEMA Training Officer can take appropriate action.

- Ensure each student completes all course-related activities/exercises and participates fully in each course; failure to abide by this expectation may result in course failure.
- Instructors will not use profane, insulting, harassing, or offensive language.
- Instructors will not use multimedia, audio, or video demonstrations containing inappropriate images, language, or content.
- Instructors are expected to dress in casual business attire or clothing that is proper for the training environment (i.e., slacks, skirts, and collared shirts). For example, a search class will have different clothing requirements than an ICS 402 course. Under no conditions are t-shirts, hats, jeans, shorts, tank tops, flip-flops, or tennis shoes to be worn while instructing. (Exception: hats are allowed for outdoor events.)
- Conduct a safe instructional experience that meets the course objectives and embraces community safety.
- Instructors will train participants and students to perform to the best of their ability and competence.
- Serve the profession with honor.
- Instructors will conduct themselves in a manner that will command respect and confidence.
- Instruct courses in accordance with program guidelines, guidelines, instructor policies, circulars, and regulations of these entities.
- Instructors will present only those principles, practices, and information representing accepted state and national standards.
- Instructors will provide a safe training environment by promoting health and safety standards that protect all training participants.
- Instructors will attend recognized training courses, seminars, workshops, and/or conferences at least once a year to increase knowledge and improve instructional skills.
- Instructors will maintain a positive attitude and focus on the course instruction with the attention expected by the students, the State of Maine, and the Maine Emergency Management Agency.

1.4 New Instructor Qualification

New applicants for the ME-IQS must follow the steps listed below for initial qualification:

1. Applicants must have approval from their supervisor and submit ME-IQS Application to the MEMA Training Officer for review.
2. Once approved by the MEMA Training Officer, the application will be forwarded to the IQRB for final review and approval.
3. The instructor-trainee will then begin completing the ITB.
4. Once all tasks in the ITB have been completed, the applicant will submit the ITB to the MEMA Training Officer for review.

5. The MEMA Training Officer will forward the completed ITB to the IQRB for final review.
6. If approved, the instructor will be granted the appropriate credentials to teach the courses they have applied for.
7. If disapproved, the applicant will be informed of any deficiencies and given information on the next steps to complete the process.

1.5 Recognition of Prior Learning

Applicants who were qualified under legacy programs may request a review based on prior learning or experience.

1. Applicants will compile all supporting documents recognizing prior learning for instructor credentials and submit them to the MEMA Training Officer with a letter of recommendation from their supervisor.
2. The MEMA Training Officer will review and forward to the IQRB for final review and approval.
3. If approved, the instructor will be granted the appropriate credentials to teach the courses they have applied for.
4. If disapproved, the applicant will be informed of any deficiencies and given information on the next steps to complete the process.

1.6 Credential Recertification Process

Instructors seeking recertification must apply for recertification and submit a letter requesting recertification from their immediate supervisor stating that they will be instructing for the department/agency that employs them and the Maine Emergency Management Agency. The application and letters should be submitted through the MEMA Training Officer. Any certification or accreditation issued by MEMA may be suspended, revoked, or limited for cause at any point. Those instructors within 90 days of their qualification expiration date who have yet to teach a qualified course within the past three years should work with MEMA Training Officer to recredential their instructor status.

Recertification Documentation Required:

- Recertification Application
- Verification of course delivery completed in a three-year period.
- Document professional development – eight hours recommended.

1.7 Credential Reinstatement Process

Instructors who fail to teach a course within three years of certification or recertification will no longer be qualified to instruct courses for MEMA. An individual who is in this category will be required to:

- Complete the appropriate ITB requirements for the specific course before becoming requalified to instruct for MEMA. OR
- Serve as an adjunct instructor under the supervision of a qualified instructor and teach at least two modules of the course in question. The supervising instructor will submit documentation to support the recertification.
- It is at the discretion of the state training officer as to which option may be allowed.

Once the reinstatement documents have been completed, the packet will be submitted to the MEMA Training Officer. The MEMA Training Officer will submit the packet to the IQRB for official review and approval. Upon approval and reinstatement, the MEMA Training Officer will notify the instructor and email the packet to them.

If instructor credentialing was revoked due to a violation of the instructor code of conduct, there is an automatic two year wait period before the reinstatement packet can be submitted and reviewed by the IQRB.

1.8 Roles and Responsibilities

The successful administration of the ME-IQS relies on the crucial contributions of multiple Division and Program Managers. The Program Managers are responsible for implementing and maintaining the Instructor Task Books (ITB) within their respective areas. The MEMA Training Officer provides strategic guidance to ensure the efficiency, effectiveness, and integrity of the ME-IQS. The IQRB evaluates employees' qualifications against established standards and recommends fair and consistent certification or recertification. Lead instructors/evaluators are vital in qualifying and mentoring trainees during the instructor qualification process. Lastly, Instructor Trainees are responsible for completing and submitting the instructor and ITB applications and must adhere to the core principles of an instructor throughout the process.

1.8.1 MEMA Program Managers

Program Managers will ensure that each course requiring an instructor role has an updated ITB. Each ITB must include the General Instructor Qualifications and the specialized qualifications for the course. Program managers will ensure that their ITBs are updated to reflect the changes made as the course requirements evolve.

1.8.2 MEMA Training Officer

The MEMA Training Officer will chair the IQRB and ensure all applications are reviewed and submitted according to the MEMA Comprehensive Training Program.

1.8.3 MEMA Instructor Qualification Review Board

The Instructor Qualification Review Board is a standing committee with continuous appointments. It aims to evaluate new and existing instructor qualifications against established standards and provide fair and consistent recommendations for certification or recertification. The Instructor Qualification Review members will review and approve instructor trainee and current/potential instructor applications.

The MEMA Training Officer is responsible for establishing the initial composition and standards for the Instructor Qualification Review and providing recommended staffing.

The Instructor Qualification Review will review the trainee's or candidate's training and experience documentation, complete qualification or recertification packages, and make recommendations to the MEMA Training Officer. The Instructor Qualification Review is responsible for the following:

- Reviewing and recommending qualification applications to the MEMA Training Officer.
- Providing validation of completed Instructor Task Books.
- Facilitating the requalification/reinstatement process in coordination with the MEMA Training Officer.
- Making final determinations on requalification/reinstatement after losing certifications for all positions.
- Voting on new instructor applications with completed Instructor Task Books.
- Voting on recognition of prior learning applications for current/potential instructors.
- Voting on recognizing adult education requirements.

1.9 Appeals Process for Instructor Applicants

1. Notification of Non-Qualification
 - a. Initial Notification: Applicants notified that they do not qualify as an instructor will receive a formal notification detailing the reasons for their non-qualification.
 - b. Right to Appeal: The notification will inform the applicant of their right to appeal the decision and provide details on the appeal process.
2. Submission of Appeal
 - a. Written Appeal: Instructors must submit a written appeal to the MEMA Instructor Qualification Review Board within 30 days of receiving the non-qualification notification.
 - b. Appeal Content: The written appeal should include:
 - i. Instructor's full name, contact information, and instructor identification number (if applicable).

- ii. A detailed explanation of the reasons for the appeal, addressing the specific points mentioned in the non-qualification notification.
 - iii. Any supporting documentation or evidence that may help to substantiate the appeal (e.g., certifications, letters of recommendation, proof of experience).
 - iv. Any additional information the instructor believes is relevant to the appeal.
3. Acknowledgement of Appeal
 - a. Receipt Confirmation: Upon receiving the appeal, the Review Board will send an acknowledgment of receipt to the instructor within 10 business days. This acknowledgment will include an estimated timeline for the review process.
4. Review Process
 - a. Initial Review: The Review Board will conduct an initial review of the appeal and supporting documents to ensure that all necessary information has been provided.
 - b. Additional Information Request: If additional information is needed, the Review Board will contact the instructor to request specific documents or clarification. The instructor will have 15 days to provide the requested information.
 - c. Comprehensive Review: The Review Board will conduct a comprehensive review of the appeal, considering all submitted materials and any additional information provided.
5. Decision Making
 - a. Deliberation: The Review Board will deliberate on the appeal, considering the instructor's qualifications, experience, and any new evidence presented.
 - b. Vote: The Review Board members will vote to determine the appeal's outcome. A majority vote is required for a decision.
6. Notification of Decision
 - a. Written Decision: The instructor will receive a written notification of the Review Board's decision within 60 days of the initial receipt of the appeal. This notification will include:
 - i. The decision of the Review Board (upholding or overturning the non-qualification decision).
 - ii. A detailed explanation of the reasons for the decision.
 - iii. Any further actions required by the instructor, if applicable.
7. Finality of Decision
 - a. Final Decision: The Review Board's decision is final and binding. There are no further avenues for appeal within the Maine Emergency Management Agency.

8. Reapplication
 - a. Reapplication: Applicants whose appeals are denied may reapply for qualification after addressing the specific deficiencies noted in the Review Board’s decision. A reapplication may be submitted no sooner than six months from the final decision date.
9. Record Keeping
 - a. Documentation: All documentation related to the appeal, including the written appeal, supporting materials, correspondence, and the final decision, will be maintained in the instructor’s file for record-keeping purposes.

Annex B: MEMA Staff Training Program

1.1 Required Training

MEMA Staff Members will be required to complete training consistent with statutory or funding requirements as well as specialized training to be fully mission capable. For more information, or for assistance in registering for the following courses, see the State Training Officer.

1.2 Mandatory NIMS Training for All Staff

The following courses are mandatory for ALL employees of MEMA in accordance with Maine’s adoption of the National Incident Management System (NIMS). Individual timelines will be discussed in detail by supervisors, based on the specific individual role of the employee.

- IS-100 Introduction to the Incident Command System
- IS-200 Basic ICS for Initial Response
- IS-700 Introduction to the National Incident Management System
- IS-800 Introduction to the National Response Framework
- IS-2200 Basic Emergency Operations Center Functions
- AWR-942 Basics of WebEOC

1.3 Intermediate/Advanced ICS Courses

MEMA Staff assigned to Command and General Staff positions within the State Emergency Operations Center (SEOC) must complete the following courses.

- ICS-300 Intermediate Incident Command System for Expanding Incidents
- ICS-400 Advanced Incident Command System: Command & General Staff
- G-191 ICS/EOC Interface
- G-2300 Intermediate EOC Functions

1.4 EOC All-Hazards Skillset

The following courses are required for any staff member filling a corresponding position in the SEOC. Course will be assigned based on current or projected SEOC needs.

- E/G/K/L-2302 EOC Leaders Skillset
- E/G/K/L-2304 EOC Planning Skillset
- E/G/K/L-2306 EOC Resource Skillset
- E/G/K/L-2308 EOC Operations and Situational Awareness Skillset

1.5 Blue Sky Training

Some courses are job-specific courses which may be assigned to staff members by their supervisors. These courses are known as, “Blue Sky” and fall outside of the Response/Recovery roles of the agency. Courses will be assigned by supervisors as needed.

1.6 Professional Development Series

The following courses fall under the FEMA Professional Development Series. All grant-funded employees and staff operations within a grant-funded office must complete these courses within 12 months of employment.

- IS-120 Introduction to Exercises
- IS-230 Fundamentals of Emergency Management
- IS-235 Emergency Planning
- IS-240 Leadership and Influence
- IS-241 Decision Making/Problem Solving
- IS-242 Effective Communications
- IS-244 Developing and Managing Volunteers

1.7 State Emergency Operations Center (SEOC) Position Specific Training

For SEOC Position-Specific Training, staff members will coordinate with their supervisors.

1.8 Maine Qualification System/All-Hazards Incident Management

For staff members assigned to the Incident Management Assistance Team, or those seeking opportunities to deploy to other jurisdictions, please consult the Maine Qualification System.

1.9 In-Service Training

Staff members will participate in continuous in-service training, as directed by leadership, in an effort to develop and maintain the capabilities needed to successfully complete all missions.

Annex C: MEMA Course Structure

1.1 MEMA-Specific Courses

All training courses developed by and for the use of MEMA will be approved by the MEMA Training Officer to ensure compliance with established adult education and professional standards as well as quality control.

1.2 Course Number System

To reduce confusion and maintain an orderly administrative process, all MEMA-Specific Courses will be identified by the letter “M,” and numbered in the following manner:

- M-100-M-199 Basic Level Courses
- M-200-M-299 Intermediate Level Courses
- M-300-M-399 Advanced Level Courses
- M-400-M-499 Specialty Courses

1.3 Additional Course Identification Codes

Courses managed and delivered by outside providers may be identified by the following letter codes:

- IS: Independent Study courses.
- E: Resident courses held at the FEMA National Emergency Training Center (NETC) campus or other locations.
- G: Courses related to the Incident Command System and Emergency Operations Centers.
- K: This code indicates the course is delivered online, typically through video conferencing.
- L: This indicates the course is taught locally at a specific location.
- MGT: This indicates Management-Level courses.
- PER: This indicates Performance-Level courses.
- AWR: This indicates Awareness-Level courses.

Annex D: Forms and Documents

1.4 Training Forms

The MEMA Training Officer will be responsible to design, produce, maintain, and make available all forms identified in this M-CTP, as well as those directed by leadership. This will include, but not be limited to:

- MEMA Course Report

- MEMA Individual Course Application
- MEMA Student Course Evaluation
- MEMA Course Sign-In Roster

1.5 Training Support Documents

The MEMA Training Officer will be responsible to make available all related training support documents to include approved course materials, in a manner that facilitates easy access for qualified instructors.