FEMA Emergency Management Institute

# IS-75: Military Resources in Emergency Management

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# Instructor Preparation

Welcome to the IS-75 Military Resources in Emergency Management (MREM) course. The IS-75: Military Resources in Emergency Management course was developed in response to requests from state, local and tribal emergency managers who are either researching best practices for integrating military support resources into their existing emergency operations plans and procedures (e.g., Military Support Emergency Support Function); or, are becoming aware of the U.S. Department of Defense's mission to provide support of civil authorities in man-made and/or natural disaster incidents. Multiple jurisdictions across the U.S. have recently or are now in the process of developing detailed strategies for integrating available Title 32 (i.e., National Guard) and/or Title 10 (i.e., Active Duty and Reserve) military units/resources into their respective disaster response plans, training, and exercise operations. The following course materials are provided for you to teach the IS-75 MREM course:

- Instructor Guide – This Instructor Guide contains all of the instructional content for you to teach all three lessons of this course and to direct students to the file exam as appropriate. It also includes all of the materials that are included in the Student Manual, for your reference.
- Visuals – The MREM Visuals PowerPoint file contains all supporting visual elements for all three MREM lessons. Smaller versions of the supporting visual elements are also included in this Instructor Guide and in the Student Manual.
- Student Manual – The Student Manual includes all of the materials that students will need as they progress through the instructional contents of this course, including the following:
    - Lesson Information
    - Graphics
    - Activities
    - Activity Worksheets
    - Space for taking notes throughout the course

### *Using this Instructor Guide*

Use this Instructor Guide in conjunction with the Visuals file to teach the IS-75 MREM course. Before you begin class, open the Visuals file and have Slide 1 displayed. As you proceed through this Instructor Guide, advance the Visuals slides in the MREM PowerPoint file. For each instructional segment in the Instructor Guide, you will be presented with one or more of the following elements:

- Instructor Actions – Included for each instructional segment throughout this Instructor Guide. The Instructor Actions are directions for you to follow while teaching this course.
- Lesson Information – Included for each instructional segment throughout this Instructor Guide. The Lesson Information is located on the right half of each page and contains the instructional content for you to teach each topic in this course.

- Slide Graphic – Included for each instructional segment throughout this Instructor Guide. The Slide Graphic is a copy of the PowerPoint slide that you must display for the instructional segment you are about to present.
- Slide Reference – Included for each instructional segment throughout this Instructor Guide. The Slide Reference is listed as the first item in the Instructor Actions column and provides the title of the PowerPoint slide you are about to present.
- Slide Customization Note – There may be a note on a particular slide asking you to customize it as appropriate for your class.

## *Administering the IS-75 Course and Final Exam*

Complete the following steps to ensure a successful course delivery:

### *Step 1: Download course materials*

Always check the Emergency Management Institute (EMI) website at http://training.fema.gov/IS/crslist.asp for updated or revised course materials before teaching any IS course as they are frequently revised. Once a new course is posted, the outdated course is accepted for 30 days.

Prior to the start of the course, make sure that you locate the materials for your desired course at http://training.fema.gov/IS/crslist.asp and download them.

- Make note of any submission deadlines for revised or rescinded courses.
- If a course has classroom materials, you will find the course materials within the "Course Overview" page under the "Additional Resources" option on the right-hand side of the page.

### *Step 2: Review the Visuals file and the Instructor and Student Manuals*

Carefully read through the Instructor Guide to become familiar with the course content as well as your responsibilities as an instructor.

### *Step 3: Print course materials*

- Instructor Guide
- Visuals file
- Sufficient copies of the Student Manual

### *Step 4: Conduct the course*

Follow the course agenda. At the end of the course, direct students to complete the final exam online which is accessible from the following URL: http://training.fema.gov/EMIWeb/IS/examnotice.asp?eid=is75. Let them know that the exam will take the approximately 30 minutes to complete.

### *Instructor Qualifications*

The recommended instructor qualifications for the MREM course include the following:

- Previous experience teaching courses on Defense Support of Civil Authorities (DSCA)
- Ten or more years in the civilian emergency services and/or emergency management sector

-or-

- Be current or retired military personnel (O-3 or E-7 and above) with documented experience within military units providing, or having provided DSCA in an actual disaster response/recovery, or at least three DSCA full-scale exercises
- Successful completion of IS 100, IS 200, IS 300, IS 400, IS 700, IS 800, IS 900, and DSCA Phase I (online) courses

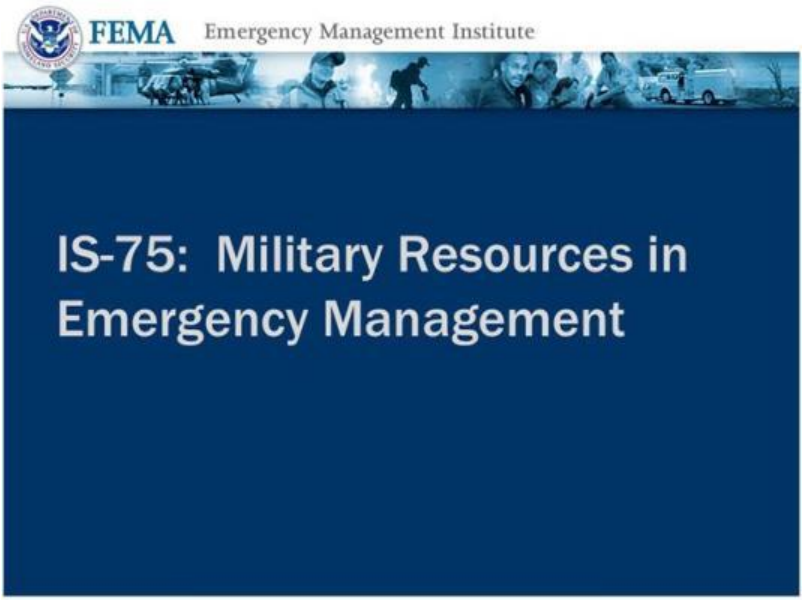
It is also recommended that military instructors successfully complete the DSCA Phase II (Resident Course), and the U.S. Army North (ARNORTH) Chemical, Biological, Radiological, Nuclear, and high-yield Explosive (CBRNE) Consequence Management Response Force (CCMRF) Tactical Course. You can access and take the FEMA Independent Study courses online at http://training.fema.gov/IS/

### *Special Equipment*

The following supplies and equipment are needed to conduct the flexible delivery format of the course:

- Military Resources in Emergency Management Instructor Guide (IG)
- Military Resources in Emergency Management Student Manual (SM)
- Military Resources in Emergency Management Visuals (VIS)
- Laptop/projector/screen to project course visuals
- Easel to record student questions to be resolved at course conclusion

# Course Introduction

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the IS-75: Military Resources in Emergency Management slide. |  |
| State the total course time. | The IS-75 course will take approximately eight hours to complete. |
| Provide the background information for the IS-75 course. | The IS-75: Military Resources in Emergency Management was developed in response to requests from state, local, and tribal emergency managers who are either researching best practices for integrating military support resources into their existing emergency operations plans and procedures (e.g., Military Support Emergency Support Function); or, are becoming aware of the U.S. Department of Defense's mission to provide support of civil authorities in man-made and/or natural disaster incidents.<br><br>Multiple jurisdictions across the U.S. have recently or are now in the process of developing detailed strategies for integrating available Title 32 (i.e., National Guard) and/or Title 10 (i.e., Active Duty and Reserve) military units/resources into their respective disaster response plans, training, and exercise operations. As evidence provides from catastrophic disasters such as the oil spill in the Gulf of Mexico in 2010, Hurricane Katrina in 2005, and Hurricane Andrew in 1992, U.S. military units and activities have proven to be a critical component for successful response and recovery operations.<br><br>Therefore, it is vital for emergency managers at every jurisdictional level to possess a rudimentary understanding (at a minimum) of military resources; their capabilities and limitations; and, how to access and integrate them in their respective jurisdiction's disaster response and recovery operations. Without this understanding, there are significant risks of missed opportunities to save lives, mitigate human suffering, and mitigate significant property and/or environmental damage. |

| Instructor Actions | Lesson Information |
| --- | --- |
| State the purpose of the IS-75 course. | The purpose of the IS-75: Military Resources in Emergency Management course is to provide students with an overview of Defense Support of Civil Authorities (DSCA); U.S. military resources potentially available to assist civilian authorities; and procedures for obtaining and integrating military resources into disaster response and recovery operations. |

***Class Introductions***

## Instructor Actions

Refer to the Class Introductions slide.

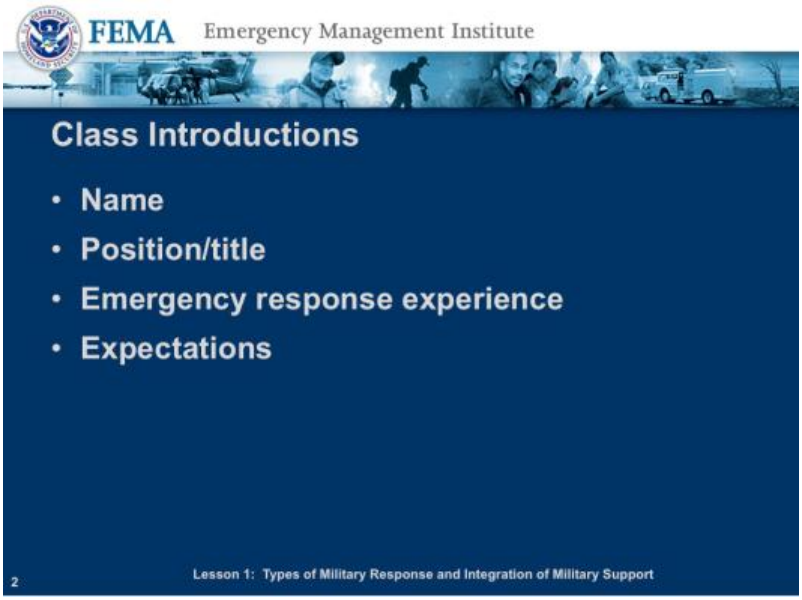
Explain to students that before beginning Lesson 1, you would like to take a moment to have everyone learn a little about each other.

Ask the students to introduce themselves, one at a time, to the rest of the class by providing the following information:

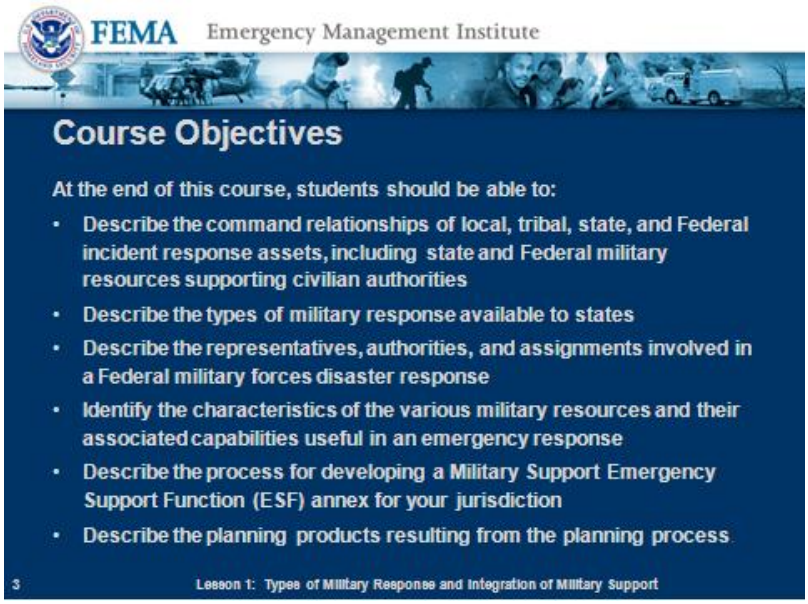
- Name
- Position/Title
- Emergency management experience
- Ask students what they hope to take away from the course.

Note student expectations on a whiteboard/chart and update the list at the end of each lesson.

## Lesson Information



## *Course Objectives*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Course Objectives slide. |  |
| State the IS-75 course learning objectives. | At the end of this course, you should be able to:<br>• Describe the command relationships of local, tribal, state, and Federal incident response assets, including state and Federal military resources supporting civilian authorities<br>• Describe the types of military response available to states<br>• Describe the representatives, authorities, and assignments involved in a Federal military forces disaster response<br>• Identify the characteristics of the various military resources and their associated capabilities useful in an emergency response<br>• Describe the process for developing a Military Support Emergency Support Function (ESF) annex for your jurisdiction<br>• Describe the planning products resulting from the planning process |

## *Course Agenda*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Course Agenda slide. | |



| | |
|---|---|
| Discuss the morning portion of the course agenda. | Introductions – 30 minutes<br>Lesson 1: Types of Military Response and Integration of Military Support, Part 1 – 1 hour, 30 minutes<br>Break – 15 minutes<br>Lesson 1: Types of Military Response and Integration of Military Support, Part 2 – 1 hour<br>Lunch – 1 hour |

***Course Agenda (continued)***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Course Agenda (continued) slide. | |
| Discuss the afternoon portion of the IS-75 course agenda. | Lesson 2: Military Resources and Capabilities, Part 1 –1 hour, 30 minutes<br>Break: 15 minutes<br>Lesson 2: Military Resources and Capabilities, Part 2 – 30 minutes<br>Lesson 3: Planning for Military Resources in Military Management – 1 hour, 30 minutes<br>Total Time – 8 hours |
| Explain to students how to use the instructional materials they have been provided. | The Student Manual includes all of the materials that you will need as you progress through the instructional contents of this course, including the lesson information, supporting graphics, activities and activity worksheets, and space to take notes during class. |
| Explain to students the activities that are included in this course and how to use their Student Manuals. | You will complete activities at key points throughout this course. For some of these activities, you will break into groups, refer to a specific page in your Student Manual, and complete the group assignments. Then, one person from each group will discuss a summary of your group findings. While other activities will involve a class discussion. |

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**Course Agenda (continued)**

| Course Component | Time |
|---|---|
| Lesson 2: Military Resources & Capabilities, Part 1 | 1 hour, 30 minutes |
| Break | 15 minutes |
| Lesson 2: Military Resources & Capabilities, Part 2 | 30 minutes |
| Lesson 3: Planning for Military Resources in Military Management | 1 hour, 30 minutes |
| **Total Course Time** | **8 hours** |

5 Lesson 1: Types of Military Response and Integration of Military Support

## *Course Administrative Details*

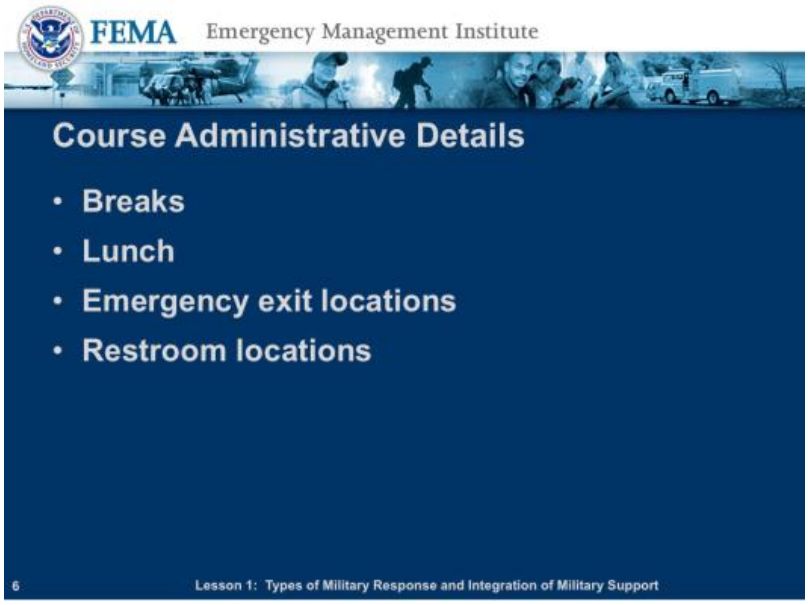
### Instructor Actions

Refer to the Course Administrative Details slide.

Inform the class of the following:

- Break times, including lunch
- Emergency procedures and location of emergency exits
- Location of restrooms

### Lesson Information

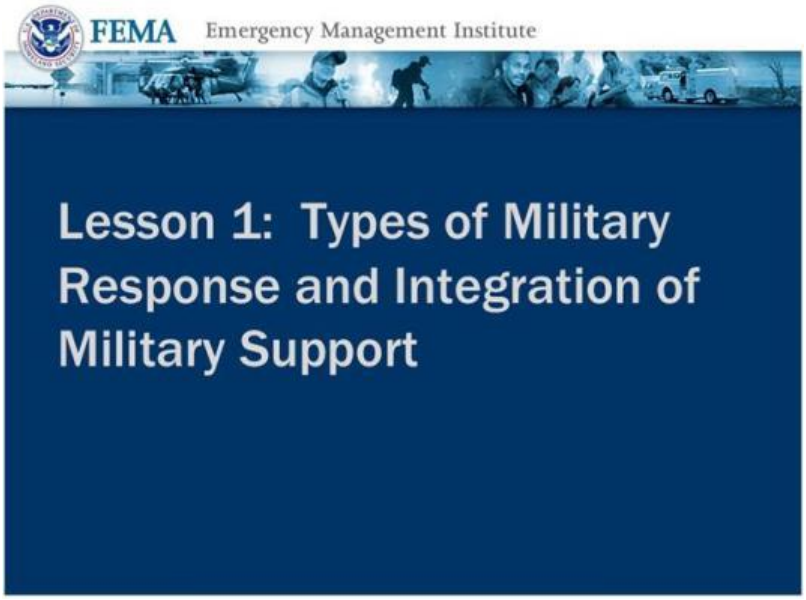



Discuss the course administrative details.

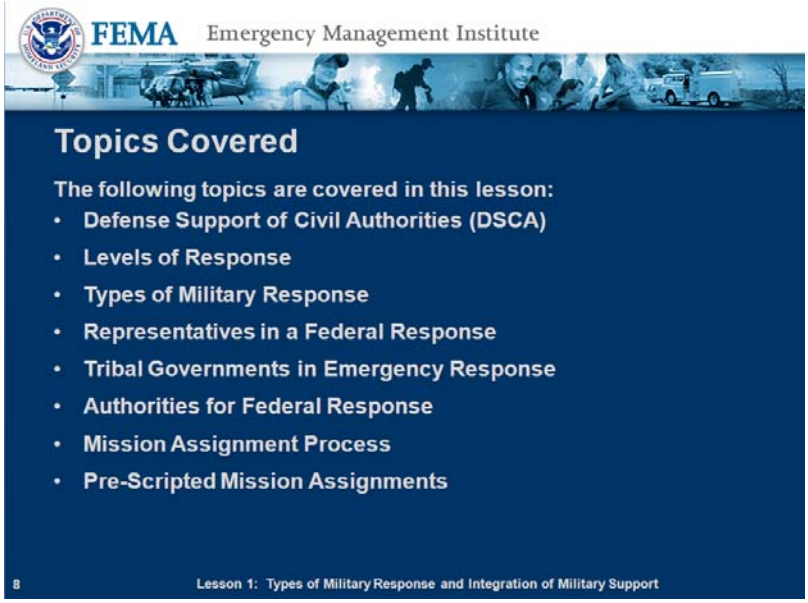
Note: Customize this slide to include the administrative information specific to your location.

Ask if anyone has any questions before continuing.

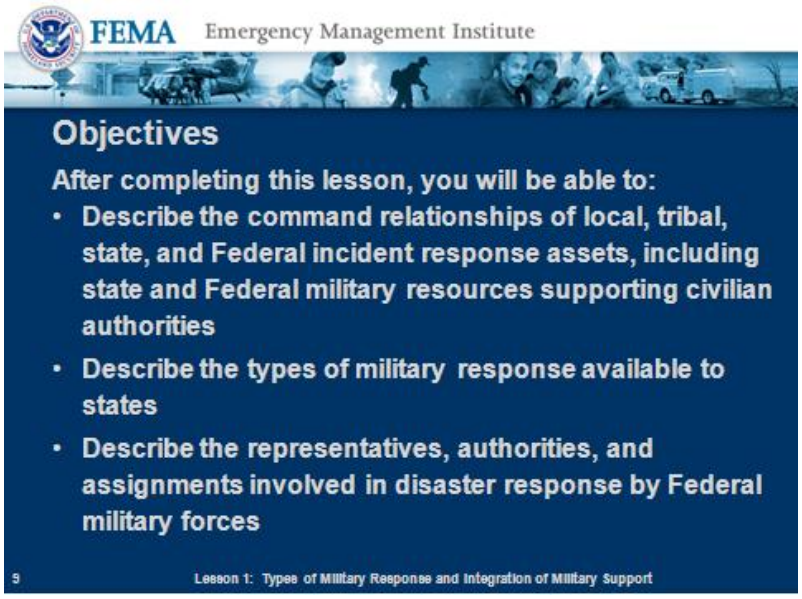
# Lesson 1: Types of Military Response and Integration of Military Support

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Lesson 1: Types of Military Response and Integration of Military Support slide. |  |
| State the total lesson time.<br><br>When you are about half way through this lesson, take a 15 minute break. | Lesson 1 will take 2 hours and 30 minutes (plus a break) to complete. |

## *Topics Covered*

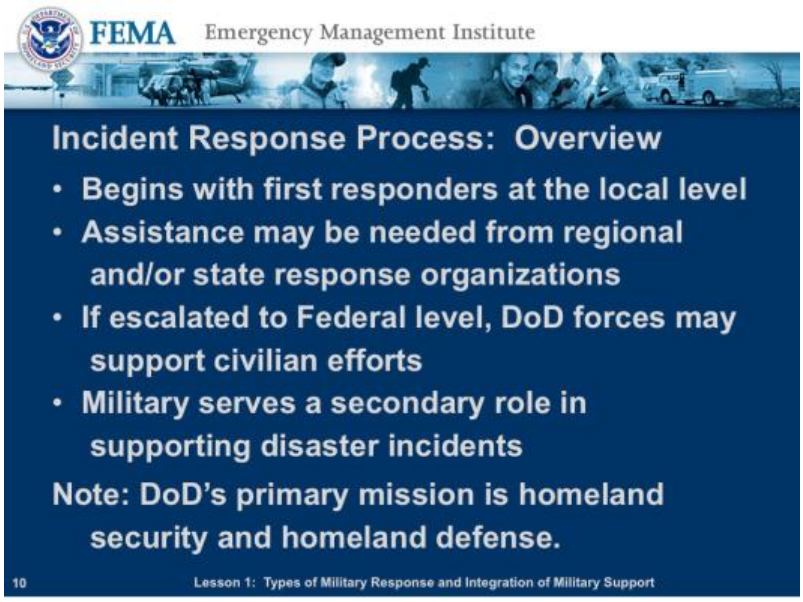
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Topics Covered slide. |  |
| State the topics that will be covered in Lesson 1. | The following topics are covered in this lesson:<br>• Defense Support of Civil Authorities (DSCA)<br>• Levels of Response<br>• Types of Military Response<br>• Representatives in a Federal Response<br>• Tribal Governments in Emergency Response<br>• Authorities for Federal Response<br>• Mission Assignment Process<br>• Pre-Scripted Mission Assignments |
| State the materials that students will use during this lesson.<br><br>Note that, throughout this course, you may need to write down any questions that students have so that you can answer them during a subsequent lesson, or after class. | During this lesson, refer to the following supporting materials provided in this guide:<br>• Supplemental information –to read in addition to what your instructor presents<br>• Activity Worksheets – to complete, either individually, or in groups, as directed by your instructor<br>• Appendices – to refer to for a glossary of IS-75 course terms, acronyms, and related forms |

## *Objectives*

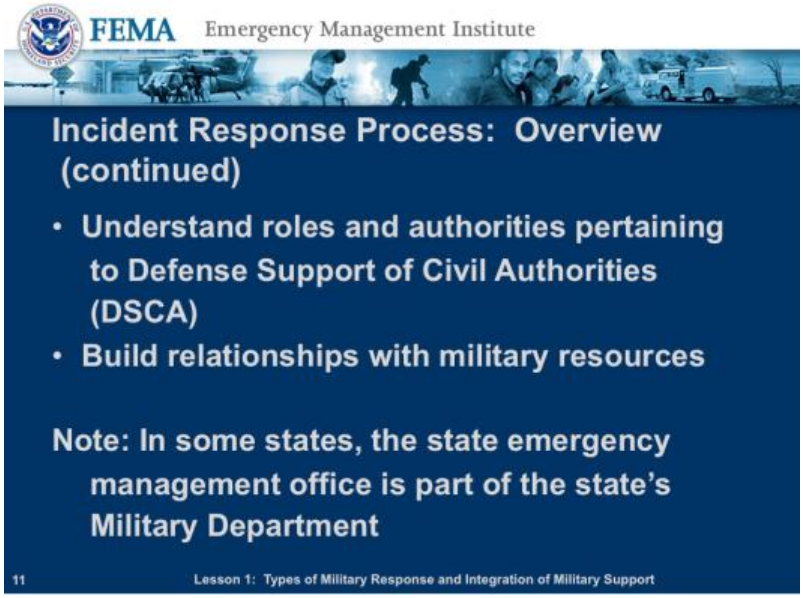
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Objectives slide. |  |
| State the Lesson 1 objectives. | After completing this lesson, you will be able to:<br>• Describe the command relationships of local, tribal, state and Federal incident response assets, including state and Federal military resources supporting civilian authorities<br>• Describe the types of military response available to states<br>• Describe the representatives, authorities, and assignments involved in disaster responses by Federal military forces |
| Explain the purpose of Lesson 1. | This lesson provides emergency managers with an overview of the incident response process from the local response to a Presidential declaration and U.S. Department of Defense (DoD) response. This lesson also covers the types of military responses available, with a focus on disaster responses by military forces. Understanding these concepts will assist emergency managers as they proceed through the rest of the course. |

## *Defense Support of Civil Authorities (DSCA)*

### *Incident Response Process: Overview*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Incident Response Process: Overview slide. |  |
| Provide the class with an overview of the Incident Response process. | A typical incident response begins with first responders at the local level. Occasionally, local emergency managers must request assistance from regional and/or state response organizations, including the National Guard. If the response is escalated to the Federal level, including a Presidential-declared major disaster or emergency declaration, DoD forces may be sent to the site to support civilian efforts. Remember, the DoD's primary mission is homeland security and homeland defense. Civil support is secondary.<br><br>War fighting is the primary mission of the military. The military serves a secondary role in supporting disaster incidents. |

***Incident Response Process: Overview (continued)***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Incident Response Process: Overview (continued) slide. |  |
| Continue with the Incident Response process overview. | To fully understand the operational environment presented by an incident, civilian emergency managers at the local, tribal, and state jurisdictional levels should understand roles and authorities pertaining to Defense Support of Civil Authorities (DSCA) and build relationships with military resources within their communities.<br><br>At the same time, military leaders should understand the civilian incident management process. These preparations result in a smoother integration of military support and resources in support of civilian response and recovery efforts, should they be needed.<br><br>In some states, the state emergency management office is part of the state's Military Department. Military Departments "administer" the state's organization for emergency management. The involvement of the state's military apparatus (mainly the Adjutant General) will vary from state to state. The managerial and command relationships may also differ between day-to-day activities and the relationships in effect when activated for response. |
| Provide examples of states that have their emergency management within their military departments.<br><br>Ask the students if they are familiar with DSCA.<br><br>Ask for a volunteer to explain the role of the DSCA. | Examples of states that have their emergency management within their military departments include Georgia, where the Georgia Emergency Management Agency is part of the Georgia Department of Defense; South Carolina, which has the South Carolina Emergency Management Division within the South Carolina Military Department; Washington, where the Washington State Emergency Management is a Division of the Washington Military Department; and Wisconsin, where the Division of Emergency Management is a part of the Wisconsin Department of Military Affairs. |

***Defense Support of Civil Authorities***

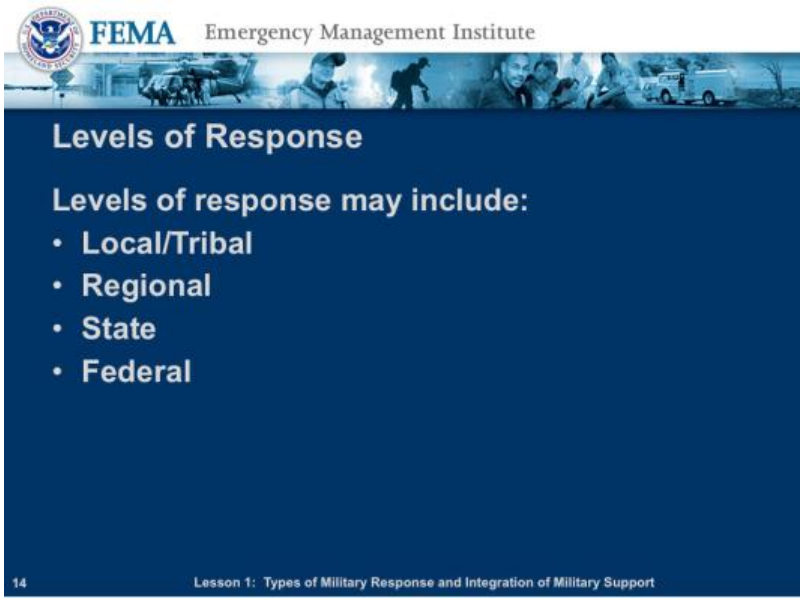
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Defense Support of Civil Authorities slide. | |
| Explain DSCA to the class. | By definition, DSCA is support that is provided in response to requests for assistance from civil authorities for special events, domestic emergencies, designated law enforcement support and other domestic activities.<br><br>These categories, in many cases, can overlap or be in effect simultaneously, depending on the particular circumstances of the incident.<br><br>DSCA may be provided by U.S. Federal military forces, National Guard forces performing duty under Title 32, DoD civilians, DoD contract personnel, and/or DoD units. |

***Defense Support of Civil Authorities (continued)***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Defense Support of Civil Authorities (continued) slide. | |
| Explain the DSCA evaluation criteria to the class. | All requests from civil authorities and qualifying entities for assistance shall be evaluated for:<br>• Legality (compliance with laws)<br>• Lethality (potential use of lethal force by or against DoD Forces)<br>• Risk (safety of DoD Forces)<br>• Cost (including the source of funding and the effect on the DoD budget)<br>• Appropriateness (whether providing the requested support is in the interest of the Department)<br>• Readiness (impact on the DoD's ability to perform its primary mission) |
| Site the DoD Directive reference for DSCA. | Reference: Department of Defense Directive 3025.18 |

## *Levels of Response*

### *Levels of Response*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Levels of Response slide. |  |
| State the levels of response.<br><br>Refer students to page I-9 in the Student Manual for additional details on each level of response. (Page I-9 in the Instructor Guide.)<br><br>Walk them through the response levels. Point out that if first responders are unable to contain an incident at the scene, they may ask for regional assistance from the emergency managers located at the Emergency Operations Center (EOC). The EOC, if activated, maintains a current operating picture and communications capability with internal and external resources. Thus, the EOC is able to take advantage of assets from throughout the jurisdiction to respond to the incident. | The typical incident response begins with first responders at the local level since all incidents are local. Levels of response may include:<br><br>• Local/Tribal<br>• Regional<br>• State<br>• Federal |

***Activity: Levels of Response***

## Activity: Levels of Response

**Instructions:**
Read the following additional information about levels of response.

**Local/Tribal**
Local response is the first tier in the incident management process, and it is local responders who will make the determination for expanding response. First responders are local emergency and related public safety discipline personnel (e.g., public works) who respond to an incident. From this group, generally the most experienced responder will take command as the Incident Commander (IC). He or she will remain the IC until voluntarily giving up command or they are replaced by a more qualified individual.

DoD can provide a significant response at this level through immediate response authority or through mutual aid agreements. Immediate response authority is discussed later in this lesson.

The United States recognizes the right of Native American tribes to self-govern. Tribal governments are responsible for coordinating resources to address actual or potential incidents. When local resources are not adequate, tribal leaders seek assistance from the state or Federal government. The tribe can elect to deal directly with the Federal government. Although a state governor must request a Presidential declaration under the Stafford Act on behalf of a tribe, Federal departments or agencies can work directly with the tribe within the existing authorities and resources.

The Stafford Act is discussed later in this lesson.

**Regional**
If first responders are unable to contain an incident at the scene, they may ask for assistance from the emergency managers located at the Emergency Operations Center (EOC). The EOC, if activated, maintains a current operating picture and communications capability with internal and external resources. Thus, the EOC is able to take advantage of assets from throughout the jurisdiction to respond to the incident.

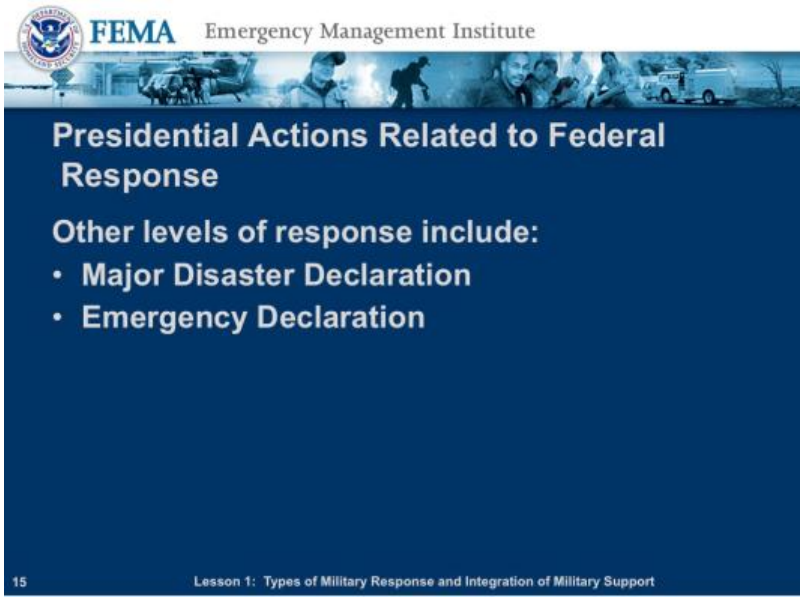
**State**
Every state maintains an EOC that is activated as needed to support local EOCs and provide multi-agency coordination. When local jurisdictions cannot contain an incident, the governor can declare a state of emergency and invoke the state's emergency plan to increase individual and public resources as required. Under the Stafford Act, states are also responsible for requesting Federal emergency assistance for community governments within their jurisdiction.

The State Coordinating Officer (SCO) plays a critical role in managing state response and recovery operations. As an incident escalates and a Stafford Act Presidential Disaster Declaration is provided, the SCO will work with the Federal Coordinating Officer (FCO) to create a plan for state requirements, including those that are beyond state capability.

Should requirements exceed state response capabilities; the governor can request resources from other states through the Emergency Management Assistance Compact (EMAC).

**Federal**
If requested resources are unavailable or requirements exceed capabilities, the governor may request Federal assistance. When an event causes damage, or is of sufficient severity and magnitude to warrant Federal disaster assistance and such assistance is requested, the President may issue a major disaster or emergency declaration. If either declaration is issued, assistance is then made available under the Stafford Act.

***Presidential Actions Related to Federal Response***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Presidential Actions Related to Federal Response slide. |  |
| Explain the difference between a Presidential Major Disaster Relief and an Emergency Declaration. | A Presidential Major Disaster Declaration triggers long-term Federal recovery programs and response assets, some of which are matched by state programs and designed to help disaster survivors, businesses, and public entities.<br><br>An Emergency Declaration is more limited in how it can help and does not include long-term Federal recovery programs of a Major Disaster Declaration. |

## *Types of Military Response*

### *Types of Military Response*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Types of Military Response slide. | |
| State the four types of military response. | The four main types of military response available to states are:<br>• Mutual Aid Assistance Agreements<br>• Immediate Response Authority (IRA)<br>• Deployment of state military resources (National Guard)<br>• Federal military forces disaster response |

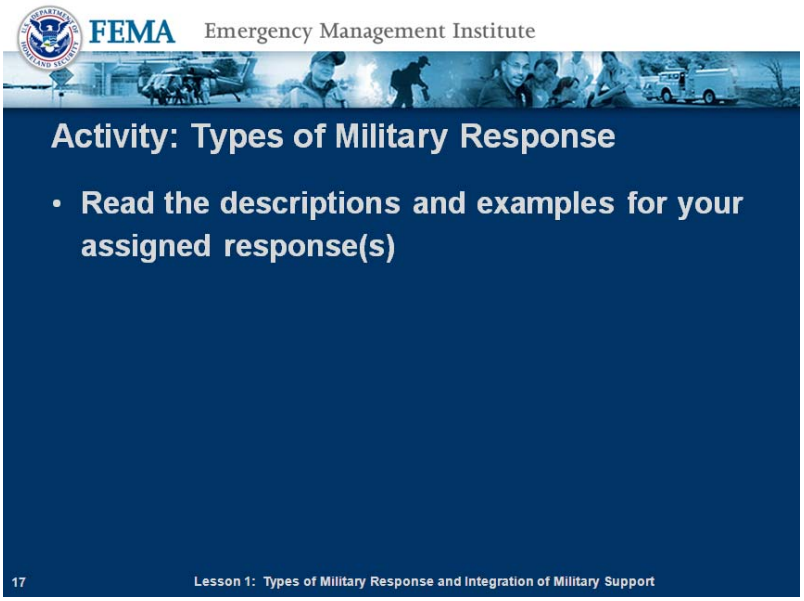
***Activity: Types of Military Response***

## Instructor Actions

Refer to the Activity: Types of Military Response slide.

1. Refer students to page I-13 in the Student Manual. (Page I-13 in the Instructor Guide.)
2. Assign the first group the topic of mutual aid assistance agreements and IRA. Assign the second group the topic of the National Guard.
3. Instruct students to read the descriptions and examples for their assigned response(s) and prepare a two minute summary to share with the class.
4. Set a time limit of 15 minutes for completion.
5. Review the responses in the order assigned (mutual aid assistance agreements and IRA, then National Guard).
6. Note that each group has a corresponding slide to present when providing feedback.

## Lesson Information



***Activity Worksheet: Types of Military Response***

## Activity Worksheet: Types of Military Response

**Instructions:**

1. Read the descriptions and examples for your assigned group.
2. Collaborate with your group to prepare a two minute summary to share with the class.
3. Complete this activity in 15 minutes.

**Mutual Aid Assistance Agreements/Immediate Response Authority Group Information**
Mutual aid assistance agreements exist between emergency responders to provide assistance across jurisdictional boundaries. Memoranda of Agreement (MOAs) and Memoranda of Understanding (MOUs) establish and arrange mutual aid assistance agreements.

Examples of these agreements include:

- Regional firefighting mutual aid agreements
- DoD Instruction 6055.06
- EMAC
- MOA/MOU

**Regional firefighting mutual aid agreements**
There are a multitude of local, tribal, regional, and state firefighting mutual aid agreements in place across the nation. The basic objective found within mutual aid agreements is to identify firefighting capabilities and organizations that may be brought in to a mutual agreement to provide firefighting services during incidents in which the agreeing parties' firefighting resources (or other emergency services) are overwhelmed (e.g., wildland fire, earthquake, major structural fire).

**Department of Defense (DoD) Instruction 6055.06**
Mutual aid agreements authorized under DoD Instruction (DoDI) 6055.06-DoD Fire and Emergency Services (F&ES) Program-are limited to emergency fire, medical, hazardous materials, and rescue services. These emergency services are often provided on a reimbursable basis by F&ES personnel and Emergency Medical Services (EMS) personnel. In the absence of an agreement, the same four types of assistance may be provided when the commander decides that such assistance is in the best interest of the United States and is under immediate response authority.

## Activity Worksheet: Types of Military Response

### The Emergency Management Assistance Compact (EMAC)

EMAC evolved in the aftermath of Hurricane Andrew in 1992 and is administered by the National Emergency Management Association located in Lexington, Kentucky. It is a non-binding, collaborative arrangement among its members that provides a legal framework for states to assist one another in managing a disaster or an emergency that has been declared by the governor of the impacted state. All states, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands are members of EMAC.

During actual or potential widespread disasters that affect multiple states, EMACs may become exhausted more quickly, requiring a more urgent request for Federal response.

EMAC does not allow the use of armed National Guard forces from one state to perform civil disturbance or other law enforcement operations in another state. If this type of support is required, it must be approved between states in a separate mutual aid agreement which includes: command relationship, immunity, carrying and loading of weapons, law enforcement authority, and training on state Rules on the Use of Force (RUF) requirements.

### MOA/MOU

When there is an MOA or MOU, its specific nature will be affected by the situation at that given location. The capabilities possessed by the parties to the MOA/MOU and their proximity to each other and to the location requiring response are among the factors that would be considered. Consideration for fiscal issues and the budget of a department may also be involved, especially when an organization would find itself adversely impacted if they are not the primary agency responding to an emergency in their jurisdiction, even if the military resource is closer. Additionally, the military must maintain its capabilities protecting its mission as well.

An example of how a military fire department has shaped its MOAs around these factors can be found in the agreement by Tinker Air Force Base (AFB) in Oklahoma City, Oklahoma, in providing mutual aid to the surrounding communities. The Tinker AFB Fire Department will roll their water tanker on the average of 20 times a year to assist local responders using their own equipment. This support peaks in the late summer when the vegetation is dry and grass fires are common, and peaks again in winter when numerous house fires break out due to faulty heating systems in residences in the city. Tinker AFB Fire Department's role is for the most part limited to the tanker capability so that the local fire departments are the primary responders at the emergency.

### Immediate Response Authority (IRA)

DoD response at the municipal, county, or tribal level is provided under Immediate Response Authority (IRA). When time does not permit prior approval from higher headquarters, then local military commanders or responsible officials of other DoD components may, in imminently serious conditions and upon request from local authorities, provide support to:

- Save lives
- Prevent human suffering
- Mitigate great property damage

When considering IRA requests, emergency managers should keep in mind that local DoD responses depend on the availability of resources and current circumstances. For example, a requested DoD unit may not be able to respond under IRA if the unit has a conflicting defense mission. Emergency managers are encouraged to build relationships with the military commanders and staff of the DoD units within their respective jurisdictions. Through these relationships, emergency managers can increase their awareness of the capabilities, limitations, and supporting relationships of the DoD units.

## Activity Worksheet: Types of Military Response

### Example: Active Duty Response Immediate Response Authority

A storm that includes tornadoes, hail, and over seven inches of rain within three hours hits a town located near an Air Force Base. Airmen assist in pulling people who are trapped in their cars out of floodwaters.

Typical missions include:

- Search and rescue
- Evacuation, decontamination, firefighting, medical treatment, restoration of medical capabilities and public services
- Removal of debris, rubble, or hazards to permit rescue or movement
- Detecting, assessing, and containing a chemical, biological, radiological, nuclear, high-yield explosive (CBRNE) incident
- Collecting, safeguarding, and distributing essential food items and supplies
- Damage assessment
- Communications
- Explosive ordnance disposal

Source: U.S. NORTHCOM GTA 90-01-020 DSCA Handbook for Commanders and Staffs and Field Manual 3-27 Civil Support Operations

### Reimbursement

Immediate response could be provided to civil agencies on a cost-reimbursable basis. Requests for immediate response, however, should not be delayed or denied because of the inability or unwillingness of the requester to make a commitment to reimburse the DoD. Thus, funding for IRA may become the unit's responsibility. Commanders, or responsible DoD officials, will report all actions and support provided through the appropriate chain of command to the National Military Command Center and provide a copy to the Geographic Combatant Commander.

Source: U.S. NORTHCOM GTA 90-01-020 DSCA Handbook for Commanders and Staffs

### Request for Assistance (RFA)

To initiate the IRA, a Request for Assistance (RFA) must come from some civil authority, such as the mayor, chief of police, fire chief, sheriff, chief of emergency management, or tribal authority. This request may initially be made verbally; however, for Mission Assignment (MA) tracking and funding purposes, a follow-up in writing is desired. A rule-of-thumb time limit of 72 hours exists for immediate response operations. The 72 hours corresponds with the time limit for the response phase (focus is on life-sustaining functions) of a DSCA operation. After 72 hours, the response is generally no longer considered immediate and falls into the category of restoration/recovery, although the Secretary of Defense (SecDef) or President may authorize a response for up to ten days.

It is important to note that no law enforcement activities are authorized under IRA.

An emergency manager does not need a mutual aid agreement to conduct an IRA DSCA operation.

## Activity Worksheet: Types of Military Response

**Example: Request for Assistance**
In October 2007, in response to wildland fires in Southern California, Task Force Bulldozer from Amphibious Construction Battalion (ACB) 1 deployed in support of a verbal request for assistance from civil authorities.

Task Force Bulldozer, including four bulldozers, two water trucks, and various support vehicles, provided support to Cal Fire and supplemented over-taxed equipment and resources. The mission focus was on constructing fire breaks and supplying water to Cal Fire trucks returning from the frontlines. ACB 1's heavy equipment and Seabee crews were ideally suited for this mission.

**Mutual Aid Assistance/Immediate Response Authority Group Summary**

**National Guard Group Information**

**Deployment of Military Resources – National Guard**
The National Guard is the first line of military response to most incidents. When the governor of a state mobilizes the National Guard, the forces are typically in State Active Duty (SAD) status under command and control of the governor. SAD forces conduct all missions in accordance with the needs of the state and within the guidelines of state laws and statutes.

## Activity Worksheet: Types of Military Response

### Example: National Guard Response

The Delaware National Guard works in coordination with the Delaware Emergency Management Agency (DEMA) to assist local and state agencies in protecting citizens and property. In February 2010, the Delaware National Guard responded to a winter storm by providing 82 High Mobility Multipurpose Wheeled Vehicles (HMMWVs), 22 Manned Transport Vehicles (MTVs), four wrecker vehicles, and 289 personnel working in shifts around the clock. These soldiers and airmen were put on SAD at the direction of the governor of Delaware.

The Guard's efforts were concentrated in Sussex County, where some people went more than 48 hours without power.

The Director of Military Support (DOMS) was engaged with state and regional emergency management agencies to determine the scope of the Guard's response.

The Delaware National Guard stood up its Joint Operations Center at its headquarters, where it maintained constant communication with the Emergency Operation Centers, its three task forces, DEMA, and other agencies.

For this event, the Guard moved or assisted 1,200 people and completed 403 assigned missions, including:

- Emergency Medical Services calls
- Fire calls
- Law enforcement calls
- Dialysis patient transport
- Civilian transport to warming stations

The Guard also provided assistance in removing debris to re-open critical transportation routes and providing potable water.

### National Guard

National Guard commanders may provide immediate response to a local community, but under state laws. The local emergency managers may have contingency agreements in place with local armories and nearby National Guard training installations. Alert for the National Guard begins with the activation of the alert roster - usually initiated by full time Guard personnel. This alerting message is the notification the Guard members receive to report to their home station. The National Guard local commander is not normally a permanent full-time member and is alerted by his or her alert roster.

The supporting commander assesses the situation within the larger context of the likely state response. Soldiers committed locally in an immediate response may be needed for a larger call-up of National Guard forces by the governor. The local commander may limit the immediate assistance in order to support higher priority missions. Frequently, National Guardsmen gather at their units even before an official alert order since their experience enables them to anticipate when they will be needed. Before completing any tasks though, they must be officially activated by Joint Force headquarters.

The National Guard response timeframe depends on multiple factors, such as size of state, location of unit, and transportation requirements and assets. Typically, the National Guard responds within 12 to 24 hours, and Civil Support Teams respond within four to eight hours.

## Activity Worksheet: Types of Military Response

### Example: Complementary Nature of Active Duty and National Guard Roles

On August 24, 1992, South Florida suffered the ravages of Hurricane Andrew and in the aftermath the governor of Florida dispatched over 5,000 National Guardsmen, who responded with humanitarian aid and provided law enforcement. Even with that number of Guardsmen, they were overwhelmed by the extensive damage wrought by the hurricane. By August 27, 1992, the President directed greater DoD involvement because only that federal department had the personnel, material, and transportation capabilities to provide sufficient disaster assistance. In this disaster, the DoD was essentially assigned responsibilities established by the Federal Response Plan that belonged to many other federal agencies. Once Active Duty forces began deploying into the disaster area about four days later, the assistance provided for the survivors became more consistent. The military responders established a division of labor, with the Active Duty taking over responsibility for humanitarian assistance and the National Guard, not being bound by Posse Comitatus, assumed sole responsibility for law enforcement. The Active Duty had to work hand-in-hand with the National Guard since the delivery of assistance had a constant security element in it.

### National Guard Role

If the response requires military capabilities above those available to the National Guard within the affected state, additional resources can be requested from other supporting states. While these National Guard forces remain in SAD status (Title 32), they are under control of the supported governor.

Example: Regional National Guard Hurricane Response

In the days leading up to Hurricane Katrina's landfall, the Mississippi Adjutant General put Military Police, Aviation, and Engineers on standby. These were three special agencies he knew would be of greatest use in the wake of the hurricane. He also sought assistance from the Alabama, Georgia, Tennessee, and Florida National Guards. The units from these other states were employed according to Mississippi's hurricane plan and because of excellent pre-planning and organization, Mississippi relied heavily on National Guard assets.

When any municipality or county activates an EOC, it typically notifies the state emergency manager. The state emergency manager then passes a situation report to the Joint Force Headquarters (JFHQ)-State staff and then to the National Guard watch desk when National Guard units may be or are actually required to assist civilian responders. The Adjutant General or a designated representative may deploy a liaison team from the JFHQ-State to assess and monitor the situation. A National Guard liaison team is likely to deploy if the situation is unclear and has the potential to require additional resources. If the Adjutant General anticipates local authorities needing additional assistance, the joint force deploys additional teams.

Source: U.S. NORTHCOM GTA 90-01-020 DSCA Handbook for Commanders and Staffs

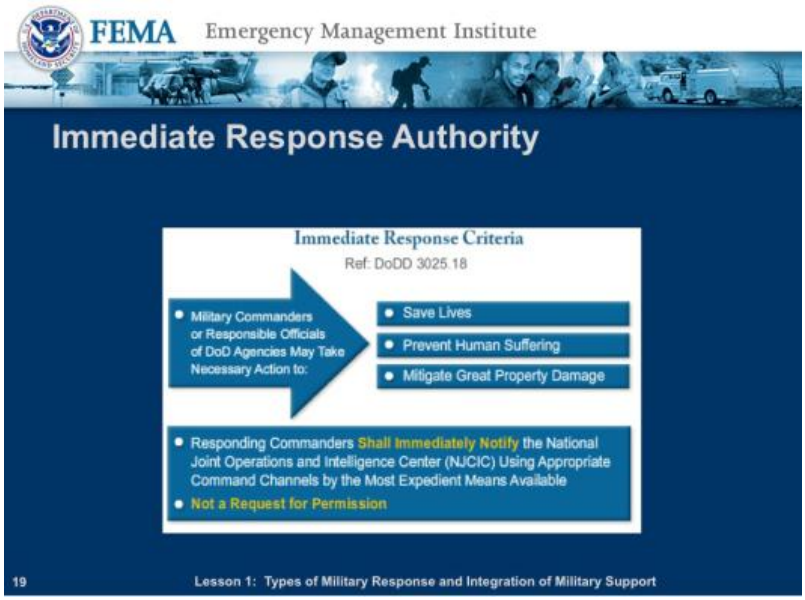
| **Activity Worksheet: Types of Military Response** |
| --- |
| **National Guard Group Summary** |

***Mutual Aid Assistance Agreements***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Mutual Aid Assistance Agreements slide.<br><br>Ask the first group to share their review of the descriptions and examples for their assigned response(s). | |
| Ensure the following talking points are covered in the review. | Mutual aid assistance agreements exist between emergency responders to provide assistance across jurisdictional boundaries.<br><br>Memoranda of Agreement (MOAs) and Memoranda of Understanding (MOUs) establish and arrange mutual aid assistance agreements.<br><br>Examples of these agreements include:<br><br>• Regional firefighting mutual aid agreements – Identify firefighting capabilities and organizations that may be brought in to provide services when agreeing parties' firefighting resources are overwhelmed<br><br>• DoD Instruction 6055.06 – DoD Fire and Emergency Services (F&ES) Program; limited to emergency fire, medical, hazardous materials, and rescue services<br><br>• EMAC – Emergency Management Assistance Compact; non-binding collaborative arrangement that provides a legal framework for states to assist one another in managing a disaster or emergency declared by a governor<br><br>• MOA/MOU – Memorandum of Agreement or Memorandum of Understanding; its specific nature will be affected by the situation at that given location |

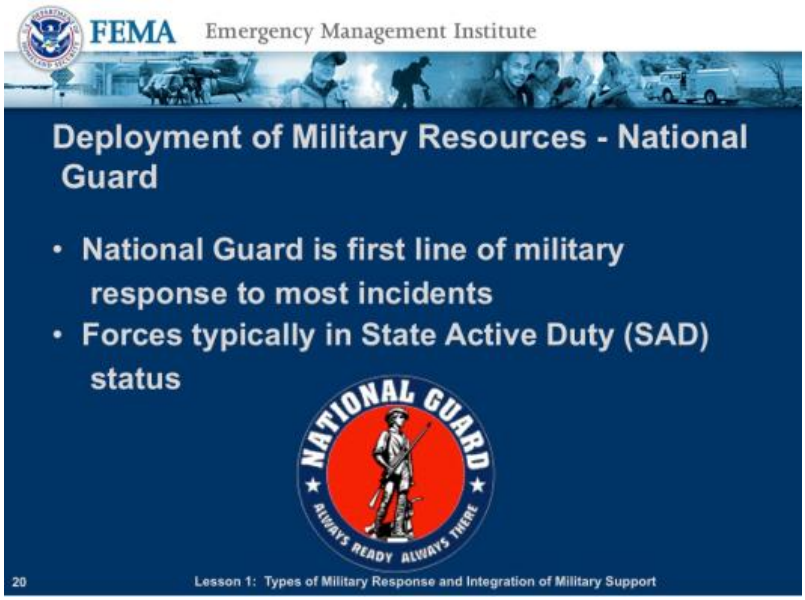
| Instructor Actions | Lesson Information |
| --- | --- |
| State that now we will address Immediate Response Authority. | |

***Immediate Response Authority***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Immediate Response Authority slide.<br><br>Ask the first group to share their review of the descriptions and examples for their assigned response(s). |  |
| Ensure the following talking points are covered in the group review. | DoD response at the municipal, county, or tribal level is provided under Immediate Response Authority (IRA).<br><br>When time does not permit prior approval from higher headquarters, local military commanders, or responsible officials of other DoD components may, in imminently serious conditions and upon request from local authorities, provide support to save lives, prevent human suffering, or mitigate great property damage.<br><br>Local DoD responses depend on the availability of resources and current circumstances.<br><br>Emergency managers are encouraged to build relationships with the military commanders and staff of the DoD units within their respective jurisdictions.<br><br>Typical missions include:<br>• Search and rescue<br>• Removal of debris, rubble or hazards to permit rescue or movement<br>• Damage assessment<br>• Communications |

| Instructor Actions | Lesson Information |
|---|---|
| | Reimbursement<br><br>Immediate response could be provided to civil agencies on a cost-reimbursable basis. However, requests for immediate response should not be delayed or denied because of the inability or unwillingness of the requester to make a commitment to reimburse the DoD.<br><br>Thus, funding for IRA may become the unit's responsibility. Commanders, or responsible DoD officials, will report all actions and support provided through the appropriate chain of command to the National Military Command Center, and provide a copy to the Geographic combatant commander.<br><br>Request for Assistance (RFA):<br><br>• An RFA must come from some civil authority.<br>• The request may initially be made verbally, but a follow-up in writing is desired.<br>• A rule-of-thumb time limit of 72 hours exists for immediate response operations. The 72 hours corresponds with the time limit for the response phase (focus is on life-sustaining functions) of a DSCA operation.<br>• An emergency manager does not need a mutual aid agreement to conduct an IRA DSCA operation.<br>• No law enforcement activities are authorized under IRA. |
| State that National Guard will be discussed next. | |

***Deployment of Military Resources – National Guard***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Deployment of Military Resources – National Guard slide.<br><br>Ask one or two students to share experiences of when they have used the National Guard in an emergency.<br><br>Ask the second group to share their thoughts. |  |

| Instructor Actions | Lesson Information |
|---|---|
| Ensure the following talking points are covered in the group review. | The National Guard is the first line of military response to most incidents.<br><br>When the governor of a state mobilizes the National Guard, the forces are typically in State Active Duty (SAD) status under command and control of the governor. SAD forces conduct all missions in accordance with the needs of the state and within the guidelines of state laws and statutes.<br><br>National Guard commanders may provide immediate response to a local community, but under state laws. The local emergency managers may have contingency agreements in place with local armories and nearby National Guard training installations.<br><br>Alert for the National Guard begins with the activation of the alert roster—usually initiated by full time Guard personnel. This alerting message is the notification the Guard members receive to report to their home station.<br><br>The National Guard local commander is not normally a permanent full time member and is alerted by his or her alert roster. The supporting commander assesses the situation within the larger context of the likely state response. Soldiers committed locally in an immediate response may be needed for a larger call-up of National Guard forces by the governor. The local commander may limit the immediate assistance in order to support higher priority missions. Frequently, National Guardsmen gather at their units even before an official alert order since their experience enables them to anticipate when they will be needed.<br><br>The National Guard response timeframe depends on multiple factors, such as size of state, location of unit, and transportation requirements and assets. Typically, the National Guard responds within 12 to 24 hours, and Civil Support Teams, respond within 4 to 8 hours.<br><br>If the response requires military capabilities above those available to the National Guard within the affected state, additional resources can be requested from other supporting states.<br><br>While these National Guard forces remain in SAD status (Title 32), these forces, from supporting states, remain under control of the supported governor.<br><br>When any municipality or county activates an EOC, it typically notifies the state emergency manager. The state emergency manager then passes a situation report to the Joint Force Headquarters (JFHQ)–State staff and then to the National Guard watch desk when National Guard units may be or are actually required to assist civilian responders. |

| Instructor Actions | Lesson Information |
| --- | --- |
| | The Adjutant General or a designated representative may deploy a liaison team from the joint force headquarters-state to assess and monitor the situation.<br><br>A National Guard liaison team is likely to deploy if the situation is unclear and has the potential to require additional resources. If the adjutant general anticipates local authorities needing additional assistance, the joint force deploys additional teams. |

***Deployment of Military Resources – State Defense Forces***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Deployment of Military Resources – State Defense Forces slide. | |
| Discuss state defense forces, and the guidelines under which they operate. | In addition to the National Guard, 24 states authorize a state defense force as allowed by Section 109, Title 32. These forces may be used to augment the state National Guard and other civil authorities in an emergency.<br><br>A 2005 DoD report reported 23 active State Defense Forces (SDFs) in the United States and Puerto Rico. Since this time, New Jersey has suspended its SDF. The following are all 22 current, as of March 2011, and active SDFs, recognized by their respective states in the United States and its territories: Alabama, Alaska, California, Connecticut, Georgia, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, New Mexico, New York, Ohio, Oregon, Puerto Rico, South Carolina, Tennessee, Texas, Vermont, Virginia and Washington. Additionally, Colorado does not currently have an active SDF, but rather has a statutory SDF staffed by one individual appointed by the governor. This brings the number of authorized SDFs up to a total of 23.<br><br>SDFs are strictly state entities and are not part of DoD. These voluntary forces are typically trained in specialized fields such as law, administration, military police, communication, aviation support, search and rescue, logistics, medicine, or transportation.<br><br>SDF members are authorized to wear the military uniform assigned by the Adjutant General of the state. They are subject to the state's military code and during an emergency, receive pay according to state law. |

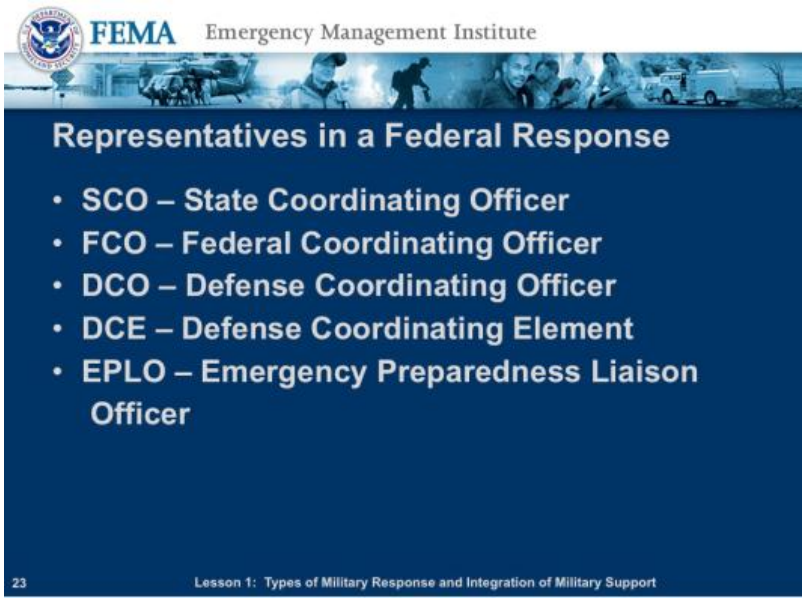
| Instructor Actions | Lesson Information |
| --- | --- |
| Note that page 37 of the DSCA Handbook (GTA 90-01-020) is the source for the information regarding 24 states that authorize a SDA.<br><br>State that now you will discuss the final type of military response, Federal military forces disaster response. | Page 37 of the DSCA handbook states “In addition to the National Guard, twenty-four states authorize a state defense force as allowed by Title 32 USC, Section 109.” |

***Federal Military Forces Disaster Response***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Federal Military Forces Disaster Response slide. | |
| Explain Federal military forces disaster response. | Usually, the commitment of Federal military forces for civil support operations follows a Presidential disaster declaration under the Stafford Act. Federal military support may range from installation support up to commitment of major portions of the military's Active Duty commands.<br><br>After the disaster declaration, FEMA, through the Federal Coordinating Officer, (FCO), coordinates with the Defense Coordinating Officer (DCO) to prepare a request for DSCA and submits it to the DoD Executive Secretary. An FCO, however, may initiate the request, or another Federal agency could request Federal military support.<br><br>In addition, the President may bypass the usual request process and order the military to provide support.<br><br>Concurrently with the DSCA request, the appropriate combatant commander, either United States Northern Command (USNORTHCOM) or United States Pacific Command (USPACOM), develops the concept of operations and support and submits a request for forces to the Joint Staff.<br><br>The Secretary of Defense designates the supported combatant commander and any supporting combatant commands. When validated, the request for forces becomes an order to the supporting combatant commanders to provide the forces. |

## *Representatives in a Federal Response*

### *Activity: Representatives in a Federal Response*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Representatives in a Federal Response slide. |  |
| Describe to students the nature of Federal response. | Several individuals play critical roles in a Federal response. In particular, the SCO coordinates directly with the FCO who, as necessary, coordinates with the DCO. Keep in mind, the FCO works with all Federal agencies, not just the DoD. |

| Instructor Actions | Lesson Information |
| --- | --- |
| 1. Instruct the students to read the descriptions on page I-29 in the Student Manual. (Page I-32 in the Instructor Guide)<br>2. Set a time limit of 5 minutes for completion.<br>3. Facilitate a discussion by asking the class the following questions:<br>• Which representative is a Title 10 active duty officer assigned to each FEMA region? (Answer: DCO)<br>• Who coordinates Federal response? (Answer: FCO)<br>• Which representative is appointed by the governor to coordinate state response and recovery operations with the Federal government? (Answer: SCO) | |

## *Activity: Representatives in a Federal Response*

### Activity: Representatives in a Federal Response

Instructions:

1. Take five minutes to read the descriptions of the different representatives in a Federal response.
2. Participate in the class discussion.

**State Coordinating Officer (SCO)**
The SCO is appointed by the governor to coordinate state response and recovery operations with the Federal government. As an incident escalates, the SCO will work with the FCO to formulate state requirements, including those that are beyond state capability.

**Federal Coordinating Officer (FCO)**
The FCO is appointed to manage Federal response support activities for Stafford Act disasters and emergencies. The FCO also plays a significant role in managing the financial aspects of DSCA.

**Defense Coordinating Officer (DCO)**
The DCO, a Title 10 active duty officer, is assigned to each FEMA region and may work at the Regional Response Coordination Center (RRCC), at the FEMA regional office, or may pre-deploy to an incident command site. A DCO will generally be involved in DoD's response to DSCA. If Federal military forces deploy, the DCO will normally deploy to the Joint Field Office (JFO) location. The DCO coordinates DoD support to the Primary Agency (PA).

Specific responsibilities of the DCO (subject to modification based on the situation) include:

- Providing matter expertise for all state and Federal emergency response plans
- Coordinating with FEMA staff, state emergency responders, TAGs, and Joint Force Headquarters (JFHQ)-State staff
- Coordinating with the FCO and PAs for Emergency Support Functions (ESFs)
- Assigning military liaisons as appropriate
- Coordinating with all military installations regarding Base Support Installation (BSI) operations

**Defense Coordinating Element (DCE)**
The DCO has a DCE of core staff and military Liaison Officers to facilitate coordination and support to activated ESFs. DCO/DCE responsibilities include:

- Representing DoD in the disaster area
- Providing liaison to state, local, and other Federal agencies
- Reviewing/recommending validation of RFAs/MAs
- Recommending the best military resource for the mission
- Providing support of deployed DoD forces

## Activity: Representatives in a Federal Response

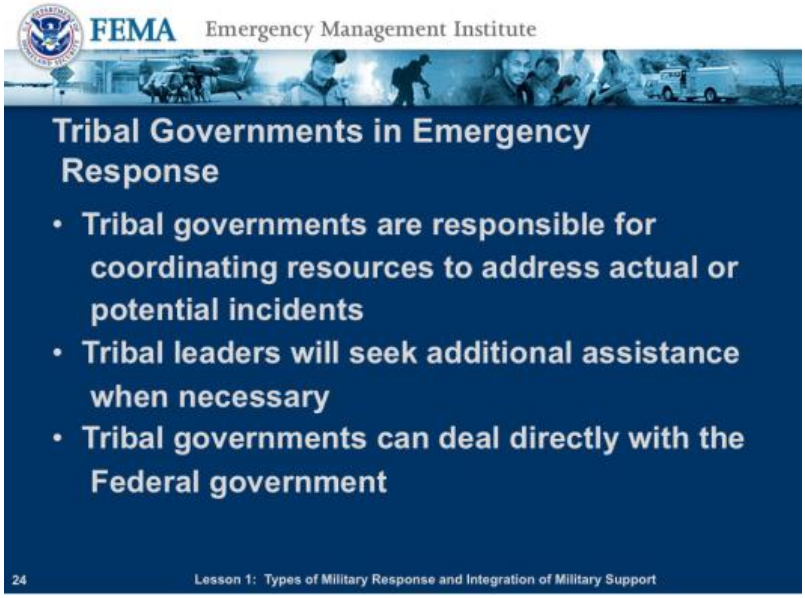
**Emergency Preparedness Liaison Officer (EPLO)**
EPLOs are Service Reservists performing duties to help coordinate DoD emergency resources and support the DCO. Responsibilities of EPLOs include the following:

- Establishing initial communication and coordination links between DoD and civil authorities at the regional, state, and local levels
- Assisting DoD forces in establishing connections with appropriate local civil authorities
- Conducting pre-emergency coordination with military and civilian leaders within their region or state
- Maintaining effective communication between the DoD components and other state and/or Federal government agencies
- Promoting mutual understanding among various organizations tasked with providing support in civil emergency situations
- Coordinating and establishing relationships between the National Guard and DoD Federal forces
- Representing DoD Federal forces in coordinating with civil authorities at the state and regional level

**Regional EPLO (REPLOs)**
REPLOs are Title 10 Service Reservists assigned to the FEMA regions.

**State EPLO (SEPLOs)**
SEPLOs are Title 10 Service Reservists who perform duties in the state EOC. As subject matter experts in their states, they serve as DoD liaisons for DSCA to state and Federal agencies and maintain situational awareness within the state. On a daily basis, they build relationships to facilitate mission accomplishment.

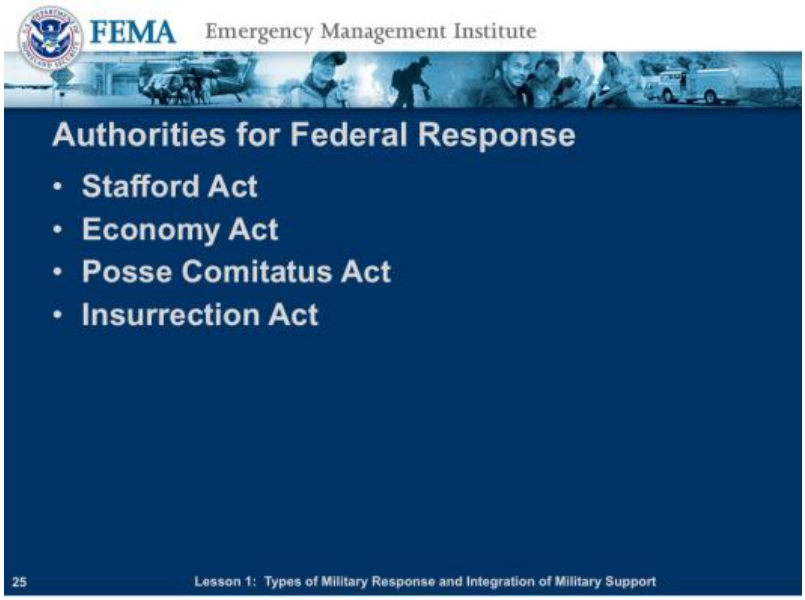
***Tribal Governments in Emergency Response***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Tribal Governments in Emergency Response slide.<br><br>Refer students to page I-32 in the Student Manual for an example of National Guard Response. (Page I-35 in the Instructor Guide.) |  |
| Explain the role of tribal governments in emergency response. | Tribal governments are responsible for coordinating resources to address actual or potential incidents, and often have offices established with responsible for emergency management within their governments. Just as in the case of local governments, tribal leaders will seek additional assistance when local resources are not adequate.<br><br>Unlike local governments, however, tribal governments can elect to go to the State for assistance or deal directly with the Federal government since federally recognized Tribes have a unique and direct relationship with the Federal government.<br><br>Although a State governor must request a Presidential declaration under the Stafford Act on behalf of a tribe when requesting Federal assistance, Federal departments or agencies can work directly with the tribe within the existing authorities and resources.<br><br>The Tribal governments have direct contact with the Federal government through the Bureau of Indian Affairs, which is part of the Department of Interior. Being sovereign entities, the tribes may also have contact with other government agencies, such as FEMA. |
| Remind students that the Stafford Act has been mentioned a few times now.<br><br>State that next we will discuss the Stafford Act, along with a few other important acts. | |

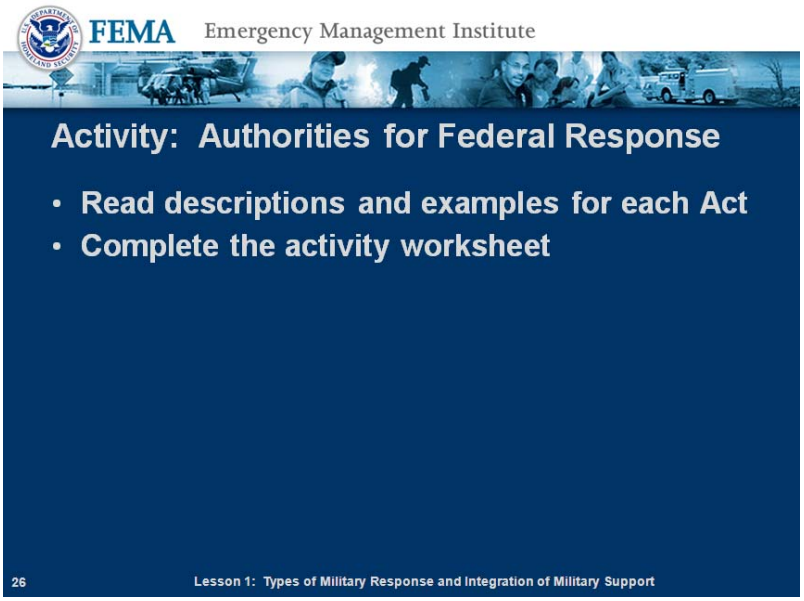
***Activity: Tribal Governments in Emergency Response***

| **Activity: Tribal Governments in Emergency Response** |
|---|
| **Instructions:**<br>Read the following additional information about tribal governments in emergency response. |
| **National Guard Response During a Snow Storm**<br>In January 2010, a severe snowstorm hit northern Arizona, an area that includes several Native American reservations. County sheriff offices and county emergency managers alerted tribal emergency managers and tribal chapter houses of the impending severe weather and insured that communications procedures were in place to provide situational information and to request assistance. Once the storm hit, Arizona's Governor requested and received assistance per a Stafford Act emergency declaration, which allowed agencies to use Federal funds for the response to and the recovery from the event. The Arizona National Guard delivered essential supplies such as Meals, Ready-to-Eat (MREs), water, and blankets to isolated regions including the Pinon, Kayenta, and Kykotsmovi Regions. |

***Authorities for Federal Response***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Authorities for Federal Response slide. |  |
| State the four key important acts that pertain to Federal response. | While several authorities control a Federal response, emergency managers need to be most familiar with the Stafford Act, the Economy Act, the Posse Comitatus Act, and the Insurrection Act. |
| State that now you will complete an activity that will help you learn more about these acts. | |

***Activity: Authorities for Federal Response***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Activity: Authorities for Federal Response slide.<br>1. Refer students to page I-35 in the Student Manual. (Page I-39 in the Instructor Guide.)<br>2. Instruct students to read the descriptions and examples for each Act.<br>3. Instruct students to answer each of the questions in the worksheet on their own.<br>4. Set a time limit of 15 minutes for completion. |  |

| Instructor Actions | Lesson Information |
| --- | --- |
| Review each statement in the worksheet with the class after 15 minutes and provide the following correct answers:<br>1. Stafford Act (Answer: Funding based on this act becomes available only when there is a Presidential major disaster or emergency declaration.)<br>2. Economy Act (Answer: The fiscal authority for a Federal agency to reimburse DoD for goods and services that agency ordered and DoD rendered.)<br>3. Posse Comitatus Act (Answer: Prohibits Title 10 forces from conducting law enforcement activities including inter-directing vehicles, conducting searches and seizures, and undercover work.)<br>4. Insurrection Act (Answer: Governs the deployment by the President within the United States of Federal military personnel to quell lawlessness, insurrection, and rebellion.) | |

***Activity Worksheet: Authorities for Federal Response***

## Activity Worksheet: Authorities for Federal Response

**Instructions:**
Complete the following activity on your own.

1. Read the descriptions and examples for each Act.
2. Match each Act to its correct description.

| | |
|---|---|
| 1. Stafford Act<br>2. Economy Act<br>3. Posse Comitatus Act<br>4. Insurrection Act | • Prohibits Title 10 forces from conducting law enforcement activities including inter-directing vehicles, conducting searches and seizures, and undercover work. _____<br>• The fiscal authority for a Federal agency to reimburse DoD for goods and services that agency ordered and DoD rendered. _____<br>• Funding based on this act becomes available only when there is a Presidential major disaster or emergency declaration. _____<br>• Governs the deployment by the President within the United States of Federal military personnel to quell lawlessness, insurrection, and rebellion. _____ |

**Stafford Act**
The Stafford Act is a law that is set up to provide an orderly means of federal disaster assistance for state and local governments in carrying out their responsibilities to aid citizens. The limits are set by state law and by the authority of the governor. Following an incident, the President may sign a Stafford Act declaration directing Federal resources (funding, agencies, and personnel) to provide assistance to a state. The declaration may be requested prior to predicted incidents such as a hurricane, or after acute incidents such as an earthquake. In a catastrophic incident, these steps may be expedited.

The steps for a Stafford Act Presidential disaster declaration are as follows:

**Step 1: Joint Preliminary Damage Assessment (PDA).**
Federal Emergency Management Agency (FEMA)/Federal and state representatives complete a Preliminary Damage Assessment (PDA). The PDA:

- Documents the impact of the event and estimates initial damage
- Establishes a foundation for the governor to request assistance
- Provides background for FEMA's analysis of the request

## Activity Worksheet: Authorities for Federal Response

**Step 2: Formal Governor's Request for Assistance.**
The governor requests assistance. The governor's request, by law, must:

- State that the governor has taken appropriate action and directed execution of the State Emergency Operations Plan
- Certify that the incident is of such severity and magnitude that state and local resources are inadequate
- Include a damage estimate

**Step 3: FEMA Recommendation.**
FEMA makes a recommendation using the following process:

1. FEMA reviews the request and makes a recommendation.
2. Governor's request addressed to the President through FEMA Regional Administrator
3. FEMA Regional Office completes analysis of request and recommendation
4. FEMA Headquarters reviews request to ensure compliance with Stafford Act requirements
5. FEMA Administrator recommends a course of action to the President

**Step 4: Presidential Declaration.**

- The President makes a Major Disaster or Emergency Declaration, if warranted
- The President decides whether to declare that major disaster or emergency exists
- If a declaration is issued, assistance is made available under the Stafford Act
- An FCO is designated to oversee disaster operations

**Economy Act**
Once approved by the Secretary of Defense, Federal military forces may perform civil support on a reimbursable basis. The Economy Act of 1932 (Section 1525, Title 31) is the fiscal authority for a Federal agency to reimburse DoD for goods and services that agency ordered and DoD rendered (when a more specific statutory authority does not exist). Under the Economy Act, reimbursement may be provided for DoD's total costs.

**Example: Economy Act Operation**
The Minnesota bridge collapse in 2007 was an example of an Economy Act operation where FEMA was not involved. The U.S. Department of Transportation (DOT) was the primary Federal agency. Who was in charge of the incident response? The local sheriff was the incident commander, and all requests for assistance originated from the sheriff through the City of Minneapolis Office of Emergency Preparedness. The DCO was sent when the DOT requested support. U.S. Navy salvage divers were supplied by the DoD for the incident. The DCO was the DoD point of contact for all things DoD. The DoD was reimbursed by DOT after the response under Economy Act authority.

## Activity Worksheet: Authorities for Federal Response

### A Difference Between the Stafford and Economy Acts

Stafford Act funding becomes available only when there is a Presidential major disaster or emergency declaration, generally as the result of a governor's request for Federal assistance. Stafford Act funding is not available for a state declaration of emergency. The DCO may be able to assist in obtaining reimbursement for support provided by local and state officials, as well as reimbursement under the Stafford Act and/or Economy Act.

### Posse Comitatus Act

Although Federal military forces are seldom first responders, they can support local authorities in an emergency, under immediate response authority. This response must be consistent with the Posse Comitatus Act which prohibits Title 10 forces from conducting law enforcement activities. These activities include inter-directing vehicles, conducting searches and seizures, making arrests or apprehensions, surveillance, investigation, or undercover work.

### Insurrection Act

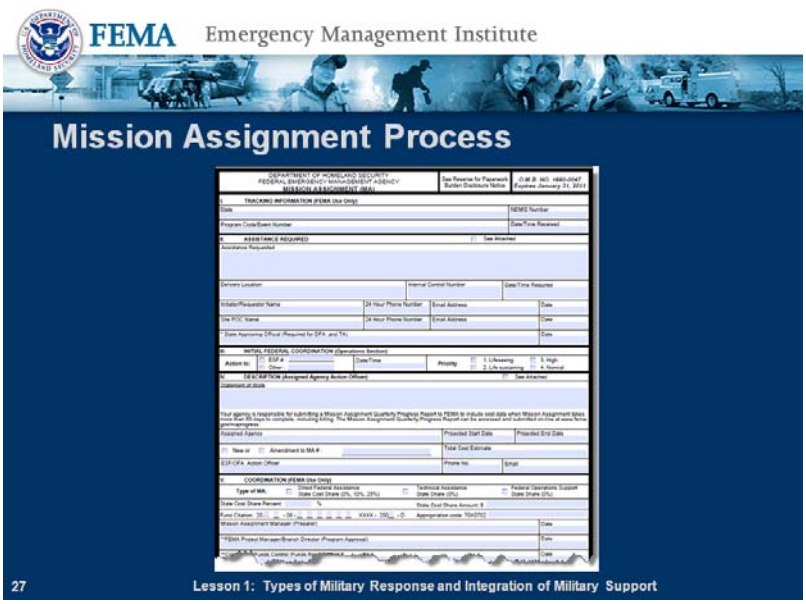
The Insurrection Act of 1807 governs the deployment by the President within the United States of Federal military personnel to quell lawlessness, insurrection, and rebellion. The law is intended to circumscribe the President's ability to use military force in enforcing civil law to narrowly defined conditions. Actions taken under the Insurrection Act are exempt from the provisions of the Posse Comitatus Act. The implementation of the Insurrection Act is allowed when a condition exists that hinders the execution of state and Federal laws within a state.

### Example: Insurrection Act Exception for Posse Comitatus for Military Response to Rioting in California

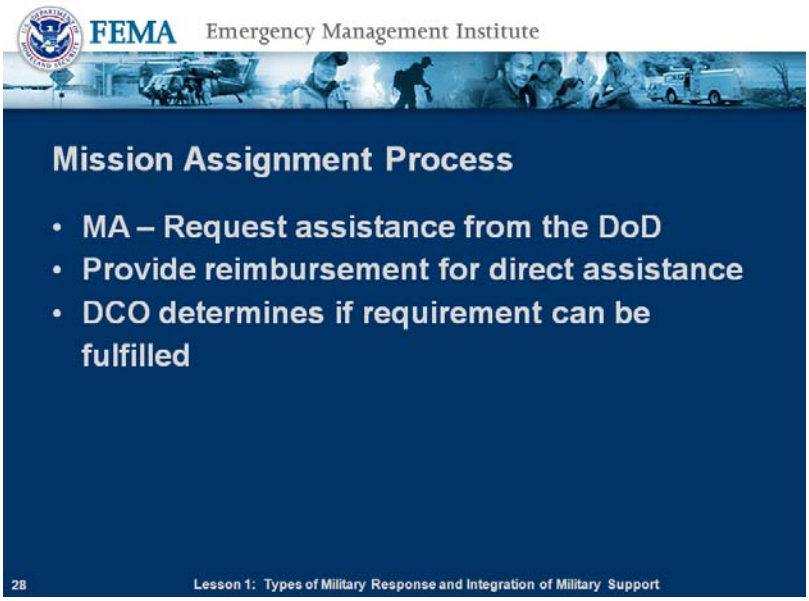
During the 1992 Los Angeles, California riots, soldiers and airmen from the California Army and Air National Guard were activated for state duty to quell the riots and help the police restore order. Guardsmen were quickly committed into areas where they had to contend with considerable shooting, fires and looting. The riots were declared a national emergency by President George H.W. Bush and under the provisions of the Insurrection Act deployed Title 10 military assets to assist in quelling the riots. The declaration insurrection was critical because it rendered Posse Comitatus moot for the purposes of allowing Title 10 forces to secure the streets, suppress looting and rioting, and in general enforce the law in Los Angeles. As a part of his declaration, the President also federalized the National Guard forces involved in order to bring them under a unified command system.

## *Mission Assignment Process*

### *Mission Assignment Process*

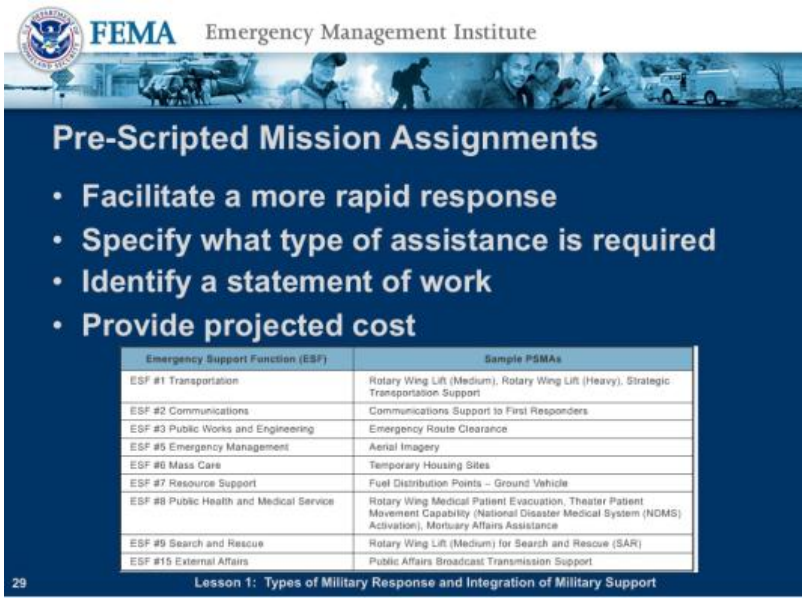
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Mission Assignment Process slide. |  |
| Introduce students to the Mission Assignment (MA) process. | As described in this lesson, FEMA uses the Mission Assignment (MA) process to task and reimburse other Federal departments and agencies to provide essential emergency response assistance.<br><br>Through this MA process, the ESFs' designated agencies are assigned missions they are expected to implement in order to save lives, protect property, and deliver disaster response assistance. |

### *Mission Assignment Process*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Mission Assignment Process slide. |  |
| Explain the role of MAs in Federal response to disasters. | FEMA, which coordinates the Federal response to a disaster, uses Mission Assignments (MAs) to request assistance from the DoD, and to provide reimbursement for direct assistance during emergencies and disasters.<br><br>The DCO determines if the requirement can be fulfilled by military assets. |

## *Pre-Scripted Mission Assignments*

### *Pre-Scripted Mission Assignments*

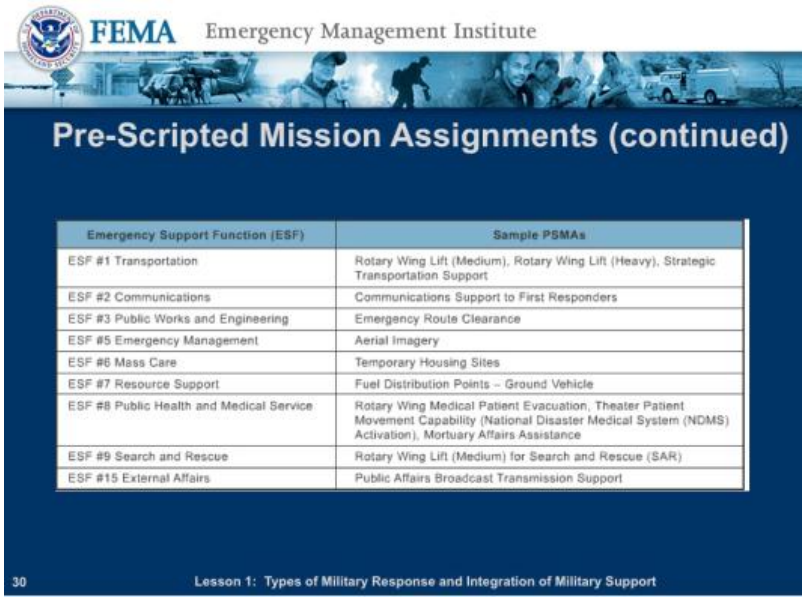
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Pre-Scripted Mission Assignments slide. |  |



| Emergency Support Function (ESF) | Sample PSMAs |
|---|---|
| ESF #1 Transportation | Rotary Wing Lift (Medium), Rotary Wing Lift (Heavy), Strategic Transportation Support |
| ESF #2 Communications | Communications Support to First Responders |
| ESF #3 Public Works and Engineering | Emergency Route Clearance |
| ESF #5 Emergency Management | Aerial Imagery |
| ESF #6 Mass Care | Temporary Housing Sites |
| ESF #7 Resource Support | Fuel Distribution Points – Ground Vehicle |
| ESF #8 Public Health and Medical Service | Rotary Wing Medical Patient Evacuation, Theater Patient Movement Capability (National Disaster Medical System (NDMS) Activation), Mortuary Affairs Assistance |
| ESF #9 Search and Rescue | Rotary Wing Lift (Medium) for Search and Rescue (SAR) |
| ESF #15 External Affairs | Public Affairs Broadcast Transmission Support |

| | |
|---|---|
| Explain the role of Pre-Scripted Mission Assignments (PSMAs) in Federal response to disasters. | In recent years, FEMA has expanded the MA process to include Pre-Scripted Mission Assignments (PSMAs). FEMA coordinates with DoD and other Federal agencies to develop PSMAs.<br><br>PSMAs standardize the process of developing MAs to facilitate a more rapid response.<br><br>They specify what type of assistance is required (personnel and equipment), identify a statement of work, and provide projected cost.<br><br>A PMSA in not an approved MA and use of PSMA language does not preclude the use of the FEMA Action Request Form (ARF) (FEMA Form 90-126) in the normal MA process.<br><br>In response to a disaster, all requests for DoD assistance are evaluated on a case-by-case basis and are subject to the approval of the Secretary of Defense. |

***Pre-Scripted Mission Assignments (continued)***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Pre-Scripted Mission Assignments (continued) slide. |  |



| Emergency Support Function (ESF) | Sample PSMAs |
|---|---|
| ESF #1 Transportation | Rotary Wing Lift (Medium), Rotary Wing Lift (Heavy), Strategic Transportation Support |
| ESF #2 Communications | Communications Support to First Responders |
| ESF #3 Public Works and Engineering | Emergency Route Clearance |
| ESF #5 Emergency Management | Aerial Imagery |
| ESF #6 Mass Care | Temporary Housing Sites |
| ESF #7 Resource Support | Fuel Distribution Points – Ground Vehicle |
| ESF #8 Public Health and Medical Service | Rotary Wing Medical Patient Evacuation, Theater Patient Movement Capability (National Disaster Medical System (NDMS) Activation), Mortuary Affairs Assistance |
| ESF #9 Search and Rescue | Rotary Wing Lift (Medium) for Search and Rescue (SAR) |
| ESF #15 External Affairs | Public Affairs Broadcast Transmission Support |

| | |
|---|---|
| State where to find the list of DoD PMSAs.<br><br>Ask the class if there are there any questions before continuing with the lesson.<br><br>State that now you will complete an Incident Response Scenario that will tie all the concepts presented in this lesson together. | A list of sample PSMAs are on the slide. Annex F of the DSCA Handbook Tactical Level Commander and Staff Toolkit (GTA 90-01-021) lists a summary of the DoD's PSMAs as approved on 11 September 2009. |

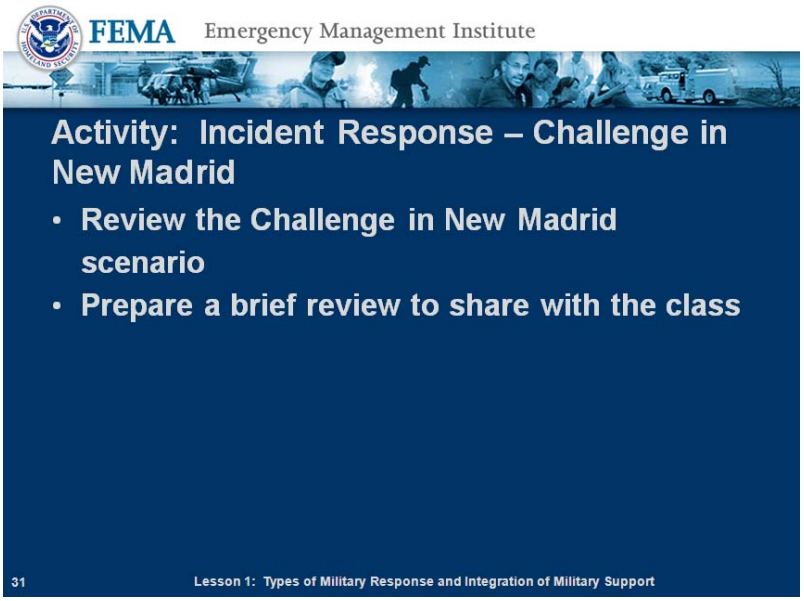
***Activity: Incident Response – Challenge in New Madrid***

**Instructor Actions**

Refer to the Activity: Incident Response – Challenge in New Madrid slide.

1. Refer students to page I-43 in the Student Manual. (Page I-48 in the Instructor Guide.)
2. Assign two groups.
   - Assign Group 1: Local or Tribal Emergency Manager
   - Assign Group 2: State Emergency Manager
3. Instruct students to take five minutes to read "The Challenge of the New Madrid Fault" and review the PowerPoint slides associated with the scenario which they will consider as a preliminary damage assessment of their respective local or state jurisdiction.

**Lesson Information**



## Instructor Actions

4. Instruct students to take 15 minutes to review and respond to the questions provided, considering their responses in their roles as either a local/tribal emergency manager or state emergency manager.
5. Provide each group two minutes to share with the class.
6. Set a total time limit of 30 minutes for completion.
7. Review the responses in the order assigned (Local/Tribal, followed by State).

## Lesson Information

To complete the Challenge in New Madrid Activity:

1. Take five minutes to read “The Challenge of the New Madrid Fault.”
2. Review the graphics provided for this scenario as part of your preliminary damage assessment of your respective local or state jurisdiction.
3. Take 15 minutes to review and respond to the questions provided. Provide your responses based on your role as a local/tribal emergency manager or state emergency manager.

***Activity Worksheet: Challenge in New Madrid***

## Activity Worksheet: Challenge in New Madrid

**Instructions:**

1. Read the Challenge in New Madrid scenario on the pages following this worksheet.
2. Read each question for the group to which you were assigned, discuss it as a group, and formulate a response together to present to the class for discussion.
3. Designate a group spokesperson to brief the rest of the class on your group's findings when prompted by the instructor.

**Local/Tribal Emergency Manager Questions**

Answer the following questions:

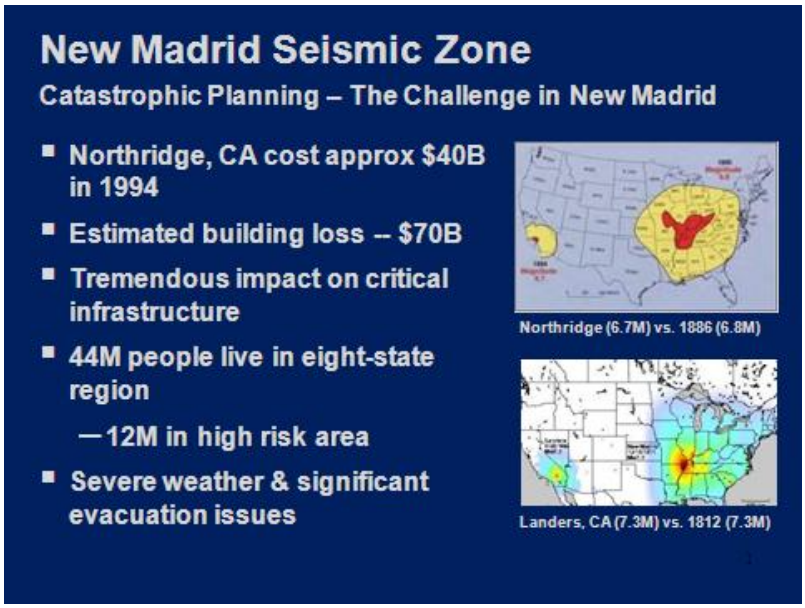
1. What types of military response will you request to assist your population and response agencies, and how will you access each type of military response?

2. Which type of military responder would be able to augment law enforcement operations?

3. Taking Cost, Appropriateness, Risk, Readiness, Lethality, and Legality (CARRL) into account, what are some of the specific factors that may determine whether a particular military unit is mobilized to assist in the response?

| **Activity Worksheet: Challenge in New Madrid** |
|---|
| **State Emergency Manager Questions**<br>Answer the following questions:<br>1. What types of military response will you request to assist your population and response agencies, and how will you access each type of military response? |
| 2. Which type of military responder would be able to augment law enforcement operations? |
| 3. Given the Presidential Disaster Declaration and Stafford Act provisions, what is the process to request Federal (Title 10) military forces for disaster response operations for greater than 72 hours? |
| 4. Given a Presidential disaster declaration for a Federal response under the provisions of the Stafford Act for a disaster event, must all responding military forces fall under the control of the appointed Defense Coordinating Officer(s)? |

***Activity: The Challenge of the New Madrid Fault***



## *Activity: The Challenge of the New Madrid Fault*

**Background Information**

The New Madrid Seismic Zone (NMSZ) is a huge fault in the Central United States that runs roughly between St. Louis, Missouri and Memphis, Tennessee. The geology in the Central United States makes earthquakes in that area much more intense and widespread. The sandy soil amplifies shock waves and creates an effect called "liquefaction", soil behaving as a liquid, which in turn produces tremendous damage to structures. This does not readily happen on the West Coast. The Map shows a comparison between two sets of comparable quakes (by magnitude).

The last significant quake in the area occurred in 1886. However, the most serious series of earthquakes in the area was in 1811-12 (4 major quakes within 3 months in winter – 7.7, 7.0, 7.3, 8.0 on the Richter Scale of measurement for earthquakes). When this occurred, church bells rang across the U.S., including Massachusetts, due to the ground vibration – the second weakest of these being the comparison in lower map. There appears to be a 200 year cycle of quakes in this region. Some debate this, but deem it a consideration (we are at 194 years since the last significant series). There were a total of over 2,000 significant aftershocks during the events between 1811 and 1812.

If you were to compare this to the situation on the West Coast, there are significant differences in impact due to variations of soil, topography, building structure, and population distribution. Quakes on the West Coast are more localized due to soil, etc. Population is more concentrated. There are 24 million people in southern California and all are in close proximity. The challenge in NMSZ is that people are spread out across a wide eight-state region. The fact remains that the quake resonates across a large region based upon soil differences. This will have a significant local, regional and national economic impact on: the retail community, warehousing/distribution, tourism dollars, transportation, and dependent roadside businesses. In summary, this will be a major disruption of commerce.

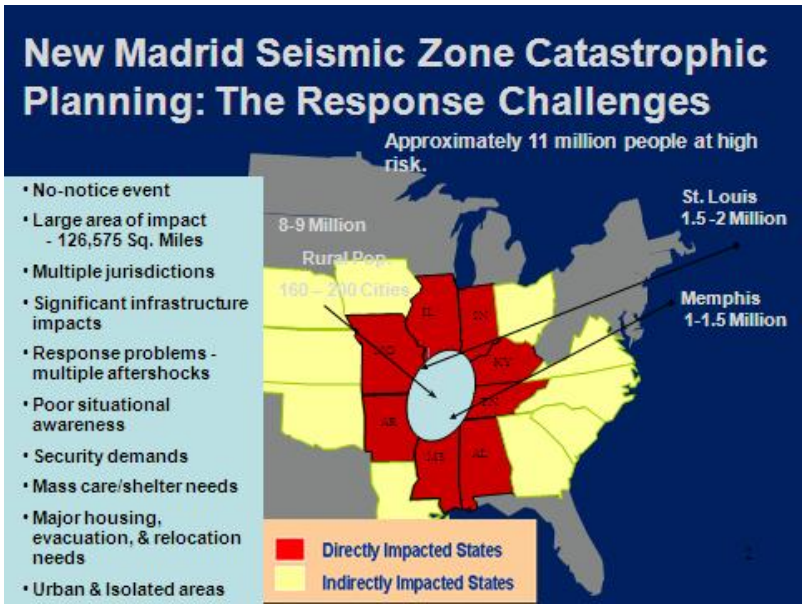
Impact to national infrastructure compounds the problem – logistically getting supplies and relief to survivors will be exceptionally challenging.

The Central United States Earthquake Consortium (CUSEC) has done some preliminary HAZUS modeling runs of potential impacts of an earthquake in the NMSZ, and the estimated total building loss in the area from one quake today would exceed $70B.

A comprehensive damage assessment for site specific catastrophic scenarios will be done during this project. Currently, only parts of this assessment exist. The National Infrastructure Simulation and Analysis Center (NISAC) have estimated that a 10-day disruption in power infrastructure (fallen power lines) would cost $50B in economic impact, 2/3 of which would be felt outside of this region.

NMSZ has history of multiple large quakes in a series, however California does not, as they often have smaller aftershocks. This will require sending responders into a high risk area and potentially losing responders to subsequent quakes. Recovery efforts could be dramatically affected as well.

***Activity: The Challenge of the New Madrid Fault***




This no-notice event has significant impact on the critical infrastructure, which will in turn impact the ability to conduct response rescue and life support operations.

Responders will be faced with the problem of conducting operations during a time where large potential aftershocks may occur in the area. NMSZ has a history of multiple large scale earthquakes as experienced during 1811-1812.

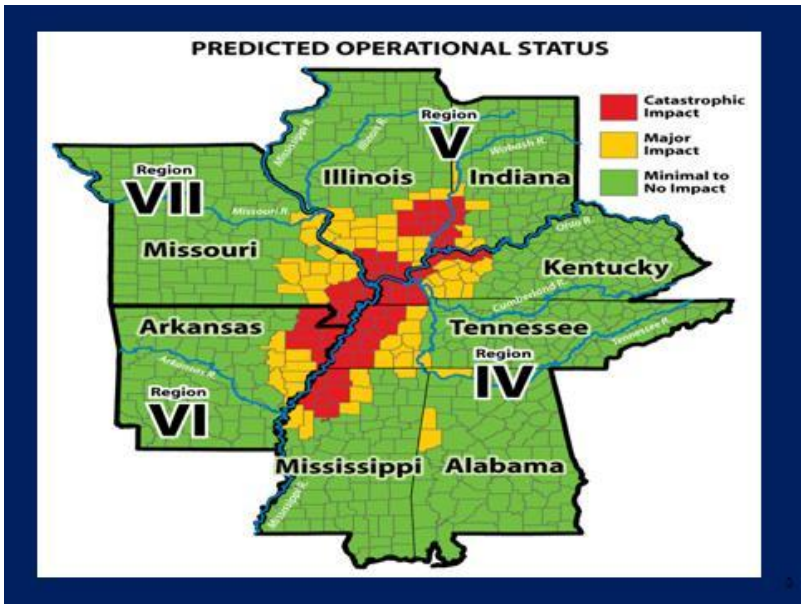
The impact of this event on emergency response and the nation will eclipse Hurricane Katrina. Due to the impact on the critical infrastructure, we expect to lose communications, which will impact situational awareness.

We anticipate a significant requirement for security. There is likely to be a large requirement for law enforcement support within the potentially impacted urban areas of St. Louis (1.5 - 2M population) and Memphis (1 – 1.5M population).

In between these two metropolitan areas, there is a significant local rural population (8 – 9M population) dispersed. There are approximately 160 to 200 small cities within the rural area. The rural areas will be a significant challenge for response due to the thin (not concentrated) population and lack of infrastructure. Difficult decisions will need to be made due to prioritization of resources. Some of these areas are anticipated to be isolated for a period of time.

The scenario is further complicated as we address the monumental housing challenge to support evacuation, shelter, and hosting. The total NMSZ impacted area potentially is 126,575 miles: about ten times the size of the impacted earthquake area in California (12,000 sq. miles) or the 1906 earthquake in San Francisco.

***Activity: The Challenge of the New Madrid Fault***




This map depicts expected damage levels by county in the New Madrid Seismic Zone.

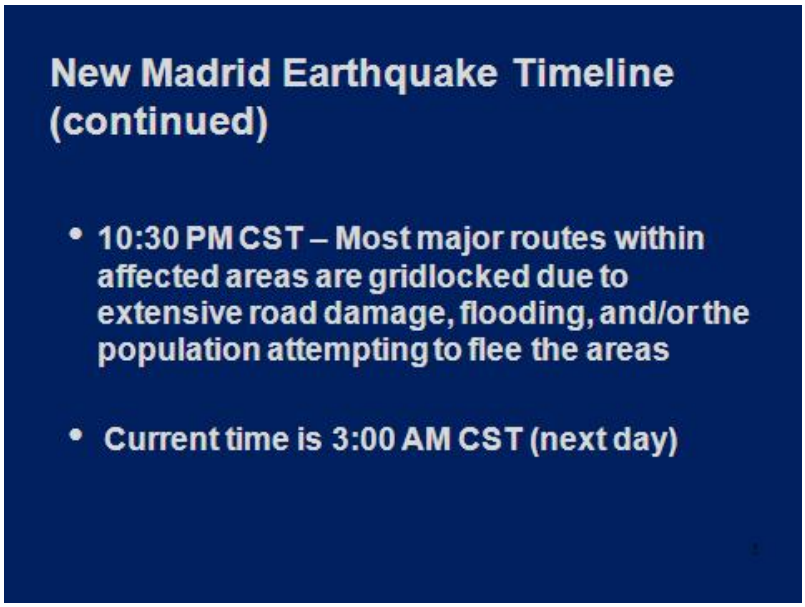
## New Madrid Earthquake Timeline

- 3:00 PM CST: Six earthquakes [4.6 – 7.2] occur along the New Madrid fault – Eight states: Alabama, Arkansas, Missouri, Illinois, Indiana, Kentucky, Tennessee, Mississippi / four FEMA regions affected: IV, V, VI, & VII
- 4:00 PM CST: Governors of eight affected states have declared emergencies
- 6:00 PM CST: Presidential disaster declaration issued

***Activity: The Challenge of the New Madrid Fault***

The following states have been affected:

- Alabama
- Arkansas
- Missouri
- Illinois
- Indiana
- Kentucky
- Tennessee
- Mississippi

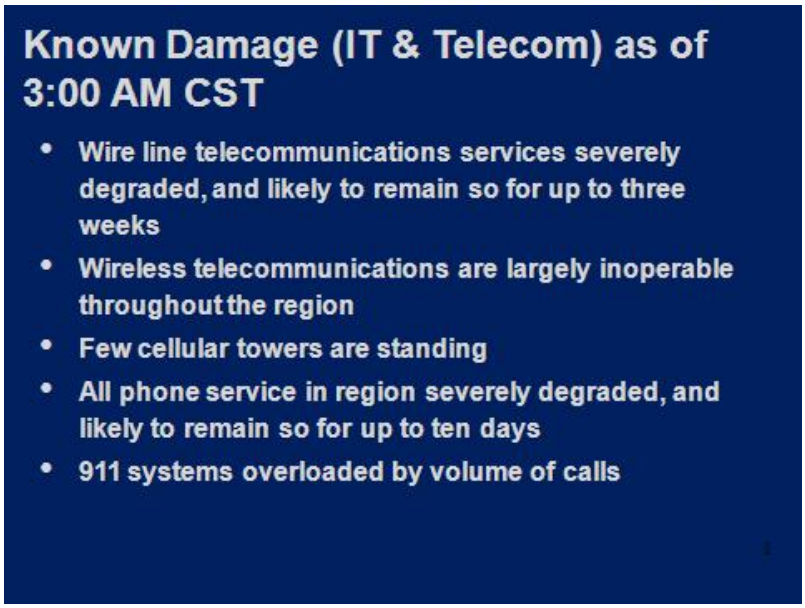


***Activity: The Challenge of the New Madrid Fault***

**Known Damage (Routes and Bridges) as of 3:00 AM CST**

- Major flooding along Mississippi and Ohio Rivers
- Pipelines are breached and multiple fires are raging
- Dams/levees/causeways of major lakes in the region have been breached
- Railroad and highway bridges have sustained structural damage.
- Interstate highways are blocked by landslides
- Highways and roads blocked by faulting/flooding
- Nuclear power plants sustained structural damage (extent unknown)
- Federal, state and local prisons sustained major structural damage (security breached)
- Airports shut down with structural damage to runways and facilities

***Activity: The Challenge of the New Madrid Fault***



***Activity: The Challenge of the New Madrid Fault***

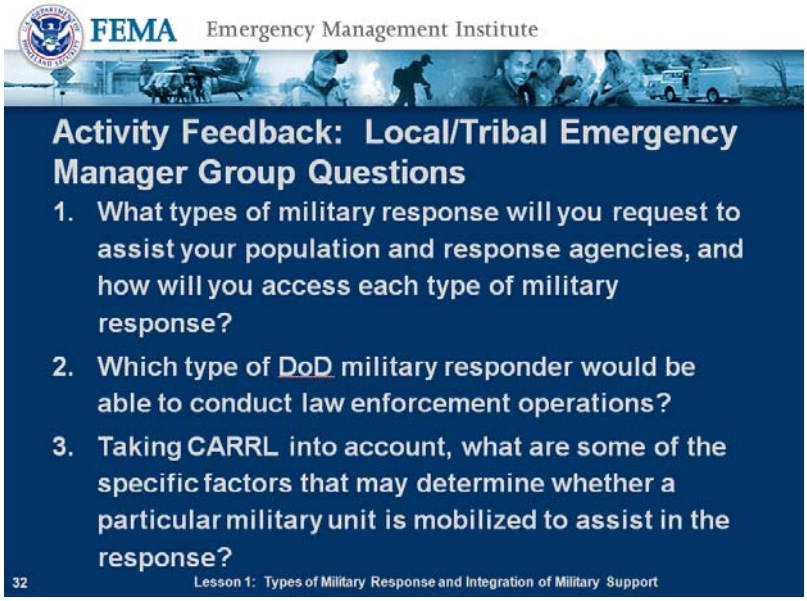
The six state SEOCs working EMAC are:

- Mississippi
- Arkansas
- Illinois
- Tennessee
- Indiana
- Kentucky.

Five states requesting Title 32 funding are:

- Mississippi
- Arkansas
- Illinois
- Indiana
- Missouri.

***Activity Feedback: Local/Tribal Emergency Manager Group Questions***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Activity Feedback: Local/Tribal Emergency Manager Group Questions slide.<br><br>Provide the following feedback for each question.<br><br>Question #1:<br><br>State that local emergency managers may be able to access some military emergency response capabilities through activation of established Memoranda of Agreements between local/tribal emergency responders and emergency responders at military installations within or in the vicinity of their jurisdiction.<br><br>State that local emergency managers may also receive assistance from local Federal military installations by way of a request for assistance by their jurisdiction's senior civil authority (mayor, city manager, county commissioner, Tribal chief, etc.) to that installation's commander. Commanders may provide this assistance under their Immediate Response Authority when imminent serious conditions exist requiring quick action. |  |

## Instructor Actions

State that requests for assistance that local emergency managers forward to the State may be fulfilled with State military assets (National Guard or State Defense Force) or by other State's military assets that are part of a pre-arranged compact or other agreement. The coordination and direction of these assets are determined with the Governor's authorization by State level emergency management and the State's military department.

State that, following a Presidential declaration (Stafford Act), the State emergency management, namely the State Coordinating Officer, can forward requests from the local emergency managers to the Federal Coordinating Officer, who may seek resources from the Federal military through the Defense Coordinating Officer (DCO). The availability and dispatch of a given military capability is determined by coordination between the DCO, the military services, and Department of Defense leadership.

Tribal authorities may request assistance from the Federal government without a Presidential declaration (Stafford Act). The Tribal governments have direct contact with the Federal government through the Bureau of Indian Affairs, which is part of the Department of Interior. Being sovereign entities, the tribes may also have contact with other government agencies, such as the Federal Emergency Management Agency.

## Lesson Information

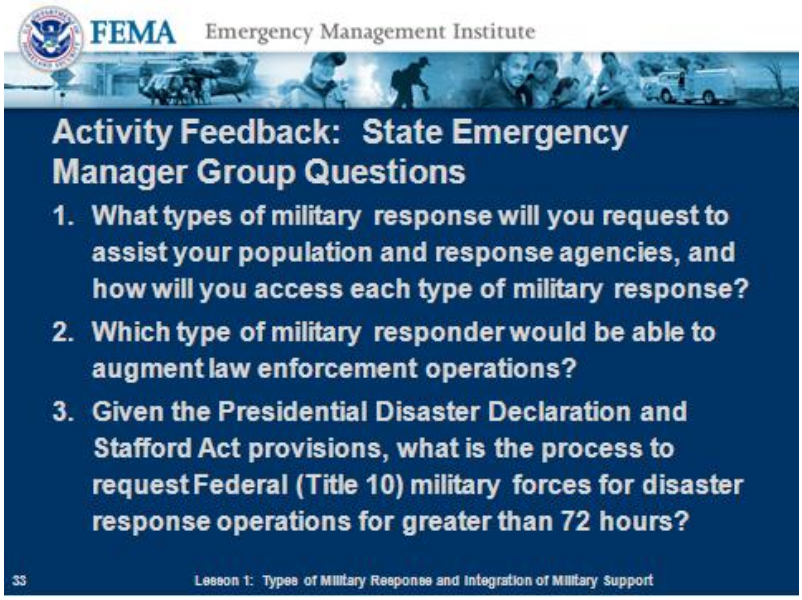
From the outset of an emergency situation how do local/Tribal responders access the different types of military response capabilities?

Which type of DoD military responder would be able to conduct law enforcement operations?

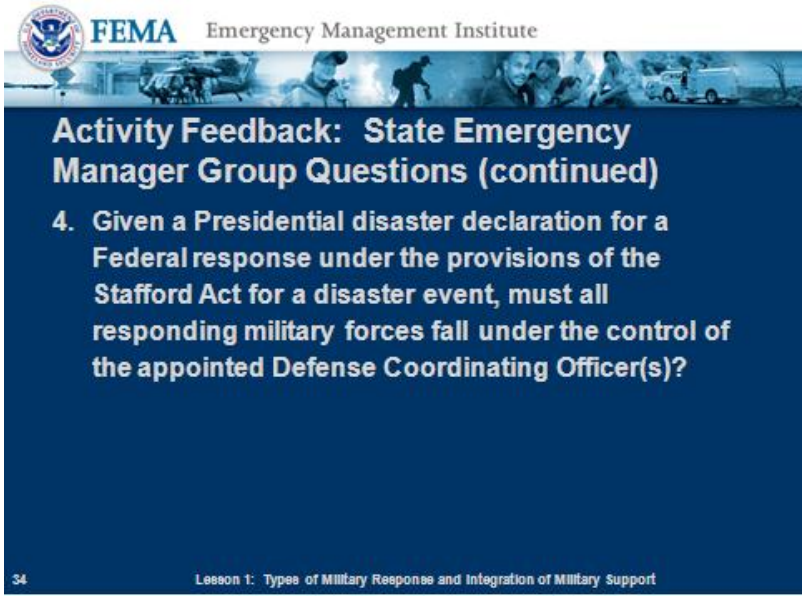
Taking CARRL (Cost, Appropriateness, Risk, Readiness, Lethality, and Legality) into account, what are some of the specific factors that may determine whether a particular military unit is mobilized to assist in the response?

| Instructor Actions | Lesson Information |
| --- | --- |
| Question #2:<br><br>State that, given the lack of enacting the Insurrection Act, the National Guard in State Active Duty (SAD) or Title 32 status is the appropriate response. (The U.S. Coast Guard can also conduct law enforcement since it is not a part of the DoD and consequently is not under the strictures of the Posse Comitatus Act).<br><br>Question #3:<br><br>State that some of the specific factors that may determine whether a particular military unit is mobilized to assist in the response are: the unit's mission, its readiness, its size, adjustability, and flexibility, its status for deploying to, training for, or recovering from another deployment, availability of equipment, in accordance with pre-planning, compacts and intra-state agreements, proximity to the disaster, and its component of the military (e.g., Active, Guard or Reserve). | |

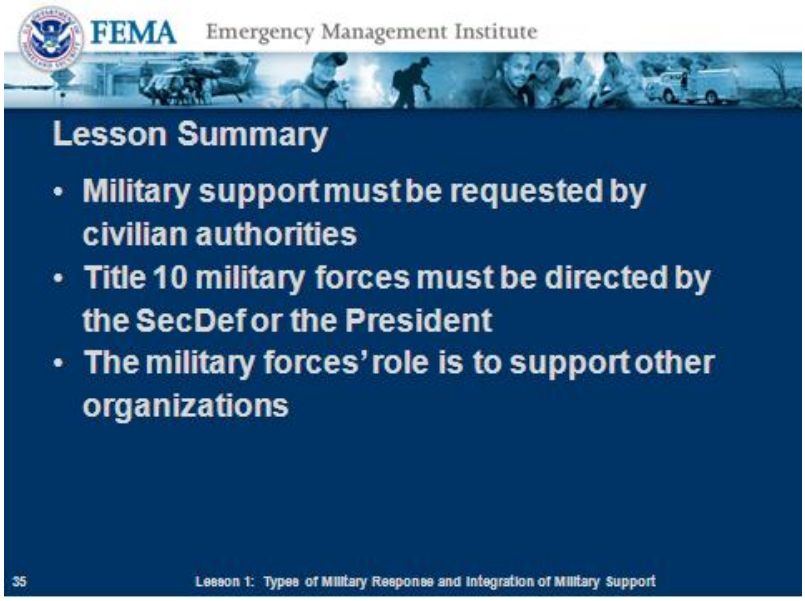
***Activity Feedback: State Emergency Manager Group Questions***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Activity Feedback: State Emergency Manager Group Questions slide.<br><br>Provide the following feedback for each question.<br><br>Question #1:<br><br>State that the types of military response you will request to assist your population and response agencies are state emergency managers who typically access military resources through the State Coordinating Officer (SCO) who will have direct communication with the Federal Coordinating Officer (FCO) and Defense Coordinating Officer (DCO).<br><br>Question #2:<br><br>State that, given the lack of enacting the Insurrection Act, the National Guard in State Active Duty (SAD) status is the appropriate response.<br><br>Question #3:<br><br>State that commitment of Federal military forces for civil support operations follows a Presidential disaster declaration under the Stafford Act, by following the four-step process you learned about in the Authorities for Federal Response portion of this lesson. |  |

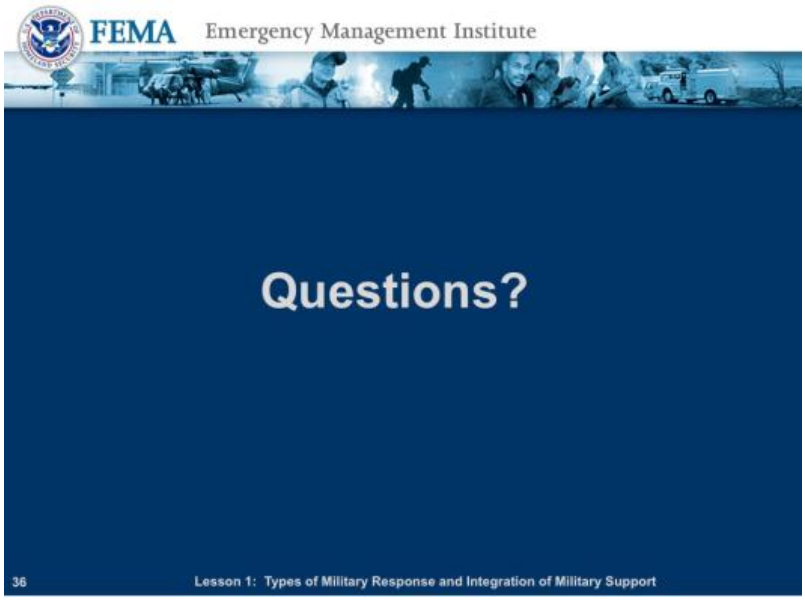
***Activity Feedback: State Emergency Manager Group Questions (continued)***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Activity Feedback: State Emergency Manager Group Questions (continued) slide.<br><br>Provide the following feedback for the question:<br><br>Question #4:<br><br>State that the correct response is "No."<br><br>Explain that, even if the National Guard of a state is federally funded for responding in Title 32 status, the Governor of that state may retain control of the forces from his state or National Guardsmen from other states per provisions of state to state compacts. |  |

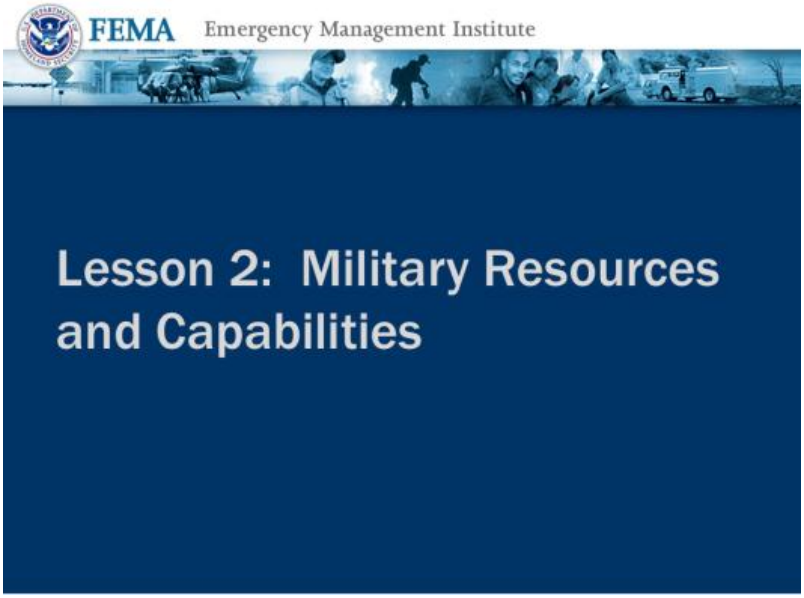
## *Lesson Summary*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Lesson Summary slide.<br>Refer students to page I-56 in the Student Manual. |  |
| Provide the class with a lesson summary.<br>State that this lesson presented an overview of the incident response process from the local and first tier response to a Presidential declaration and Federal response. | Three key points to remember, as highlighted in the scenario, are:<br>• Military support must be requested by civilian authorities.<br>• Title 10 military forces must be directed by the SecDef or the President.<br>• It is most important to understand that the military forces' role is to support other organizations. The military and DoD are not arriving to take over incident command and control within DSCA operations. |
| Instruct the students to write down three things they learned in this lesson that will be helpful when planning for emergencies. You will review what they write at the end of the class.<br>When student are finished, take a one-hour lunch break. | |

***Questions?***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Questions? slide. |  |
| Ask the students if they have any questions. | |
| Explain to students what the next lesson, Military Resources and Capabilities, will cover. | The next lesson, Military Resources and Capabilities, will introduce you to the various military organizations and capabilities that may be involved in providing support to local emergency responders. |

# Lesson 2: Military Resources and Capabilities

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Lesson 2: Military Resources and Capabilities slide. |  |
| State the total lesson time.<br><br>When you are about half way through this lesson, take a 15 minute break. | Lesson 2 will take 2 hours (plus a break) to complete. |

### *Topics Covered*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Topics Covered slide. | |

## Instructor Actions

State the topics that will be covered in Lesson 2.

Note that, throughout this course, you will need to write down any questions that students have so that you can answer them later in the course, or after class.

## Lesson Information

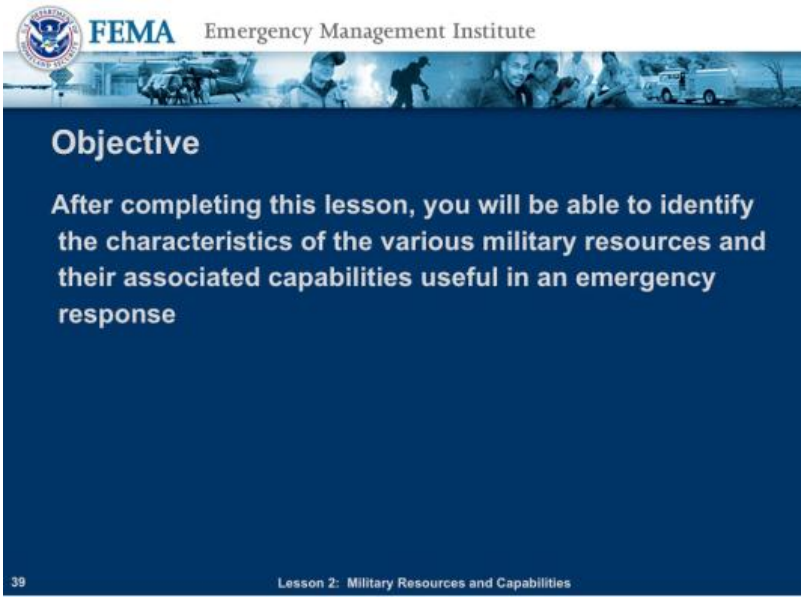
The following topics are covered in this lesson:

- U.S. Military Services
- Military Culture
- Federal Executive Department Control of the U.S. Military Services
- Components of the U.S. Military Services
- Other U.S. Uniformed Services
- Auxiliaries to the Military Services
- Military Capabilities Useful for Emergencies
- Base Support Installation (BSI)
- Possible Missions

During this lesson, refer to the following supporting materials provided in this guide:

- Supplemental information –to read in addition to what your instructor presents
- Activity Worksheets – to complete, either individually, or in groups, as directed by your instructor
- Appendices – to refer to for a glossary of IS-75 course terms, acronyms, and related forms

### *Objective*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Objective slide. |  |
| Inform the class what they will learn about in Lesson 2. | This lesson identifies the various military organizations that may provide support to local emergency responders.<br>It describes the capabilities of these military organizations that may be used in a response.<br>It also reviews several factors that affect how military organizations can get involved and help emergency managers, such as:<br>• The military service and components of the responding organization<br>• The governing legal authority and status controlling the responding organization<br>• The command authority of the responding organization<br>• Situations that limit action<br>• Response funding sources<br>Review the following lesson objective:<br>• At the end of this lesson, you should be able to identify the characteristics of the various military resources and their associated capabilities useful in an emergency response. |

| Instructor Actions | Lesson Information |
| --- | --- |
| Ask the class how many services are in the United States Armed Forces? (Answer: five)<br><br>Who can name those services? (Answer: Army, Navy, Air Force, Marine Corps, Coast Guard) | |

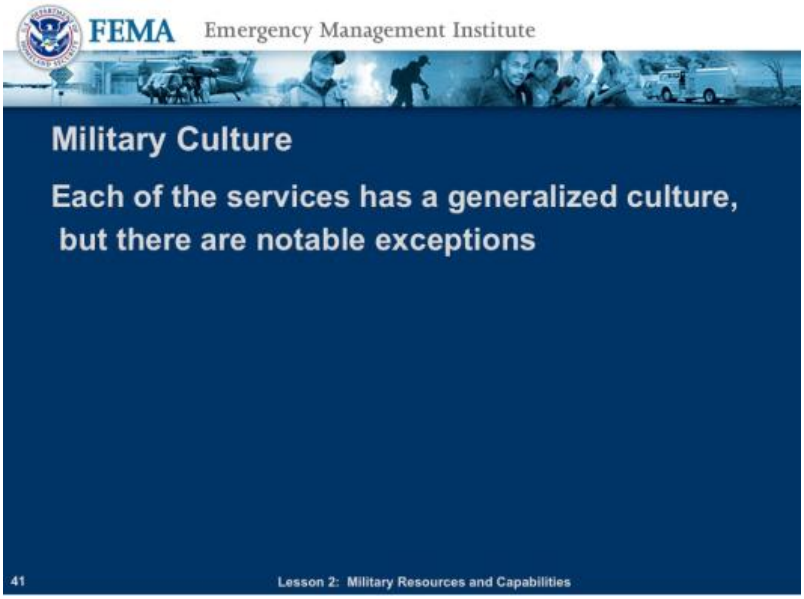
## *U.S. Military Services*

### *U.S. Military Services*

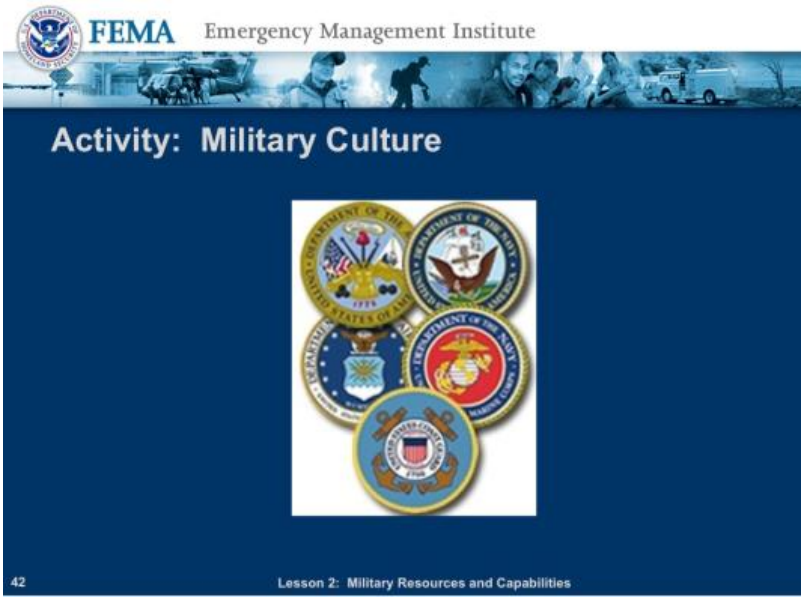
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the U.S. Military Services slide. | |
| Discuss each service that comprises the U.S. military. | The United States military, more formally known as United States Armed Forces, consists of the:<br>• U.S. Army<br>• U.S. Navy<br>• U.S. Air Force<br>• U.S. Marine Corps<br>• U.S. Coast Guard<br>Each service has different capabilities that provide varying degrees of usefulness in supporting an emergency response. |
| Ask the students how many of them are former service members?<br>Since many of you are former service members, you will be familiar with the topics in this lesson. | |

## *Military Culture*

### *Military Culture*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Military Culture slide. |  |
| Describe military culture to the class. | Each of the services has a generalized culture, but there are notable exceptions.<br><br>The culture of each service affects the nature of their response because of differences in the missions they perform, their organizational structure, and the amount of resources they possess.<br><br>These cultural characteristics extend from the Active Duty into their respective Reserve and National Guard components.<br><br>There are also cultural characteristics inherent within the Reserve and National Guard components that are not found in the Active Duty due to the dual nature of the membership being civilian and part-time military. |
| Inform the class that you are going to ask them a few questions based on what they already know about the military. | |

***Activity: Military Culture***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Activity: Military Culture slide. |  |

| Instructor Actions | Lesson Information |
| --- | --- |
| Ask the class to answer the following questions, based on their existing military knowledge and/or experience:<br>1. Which military service is organized and equipped for large scale operations and has weapons systems designed towards large numbers with localized lethality and relative limited ease of employment? (Answer: Army)<br>2. Which military service has many of the same capabilities as the Army, just on a smaller scale and with a smaller organization? (Answer: Marine Corps)<br>3. Which military service is organized to protect national power through its fleets of ships? (Answer: Navy)<br>4. Which military service possesses the largest part of the U.S. Armed Forces airlift capability? (Answer: Air Force)<br>5. Which military service is unique for its maritime law enforcement authority? (Answer: Coast Guard) | |

| Instructor Actions | Lesson Information |
| --- | --- |
| Refer students to page II-8 in the Student Manual for additional details on the culture of each military service and an example of how each service has responded in an emergency. (Page II-11 in the Instructor Guide.) | |
| State that now we are going to look at the example Marine Corps response on page II-10 in the Student Manual. Can I get a volunteer to read the example aloud? (Page II-13 in the Instructor Guide.) | |
| Ask who in the class can share an example of when they used one of the services in an emergency in their jurisdiction? | |

***Activity: Military Culture***

## Activity: Military Culture

**Instructions:**

1. Read each description and example of how each branch of the U.S. military provides support during a disaster.
2. Participate in the class discussion.

**United States Army**

The U.S. Army is organized and equipped for large scale operations, designed around organizing and putting thousands of soldiers in place with their associated equipment and staff. Historically, the Army has had difficulty with scalability towards smaller units. Army weapons systems are designed towards large numbers with localized lethality and relative limited ease of employment.

The activities of the main U.S. Army branches, Infantry, Armor and Artillery have limited- to-no utility in a civil setting, although the personnel in those branches do provide an incredible manpower pool. The capabilities of smaller branches and other entities within the U.S. Army such as the Aviation Branch, Special Forces, Civil Affairs, and Chemical Corps would be more readily available and have direct application to an emergency situation.

**Example: Long Lead Time for Some Military Units May Limit Their Utility**

On September 5, 2005, after Hurricane Katrina had gone through the Gulf Coast, the Department of Defense mobilized the U.S. Army's 14th Combat Support Hospital (CSH) to provide a medical capability as a part of Joint Task Force Katrina, the umbrella organization in control of the responding Title 10 forces. The 14th CSH did not get set up until September 11th, after most victims of the flooding had already been evacuated, so this capacity was mostly employed to tend to the injuries suffered by the responders.

**United States Navy**

To accomplish its primary mission, the U.S. Navy is organized to project national power through its fleets of ships, from tenders to the tremendous power of aircraft carriers. The design and organization of the ships of the U.S. Navy are geared towards its military mission and does not readily scale to support an emergency, with a few exceptions in some specialties.

The assets found at U.S. Navy installations are in place to service its sea-borne mission and have limited application. Much like the U.S. Air Force, however, the U.S. Navy has aerial capabilities that are useable in emergency situations. This is especially true for the helicopters in its aircraft inventory.

Because of its sea-borne mission, the U.S. Navy has many specialized capabilities related to aquatic activities, such as underwater rescue and recovery, and underwater explosive ordnance disposal that may be of use in an emergency.

## Activity: Military Culture

**Example: U.S. Navy Response to Loma Prieta Earthquake in San Francisco Bay Area**
Following the 6.9 earthquake that struck the San Francisco Bay area (epicenter in Loma Prieta, California) the Department of Defense began preparations for military response even before the disaster was officially declared. Secretary of Defense Richard Cheney activated the Directorate of Military Support (DOMS, now the Joint Directorate of Military Support), which is the staff at the Pentagon responsible for coordinating military response, and activated a joint task force to coordinate, manage, and task DoD support to FEMA. DOMS alerted all nearby Army, Navy, and Air Force aviation, engineer, and medical to standby for tasking if necessary. Owing to their significant presence in the Bay Area, the U.S. Navy was able to provide extensive assistance in this disaster. U.S. Navy provided power from generators aboard the USS Lang and the USS Gray. These ships were docked in the San Francisco harbor at the time of the earthquake. Two other ships in the San Francisco Bay, the USS Kansas and the USS Flint, put their helicopter detachments on standby to provide assistance as needed. Additionally, communications coordination for the Bay area was provided by the USS Texas. From their on-shore installations the U.S. Navy assisted with evacuating people trapped on the Oakland Bay and rescuing persons on the collapsed section of the Interstate Highway 880 Bridge.

**United States Air Force**
The U.S. Air Force possesses the most responsive capabilities for supporting civil authorities. Its organization for planning the use of its forces, known as the Unit Type Code, can be scaled from an individual for a given task up to a full wing with several dozen aircraft.

The U.S. Air Force possesses the largest part of the U.S. Armed Forces airlift capability, from the huge C-5 and KC-10 to the ever versatile C-130 with its many configurations. Aside from the logistic capabilities of its airlift, the U.S. Air Force's capabilities to support a large-scale emergency are smaller compared to what the U.S. Army can bring to bear.

**Example: USAF Response to Hurricane Katrina**
In the aftermath of Hurricane Katrina, Air Mobility Command (AMC), the Major Command of the United States Air Force that exercises operational control over the Air Force's airlift assets, transported thousands of military support personnel, civilian emergency response team members, and evacuees, and delivered thousands of tons of emergency equipment and supplies in support of relief operations. Airmen from every base within AMC supported the relief effort in one way or another.

To handle the increased air mobility operations in and out of the hurricane relief area, AMC deployed three Contingency Response Group (CRG) elements to the region. CRGs are able to rapidly assess, open, and sustain air mobility operations. For the Hurricane Katrina relief effort, AMC deployed elements of three CRGs, each tailored to meet the needs of air mobility operations at several airfields in the Southern United States. These CRGs included 46 airmen from Travis AFB, CA, positioned at Keesler AFB, MS; 29 airmen from McGuire AFB, N.J., on the ground at New Orleans International Airport; and an Air National Guard CRG Element working air mobility operations in Gulfport, MS.

**United States Marine Corps**
The U.S. Marine Corps (USMC) has many of the same capabilities as the U.S. Army, just on a smaller scale and with a smaller organization. This smaller scale actually makes them more responsive as they are able to activate smaller units to quickly assist in an emergency situation.

The USMC Chemical Biological Incident Response Force (CBIRF) is comprised of 276 personnel and is organized into two Incident Response Forces (IRFs), which are company-sized elements.

The U.S. Marines also have an aviation branch with airlift and helicopter capabilities, but these are not as extensive as those within the U.S. Air Force and the U.S. Army, respectively.

## Activity: Military Culture

**Example: U.S. Marine Corps Response to Hurricane Katrina**
In August of 2005, when Hurricane Katrina ravaged the Gulf Coast of the United States, Marine Corps personnel from Marine Air Control Group 48 (MACG-48), based at Naval Station Great Lakes (near North Chicago, IL), deployed to New Orleans to augment Task Force Katrina. This unit was called upon to provide command and control expertise and long haul communication support in support of disaster relief efforts. From September to October of 2005, 100 Marines were involved in this effort.

**United States Coast Guard**
The U.S. Coast Guard should be considered separately from the other services. It does not fall under the DoD. Instead, it falls under the Department of Homeland Security (DHS), and it has a law enforcement responsibility alongside its military mission.

The U.S. Coast Guard refers to its sea-borne vessels as “Cutters” (the U.S. Navy refers to its large vessels as “ships”), which are involved daily with guarding and enforcing the law on the nation’s waterways. Along with these, the U.S. Coast Guard also has aircrafts. These aircrafts are involved with law enforcement activities as well as search and rescue.

**Example: U.S. Coast Guard Response**
In the response to Hurricane Katrina, the U.S. Coast Guard rescued more than 17,000 people in their water and air rescue efforts as September 3, 2005. This was almost twice as many as it had saved in the previous 50 years combined. This does not include the missions by helicopter to provide emergency food and water to people awaiting rescue.

## *Federal Executive Department Control of the U.S. Military Services*

### *Federal Executive Department Control of the U.S. Military Services*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Federal Executive Department Control of the U.S. Military Services slide. | |



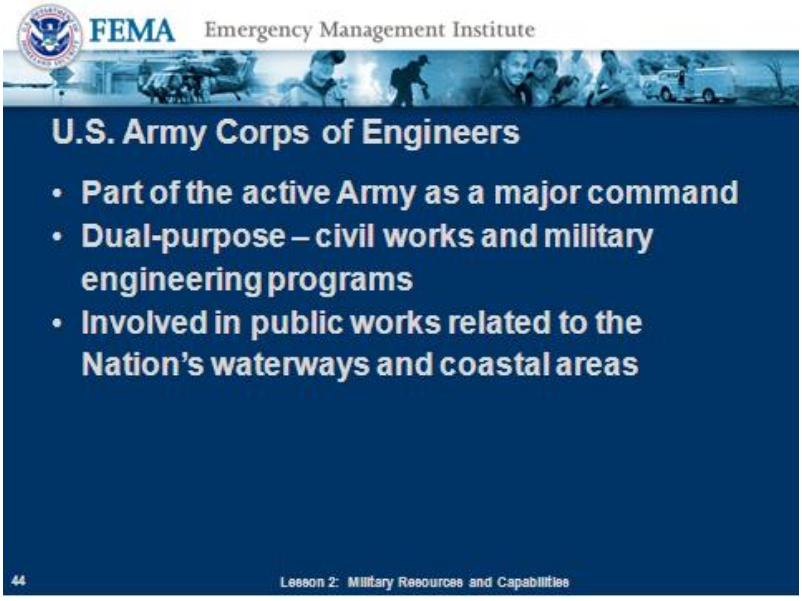
Discuss the different ways in which the Federal Executive Department controls U.S. military services.

- All of the Armed Forces are a part of the DoD, with the exception of the U.S. Coast Guard (USCG), which is part of the Department of Homeland Security (DHS)
- The USCG's placement within DHS is important to be aware of because they work through a different chain of command and management
- The USCG also has a different regulatory environment from that of the services assigned to DoD
- The USCG is also unique for its maritime law enforcement authority. That means that DoD regulations or DoD programs, such as DSCA, do not apply to the USCG. The only exception to this is if the control of the USCG is transferred to the U.S. Navy by the President or Congress during time of war
- The Uniform Code of Military Justice does apply to the USCG

Describe the extent of the DoD's involvement in emergency response.

The DoD's involvement in an emergency response is in a supporting role. A notable exception to this role is that of the U.S. Army Corps of Engineers (USACE).

***U.S. Army Corps of Engineers***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the U.S. Army Corps of Engineers slide. |  |
| Discuss the U.S. Army Corps of Engineers. | A part of the active Army as a major command, the USACE has a directorate for civil works as well as one for military engineering programs.<br><br>In performing its military and civil missions, the USACE should be considered dual-hatted. Within this directorate for civil works, the USACE is involved in many of the public works related to the nation's waterways and coastal areas. This includes dams, locks, and waterway dredging.<br><br>They are also responsible for managing construction tied to flood protection and beach nourishment.<br><br>Additionally, the USACE in many cases owns or manages the resource effected by an emergency, be it a dam, a levee system, a port or some other asset, so they often have a direct interest in the response to the emergency. |
| Refer students to page II-13 in the Student Manual for additional information on the USACE. (Page II-16 in the Instructor Guide.)<br><br>Before moving to the next slide, ask the class to name the three components of the military. (Answer: Active Duty, Reserve, National Guard) | |

***Activity: U.S. Army Corps of Engineers***

## Activity: U.S. Army Corps of Engineers

**Instructions:**

1. Read the additional information about the U.S. Army Corps of Engineers.
2. Participate in the class discussion.

**United States Army Corps of Engineers**

The DoD, through the USACE, is the agency that acts as the Federal Emergency Support Function (ESF) Coordinator for ESF #3, Public Works and Engineering. Under Public Law 84-99, Flood Control and Coastal Emergencies Program, the USACE has responsibilities for disaster preparation, emergency operations, rehabilitation, water assistance, and hazard mitigation. Within ESF #3, USACE provides support in an emergency by coordinating the requirements to provide water and ice, temporary emergency power, debris removal and disposal, structural safety assessment, and infrastructure assessment and emergency repair. Along with ESF #3, USACE also assists in supporting DHS in ESF #6, Mass Care, Emergency Assistance, Housing and Human Services, with the provision of temporary roofing and temporary housing, and ESF #9, Search and Rescue, with support for urban search and rescue.

## *Components of the U.S. Military Services*

### *Components of the U.S. Military Services*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Components of the U.S. Military Services slide. | |
| Explain the three components of the United States military. | There are three components of the United States military: Active Duty, Reserve, and National Guard.<br><br>Each service, including the Coast Guard, has an active duty and a reserve component. Only the Army and Air Force have National Guard components.<br><br>The various services have distinct differences because of their core missions and corporate culture.<br><br>Additionally, the differences between the components can actually be greater than that between the services themselves. The different legal authorities, command authorities, and funding sources may determine whether a military resource is available for an emergency situation. |
| Explain to the class that now they will complete an activity that will help them learn more about these components. | |

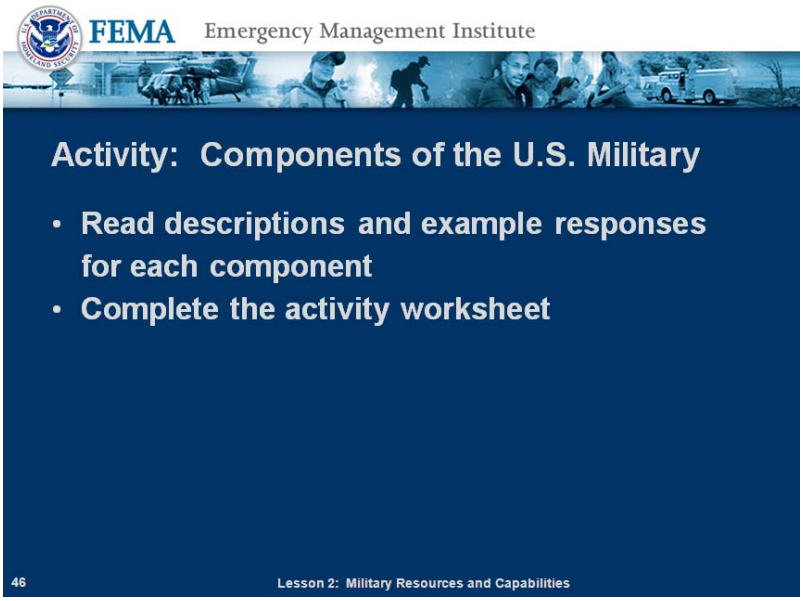
***Activity: Components of the U.S. Military Services***

**Instructor Actions**

Refer to the Activity: Components of the U.S. Military Services slide.

1. Refer students to page II-16 in the Student Manual. (Page II-20 in the Instructor Guide.)
2. Have students read the descriptions and example responses for each component, and complete the worksheet.
3. Set a time limit of 15 minutes for completion.

**Lesson Information**



## Instructor Actions

Review each statement in the worksheet with the class after 15 minutes and provide the following correct answers:

1. This component belongs to the various states on a day-to-day basis. (Answer: National Guard)
2. The only forces available from this component are those personnel who volunteer to participate. (Answer: Reserve)
3. Component units are a full-time force with all personnel available for tasking. (Answer: Active Duty)
4. Only the Army and Air Force have this component. (Answer: National Guard)
5. This component moves its personnel every two or three years worldwide. (Answer: Active Duty)
6. This Coast Guard component has the ability to serve a law enforcement function directly for the President. (Answer: Reserve)

When you are done with the activity, refer students to page II-23 in the Student Manual for a summary of the legal statuses of military forces in an emergency. (Page II-27 in the Instructor Guide.)

## Lesson Information

***Activity Worksheet: Components of the U.S. Military***

## Activity Worksheet: Components of the U.S. Military

**Instructions:**

1. Read the descriptions of the three military service components on page II-14 in your Student Manual.
2. Review the statements below and indicate if each statement is true of the Active Duty, Reserve, or National Guard component.

| Statement | Active Duty | Reserve | National Guard |
|---|---|---|---|
| This component belongs to the various states on a day-to-day basis. | | | |
| The only forces available from this component are those personnel who volunteer to participate. | | | |
| Component units are a full-time force with all personnel available for tasking. | | | |
| Only the Army and Air Force have this component. | | | |
| This component moves its personnel every two or three years worldwide. | | | |
| This Coast Guard component has the ability to serve a law enforcement function directly for the President. | | | |

**Active Duty Characteristics**

Active Duty component units are a full-time force with all of their personnel available for tasking, which makes it possible for them to respond quicker in many situations.

Another characteristic of Active Duty units that emergency managers might consider is how well they know the local area. The Active Duty personnel tasked to support an emergency are often from outside the community or state where the emergency is taking place. This applies even if their duty station is close to the response. This is mostly because the Active Duty component moves its personnel every two or three years, worldwide.

## Activity Worksheet: Components of the U.S. Military

### Active Duty Governing Legal Authority

Active Duty personnel are governed by Title 10 of the U.S. Code. Title 10 means that they must follow the rules of the Uniform Code of Military Justice (UCMJ).

The UCMJ greatly affects the liability of the military resource and may also affect how relevant certain civil statutes are to a given emergency situation. Consult with competent legal authorities for information regarding specific legal issues.

As mentioned before, the Coast Guard differs from the other four armed services. Its Active Duty component operates simultaneously under Title 10 and Titles 6, 14, 19, 33, and 46. Because of its legal authority, the Coast Guard can conduct military operations under the DoD or serve a law enforcement function directly for the President in accordance with Title 14.

### Active Duty Command Authority

Active Duty resources are always under Federal command authority and under military command through their chain of command. This chain of command extends to the President as the Commander-in-Chief. Active Duty involvement in an emergency response may be determined locally by implementing Mutual Aid Agreements (authorized under DoD Instruction (DODI) 6055.06) with local civil agencies. Active Duty units may also respond as determined by the local commander under the limits of the Imminent Response Authority (IRA). This type of response is generally limited to the local jurisdiction closest to the military installation.

Note: Department of Defense Instruction (DODI) 6055.06 addresses DoD Fire and Emergency Services (F&ES) Program (limited to emergency fire, medical, hazardous materials, and rescue services).

When there is a Federal response in accordance with a Presidential emergency declaration, other Active Duty units may be called upon from across the nation by the Joint Directorate of Military Support (JDOMS) with approval by the Secretary of Defense. This is accomplished upon the request of the Federal Coordinating Officer (FCO) for the emergency. The FCO does this through the Defense Coordinating Officer/Defense Coordinating Element (DCO/DCE). The FCO requests resources that may be available through all Federal agencies, not just DoD.

### Active Duty Legal Limitations in an Emergency

Active Duty military resources have limitations on how they may be used in an emergency. The clearest limitation is the legal prohibition of using military personnel in enforcing civil law. Proscribed by the Posse Comitatus Act, this law applies to all Federal military, with the exception of the USCG. Since it only applies to the use of military personnel in law enforcement, Posse Comitatus does not prohibit the use of military equipment that is loaned to civilian law enforcement agencies. Remember, a rule-of-thumb time limit of 72 hours exists for immediate response operations during the response phase which focuses on life-sustaining functions. After 72 hours, the response is generally no longer considered immediate and falls into the category of restoration/recovery.

There will be pressure to use DoD capabilities, especially engineering capabilities, outside the scope of the disaster recovery. Both the Stafford and Economy Acts, however, limit the activities that the DoD can perform. There are two reasons for establishing this limit:

- It is intended to keep military resources for their primary military missions.
- It avoids putting military resources in competition with the civilian workforce who, because of the disaster, may have lost work and will need to earn a living.

## Activity Worksheet: Components of the U.S. Military

### Active Duty Funding Sources

Responses made through Mutual Aid Agreements are often reimbursed by Fire & Emergency Services and Emergency Medical Services (EMS).

When responding as a function of Immediate Response Authority (IRA), the Active Duty units use resources from their normal operating budget and there is no guarantee of reimbursement. Support under IRA will not be delayed or denied based on the inability or unwillingness of the requester to make a commitment to reimburse DoD. Thus, funding for IRA may become the unit's responsibility. If the emergency response becomes a declared emergency, the military unit should submit a request for reimbursement through the DCO.

Military resources responding per tasking from a Mission Assignment (MA) will be reimbursed according to one of the following:

- The provisions of the Stafford Act, which goes into effect with a Presidential declaration.
- Interagency Agreements, when there is no Presidential declaration per an MA.
- A Request for Support as outlined in the Economy Act which applies in providing resources from agency to agency.

### Reserve Characteristics

Reserve component units consist of a small cadre of full-time personnel who provide continuity of management for their organizations and ensure the part-time Reservists, known as traditional Reservists, are organized, trained, and equipped to perform their assigned duties. Since this is a part-time force, personnel have to be recalled and mobilized for their tasking. Reservists cannot be involuntarily mobilized for an emergency response. The only forces available are those personnel who volunteer to participate. Using Reserve personnel may be questionable if a timely response is needed.

An advantage of interacting with Reserve units is that in their civilian life they are likely a part of the local community in the vicinity of their duty station. Unless responding under IRA conditions, however, Reservists will respond nationwide, outside the community or state in which they reside.

### Reserve Governing Legal Authority

Reservists, like Active Duty personnel, are governed by Title 10 of the U.S. Code, which subjects them to the provisions of the UCMJ, bringing about issues of liability and possibly the applicability of civil statutes relevant to a given emergency situation. Consult with competent legal authorities for information regarding specific legal issues. The Reserve component of the Coast Guard differs from the other four armed services, operating simultaneously under Title 10 and Titles 6, 14, 19, 33, and 46, with the ability to conduct military operations under the DoD or serve a law enforcement function directly for the President in accordance with Title 14.

### Reserve Command Authority

Reserve military resources, like Active Duty resources, are always under Federal command authority, and under military command through their chain of command that extends to the President as the Commander-in-Chief. In the same manner as Active Duty, Reserve involvement in an emergency response may be determined locally by implementing mutual aid agreements authorized under DoD Instruction (DODI) 6055.06. This type of response is generally limited to the local jurisdiction immediately adjacent to the military installation. When there is a Federal response in accordance with a Presidential emergency declaration, Reserve military resources may only be tasked on a voluntary basis by JDOMS, with approval by the Secretary of Defense. There is no involuntary call-up of Reservists for Defense Support of Civil Authorities.

## Activity Worksheet: Components of the U.S. Military

### Reserve Funding Sources

The funding sources for a Reserve unit in an emergency response are the same as that for an Active Duty organization, including sources:

- As established within mutual aid agreements for F&ES and EMS when responding under mutual aid.
- From their normal operating budget when responding as a function of Immediate Response Authority (IRA).
- Under provisions of the Stafford Act which goes into effect with a Presidential declaration.
- Under Interagency Agreements when there is no Presidential declaration per an MA.
- From a Request for Support as outlined in the Economy Act. This applies in providing resources from agency to agency.

### Example Reserve Response

The 910th Airlift Wing of the US Air Force Reserve possesses the military's sole aerial spraying capability. After Hurricane Katrina passed through the Gulf Region, the DoD called out this capability to spray insecticide in the Gulf Region to suppress insect borne disease. The 910th AW returned to the Gulf in May of 2010 to spray dispersant on the oil released following the sinking of the Deepwater Horizon. Once civilian aerial spraying assets became available during the first week of June, the 910th AW was released from the response to meet Stafford Act requirements to "avoid competing commercially with the private sector" and "rely on commercial sources to supply the goods and services needed by the department."

### National Guard Characteristics

The National Guard is a military Reserve organization that is different from the Federal Reserve component because it belongs to the various states on a day-to-day basis. The National Guard, however, can also be called for Federal duty. Like the service Reserve components, National Guard units consist of a small core group of full-time personnel who are responsible for the management for their organizations and ensure the part-time Guardsmen, known as Traditional Guardsmen, are organized, trained, and equipped to perform their assigned duties. Also like the Reserve, this is a part-time force where personnel have to be called and mobilized for their tasks. Unlike the Federal Reservists, Guardsmen can be involuntarily mobilized for an emergency response.

National Guard units are usually a part of the local community in the vicinity of their duty station. They respond to emergencies within the state or are deployed outside the state as part of a request in accordance with a reciprocal agreement between EMACs at the direction of the governor. Guardsmen can also be Federally activated to be deployed nationwide to support presidentially declared emergencies.

**National Guard Governing Legal Authority**

The National Guard component is said to be a dual status military force available to both governors and the President. National Guard personnel are regulated by Title 32 of the U.S. Code. Title 32 forces are assets under direction of the state governor which may be sourced to support Federal requirements under the Stafford and Economy Acts when approved by the Secretary of Defense. If these forces are federalized, they are governed by Title 10. When in Title 10 status, the same legal requirements for Active Duty and Reserve components apply. When called up for duty by the governor of their state the Guardsman is said to be on State Active Duty, and is subject to that state's military justice system. Each state establishes its own military justice system, so the specific impact will vary from state to state. Consult with competent legal authorities for information regarding specific legal issues.

Only two services have National Guard components: the Army and the Air Force. These are known as the Army National Guard and the Air National Guard, respectively.

**National Guard Command Authority**

Guardsmen are under the authority of the governor of their state when on State Active Duty or in Title 32 status. Involvement in an emergency response is determined by state law, policy, and regulation to include establishment of Mutual Aid and response under Imminent Response Authority.

When federally activated under Title 10 status, Guardsmen, like Reservists, are under Federal command authority, and under military command through their chain-of-command that extends to the President as the Commander-in-Chief. When there is a Federal response in accordance with a Presidential emergency declaration, National Guard resources may be called up for Federal duty and tasked by JDOMS with approval by the Secretary of Defense.

**National Guard Legal Limitations in an Emergency**

When in State Active Duty or Title 32 status, the Posse Comitatus Act does not apply to Guardsmen since they are not considered a part of a Federal military force. However when federalized and placed within the regulatory regime of Title 10, the Guardsman is a Federal military resource governed by Title 10 of the U.S. Code. The limitations on how that National Guard resource may be employed in an emergency are parallel to those of Active Duty. This includes the legal prohibition of using military personnel to enforce civil law as proscribed by the Posse Comitatus Act.

Likewise, as long as a National Guard resource is under state control, the limitations created by the details of the Stafford Act are not applicable. The limits are set by state law and by the authority of the governor. Once the National Guard asset is federalized, the requirements that apply to all other Federal military, except for the Coast Guard and its Reserve component, apply to the federalized Nationalized Guard asset as well.

**National Guard Funding Sources**

The funding sources for a National Guard unit in an emergency response will be according to the funding established by the state. If there is a Presidential declaration, the National Guard unit will receive reimbursement though funding that comes to the state. If the National Guard unit is federalized, the reimbursement to the unit will follow the same pattern as the other Federal military forces.

**Example National Guard Response**

In March of 2009, the Governor of Kentucky called up the entire Kentucky National Guard of over 4,600 National Guardsmen to provide disaster assistance to over 500,000 homes and businesses in 92 of Kentucky's 120 counties. The Guardsmen provided relief support in the wake of an ice storm that made roads impassable, knocked out power lines, disrupted telephone service, and toppled trees. The assistance included getting people to shelters, providing emergency power, distributing water and food, and removing trees and branches from roadways.

In another example, during the response to the aftermath of Hurricane Katrina, armed National Guardsmen provided security in New Orleans. They were in place to control access to the city, prevent looting, protect the agencies delivering relief supplies, and to ensure the orderly evacuation of the people who stayed through the hurricane and found themselves flooded out of their homes. These Guardsmen were under the authority of the Governor of the state of Louisiana, including the Guardsmen deployed from other states. They were in Title 32 status which provided Federal funding while retaining state control.

### *Military Forces Legal Statuses*

**Instructor Actions**

Refer to the Military Forces Legal Statuses slide.

Instruct the class to take a few minutes to read the Military Forces Legal Statuses on page II-22 of the Student Manual.

**Lesson Information**

Military Forces Legal Statuses

| | State Active Duty (SAD) | Title 32 | Title 10 |
|---|---|---|---|
| Command and Control | Governor | Governor | President |
| Location of Duty | IAW State law | United States | Worldwide |
| Funding | State | Federal | Federal |
| Mission Types | IAW with State law (riot control, emergencies) | Training and/or other federally authorized missions | Overseas training and other missions as assigned |
| Military Discipline | State Military Code | State Military Code | UCMJ |
| Support to Law Enforcement | Yes, within authority extended by State law | Yes, within authority extended by State law | In accordance with Posse Comitatus Act |
| Indemnity | State | Federal | Federal |

Discuss the Military Forces Legal Statuses slide.

National Guard may respond under State Active Duty, Title 32 or Title 10 status.

The Governor retains control over the National Guard of his state when they respond in State Active Duty Status or under Title 32.

The difference between State Active Duty status and Title 32 status is Title 32 activities are federally funded.

Along with Federal control, all military in Title 10 status are subject to the Uniform Code of Military Justice and the Posse Comitatus Act, including Federalized National Guard personnel.

***Activity: Military Forces Legal Statuses***

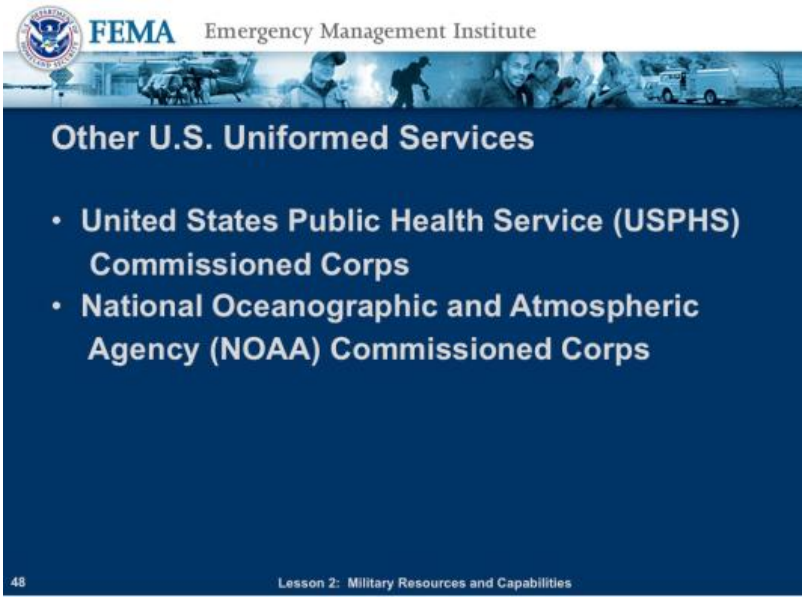
**Activity: Military Forces Legal Statuses**

**Instructions:**

1. Read the following information about military forces legal statuses.
2. Participate in the class discussion.

| | **State Active Duty (SAD)** | **Title 32** | **Title 10** |
|---|---|---|---|
| Command and Control | Governor | Governor | President |
| Location of Duty | IAW State Law | United States | Worldwide |
| Funding | State | Federal | Federal |
| Mission Types | IAW State law<br>(riot control, emergencies) | Training and/or other authorized missions | Overseas training and other missions, as assigned |
| Military Discipline | State Military Code | State Military Code | Uniform Code of Military Justice (UCMJ) |
| Support to Law Enforcement | Yes, within authority extended by State law | Yes, within authority extended by State law | IAW Posse Comitatus Act |
| Indemnity | State | Federal | Federal |

***Other U.S. Uniformed Services***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Other U.S. Uniformed Services slide. |  |
| Explain the other U.S. Uniformed Services.<br><br>Refer students to page II-25 in the Student Manual for detailed descriptions about these services. (Page II-29 in the Instructor Guide.) | There are two other uniformed services within the Federal system:<br><br>• United States Public Health Service (USPHS) Commissioned Corps – instituted to protect, promote, and advance the health and safety of the nation<br><br>• National Oceanographic and Atmospheric Agency (NOAA) Commissioned Corps – involved in emergency response in its scientific role through the information they provide regarding weather and water conditions<br><br>These uniformed services are not military but they may be directed by the President.<br><br>The USPHS and NOAA Commissioned Corps are not subject to the Uniform Code of Military Justice or the Posse Comitatus Act. They are commissioned into uniform status so that they are covered by the article of the Geneva Convention. |

***Activity: Other U.S. Uniformed Services***

## Activity: Other U.S. Uniformed Services

**Instructions:**

1. Read the following additional information about the U.S. Uniformed Services.
2. Participate in the class discussion.

**United States Public Health Service**

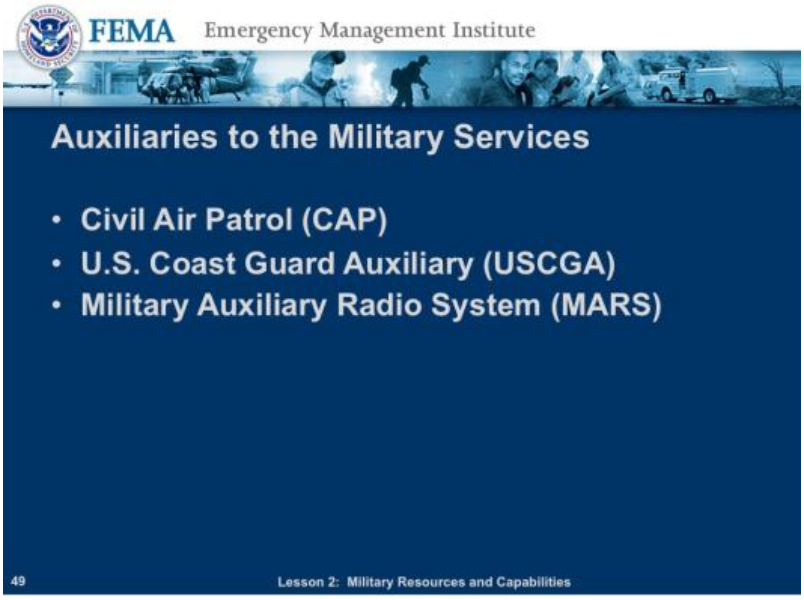
The United States Public Health Service (USPHS) Commissioned Corps falls under the Department of Health and Human Services and is instituted to protect, promote, and advance the health and safety of the Nation. In a presidentially declared emergency the USPHS Commissioned Corps would fall under Emergency Support Function #8, Health and Medical Services.

**National Oceanographic and Atmospheric Agency**

The National Oceanographic and Atmospheric Agency (NOAA) Commissioned Corps is a scientific agency operating under the Department of Commerce. Its charter includes management of the fisheries, oceanographic surveys, and weather surveillance. Like the USCG, this agency has law enforcement powers to ensure the protection of the fisheries. NOAA is involved in emergency response in its scientific role through the information it provides regarding weather and water conditions. Its National Hurricane Center tracks significant weather developments as they approach the continental landmass. NOAA was involved in the response to the oil spill that resulted from the sinking of the Deepwater Horizon oil platform, performing subsurface monitoring to determine the characteristics of the oil released into the Gulf of Mexico.

## *Auxiliaries to the Military Services*

### *Auxiliaries to the Military Services*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Auxiliaries to the Military Services slide. |  |
| Discuss the auxiliaries of U.S. military services.<br><br>Refer students to page II-27 in the Student Manual for detailed descriptions about these auxiliaries. (Page II-31 in the Instructor Guide.)<br><br>Ask the class if they have any questions before we move on to military capabilities. | Auxiliaries are organizations affiliated with but not a part of that organization.<br><br>The U.S. Military has three auxiliaries that perform functions directly related to emergency response:<br><br>• Civil Air Patrol (CAP) – auxiliary to the Air Force; performs search and rescue, courier service, and disaster relief operations<br><br>• U.S. Coast Guard Auxiliary (USCGA) – civilian volunteer component of the Coast Guard; supports all Coast Guard missions but is not allowed to directly participate in law enforcement activities or military operations<br><br>• Military Auxiliary Radio System (MARS) – managed by the Army, Navy, and Air Force; civilian auxiliary made up of licensed radio operators interested in assisting the U.S. military with communications on a local, national, and international basis<br><br>As civilian volunteer organizations, these auxiliaries are not subject to the Uniform Code of Military Justice. |

***Activity: Auxiliaries to the Military Services***

## Activity: Auxiliaries to the Military Services

**Instructions:**

1. Read the additional information about the Auxiliaries to the Military Services.
2. Participate in the class discussion.

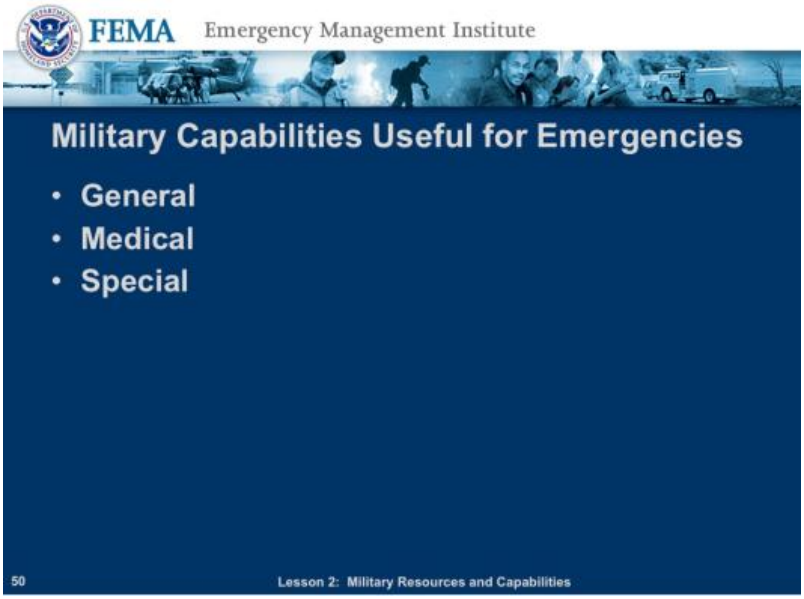
**Civil Air Patrol**
The Civil Air Patrol (CAP) serves as an official auxiliary to the U.S. Air Force. CAP is a volunteer civilian organization that performs search and rescue, courier service, and disaster relief operations. CAP may also volunteer to perform non-auxiliary missions for other responding agencies, such as local law enforcement and the American Red Cross. Its primary equipment is single-engine general aviation aircraft.

**U.S. Coast Guard Auxiliary**
The U.S. Coast Guard Auxiliary (USCGA) is an incorporated civilian volunteer component of the U.S. Coast Guard. Its charter is to support all USCG missions, but it is not allowed to directly participate in law enforcement activities or military operations. The USCGA may use its own equipment, such as vessels and radio stations, on behalf of the USCG or may work alongside of USCG on their vessels. When under orders the USCGA is recognized as a Federal employee and approved vessels are considered government property.

**Military Auxiliary Radio System**
The Military Auxiliary Radio System (MARS) is sponsored by the DoD and is managed by the U.S. Army, U.S. Navy, and the U.S. Air Force. MARS is a civilian auxiliary made up of licensed radio operators interested in assisting the U.S. Military with communications on a local, national, and international basis. MARS has an increasing role providing interoperability between the Army and Air National Guard components and state agencies. It also provides emergency communications support for other governmental agencies such as the FEMA.

## *Military Capabilities Useful for Emergencies*

### *Military Capabilities Useful for Emergencies*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Military Capabilities Useful for Emergencies slide. |  |
| Describe (at a high level) the military capabilities that are useful for emergencies.<br><br>Inform students that now they will complete an activity that will help them learn more about these capabilities. | Many of the same assets that are useful to the military in conducting its wartime mission are also useful in an emergency.<br><br>Military capabilities that would prove useful in the event of a widespread emergency can be categorized as:<br><br>• General<br>• Medical<br>• Special<br><br>General capabilities include heavy equipment (Army), airlift support (Air Force), and communications (National Guard).<br><br>Medical capabilities include the Army's Combat Support Hospital, the Navy's Mercy and Comfort hospital ships, and the Air Force's Small Portable Expeditionary Aeromedical Rapid Response Team.<br><br>Special capabilities include explosive ordinance disposal, weapons of mass destruction support teams, air support, and Civil Support Teams. |

***Activity: Military Capabilities Useful for Emergencies***

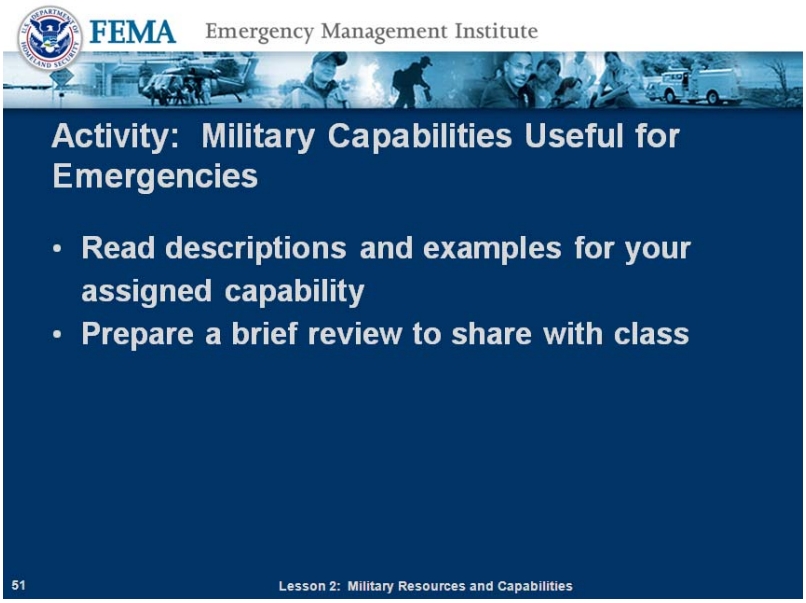
## Instructor Actions

Refer to the Activity: Military Capabilities Useful for Emergencies slide.

Complete the following activity:

1. Divide the students into three groups.
2. Refer students to page II-30 in the Student Manual. (Page II-34 in the Instructor Guide.)
3. Assign each group a capability (general, medical, special).
4. Have students read the descriptions and examples for their assigned capability and prepare a two minute review to share with the class.
5. Set a time limit of 15 minutes for completion.
6. Review the capabilities in the order assigned (general, medical, and special).
7. Each capability has a corresponding slide.

## Lesson Information



***Activity: Military Capabilities Useful for Emergencies***

## Activity: Military Capabilities Useful for Emergencies

**Instructions:**

1. Read the information for your assigned group about the military capabilities that are useful in emergency situations.
2. Prepare a two minute review to share with the class.
3. Complete this exercise within 15 minutes.

**Heavy equipment**
Mostly found within the Army, this category can be associated with transport and engineering. The military has large, specialized vehicles, such as the M1070 Heavy Equipment Transporter (HET), the Heavy Expanded Mobility Tactical Truck (HEMTT), or the M923A1 5-Ton Cargo truck, that would be very capable of performing transport tasks in the environment expected in an emergency. For clearing roads of debris in an area that has just experienced a tornado or hurricane, a D7F Bulldozer would be handy. An M1977 Common Bridge Transporter may be useful following a flood that has washed out a bridge on a critical road.

**Airlift**
This category is appropriately associated with the Air Force. In order to evacuate an area safely or provide airlift support, fixed-wing aircraft can be used. The Air Force has most of the fixed-wing capability in the military with planes such as the C-5, the C-17, and the C-130. Other military branches also have some airlift capability. For example, the Army has the greatest number of rotary wing assets (helicopters), including the UH-60.

**Communications**
The Joint Continental United States (CONUS) Communications Support Environment (JCCSE) secure communications system allows the National Guard, the DoD, and first responders to talk to each other quickly and privately during an emergency. The National Guard has recently deployed this system in all 50 states and four territories as a method to link its military units with civilian local, state, and Federal agencies during an emergency.

**Medical**
Each service, with the exception of the Marines and the Coast Guard, has some sort of medical capability that is helpful to its mission:

- The Army's Combat Support Hospital is a mobile hospital solution. It is delivered to the area of the emergency by military-owned cargo containers and is assembled into a tent hospital to treat the wounded. This capability tries to address the large number of medical issues that occur during an emergency situation.
- The Navy uses the mobility of their sea-going platforms to respond to emergencies. The hospital ships USNS Comfort and USNS Mercy bring medical capabilities to emergencies in places that are close to the shoreline.

The Air Force is able to provide medical support quickly through its Small Portable Expeditionary Aero-medical Rapid Response Team (SPEARR). SPEARR is a group of 10 men that are flown into an emergency area with a tent, equipment, and supplies, and are able to begin helping immediately.

## Activity: Military Capabilities Useful for Emergencies

### Medical: Example Use of Military Helicopter in Hurricane Response

Helicopters from all branches of the military always prove immensely valuable in a disaster situation. During Hurricane Katrina several types of helicopters were pressed into service to perform several sequential missions. The first helicopters in the air after the hurricane passed were used to do surveys and assessments of the destruction caused by the storm. These helicopters also performed rescues of many people encountered over the course of their surveys. The air assets were then used for evacuations and distribution of supplies to shelters as the operating became clearer. These missions often overlapped, and as a limited resource the prioritization of one mission over another often meant the delay of the lower priority mission. This was the case when the U.S. Army Corps of Engineers needed helicopter support from the U.S. Army's CH-47 Chinook helicopters to deliver 12-ton sandbags to stem the breach in the levees around the city. Initially the effort was constantly interrupted to perform rescue, evacuation, or shelter resupply. As the survivors of the flooding were evacuated out of the city, the Chinook helicopters were dedicated to the restoration of the levees. After getting the opportunity to focus on the mission of levee repair, the U.S. Army Corps of Engineers accomplished that task quickly.

### Medical Capabilities: Army Combat Support Hospital

The Army's Combat Support Hospital (CSH) provides hospitalization and outpatient services for all classes of patients. This hospital has four wards capable of providing intensive nursing care for up to 48 patients, and 10 wards providing intermediate nursing care for up to 200 patients. It is able to provide emergency treatment to receive, triage, and prepare incoming patients for surgery. It also has a surgical capability.

### Naval Ships Mercy and Comfort

The Navy's two hospital ships can provide a full-service hospital asset for use by other government agencies involved in the support of disaster relief and humanitarian operations worldwide. United States Naval Ship (USNS) Mercy (T-AH 19) and USNS Comfort (T-AH 20) each contain:

1. 12 fully-equipped operating rooms
2. 1,000 bed hospital facility
3. Medical laboratory
4. Pharmacy
5. CAT-scan
6. Helicopter deck capable of landing large military helicopters

## Activity: Military Capabilities Useful for Emergencies

### Air Force SPEARR Team

The Air Force's Small Portable Expeditionary Aeromedical Rapid Response (SPEARR) Team has a rapid response and is extremely mobile. It is a highly capable medical asset able to support a wide spectrum of contingencies. The SPEARR Team's scope of care includes:

- Public health/preventive medicine
- Flight medicine
- Primary care
- Emergency medicine
- Emergency surgery
- Preoperative care
- Critical care stabilization
- Patient preparation for aeromedical transport
- Aeromedical evacuation coordination/communication

### Example Medical Capability

Following the attacks on the World Trade Center on September 11, 2001, the USNS Comfort docked at Pier 92 in Manhattan on September 24th. It provided a 250 bed hospital facility that provided treatment for relief workers for cuts, respiratory ailments, fractures, and other minor injuries. As a part of Joint Task Force Katrina, the USNS Comfort saw a total of 1,956 patients. It was active the Gulf region from September 2 to October 13, 2005 providing its medical support.

### Special Capabilities

The military has some capabilities not found in any other government agency. Following is a sampling of the actions the military is able to perform that are unique or not widely found.

### Explosive Ordnance Disposal (EOD)

Each service has its own contingent of EOD specialists that have some degree of specialization that is needed by that service. The Navy has specialists that can render explosives safe underwater. The Air Force is specially trained to work with aircraft.

### Chemical, Biological, Radiological, Nuclear, or high yield Explosive (CBRNE) Assets

The military has many teams that have been established to meet the challenge of Weapons of Mass Destruction. Within each state, territory, and protectorate, the National Guard has at least one Weapons of Mass Destruction - Civil Support Team (CST). Seventeen states have CBRNE Enhanced Response Force Package (CERFP), and, the National Guard will have ten Homeland Response Forces (HRFs), one per FEMA Region, to add to their Title 32 CBRNE response capability. In addition, the U.S. Northern Command (NORTHCOM) established the Defense CBRN Response Force (DCRF) with a joint task force (JTF) of 5,200 soldiers, and two Command and Control CBRN Response Elements (C2CREs) JTFs with 1,500 soldiers each, with the DCRF and C2CREs having responsibility to provide Title 10 military responders to support civilian authorities.

## Activity: Military Capabilities Useful for Emergencies

### Airborne Capabilities

The Air Force has aircraft specially outfitted to drop flame retardant on fires, fly into hurricanes for close observation, disperse insecticide, and provide aeromedical evacuation.

### Civil Support Teams (CSTs)

The Civil Support Teams (CSTs), a part of each state's National Guard, are frequently called out to investigate suspicious substances that are discovered in the course of other organizations' routine activities, such as during a response by the police or in mail handling by the Post Office. The CSTs will go to the location to determine the specific identity of the substance, and will establish a chain of custody for a sample if the substance is connected to a criminal act. Since they act under the authority of the governor, the provisions of Posse Comitatus do not apply. The CSTs are specifically trained and equipped to focus on biological, chemical, and radioactive agents.

The CSTs adapted their skills in this highly technical specialty to the hazardous materials threat involved in Hurricane Katrina's storms and subsequent flooding. CSTs deployed in from the surrounding states surveyed, monitored, and secured hazardous materials encountered in the disaster area. They also decontaminated response personnel exposed to hazardous materials released in the waters of the flood.

### Example of Military Assistance to the U.S. Forestry Service in Wildfire Response

The fire season of 1994 was one of the worst in that decade and each of the four military units equipped with the Mobile Aerial Firefighting System (MAFFS) - the 145th Airlift Wing (AW) from Charlotte N.C., the 146th AW from Port Hueneme, CA, the 153rd AW from Cheyenne, WY, and the 302AW from Colorado Springs, Colorado - assisted the U.S. Forestry Service's National Interagency Fire Center with putting out forest fires around the country. MAFFS is designed to be quickly installed into a C-130 transport to enable it to drop water or other fire suppressing liquids on fires from the height of 500 feet. In 1994 these MAFFS equipped units flew close to 2,000 missions, dropping 51 million pounds of fire retardant. Governors with the MAFFS equipped Air National Guard units residing in their state may activate MAFFS when covered by a Memorandum of Understanding between the military authorities and the U.S. Forest Service.

***General Capabilities***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the General Capabilities slide.<br><br>Ask the General Capabilities group to share their review.<br><br>Refer students to page II-30 in the Student Manual for a full review of all capabilities. (Page II-34 in the Instructor Guide.) | |
| Be sure to discuss what is listed here if the group does not address them. | • Heavy equipment – mostly found within the Army and can be associated with transport and engineering<br>• Airlift – this category is appropriately associated with the Air Force and uses fixed-wing aircraft to safely evacuate an area or provide airlift support<br>• Communications – The Joint Continental United States (CONUS) Communications Support Environment (JCCSE) secure communications system allows the National Guard, the DoD, and first responders to talk to each other quickly and privately during an emergency<br>• Medical – each service, with the exception of the Marine Corps and the Coast Guard, has some sort of medical capability that is helpful to their mission |
| Inform that class that now they will learn about the medical capabilities the U.S. military can provide during emergencies from the Medical Capabilities group. | |

***Medical Capabilities***

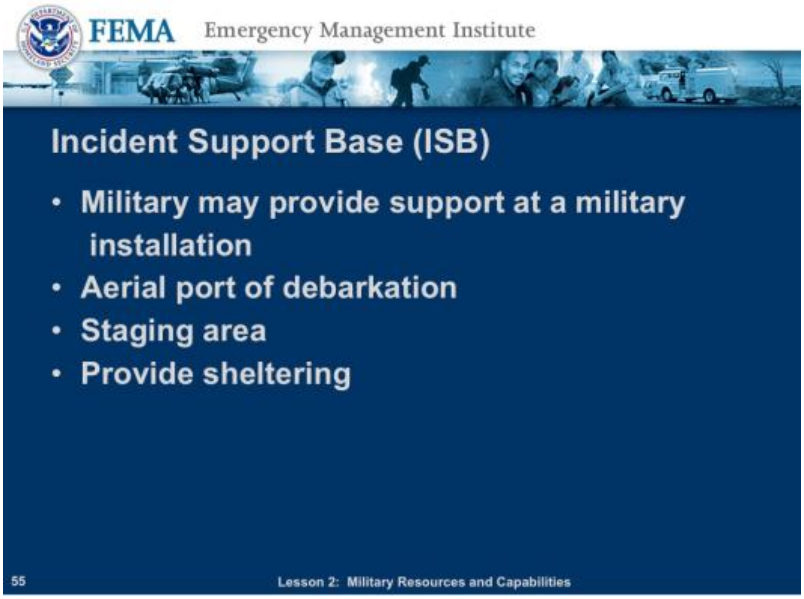
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Medical Capabilities slide.<br><br>Ask the Medical Capabilities group to share their review.<br><br>Refer students to page II-30 in the Student Manual for a full review of all capabilities. (Page II-34 in the Instructor Guide.) | |
| Be sure to discuss what is listed here if the group does not address them. | • The diverse approaches the Army, Navy, and Air Force have taken create options that can be matched up with the specific requirements of an emergency.<br>• Army Combat Support Hospital – provides hospitalization and outpatient services for all classes of patients. It also has a surgical capability.<br>• Naval Ships Mercy and Comfort – provide a full-service hospital asset for use by other government agencies involved in the support of disaster relief and humanitarian operations worldwide.<br>• Air Force SPEARR Team – has a rapid response, is extremely mobile, and can support a wide spectrum of contingencies. |
| Inform the class that now they will learn about the military's special capabilities not found in any other government agency from the Special Capabilities group. | |

***Special Capabilities***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Special Capabilities slide.<br><br>Ask the Special Capabilities group to share their review.<br><br>Refer students to page II-32 in the Student Manual for a full review of all capabilities. (Page II-36 in the Instructor Guide.) | |
| Be sure to touch on the following talking points if they are not covered in the review. | • Explosive Ordnance Disposal (EOD) – each service has its own contingent of EOD specialists that have some degree of specialization that is needed by that service.<br><br>• Chemical, Biological, Radiological, Nuclear, or high yield Explosive (CBRNE) Assets – the military has many teams that have been established to meet the challenge of Weapons of Mass Destruction, including many CBRNE assets.<br><br>• Airborne Capabilities – The Air Force has aircraft specially outfitted to drop flame retardant on fires, fly into hurricanes for close observation, disperse insecticide, and provide aeromedical evacuation.<br><br>• National Guard Weapons of Mass Destruction Civil Support Teams (WMD-CSTs) – are frequently called out to investigate suspicious substances that are discovered in the course of other organizations' routine activities, such as during a response by the police or in mail handling by the Post Office. |

## *Incident Support Base (ISB)*

### *Incident Support Base*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Incident Support Base (ISB) slide. |  |
| State how incident support bases are used in disaster situations. | The military may provide support to the responding agencies at a military installation in the vicinity of the emergency. |
| State that now we will take a look at an ISB example. | If the installation has an airfield, it can act as an Aerial Port of Debarkation and move people into and out of the area. |
| Ask for a volunteer to read the example on page II-38 in the Student Manual aloud. (Page II-42 in the Instructor Guide.) | The installation can also serve as a staging area and, if tents or other overhead cover is set up, serve as a location to provide sheltering for persons who lost their homes or cannot get to their homes because of the emergency. |
| Ask students to share an example of when they used a BSI in an emergency in their jurisdiction? | |
| If no one volunteers to read to the class, read the example to the students. | |
| Finally, briefly talk about possible missions. | |

***Activity: Incident Support Base***

## Activity: Incident Support Base

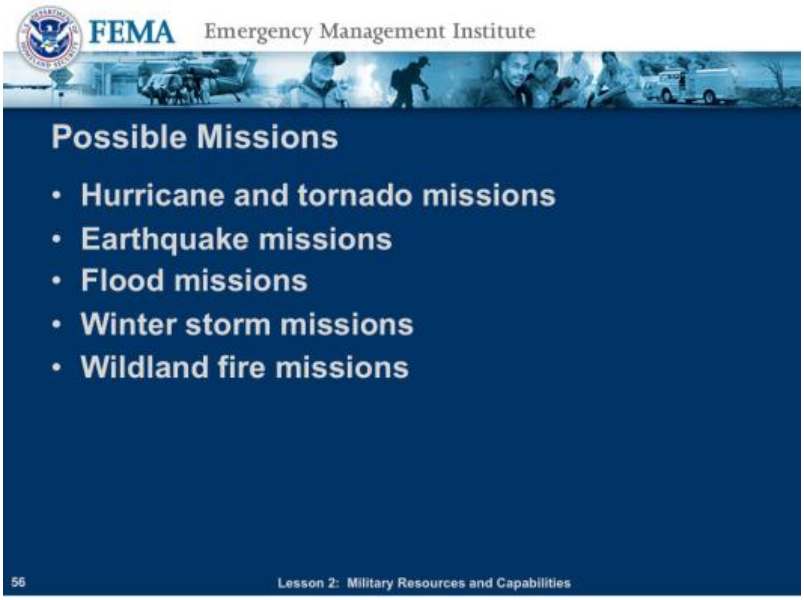
**Instructions:**

1. Read the following example of an incident support base.
2. Participate in the class discussion.

**Example ISB**

On August 29, 2005 Hurricane Katrina had made landfall in Mississippi. On that day USNORTHCOM approved the use of Maxwell AFB in Montgomery, Alabama as a Base Support Installation (BSI). On the next day USNORTHCOM authorized Maxwell AFB to serve in the role of an Incident Support Base (ISB) as a Federal Operational Staging Area (FOSA). From there the JTF staged evacuation efforts and aeromedical evacuation missions in the Joint Operations Area (JOA). Through the FOSA FEMA pushed commodities to State Staging Areas and on to Points of Distribution in the counties affected by the hurricane.

***Possible Missions***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Possible Missions slide. |  |
| Discuss the different types of missions that military responders may be tasked to perform.<br><br>Refer students to page II-41 in the Student Manual for additional details on each of these missions. (Page II-45 in the Instructor Guide.)<br><br>Allocate 15 minutes to complete this activity.<br><br>Ask the class if anyone has any questions before beginning the activity. | Military responders may be tasked to perform the following missions:<br><br>• Hurricane and tornado<br>• Earthquake<br>• Flood<br>• Winter storm<br>• Wildland fire |

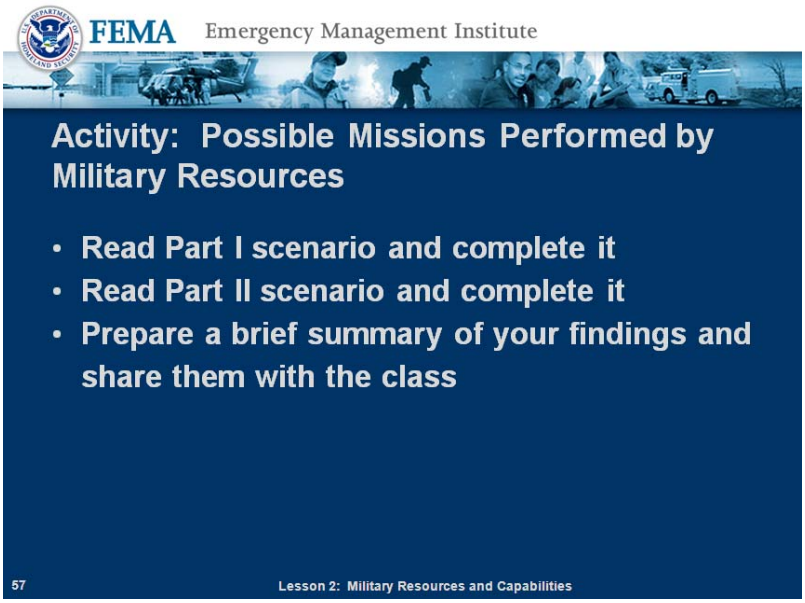
***Activity: Possible Missions Performed by Military Resources***

## Instructor Actions

Refer to the Activity: Military Resources Capabilities Review slide.

1. Refer students to page II-41 in the Student Manual. (Page II-45 in the Instructor Guide.)
2. Break the students into two groups.
3. Have students read the Part I and Part II scenarios and complete the corresponding assignments.
4. Have each group prepare a brief summary of their findings.
5. Set a time limit of 30 minutes for completion.
6. Designate one member of each group to share the group's findings.

## Lesson Information



***Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations***

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

**Instructions:**

1. Read the information provided about each type of disaster situation.
2. Identify the disaster situation that is most likely to occur in your region.
3. Read the directions for Part 1 and 2 of the disaster situation that you selected.
4. Complete Part 1 and 2 of the corresponding worksheet.
5. Complete this activity within 30 minutes.
6. Participate in the class discussion.

This is a list of the missions that Military Responders may be tasked to perform for hurricanes, tornados, earthquakes, floods and winter storms:

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

**Hurricane and Tornado Missions**

Regardless of preparation and advance notice, a hurricane or large tornado in a populated area will quickly overwhelm the ability of local government to respond. The commander may receive MAs to provide the following resources in support of civil authorities for hurricane or tornado response:

- Debris clearance (the most frequently requested support)
- Transportation of first responders, evacuees, displaced personnel, injured, medically fragile, or special needs populations
- Medical health providers
- Air assets for search and rescue, personnel transport/recovery, Medical Evacuation (MEDEVAC), logistics transport, or aerial structural damage assessment
- Logistical support such as bedding, food, water, generators, and medical supplies
- Temporary shelter/staging base
- Key infrastructure assessment (United States Army Corps of Engineers (USACE) qualified personnel)
- Heavy equipment and operators
- Shoring and structural reinforcement
- Personnel to support Disaster Mortuary Operational Response Teams (DMORTs)
- Security
- Search and rescue

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

**Earthquake Missions**

Regardless of preparation by local government, a major earthquake will quickly overwhelm the ability to respond. The commander who has been tasked to support civil authorities may receive the following resource requests:

- Transportation of first responders, evacuees, displaced personnel, injured, medically fragile, or special needs populations
- Medical health providers
- Air assets for search and rescue, personnel transport/recovery, Medical Evacuation (MEDEVAC), logistics transport, or aerial structural damage assessment
- Logistical support such as bedding, food, water, generators, and medical supplies
- Temporary shelter/staging base
- Key infrastructure assessment (United States Army Corps of Engineers (USACE) qualified personnel)
- Heavy equipment and operators
- Shoring and debris clearing
- Personnel to support Disaster Mortuary Operational Response Teams (DMORTs)

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

### Flood Missions

Flood missions that may require military-specific skills and equipment include the following:

- Assessing damage to roads, bridges, structures, utilities, etc.
- Supporting search and rescue operations with personnel and equipment
- Conducting topographic surveys for the extent of flood damage
- Overprinting maps to depict damage, water levels, key facilities, search and rescue activities, etc.
- Opening roadways for emergency and medical traffic
- Constructing temporary bridges
- Clearing debris, mud, etc.
- Restoring critical facilities, services, and utilities
- Demolishing unsafe structures
- Providing emergency power and/or restoring power to critical facilities
- Providing expedient repair of critical distribution systems
- Law enforcement in security operations
- Supporting evacuation of seriously ill or injured patients to locations where hospital care or outpatient services are available
- Moving animal carcasses for burning or burial when all other private and public resources have been exhausted, and providing heavy equipment for burial sites
- Assisting with transportation of equipment, response personnel, and affected animals
- Assisting in disposal of diseased animals based upon guidance from United States Department of Agriculture (USDA)
- Assisting with cleaning/disinfecting of vehicles, equipment, and facilities

**Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations**

Additional flood missions that may require military-specific skills and equipment include the following:

- Assisting in set-up of temporary staging areas (indoor and outdoor) and temporary storage areas
- Assisting in constructing temporary shelter for disaster responders; displaced, affected civilians; and emergency services personnel
- Assisting in constructing temporary sites in proximity to the disaster site for medical support or evacuation transfer, communications node set-up/operation, electrical power generation, and logistical support operations
- Supporting points of distribution for food, water, and medical supplies

**Winter Storm Missions**

Winter storms may require military support with specific skills and equipment to include the following:

- Transporting critical civilians (e.g., medical personnel) and civilians in danger (e.g., elderly without power) using military vehicles that are better equipped for mobility
- Assessing damage to roads, bridges, structures, utilities, etc.
- Supporting search and rescue operations with personnel and equipment, usually through house-to-house surveys in immobilized areas

  Overprinting of maps to depict damage, key facilities, search and rescue activities, etc.
- Opening roadways for emergency and medical traffic through snow removal and debris clearance, in coordination with local authorities
- Providing emergency power and/or restoring power to critical facilities
- Law enforcement in security operations in accordance with the Posse Comitatus Act
- Supporting evacuation of seriously ill or injured patients to locations where hospital care or outpatient services are available
- Supporting points of distribution for food, water, and medical supplies
- Assisting with transportation of equipment, response personnel, and affected animals
- Assisting in feeding snowbound livestock

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

### Wildland Fire Missions

In general two kinds of military support may be provided to aid civil authorities in wildland firefighting efforts: Aerial Fire Suppression and Ground Wildland Fire Fighting Battalions. Each of these support efforts require training and cannot be performed ad hoc.

### Military Aerial Fire Suppression Capabilities

- DoD routinely provides military personnel, equipment, aircraft, and helicopters to support ground and aerial fire suppression efforts
- The U.S. Air Force and Air National Guard own eight C-130 aircraft equipped with aerial suppression systems, owned by the United States Forest Service (USFS), called Modular Airborne Fire Fighting System (MAFFS). Annually National Interagency Fire Center (NIFC) certifies C-130 and crews and aircraft to perform the MAFFS mission
- The MAFFS, owned and maintained by the USFS, is a modular unit designed for insertion into modified C-130E/H aircraft. It is capable of dispersing up to 3,000 gallons (27,000 pounds) of fire retardant or an equivalent amount of water
- There are eight MAFFS positioned at three Air National Guard airlift wings (California, North Carolina, and Wyoming) and one United States Air Force Reserve airlift wing (Colorado). These NIFC-certified aircraft and crews are normally committed to support wildland firefighting throughout the fire season, which generally runs from May to November
- Normally, the Air Force will deploy an Aero Expeditionary Group (AEG) to oversee MAFFS operations

In addition, select units across the Army, Navy, Air Force, and Marine Corps are equipped with water buckets to support fire suppression operations. Buckets can be collapsible or rigid and vary in capacity from 72 to 2,600 gallons (275 to 9,840 liters). The size of each bucket is determined by the lifting capacity of the helicopter. Extensive standardized training is required for both helicopter pilots and crew chiefs prior to executing water bucket/fire suppression operations.

### Ground Wildland Firefighting Battalions

NIFC may request DoD personnel to serve as ground firefighting crews in support of wildland fires that exceed local, state, and regional capabilities.

DoD resources for ground firefighting are normally requested in battalion strength, equivalent to twenty-five 20-person crews, plus their command and control elements. Each battalion fields approximately 550 personnel.

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

**Part 1 Instructions:**
Your team works for your state's emergency management agency and must update the state's emergency plans. You must start planning for the most likely worst case scenario that could occur in your state.

Note: The relative values placed in the chart below are subjective. For the purposes of this activity, your input will suffice for the disaster you address.

**Assignment**
Determine the relatively most urgent disaster for your state using the chart:

| Disaster Type | Probability | (0 – 10) Impact | (1 – 10) State | Disaster |
|---|---|---|---|---|
| **1. Earthquake** | | | | |
| **2. Flood** | | | | |
| **3. Hurricane** | | | | |
| **4. Tornado** | | | | |
| **5. Winter Storms** | | | | |

The disaster with the highest value is: _____

**Part 2 Instructions:**
Your team's planning was fortuitous. The type of disaster your team found to be the most urgent has occurred nine months after your planning. Your team has now been assigned to the state EOC to respond to the planned disaster. Proceed to the type of disaster below that you have planned for to respond to the situation the disaster has created:

**Earthquake**
Situation: A 7.9 earthquake has occurred in your state. Its epicenter is on a previously unknown fault three miles from the center of your state's second largest city. Your team has been activated to work in the state EOC. At the three hour point you have received the initial damage assessment report from the county EOC where the affected city is located.

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

Assignment: List the top four capabilities that you would request that you would expect to be filled by military resources based upon the information found on pages 41 through 44 and the situation reflected by the initial damage assessment report:

1.

2.

3.

4.

### Consolidated Damage Assessment Report

| Problem Category | Problem Sub-Category | Estimated Loss | Confirmed Loss |
|---|---|---|---|
| 1. Fatalities | | 350 | 73 |
| 2. Injuries | Total Injuries | 6500 | 1233 |
| | a. Critical | 600 | 123 |
| | b. Serious | 1700 | 327 |
| | c. Minor | 4200 | 783 |
| 3. Missing | | | 237 |
| 4. Hazardous Materials Release | Anhydrous Ammonia | 24K lbs | Unknown |
| 5. Critical Facility Status | | | |
| | a. County EOC | | Alternate Activated |
| | b. Hospitals | | All on Backup Power |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| | c. Fire Stations | | Station 3 collapsed |
| | d. Police Stations | | Precinct 4 Power Out |
| | e. Airport | | Navigation Aids out |
| | d. Water, Potable | 90% | 75% |
| | e. Telecomm | 70% | 60% |
| 6. Damage, Utilities | | | |
| | a. Electric | 60% | 60% |
| | b. Gas | 45% | 30% |
| | c. Water, Fire Protection | 30% | 20% |
| | d. Water, Potable | 90% | 75% |
| 7. Damage, Structures | | | |
| a. Uninhabitable | @ Epicenter to 1 Mile | 25% | 35% ( 28/80 structures) |
| | @1 Mile to 2 Miles | 12% | 9% (7/78) |
| | @ 2 Miles to 4 Miles | 5% | 7% (8/115) |
| | @ 4 Miles to 10 Miles | 1% | .5% (1/242) |
| | @ 10 Miles+ | 0% | 1% (2/210) |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| b. Inhabitable w/major repair | @ Epicenter to 1 Mile | 40% | 24% (19/80) |
| | @1 Mile to 2 Miles | 32% | 58% (45/78) |
| | @ 2 Miles to 4 Miles | 20% | 13% (15/115) |
| | @ 4 Miles to 10 Miles | 12% | 9% (22/242) |
| | @ 10 Miles+ | 7% | 4% (8/210) |
| c. Inhabitable w/Minor repair | @ Epicenter to 1 Mile | 35% | 41% (43/80) |
| | @1 Mile to 2 Miles | 56% | 33% (26/78) |
| | @ 2 Miles to 4 Miles | 75% | 80% (93/115) |
| | @ 4 Miles to 10 Miles | 87% | 90.5% (219/242) |
| | @ 10 Miles+ | 93% | 95% (200/210) |
| 8. Damage, Bridges/Overpasses | | | |
| a. Collapsed/Unusable | @ Epicenter to 1 Mile | 65% | 71% |
| | @1 Mile to 2 Miles | 35% | 40% |
| | @ 2 Miles to 4 Miles | 10% | 11% |
| | @ 4 Miles to 10 Miles | 2% | 0% |
| | @ 10 Miles+ | 0% | 0% |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| b. Usable with Major Repair | @ Epicenter to 1 Mile | 20% | 12% |
| | @1 Mile to 2 Miles | 45% | 38% |
| | @ 2 Miles to 4 Miles | 17% | 11% |
| | @ 4 Miles to 10 Miles | 12% | 11% |
| | @ 10 Miles+ | 7% | 5% |
| c. Usable with Minor repair | @ Epicenter to 1 Mile | 15% | 17% |
| | @1 Mile to 2 Miles | 20% | 22% |
| | @ 2 Miles to 4 Miles | 73% | 78% |
| | @ 4 Miles to 10 Miles | 86% | 89% |
| | @ 10 Miles+ | 93% | 95% |
| 9. Damage, Roadways | | | |
| a. Unusable | | 5% | 4% |
| b. Usable w/ Major Repair | | 15% | 13% |
| c. Usable w/ Minor repair | | 35% | 30% |
| d. Require Debris removal | | 55% | 67% |
| 10. Shelters | | | |
| | a. Available Shelter | 110% | 65% |

**Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations**

| | | | |
|---|---|---|---|
| | b. Projected Requirement | 35% | |
| | c. Open Shelters | N/A | 25% |
| 11. Evacuation Status | | 8900 persons | 22% Complete |
| 12. Security Status | | | |
| | City Northwest Quadrant | | Secure |
| | City Northeast Quadrant | | Unknown |
| | City Southeast Quadrant | | Widespread Looting |

Note: The values in the charts are not according to any actual established metric for any procedure that would be used to collect the data; they are compiled only for the purposes of this activity.

**Flood**

Situation: Rains have saturated the ground in your state over the past three weeks. A series of thunderstorms have swollen the streams and flooded the low lying areas of the second largest city in your state where levees were breached. After the first day that the storms have subsided your team received the initial damage assessment report from the county EOC where the affected city is located (see below).

Assignment: List the top four capabilities that you would request that you would expect to be filled by military resources based upon the information found on pages 41 through 44 and the situation reflected by the initial damage assessment report:

1.

2.

3.

4.

**Consolidated Damage Assessment Report**

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| **Problem Category** | **Problem Sub-Category** | **Estimated Loss** | **Confirmed Loss** |
| 1. Fatalities | | 27 | 19 |
| 2. Injuries | Total Injuries | | 56 |
| | a. Critical | 25 | 13 |
| | b. Serious | 45 | 27 |
| | c. Minor | 120 | 86 |
| 3. Missing | | | 7 |
| 4. Hazardous Materials Release | Anhydrous Ammonia | 24K lbs | Unknown |
| 5. Critical Facility Status | | | |
| | a. County EOC | | Alternate Activated |
| | b. Hospitals | | All on Backup Power |
| | c. Fire Stations | | Stations 3 & 7 flooded |
| | d. Police Stations | | Precinct 4 Power Out |
| | e. Airport | | Navigation Aids out |
| | e. Water, Potable | 90% | |
| | f. Telecomm | 70% | 80% |
| 6. Damage, Utilities | | | |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| | a. Electric | 80% | 80% |
| | b. Gas | 65% | 30% |
| | c. Water, Fire Protection | 25% | 20% |
| | d. Water, Potable | 90% | 75% |
| | e. Telecomm | 85% | 90% |
| 7. Damage, Structures | | | |
| a. Uninhabitable | | 400 | 280 structures) |
| b. Inhabitable w/major repair | | 580 | 457 |
| c. Inhabitable w/Minor repair | | 1350 | 1032 |
| 8. Damage, Bridges/Overpasses | | | |
| a. Washed out/Unusable | | 6 | 5 |
| b. Usable with Major Repair | | 4 | 4 |
| c. Usable with Minor repair | | 9 | 6 |
| 9. Damage, Roadways | | | |
| a. Unusable/Washed out | | 15 miles | 15 miles |
| b. Usable w/ Major Repair | | 40 miles | 35 miles |

**Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations**

| | | | |
|---|---|---|---|
| c. Usable w/ Minor repair | | 80 miles | 65 miles |
| d. Require Debris removal | | 40 miles | 40 miles |
| 10. Shelters | | | |
| | a. Available Shelter | 90% | 75% |
| | b. Projected Requirement | 75% | |
| | c. Open Shelters | N/A | 75% |
| 11. Evacuation Status | | X66,900 persons | 90% Complete |
| 12. Security Status | | | |
| | City Northwest Quadrant | | Secure |
| | City Northeast Quadrant | | Secure |
| | City Southeast Quadrant | | Sporadic Looting |
| | City Southwest Quadrant | | Secure |

Note: The values in the charts are not according to any actual established metric for any procedure that would be used to collect the data; they are compiled only for the purposes of this activity.

**Hurricane**
Situation: A category 4 hurricane makes landfall on the coastline of your state. The eye of the hurricane passed within 30 miles of the largest city on your state's coast. Your team has been activated to work in the state EOC. At the four hour point after the hurricane has passed you received the initial damage assessment report from the county EOC where the affected city is located (see below).

## Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations

Assignment: List the top four capabilities that you would request that you would expect to be filled by military resources based upon the information found on pages 41 through 44 and the situation reflected by the initial damage assessment report:

1.

2.

3.

4.

**Consolidated Damage Assessment Report**

| Problem Category | Problem Sub-category | Estimated Loss | Confirmed Loss |
|---|---|---|---|
| 1. Fatalities | | 120 | 43 |
| 2. Injuries | Total Injuries | | 256 |
| | a. Critical | 75 | 23 |
| | b. Serious | 125 | 47 |
| | c. Minor | 650 | 186 |
| 3. Missing | | | 27 |
| 4. Hazardous Materials Release | Anhydrous Ammonia | 24K lbs | Unknown |
| 5. Critical Facility Status | | | |
| | a. County EOC | | Alternate Activated |
| | b. Hospitals | | All on Backup Power |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| | c. Fire Stations | | Station 3 & 7 flooded |
| | d. Police Stations | | Precinct 4 Power Out |
| | e. Airport | | Navigation Aids out |
| 6. Damage, Utilities | | | |
| | a. Electric | 80% | 80% |
| | b. Gas | 65% | 30% |
| | c. Water, Fire Protection | 25% | 20% |
| | d. Water, Potable | 90% | 75% |
| | e. Telecomm | 85% | 90% |
| 7. Damage, Structures | | | |
| a. Uninhabitable | @ Center to 5 Mile | 25% | 35% ( 28/80 structures) |
| | @5 Mile to 15 Miles | 12% | 9% (7/78) |
| | @ 15 Miles to30 Miles | 5% | 7% (8/115) |
| | @ 30 Miles to 50 Miles | 1% | .5% (1/242) |
| | @ 50 Miles+ | 0% | 1% (2/210) |
| b. Inhabitable w/major repair | @ Center to 5 Mile | 40% | 24% (19/80) |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| | @5 Mile to 15 Miles | 32% | 58% (45/78) |
| | @ 15 Miles to30 Miles | 20% | 13% (15/115) |
| | @ 30 Miles to 50 Miles | 12% | 9% (22/242) |
| | @ 50 Miles+ | 7% | 4% (8/210) |
| c. Inhabitable w/Minor repair | @ Center to 5 Mile | 35% | 41% (43/80) |
| | @5 Mile to 15 Miles | 56% | 33% (26/78) |
| | @ 15 Miles to30 Miles | 75% | 80% (93/115) |
| | @ 30 Miles to 50 Miles | 87% | 90.5% (219/242) |
| | @ 50 Miles+ | 93% | 95% (200/210) |
| 8. Damage, Bridges/Overpasses | | | |
| a. Collapsed/Unusable | @ Center to 5 Mile | 25% | 20% |
| | @5 Mile to 15 Miles | 15% | 10% |
| | @ 15 Miles to30 Miles | 10% | 11% |
| | @ 30 Miles to 50 Miles | 2% | 0% |
| | @ 50 Miles+ | 0% | 0% |
| b. Usable with Major Repair | @ Center to 5 Mile | 20% | 12% |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| | @5 Mile to 15 Miles | 25% | 28% |
| | @ 15 Miles to30 Miles | 17% | 11% |
| | @ 30 Miles to 50 Miles | 12% | 10% |
| | @ 50 Miles+ | 7% | 5% |
| c. Usable with Minor repair | @ Center to 5 Mile | 15% | 17% |
| | @5 Mile to 15 Miles | 20% | 22% |
| | @ 15 Miles to30 Miles | 73% | 78% |
| | @ 30 Miles to 50 Miles | 86% | 89% |
| | @ 50 Miles+ | 93% | 95% |
| 9. Damage, Roadways | | | |
| a. Unusable | | 20% | 14% |
| b. Usable w/ Major Repair | | 15% | 17% |
| c. Usable w/ Minor repair | | 25% | 30% |
| d. Require Debris removal | | 100% | 75% |
| 10. Shelters | | | |
| | a. Available Shelter | 90% | 75% |
| | b. Projected Requirement | 75% | |

**Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations**

| | | | |
|---|---|---|---|
| | c. Open Shelters | N/A | 75% |
| 11. Evacuation Status | | X66,900 persons | 90% Complete |
| 12. Security Status | | | |
| | City Northwest Quadrant | | Secure |
| | City Northeast Quadrant | | Unknown |
| | City Southeast Quadrant | | Widespread Looting |
| Problem Category | Problem Sub-category | Estimated Loss | Confirmed Loss |
| | City Southwest Quadrant | | Periodic Looting |

Note: The values in the charts are not according to any actual established metric for any procedure that would be used to collect the data; they are compiled only for the purposes of this activity.

**Tornado**
Situation: An F4 category tornado touched down in your state. The funnel cloud proceeded to destroy property on a path that included three miles of the suburbs of the third largest city in your state. Your team has been activated to work in the state EOC. At the four hour point after the tornado passed your team received the initial damage assessment report from the county EOC where the affected city is located (see below).

Assignment: List the top four capabilities that you would request that you would expect to be filled by military resources based upon the information found on pages 41 through 44 and the situation reflected by the initial damage assessment report:

1.

2.

3.

4.

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| **Consolidated Damage Assessment Report** | | | |
| Problem Category | Problem Sub-category | Estimated Loss | Confirmed Loss |
| 1. Fatalities | | 40 | 33 |
| 2. Injuries | Total Injuries | | 256 |
| | a. Critical | 52 | 23 |
| | b. Serious | 85 | 47 |
| | c. Minor | 350 | 186 |
| 3. Missing | | | 37 |
| 4. Hazardous Materials Release | Anhydrous Ammonia | 24K lbs | Unknown |
| 5. Critical Facility Status | | | |
| | a. County EOC | | Activated |
| | b. Hospitals | | All on Backup Power |
| | c. Fire Stations | | Station 3 Destroyed |
| | d. Police Stations | | Precinct 3 Power Out |
| | e. Airport | | Navigation Aids out |
| 6. Damage, Utilities | | | |
| | a. Electric | 80% | 80% |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| | b. Gas | 55% | 30% |
| | c. Water, Fire Protection | 25% | 20% |
| | d. Water, Potable | 20% | 10% |
| | e. Telecomm | 35% | 20% |
| 7. Damage, Structures | | | |
| a. Uninhabitable | | 75 | 55 |
| b. Inhabitable w/major repair | | 200 | 115 |
| c. Inhabitable w/Minor repair | | 600 | 242 |
| 8. Damage, Bridges/Overpasses | | | |
| a. Collapsed/Unusable | | 0 | 0 |
| b. Usable with Major Repair | | 2 | 2 |
| c. Usable with Minor repair | | 1 | 1 |
| 9. Damage, Roadways | | | |
| a. Unusable | | 2 miles | 1.5 miles |
| b. Usable w/ Major Repair | | 8 miles | 6 miles |
| c. Usable w/ Minor repair | | 14 miles | 6 miles |

**Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations**

| | | | |
|---|---|---|---|
| d. Require Debris removal | | 30 miles | 18 miles |
| 10. Shelters | | | |
| | a. Available Shelter | 80% | 25% |
| | b. Projected Requirement | 25% | |
| | c. Open Shelters | N/A | 25% |
| 11. Evacuation Status | | X,900 persons | 90% Complete |
| 12. Security Status | | | |
| | City Northwest Quadrant | | Secure |
| | City Northeast Quadrant | | Secure |
| | City Southeast Quadrant | | Sporadic Looting |
| | City Southwest Quadrant | | Secure |

Note: The values in the charts are not according to any actual established metric for any procedure that would be used to collect the data; they are compiled only for the purposes of this activity.

**Winter Storms**

Situation: An unseasonable ice storm passed through the state early morning two days ago and before the state had a chance to respond to that event a major blizzard hit the state. The lower elevations have lost power and debris is scattered on many roadways beneath the snow drifts that block the roads. On the afternoon of the first day that the blizzard subsided your team received this consolidated initial damage assessment report from the county EOCs that have been the most affected. (See below).

**Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations**

Assignment: List the top four capabilities that you would request that you would expect to be filled by military resources based upon the information found on pages 41 through 44 and the situation reflected by the initial damage assessment report:

1.

2.

3.

4.

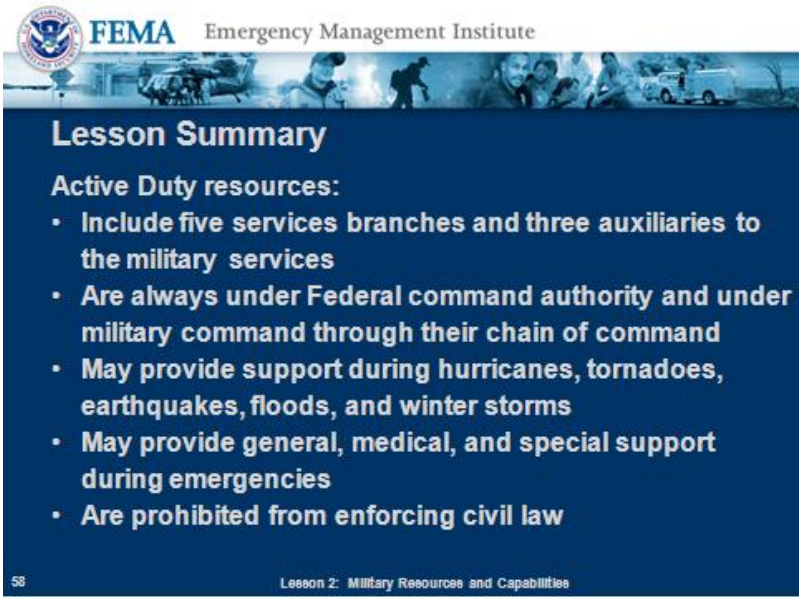
**Consolidated Damage Assessment Report**

| Problem Category | Problem Sub-category | Estimated Loss | Confirmed Loss |
|---|---|---|---|
| 1. Fatalities | | 25 | 19 |
| 2. Injuries | Total Injuries | | 56 |
| | a. Critical | 25 | 13 |
| | b. Serious | 45 | 27 |
| | c. Minor | 120 | 86 |
| 3. Missing | | | 7 |
| 4. Hazardous Materials Release | | | None |
| 5. Critical Facility Status | | | |
| | a. County EOCs | | 1 w/ Alternate Activated |
| | b. Hospitals | | All on Backup Power |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| | c. Fire Stations | | 2 Stations Power out |
| | d. Police Stations | | 2 Stations Power Out |
| | e. Airports | | Navigation Aids out |
| 6. Damage, Utilities | | | |
| | a. Electric | 100% | 100% |
| | b. Gas | 35% | 35% |
| | c. Water, Fire Protection | 25% | 20% (Frozen Lines) |
| | d. Water, Potable | 90% | 75% (Frozen Lines) |
| | e. Telecomm | 95% | 95% |
| 7. Damage, Structures | | | |
| a. Uninhabitable | | 200 | 180 structures |
| b. Inhabitable w/major repair | | 480 | 257 |
| c. Inhabitable w/Minor repair | | 750 | 632 |
| 8. Damage, Bridges/Overpasses | | | |
| a. Blocked/Unusable | | 1 | 1 |
| b. Usable with Major Repair | | 1 | 1 |

| **Activity Worksheet: Possible Missions that May be Performed by Military Resources for Different Disaster Situations** | | | |
|---|---|---|---|
| c. Usable with Minor repair | | 5 | 4 |
| 9. Damage, Roadways | | | |
| a. Unusable | | 0 miles | 0 miles |
| b. Usable w/ Major Repair | | 5 miles | 4 miles |
| c. Usable w/ Minor repair | | 20 miles | 15 miles |
| d. Require Debris removal | | 165 miles | 45 miles |
| e. Require Snow removal | 165 miles 45 miles | | |
| 10. Shelters | | | |
| | a. Available Shelter | 90% | 75% |
| | b. Projected Requirement | 75% | |
| | c. Open Shelters | N/A | 20% |
| 11. Evacuation Status | | | None |
| 12. Security Status | | | All County Secure |
| The values in the charts are not according to any actual established metric for any procedure that would be used to collect the data; they are compiled only for the purposes of this activity. | | | |

## *Lesson Summary*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Lesson Summary slide. |  |
| Provide the class with a lesson summary.<br><br>Instruct the students to write down three things they learned in this lesson that will be helpful when planning for emergencies. You will review what they write at the end of the class. | This lesson presented an overview of the various military organizations and capabilities that may be involved in providing support to local emergency responders.<br><br>Two key points to remember from the lesson are:<br><br>• Active Duty resources are always under Federal command authority and under military command through their chain of command<br><br>• Active Duty resources are prohibited from enforcing civil law |

***Questions?***

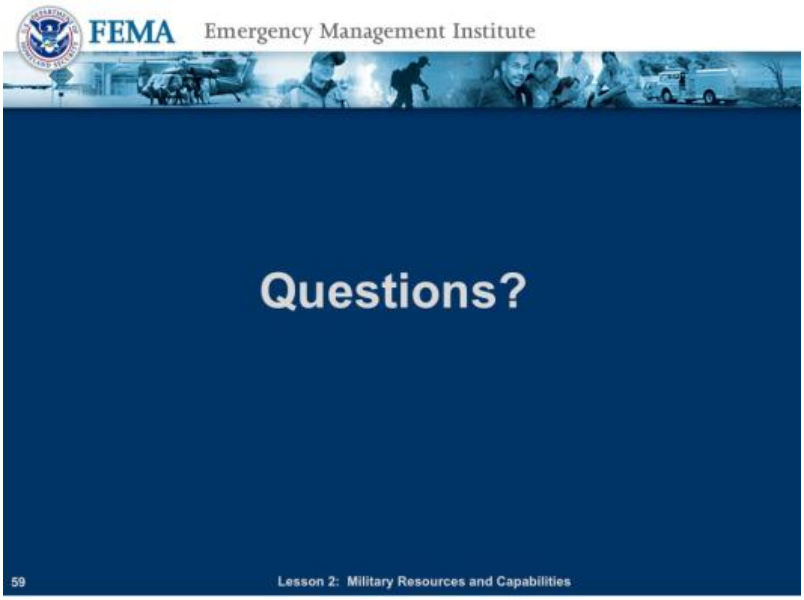
## Instructor Actions

Refer to the Questions? slide.

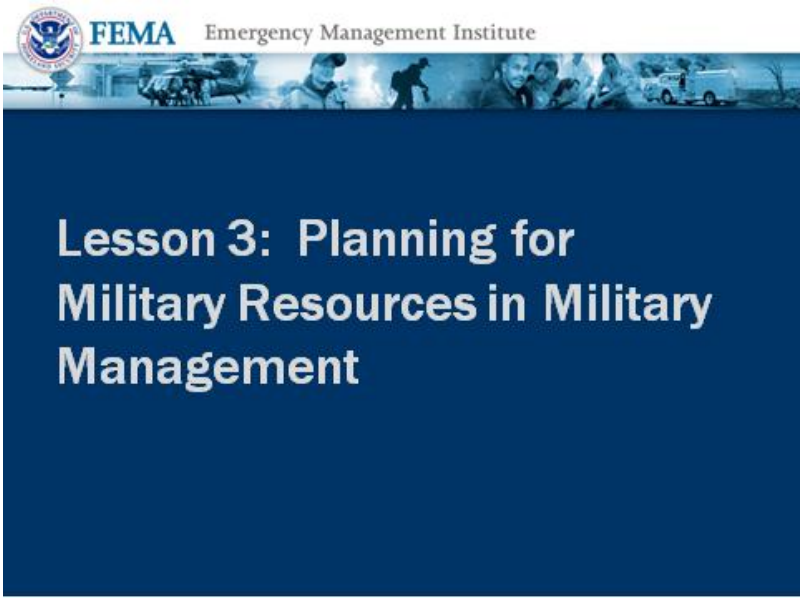
Ask if anyone has questions before continuing.

State that the next lesson, Planning for Military Resources, will introduce them to the strategic view on the importance of planning as part of a national homeland security enterprise and a suggested process to use in developing a Military Support Emergency Support Function (ESF).

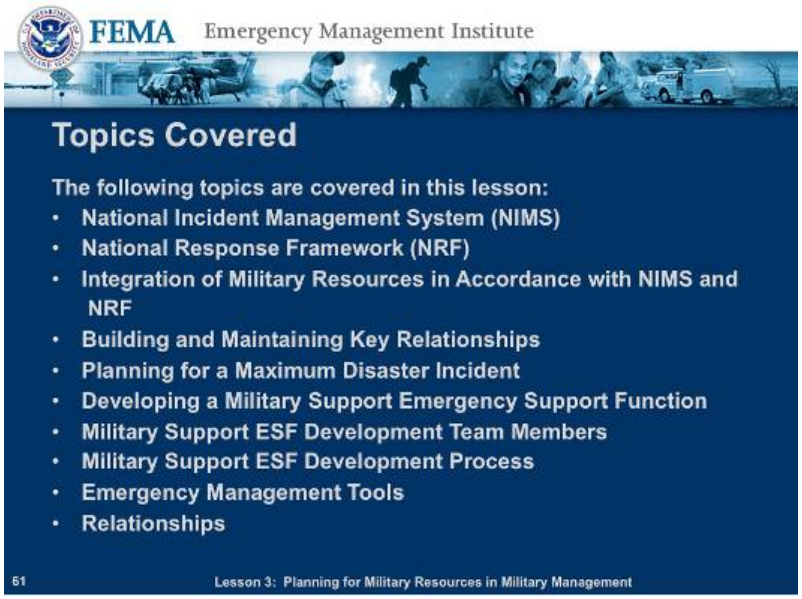
## Lesson Information



# Lesson 3: Planning for Military Resources in Military Management

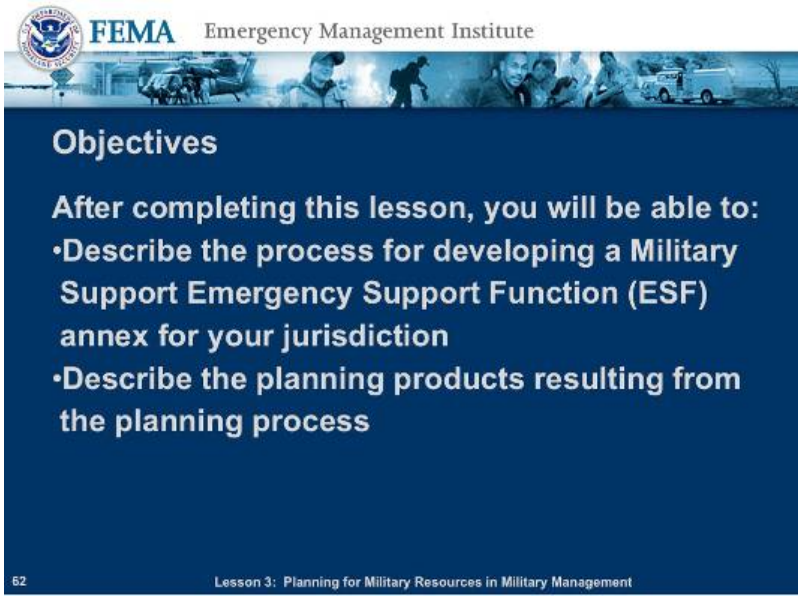
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Lesson 3: Planning for Military Resources in Military Management slide. |  |
| State the total lesson time. | Lesson 3 will take 1 hour and 30 minutes to complete. |

## *Topics Covered*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Topics Covered slide. |  |
| State the topics that will be covered in Lesson 3. | The following topics are covered in this lesson:<br>• National Incident Management System (NIMS)<br>• National Response Framework (NRF)<br>• Integration of Military Resources in Accordance with NIMS and NRF<br>• Building and Maintaining Key Relationships<br>• Planning for a Maximum Disaster Incident<br>• Developing a Military Support Emergency Support Function<br>• Mission Assignment Process<br>• Military Support ESF Development Team Members<br>• Military Support ESF Development Process<br>• Emergency Management Tools |

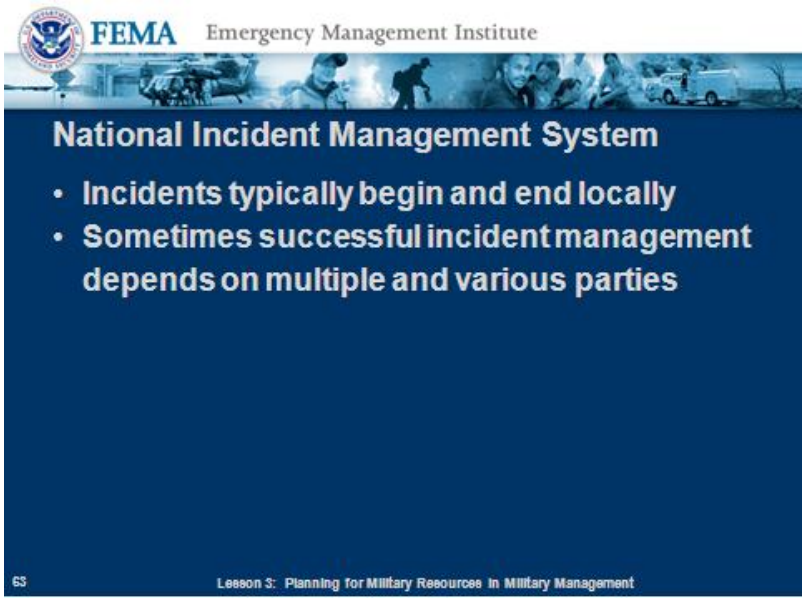
| Instructor Actions | Lesson Information |
| --- | --- |
| State the materials that students will use during this lesson. | During this lesson, refer to the following supporting materials provided in this guide:<br>• Supplemental information –to read in addition to what your instructor presents<br>• Appendices – to refer to for a glossary of IS75 course terms, acronyms, and related forms |

## *Objectives*

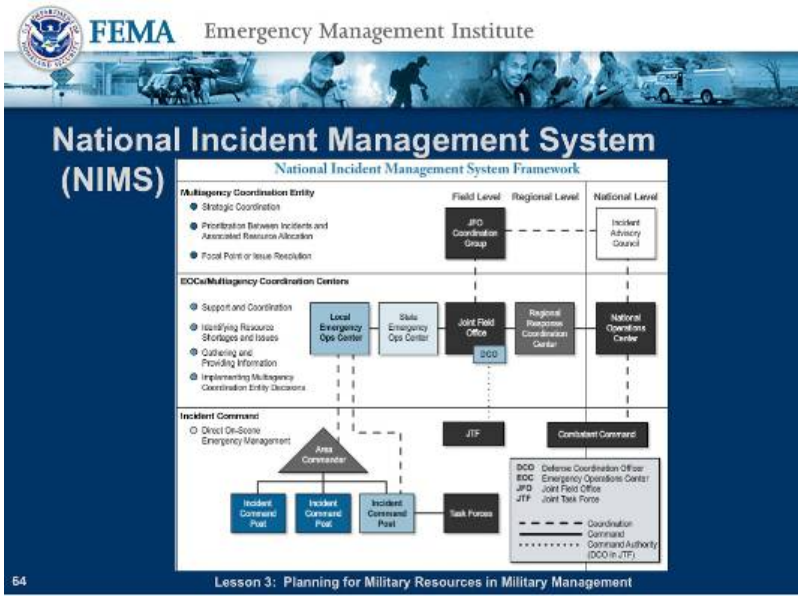
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Objectives slide. |  |
| Provide some background to the class. | The Department of Homeland Security's National Strategy for Homeland Security provides a strategic view from a national policy perspective of the importance of planning as part of a national homeland security enterprise.<br><br>This enterprise includes Department of Defense (DoD) resources in a support role within local, tribal, state, and Federal emergency management and homeland security collaborative activities.<br><br>This lesson provides a suggested process for local, tribal and state emergency managers' use in developing their respective jurisdiction's military support Emergency Support Function (ESF).<br><br>The process is provided within this course so that emergency managers may either validate ESF with a suggested standardized format or as a starting point for developing their ESF. |
| State the Lesson 3 objectives. | At the end of this lesson, you will be able to:<br>• Describe the process for developing a Military Support Emergency Support Function (ESF) annex for your jurisdiction<br>• Describe the planning products resulting from the planning process |
| Transition to the next slide by asking students when incidents typically begin, and at what jurisdictional level? | |

## *National Incident Management System*

### *National Incident Management*

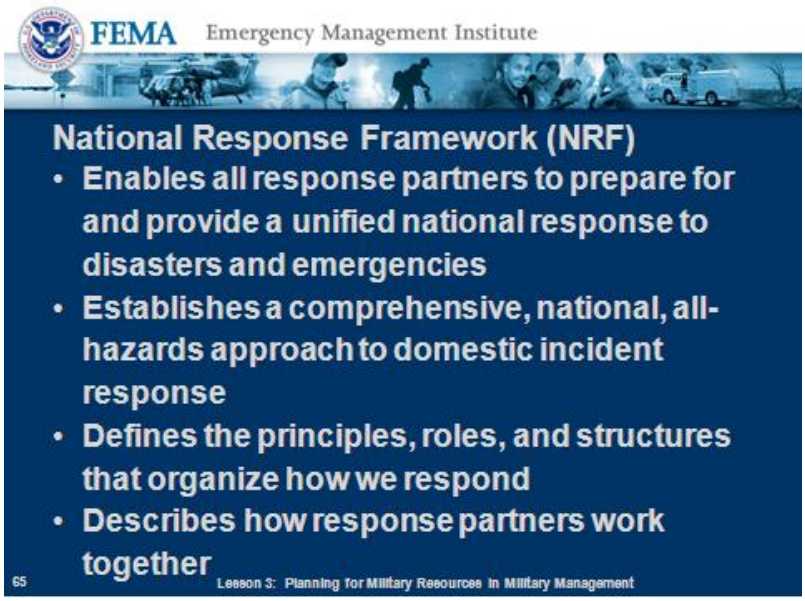
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the National Incident Management slide. |  |
| Provide the class with an overview of National Incident Management. | Incidents typically begin and end locally and are managed on a daily basis at the lowest possible geographical, organizational, and jurisdictional level.<br><br>There are, however, instances in which successful incident management operations depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.<br><br>These instances require effective and efficient coordination across this broad spectrum of organizations and activities. |
| To lead into the next slide, ask students if they are familiar with the National Incident Management System (NIMS).<br><br>Answer: FEMA offers a NIMS course as part of the Independent Study curriculum. It consists of five lessons including an Introduction to NIMS, the NIMS Multiagency Coordination System, NIMS Public Information Systems, NIMS Resource Management, and NIMS Communication and Information Management. | |

### *National Incident Management System (NIMS)*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the National Incident Management System (NIMS) slide. |  |
| Provide the class with an overview of the National Incident Management System. | The National Incident Management System (NIMS) framework forms the basis for interoperability and compatibility that enables a diverse set of public and private organizations to conduct well-integrated and effective emergency management.<br><br>NIMS is designed to aid in managing prevention of, preparation for, response to, and recovery from terrorist attacks, major disasters, and other emergencies.<br><br>NIMS use the Incident Command System (ICS), a standardized, on-scene approach to all-hazards incident management.<br><br>A basic premise of NIMS is that incidents are generally handled at the lowest jurisdictional level possible. The DoD complies with NIMS requirements and views NIMS as a consistent doctrinal framework for incident management at all jurisdictional levels.<br><br>Military commanders are required to operate in support of civilian authorities in accordance with NIMS concepts, terminology, and principles.<br><br>As depicted in the figure on the slide, NIMS provides a framework for managing incident response and DoD support activities. |

## *National Response Framework (NRF)*

### *National Response Framework (NRF)*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the National Response Framework (NRF) slide. |  |

| Instructor Actions | Lesson Information |
| --- | --- |
| Provide the class with an overview of the National Response Framework. | The National Response Framework (NRF):<br>• Presents the guiding principles that enable all response partners to prepare for and provide a unified national response to disasters and emergencies<br>• Establishes a comprehensive, national, all-hazards approach to domestic incident response<br>• Defines the principles, roles, and structures that organize how we respond as a nation<br>• Describes how communities, tribes, states, the federal government, the private sector, and non-governmental partners work together to coordinate national response<br>• Describes specific authorities and best practices for managing incidents<br>• Builds upon NIMS, which provides a consistent template for managing incidents<br>The NRF and NIMS serve as the playbook for all emergency response. The NRF defines *what* needs to be done to manage a major incident, while NIMS defines *how* it needs to be done, using a standardized, consistent incident management system. |

## *Integration of Military Resources in Accordance with NIMS and NRF*

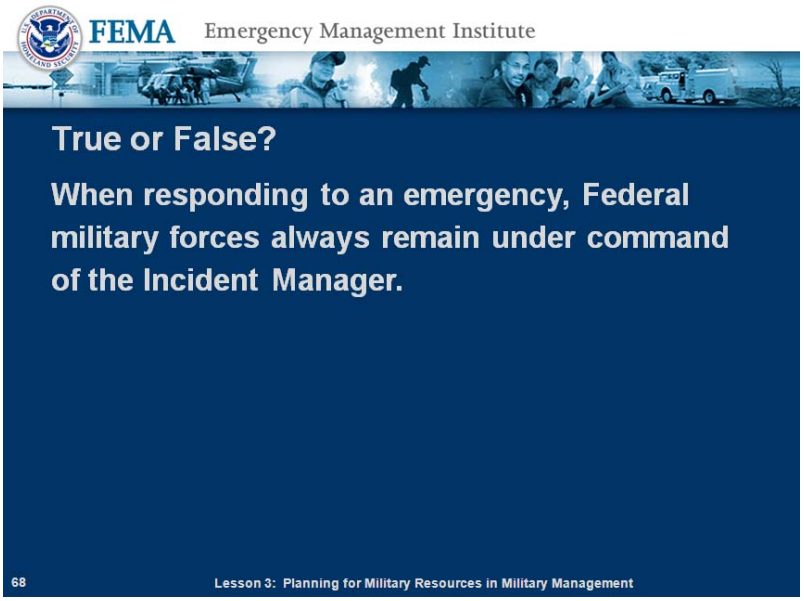
### *Integration of Military Resources in Accordance with NIMS and NRF*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Integration of Military Resources in Accordance with NIMS and NRF slide. | |
| Provide the class with the first part of the overview of integration of military resources in accordance with NIMS and NRF. | DoD implements the NRF policies and procedures as appropriate and consistent with departmental authorities and responsibilities.<br><br>In accordance with DoD policy, DoD organizations adopt and implement procedures consistent with the NIMS and the ICS at all DoD domestic installations. |

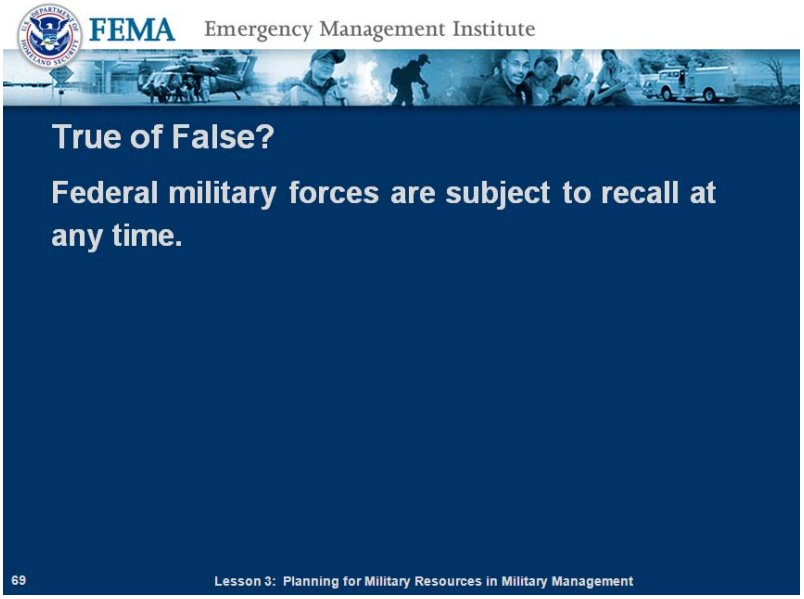
***Integration of Military Resources in Accordance with NIMS and NRF (continued)***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Integration of Military Resources in Accordance with NIMS and NRF (continued) slide. | |
| Provide the class with the remainder of the overview of integration of military resources in accordance with NIMS and NRF. | For Federal military forces, command runs from the President to the Secretary of Defense to the commander of the combatant command to the Tactical Level Commander.<br><br>Military forces will always remain under the operational and administrative control of military chain of command, and these forces are subject to redirection or recall at any time.<br><br>Military forces do not operate under the command of the Incident Commander or under the unified command structure.<br><br>The relationship between military forces and the civilian incident commander can be explained in terms of "supporting and supported" with the civilian incident commander being the supported commander. |
| State that you will now lead the class in a quick review with a few True or False questions. | |

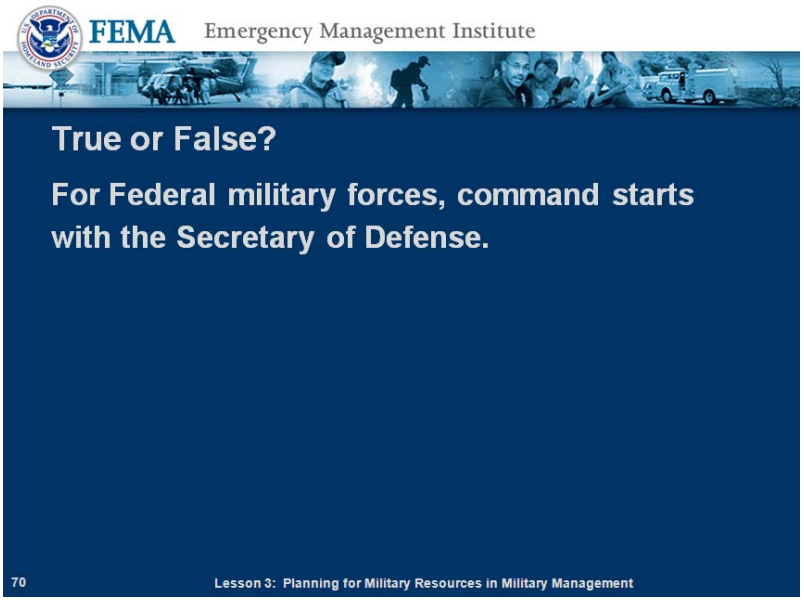
***True or False?***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the True or False? slide. |  |
| Ask the students to answer the question with a True or False response.<br><br>Answer: False. Military forces do not operate under the command of the Incident Commander or under the unified command structure. Military forces will always remain under the operational and administrative control of military chain of command. | When responding to an emergency, Federal military forces always remain under command of the Incident Manager. |

***True or False?***

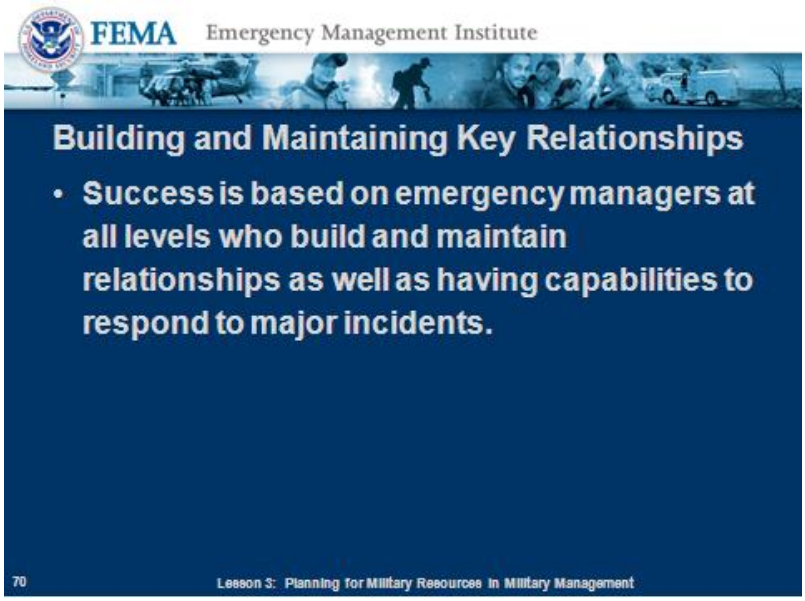
| Instructor Actions | Lesson Information |
|---|---|
| Refer to the True or False? slide. |  |
| Ask the students to answer the question with a True or False response.<br><br>Answer: True. These forces are subject to redirection or recall at any time. | Federal military forces are subject to recall at any time. |

***True or False?***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the True or False? slide. |  |
| Ask the students to answer the question with a True or False response.<br><br>Answer: False. For Federal military forces, command runs from the President to the Secretary of Defense to the commander of the combatant command to the DoD on-scene commander. | For Federal military forces, command starts with the Secretary of Defense. |

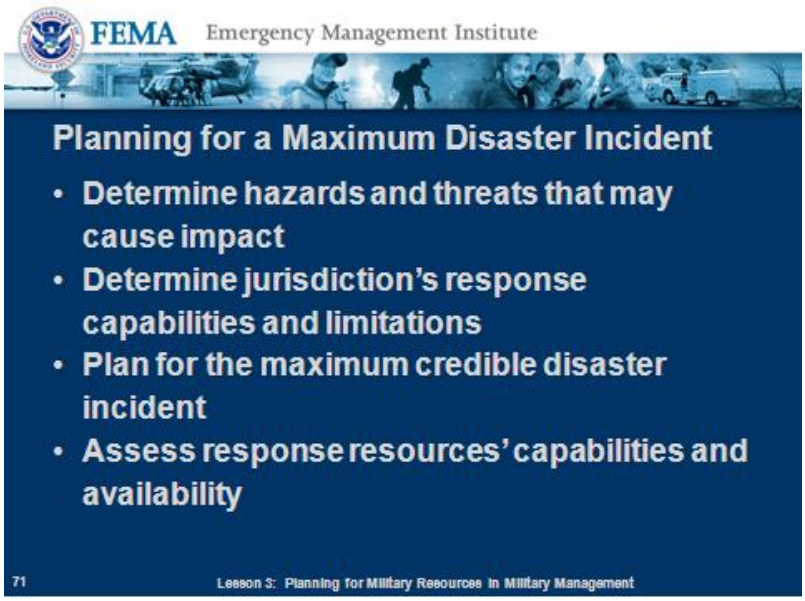
## *Building and Maintaining Key Relationships*

### *Building and Maintaining Key Relationships*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Building and Maintaining Key Relationships slide. |  |
| Provide the class with an overview of Building and Maintaining Key Relationships. | Success within the preparedness cycle, as described in NIMS, is based on emergency managers at all jurisdictional levels across the homeland security enterprise building and maintaining relationships and the resulting capabilities to prevent, protect against, respond to, and recover from major incidents, both natural and man-made.<br><br>The ability of the emergency management community to achieve and sustain these capabilities requires engaging in capabilities-based planning to achieve target levels of capability.<br><br>Ideally, military and civilian organizations should plan, train, and exercise together, when appropriate. |

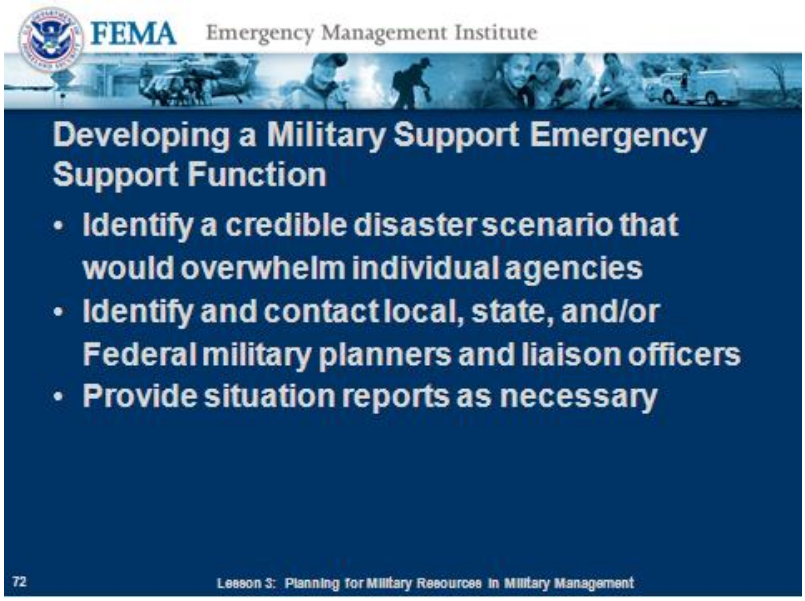
## *Planning for a Maximum Disaster Incident*

### *Planning for a Maximum Disaster Incident*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Planning for a Maximum Disaster Incident slide. |  |
| Provide the class with an overview of Planning for a Maximum Disaster Incident. | An important duty for emergency managers is to determine hazards and threats that may impact their jurisdiction, and then determine their jurisdiction's response capabilities and limitations.<br><br>Based upon the requirements identified in a jurisdiction's emergency management plan, emergency managers can identify resources available to support the response and recovery operations.<br><br>In order to better understand and plan for military support that may be available, it is important for emergency managers and their teams to plan for the maximum credible disaster incident that may occur within their jurisdiction.<br><br>After developing a scenario that establishes a basis for planning, emergency managers may assess their response resources' capabilities and availability at the local, tribal, regional and/or state levels to respond to the incident.<br><br>During this assessment process, emergency managers are able to identify existing shortfalls and gaps in capabilities to conduct sustained response and recovery operations for complex to catastrophic disaster situations. |

## *Developing a Military Support Emergency Support Function*

### *Developing a Military Support Emergency Support Function*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Developing a Military Support Emergency Support Function slide. |  |
| Provide the class with an overview of Developing a Military Support Emergency Support Function. | When emergency managers identify a credible disaster scenario that would overwhelm their individual agencies and local, tribal, or state authorities and necessitate a request for assistance that may include military support, a military supported ESF could be a valuable part of a community's emergency plan.<br><br>The military support ESF can identify personnel and resources to support prevention, preparedness, response, recovery and mitigation operations, as well as how those military resources are to be integrated into disaster response operations.<br><br>Emergency managers should identify and contact state and/or Federal military planners and liaison officers available to their respective jurisdiction. Those planners and liaison officers could assist emergency managers as part of the military support ESF development team, and then coordinate or direct (depending upon their appointment of authority) the military resources under their designated authority during DSCA operations.<br><br>The emergency manager should provide the military planners and liaison officers situation reports as necessary, as well as shortages and gaps that the military may provide support to fill, with the military forces supporting as comprehensively as possible prior to and during a disaster incident. |

| Instructor Actions | Lesson Information |
| --- | --- |
| Ask the students what they recall from Lesson 1 regarding what FEMA uses to task and reimburse other Federal departments and agencies to provide essential emergency response assistance? | |
| Remind students that FEMA uses the interagency Mission Assignment (MA) process to task and reimburse other Federal departments and agencies to provide essential emergency response assistance. | |
| Remind students that, through this MA process, the ESFs' designated agencies are assigned missions they are expected to implement in order to save lives, protect property, and deliver disaster response assistance. | |

## *Military Support ESF Development Team Members*

### *Military Support ESF Development Team Members*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Military Support ESF Development Team Members slide. | |
| Provide the class with an overview of Military Support ESF Development Team Members. | Several primary and supporting agencies within a local jurisdiction could play a role in the ESF development, planning, and response operations. These agencies' representatives should be the subject matter experts who will need to develop and maintain relationships throughout all phases of emergency management operations.<br><br>Lesson 1 provided the roles of the military forces' representatives (i.e., National Guard, State Guard, Emergency Preparedness Liaison Officer, etc.) in disaster incident response operations. |
| Point out that this approach is one way that a cooperative effort may take place. FEMA does not mandate this approach. This is just an example of how cooperative planning can take place.<br><br>Refer students to page III-18 in the Student Manual for a list of ESF primary and supporting agencies. (Page III-19 in the Instructor Guide.)<br><br>Facilitate a brief discussion about the ESF agencies. | |

***Activity: Example of ESF Primary and Supporting Agencies***

## Activity: Example of ESF Primary and Supporting Agencies

**Instructions:**

1. Read the example of ESF primary and supporting agencies.
2. Participate in the class discussion.

**ESF – Military Support**
Primary agency is the State National Guard. Supporting agencies include:

- National Guard Bureau
- County Emergency Management Agency
- State Guard
- Military Active Duty Installation Disaster Preparedness Officer
- County Sheriff's Office
- Municipal Police Departments
- State Police
- American Red Cross
- Civil Air Patrol
- U.S. Coast Guard Station Representative
- Emergency Preparedness Liaison Officer (EPLO)

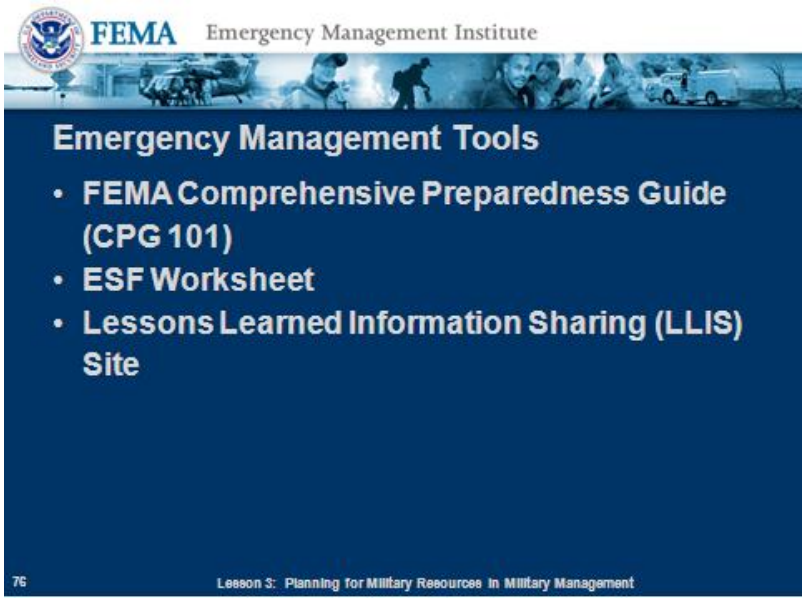
State military support ESF development teams may include additional military representatives, including the FEMA Regional Defense Coordinating Officer/Defense Coordinating Element, as well as the State Emergency Preparedness Liaison Officer (SEPLO) and Regional Emergency Preparedness Liaison Officer (REPLO).

***Military Support ESF Development Team Members (continued)***

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Military Support ESF Development Team Members (continued) slide. | |
| Provide the class with an overview of Military Support ESF Development Team Members (continued). | The primary agency for the military support ESF is typically responsible for obtaining all information relating to ESF activities and requirements caused by the disaster and disaster response. This information gathering will frequently require the primary agency to step outside traditional information gathering protocols.<br><br>Within the local, tribal or state Emergency Operations Center (EOC), requests for military assistance will be tasked to the military support ESF for completion. The primary agency will be responsible for coordinating the delivery of that assistance to the disaster area.<br><br>The most important step in the planning process is assembling a team of subject matter experts to work together. Because no one team member is as smart as all team members, the team should work together as much as possible during the development of the Military Support ESF. By working together, the team will build relationships that are essential for effective and efficient cooperation during disaster response operations. |

## *Emergency Management Tools*

### *Emergency Management Tools*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Emergency Management Tools slide. |  |
| Provide the class with an overview of Emergency Management Tools.<br><br>Refer students to page III-21 in the Student Manual for a description of the tools. (Page III-22 in the Instructor Guide.) Facilitate a discussion about these ESF tools (Appendix C) by asking the class:<br><br>• Has anyone has used these tools?<br>• What other types of tools have you used?<br>• What is the key element to an emergency manager's success? | Emergency managers typically establish a standardized format for developing Emergency Operations Plans (EOPs), associated ESFs, and other annexes and/or appendices.<br><br>There are numerous tools available that may prove useful in developing emergency management documents, as they provide a standardized format for the respective ESF development teams to follow.<br><br>• The FEMA Comprehensive Preparedness Guide, CPG 101<br>• ESF Worksheet (provided for training purposes only)<br>• Lessons Learned Information Sharing (LLIS) site |

***Activity: Emergency Management Tools***

## Activity: Emergency Management Tools

**Instructions:**

1. Read about the emergency management tools.
2. Participate in the class discussion.

**FEMA Comprehensive Preparedness Guide (CPG 101)**

The FEMA Comprehensive Preparedness Guide, CPG 101 provides general guidelines on developing Emergency Operations Plans (EOPs). It promotes a common understanding of the fundamentals of planning and decision making to help emergency planners examine a hazard and produce integrated, coordinated, and synchronized plans. This Guide helps emergency managers in state, territorial, local, and tribal governments in their efforts to develop and maintain a viable all-hazard EOP. The CPG 101 also includes checklists for use in developing EOPs and their respective ESF annexes.

CPG 101: http://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf

**ESF Worksheet**

An ESF worksheet could also be used as a guide in developing ESFs. These Worksheets are provided for training purposes only. Examples are in Appendix C of your Student Manual.

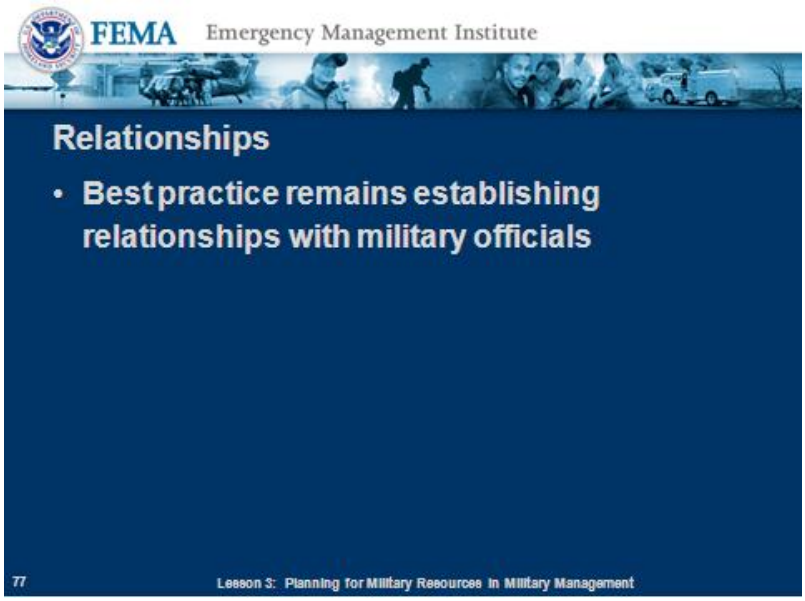
- ESF Worksheet
- State Military Support ESF
- Local/County/Tribal Military Support ESF

**Lessons Learned Information Sharing (LLIS) Site**

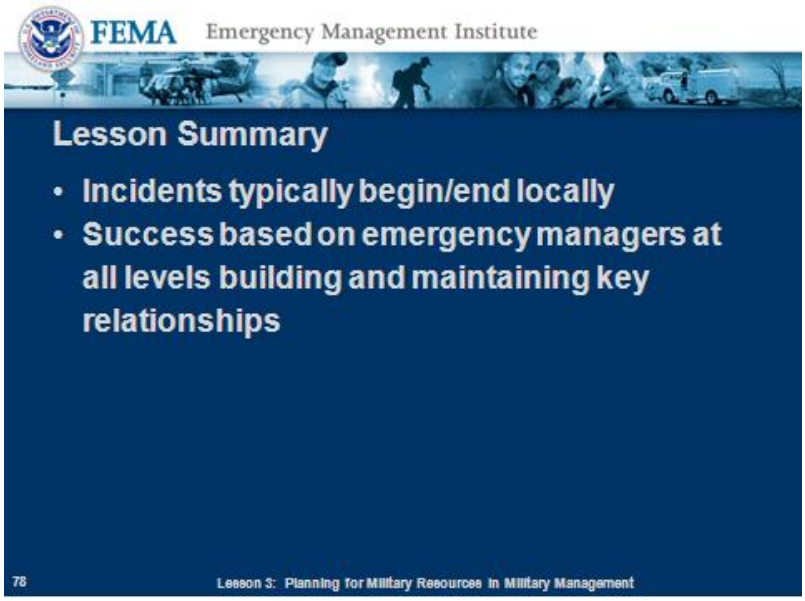
LLIS is the national online network of lessons learned, best practices, and innovative ideas for the emergency response and homeland security communities. Individuals involved in emergency response and homeland security at all levels are eligible to join and access the site. To join the site, visit http://www.llis.gov.

## *Relationships*

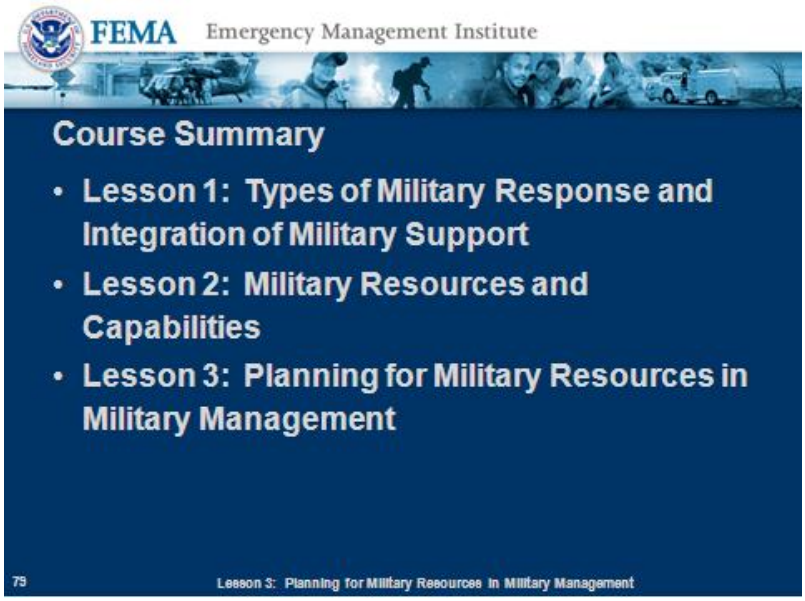
### *Relationships*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Relationships slide. |  |
| Provide the class with an overview of Relationships. | While there are numerous sources available on-line and in databases that may be available to provide emergency managers information on military resources, the best practice is for emergency managers to establish relationships with commanders and/or emergency preparedness officials within their respective communities.<br><br>Emergency managers' conversations with military personnel on local military installations, National Guard armories/training centers, and/or Reserve Centers provide the best opportunity to build relationships that could prove essential to successful integration of military resources that may be tasked to support civil authorities during disasters. |

## *Lesson Summary*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Lesson Summary slide.<br>Refer students to page III-23 in the Student Manual. |  |
| Provide the class with a lesson summary. | This lesson presented an overview of the importance of planning as part of a national homeland security enterprise and a suggested process and some available tools to use in developing a Military Support Emergency Support Function (ESF).<br>Two key points to remember are:<br>• Incidents typically begin and end locally and are managed at the lowest possible geographical, organizational, and jurisdictional level.<br>• Success within the preparedness cycle is based on emergency managers at all jurisdictional levels building and maintaining key relationships. |
| Instruct the students to write down three things they learned in this lesson that will be helpful when planning for emergencies. You will review what they write at the end of the class. | |

## *Course Summary*

| Instructor Actions | Lesson Information |
|---|---|
| Refer to the Course Summary slide. |  |
| Provide the class with a course summary. For each lesson, call on a couple students to share the three things they learned that will be helpful to them when planning for emergencies. | This course included three lessons:<br>• Lesson 1: Types of Military Response and Integration of Military Support<br>• Lesson 2: Military Resources and Capabilities<br>• Lesson 3: Planning for Military Resources in Military Management |

***Questions?***

## Instructor Actions

Refer to the Questions? slide.

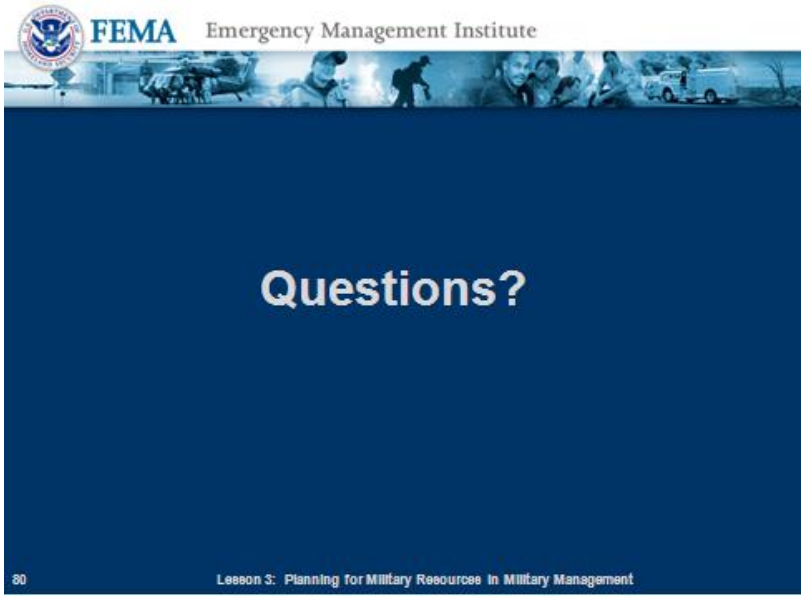
Address any outstanding questions you captured on the easel.

Ask if anyone has additional questions.

Direct students to complete the final exam online which is accessible from the following URL: http://training.fema.gov/EMIWeb/IS/examnotice.asp?eid=is75. Let them know that the exam will take the approximately 30 minutes to complete.

Conclude the class.

## Lesson Information



# Appendices

### *Appendix A: Glossary*

**Active Duty** – Active Duty component units are a full-time force with all of their personnel available for tasking, which makes it possible for them to respond quicker in many situations.

**Base Support Installation (BSI) or Mobility Center** – The military may provide support to responding agencies at a military installation in the vicinity of the emergency. If the installation has an airfield, it can act as an Aerial Port of Debarkation and move people into and out of the area. The installation can also serve as a staging area and, if tents or other overhead cover is set up, serve as a location to provide sheltering for persons who lost their homes or cannot get to their homes because of the emergency.

**Civil Support Teams (CST)** – Civil Support Teams (CSTs) are a part of each state's National Guard and are frequently called out to investigate suspicious substances that are discovered in the course of other organizations' routine activities, such as during a response by the police or in mail handling by the Post Office.

**Defense Coordinating Element (DCE)** – The DCO has a DCE of core staff and military Liaison Officers to facilitate coordination and support to activated ESFs.

**Defense Coordinating Officer (DCO)** – The DCO, a Title 10 Active Duty officer, is assigned to each FEMA region and may work at the Regional Response Coordination Center, at the FEMA regional office, or may pre-deploy to an incident command site. A DCO will generally be involved in DoD's response to DSCA. If Federal military forces deploy, the DCO will normally deploy to the Joint Field Office location. The DCO coordinates DoD support to the Primary Agency.

**Defense Support of Civil Authorities (DSCA)** – DSCA is support provided in response to requests for assistance from civil authorities for special events, domestic emergencies, designated law enforcement support, and other domestic activities. DSCA may be provided by U.S. Federal military forces, National Guard forces performing duty under Title 32, DoD civilians, DoD contract personnel, and/or DoD units.

**Economy Act** – The Economy Act of 1932 (Section 1525, Title 31) is the fiscal authority for a Federal agency to reimburse DoD for goods and services that agency ordered and DoD rendered (when a more specific statutory authority does not exist). Under the Economy Act, reimbursement may be provided for DoD's total costs.

**Emergency Declaration** – The Emergency Declaration is limited in how it can help and does not include long-term Federal recovery programs of a major disaster declaration.

**Emergency Management Assistance Compact (EMAC)** – The EMAC is a non-binding, collaborative arrangement among its members that provides a legal framework for states to assist one another in managing a disaster or an emergency that has been declared by the governor of the impacted state. All states, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands are members of EMAC.

**Emergency Operations Center (EOC)** – Maintains a current operating picture and communications capability with internal and external resources. The EOC is able to take advantage of assets from throughout the jurisdiction to respond to the incident and is activated if first responders are unable to contain an incident at the scene.

**Emergency Preparedness Liaison Officer (EPLO)** – EPLOs are service Reservists performing duties to help coordinate DoD emergency resources and support the DCO.

**Federal Coordinating Officer (FCO)** – The FCO is appointed to manage Federal response support activities for Stafford Act disasters and emergencies. The FCO also plays a significant role in managing the financial aspects of DSCA.

**Immediate Response Authority (IRA)** – DoD response at the municipal, county, or tribal level is provided under IRA. When time does not permit prior approval from higher headquarters, then local military commanders or responsible officials of other DoD components may, in imminently serious conditions and upon request from local authorities, provide support to save lives, prevent human suffering, or mitigate great property damage. It is important to note that no law enforcement activities are authorized under IRA.

**Incident Commander (IC)** – The IC is generally the most experienced local responder who remains the IC until voluntarily giving up command or being replaced by a more qualified official.

**Insurrection Act** – The Insurrection Act of 1807 governs the deployment by the President within the United States of Federal military personnel to quell lawlessness, insurrection, and rebellion. The law is intended to circumscribe the President's ability to use military force in enforcing civil law to narrowly defined conditions. Actions taken under the Insurrection Act are exempt from the provisions of the Posse Comitatus Act. The implementation of the Insurrection Act is allowed when a condition exists that hinders the execution of state and Federal laws within a state.

**Memorandum of Agreement (MOA)** – Memoranda of Agreement (MOAs) and Memoranda of Understanding (MOUs) establish and arrange mutual aid assistance agreements. When there is a MOA/MOU, its specific nature will be affected by the situation at that given location.

**Military Support Emergency Support Function (ESF)** – The military support ESF can identify personnel and resources to support prevention, preparedness, response, recovery, and mitigation operations, as well as how those military resources are to be integrated into disaster response operations.

**Mission Assignments (MA)** – Used by FEMA to request assistance from the DoD to task other Federal agencies, and to provide reimbursement for direct assistance during emergencies and disasters.

**Mutual Aid Assistance Agreements** – Mutual aid assistance agreements exist between emergency responders to provide assistance across jurisdictional boundaries.

**National Guard** – The National Guard is a military Reserve organization that is different from the Federal Reserve component because it belongs to the various states on a day-to-day basis. The National Guard, however, can also be called for Federal duty as well.

**National Incident Management System (NIMS)** – The NIMS framework forms the basis for interoperability and compatibility that enables a diverse set of public and private organizations to conduct well-integrated and effective emergency management.

**National Response Framework (NRF)** – The NRF presents the guiding principles that enable all response partners to prepare for and provide a unified national response to disasters and emergencies. It establishes a comprehensive, national, all-hazards approach to domestic incident response.

**Posse Comitatus Act** – Prohibits Title 10 forces from conducting law enforcement activities. These activities include inter-directing vehicles, conducting searches and seizures, making arrests or apprehensions, surveillance, investigation, or undercover work.

**Pre-Scripted Mission Assignments PSMA** – PSMAs facilitate a more rapid response by standardizing the process of developing MAs. They specify what type of assistance is required (personnel and equipment), identify a statement of work, and provide projected cost.

**Presidential Major Disaster Declaration** – Triggers long-term Federal recovery programs and response assets, some of which are matched by state programs and designed to help disaster survivors, businesses, and public entities.

**Regional Emergency Preparedness Liaison Officer (REPLO)** – REPLOs are Title 10 Service Reserve personnel assigned to the FEMA regions.

**Request for Assistance (RFA)** – To initiate the IRA, a Request for Assistance must come from some civil authority such as the mayor, chief of police, fire chief, sheriff, chief of emergency management, or tribal authority. This request may initially be made verbally; however, for Mission Assignment tracking and funding purposes, a follow-up in writing is desired.

**Reserve** – Reserve component units consist of a small cadre of full-time personnel who provide continuity of management for their organizations and ensure the part-time Reservists, known as traditional Reservists, are organized, trained, and equipped to perform their assigned duties.

**Stafford Act** – The Stafford Act is a law that is set up to provide an orderly means of federal disaster assistance for state and local governments in carrying out their responsibilities to aid citizens. The limits are set by state law and by the authority of the governor.

**State Active Duty (SAD) Status** – When the governor of a state mobilizes the National Guard, the forces are typically in State Active Duty (SAD) status under command and control of the governor. SAD forces conduct all missions in accordance with the needs of the state and within the guidelines of state laws and statutes.

**State Coordinating Officer (SCO)** – The SCO is appointed by the governor to coordinate state response and recovery operations with the Federal government. As an incident escalates, the SCO will work with the FCO to formulate state requirements, including those that are beyond state capability.

**State Emergency Preparedness Liaison Officer (SEPLO)** – SEPLOs are Title 10 Reserve personnel who perform duty in the state EOC. As subject matter experts in their states, they serve as DoD liaisons for DSCA to state and Federal agencies and maintain situational awareness within the state. On a daily basis, they build relationships to facilitate mission accomplishment.

## *Appendix B: Acronyms*

**AFB** - Air Force Base

**ARF** - Action Request Form

**BSI** - Base Support Installation

**CAP** - Civil Air Patrol

**CBIRF** - Chemical Biological Incident Response Force

**CBRNE** - Chemical, biological, radiological, nuclear, high-yield explosive

**CONUS** - Continental United Status

**DCE** - Defense Coordinating Element

**DCO** - Defense Coordinating Officer

**DoD** - Department of Defense

**DoDI** - Department of Defense Instruction

**DSCA** - Defense Support of Civil Authorities

**EMAC** - Emergency Management Assistance Compact

**EMS** - Emergency Medical Services

**EOC** - Emergency Operations Center

**EOD** - Explosive Ordnance Disposal

**EPLO** - Emergency Preparedness Liaison Officer

**ESF** - Emergency Support Function

**F&ES** - Fire and Emergency Services

**FCO** - Federal Coordinating Officer

**IC** - Incident Commander

**ICS** - Incident Command System

**IRA** - Immediate Response Authority

**ISB** - Incident Support Base

**JCCSE** - Joint Continental United States Communications Support Environment

**JDOMS** - Joint Directorate of Military Support

**JFHQ** - Joint Force Headquarters

**JFO** - Joint Field Office

**MA** - Mission Assignment

**MARS** - Military Auxiliary Radio System

**MOA** - Memoranda of Agreement

**MOU** - Memoranda of Understanding

**NIFC** - National Interagency Fire Center

**NIMS** - National Incident Management System

**NOAA** - National Oceanographic and Atmospheric Agency

**NORTHCOM** - Northern Command

**NRF** - National Response Framework

**OCP** - Operational Command Post

**PA** - Primary Agency

**PDA** - Preliminary Damage Assignment

**PSMA** - Pre-Scripted Mission Assignment

**REPLO** - Regional Emergency Preparedness Liaison Officer

**RFA** - Request for Assistance

**SAD** - State Active Duty

**SCO** - State Coordinating Officer

**SEPLO** - State Emergency Preparedness Liaison Officer

**SPEARR** - Small Portable Expeditionary Aeromedical Rapid Response

**TAG** - The Adjutant General

**UCMJ** - Uniform Code of Military Justice

**USACE** - United States Army Corps of Engineers

**USCG** - United States Coast Guard

**USCGA** - United States Coast Guard Auxiliary

**USPHS** - United States Public Health Service

**WMD-CST** - Weapons of Mass Destruction Civil Support Teams

## *Appendix C: ESF Worksheets*

Please note that these ESF Worksheets are provided for training purposes only.

### *ESF Worksheet*

| **ESF Worksheet**<br>**ESF#_____** | |
|---|---|
| **Agencies** | |
| Coordinating Agency | Secondary Supporting Agencies |
| Major Supporting Agencies | |
| **Mission** | **Direction & Control** |
| Top 5 Assignments You Expect Them to Perform/Monitor | How do they fit your Basic Command Structure |
| **Concept of Operations** | |
| How do they work with the resources from within the jurisdiction? | |
| How do they request additional resources from within the surrounding counties? | |
| How do they request additional resources from the State Emergency Operation Center? | |
| **Responsibilities** | |
| Coordinating Agency (Mitigation) | |

| |
|---|
| Coordinating Agency (Preparedness) |
| Coordinating Agency (Response) |
| Coordinating Agency (Recovery) |

***ESF Worksheet – Supporting Agencies***

| Group | Agency | Mitigation Tasks | Preparedness Tasks | Response Tasks | Recovery Tasks |
|---|---|---|---|---|---|
| Transportation | | | | | |
| | | | | | |
| Communications | | | | | |
| | | | | | |
| | | | | | |
| Public Works | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| Group | Agency | Mitigation Tasks | Preparedness Tasks | Response Tasks | Recovery Tasks |
|---|---|---|---|---|---|
| Firefighting | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Em. Mgt. | | | | | |
| | | | | | |
| Mass Care | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| Group | Agency | Mitigation Tasks | Preparedness Tasks | Response Tasks | Recovery Tasks |
|---|---|---|---|---|---|
| Resource Support | | | | | |
| | | | | | |
| | | | | | |
| Health Care | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Haz-mat | | | | | |
| | | | | | |

| Group | Agency | Mitigation Tasks | Preparedness Tasks | Response Tasks | Recovery Tasks |
|---|---|---|---|---|---|
| Search & Rescue | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Agriculture | | | | | |
| | | | | | |
| | | | | | |
| Energy | | | | | |
| | | | | | |
| | | | | | |

| Group | Agency | Mitigation Tasks | Preparedness Tasks | Response Tasks | Recovery Tasks |
|---|---|---|---|---|---|
| Law Enforcement | | | | | |
| | | | | | |
| Long Term Recovery | | | | | |
| | | | | | |
| | | | | | |
| Public Information | | | | | |
| | | | | | |
| | | | | | |

***State, Military, Military Support ESF***

| |
|---|
| **ANNEX XX (ESF-XX)**<br>**MILITARY SUPPORT**<br>State EOP<br>Date<br>Annex XX-1 |
| **PRIMARY:**<br>Office of The Adjutant General, State National Guard |
| **SUPPORT:**<br>Civil Air Patrol; State Guard; Emergency Preparedness Liaison Officer(s); U.S. Coast Guard; FEMA Region Defense Coordinating Officer |
| **I. INTRODUCTION**<br>The State National Guard (NG) will provide military support to civil authorities in accordance with the State Emergency Operations Plan (EOP) and existing State National Guard Operations Plans. When directed by the Governor or his representative, the Adjutant General will deploy NG personnel and equipment to assist civil authorities. |
| **II. PURPOSE**<br>Provide military support throughout the State in times of a major or catastrophic disaster. |

**III. CONCEPT OF OPERATIONS**

A. The State National Guard is responsible for the coordination of all ESF-XX administrative, management, planning, training, preparedness/mitigation, response, and recovery activities to include developing, coordinating, and maintaining the ESF-XX SOP. All ESF-XX supporting agencies will assist the State National Guard in the planning and execution of the above. All ESF-XX personnel must be trained on the principles of the National Incident Management System (NIMS) and Incident Command and integrate those principles into all ESF-XX planning and response operations.

B. ESF-XX will advise the Director, State Emergency Management Agency (EMA) on State NG capabilities and resources, ongoing mission status, troop numbers, estimated costs, and any other operational considerations.

C. The Governor may order into State Active Duty (SAD/Title 32) all or any part of the State NG to assist state and local officials.

D. State NG assistance is limited to missions that, because of experience and/or the availability of needed resources, can be accomplished by the State NG more effectively than another agency of government.

E. Defense support of civil authorities (DSCA) will terminate as soon as civil authorities are capable of handling the emergency.

F. As an emergency develops, or upon the occurrence of a disaster, the State NG will dispatch its Civil Support ESF cell to the State EOC. If necessary, the Adjutant General may bring National Guardsmen to their host armory in preparation for response operations. This will be executed in an Inactive Duty Training (IDT) status when funds are available.

G. ESF-XX will coordinate all valid mission taskings in support of on-going operations. It will execute mission taskings in support of overall state operations and coordinate mission requests in support of other ESFs. ESF-XX staff will assess missions, recommend State NG assets to be applied to missions, and ensure the timely application of State NG assets.

H. Upon the issuance of a Governor's Executive Order the Adjutant General will mobilize and stage personnel and equipment in and around the projected disaster area, as necessary to protect life and property, restore and preserve law and order, support response operations, and provide support to other ESFs as directed by State EMA. State NG resources will normally be committed as a supplement to civil resources that are required to cope with the loss of essential public services, humanitarian, and property protection requirements caused by a civil emergency.

I. The State NG will determine the number of personnel and type of equipment necessary for specific mission assignments and will contact the supported agencies' local point of contact for mission coordination.

J. ESF-XX will coordinate closely with the federal military organizations (active duty/federalized reservists) to include the Defense Coordinating Officer/Element; assigned Title 10 Joint Task Force(s); and/or Title 10/14 U.S. Coast Guard officials to ensure proper coordination of all missions and mutual support where appropriate.

**IV. ESF ACTIONS**

The emergency operations necessary for the performance of this function include but are not limited to:

A. Preparedness

1. Maintain a list of personnel and equipment for deployment into disaster areas for sustained operations.

2. Develop plans for the quick alert, notification, and assembly of units to be called to State Active Duty/Title 32.

3. Develop plans to provide equipment and personnel support as required across the entire spectrum of ESFs. Prepare to support county points of distribution with personnel and equipment as required. Plans should especially emphasize support of evacuation operations, security operations, debris/obstruction clearance and removal operations, feeding operations, water purification operations, supply, flood operations transportation and distribution of supplies.

4. Organize and staff ESF-XX with the capability to report to the State EOC as part of the State Emergency Response Team (SERT), equipped and prepared to function on a twenty-four hour schedule.

5. Ensure ESF-XX staff is trained with regard to the State EOP, the State EOC SOP, WebEOC, and any pertinent State NG plans and procedures. Ensure ESF-XX staff is trained annually on plans and responsibilities and participate in state emergency management exercises and workshops.

6. Ensure all ESF-XX personnel integrate NIMS principles in all planning. All ESF personnel must complete all required NIMS training, as outlined in the Department of Homeland Security (DHS) training guidance.

7. Ensure procedures are in place to document costs for any potential reimbursement.

8. Support the Emergency Management Assistance Compact (EMAC) by ensuring ESF personnel are trained on EMAC responsibilities, by pre-identifying assets, needs and resources that may be allocated to support other states, and by maintaining related information in WebEOC.

9. Provide ESF-XX representation on the Recovery Task Force.

B. Response

1. ESF-XX will be activated upon notification by State EMA that an emergency condition exists or is imminent that requires the activation of the SERT or the personnel and resources of the State NG.

2. Identify and obtain required resources. Prioritize and allocate available supporting resources.

3. Support state operations in the following areas:

a. Support evacuation operations.

b. Support search and rescue operations.

c. Transportation of supplies and services.

d. Provide and operate power generation equipment.

e. Provide engineering support.

f. Coordinate with Air Branch and conduct aviation operations.

g. Support law enforcement operations.

h. Conduct debris clearance/removal operations.

i. Conduct water supply/purification operations.

j. Communications support.

k. Support logistics staging area operations.

l. Support firefighting and HAZMAT operations.

m. Support county Points of Distribution (PODs), as coordinated.

4. State Joint Force Headquarters (JFHQ) Joint Operations Center (JOC) will establish and maintain communication with all deployed State NG units.

5. State JOC will plan, coordinate and monitor the movement of State NG units from home armories to forward areas of operations.

6. Identify and provide a liaison officer for each EMAC request, to facilitate arrival and onward movement of EMAC support at appropriate EMAC Mobilization Units and staging areas.

7. Assist the Logistics Cell in supporting logistical staging areas to include:

a. Coordinating, staffing, and equipping logistic staging areas.

b. Providing transportation to and assisting with material handling at logistic staging areas.

C. Recovery

1. Recovery operations begin the process of returning the community infrastructure and services to normal status. State NG will continue to provide military support to lead agencies during the recovery period, State NG assets will be incrementally withdrawn as services are either contracted to the civilian sector or local/state agencies regain control utilizing organic resources.

2. ESF-XX will support long-term recovery priorities as identified by the Long-Term Recovery Committee and Recovery Task Force.

3. Assist the Logistics Cell in supporting logistical staging areas to include:

a. Coordinating, staffing, and equipping logistic staging areas.

b. Providing transportation to and assisting with material handling at logistic staging areas.

D. Mitigation

1. Support and plan for mitigation measures including monitoring and updating mitigation actions in the State Hazard Mitigation Plan.

2. Review, evaluate and comment on proposed State Hazard Mitigation Plan amendments, upon initiation and within review period.

3. Support requests and directives from the Governor and/or FEMA concerning mitigation and/or re-development activities.

4. Document matters that may be needed for inclusion in agency or state/federal briefings, situation reports and action plans.

**V. RESPONSIBILITIES**

A. General: ESF-XX must train personnel on EMAC procedures to including: identifying agency resources to sustain emergency operations, prescripting anticipated needs on specific EMAC messages, and listing agency resources available for interstate and intrastate mutual aid missions.

B. State National Guard

1. Identify and assign State NG personnel to staff ESF-XX in the State EOC.

2. Notify all ESF-XX supporting agencies upon activation.

3. Provide military support for functions as outlined in paragraph IV above.

4. Coordinate with Air Branch Operations and provide personnel, as required.

5. Support the State Mass Transportation Evacuation Plan by providing personnel and equipment. Within the overall plan, supervise the intake, processing, loading, unloading of evacuees and augmentation of security for designated embarkation and debarkation points.

C. Civil Air Patrol

1. Identify and assign CAP personnel to support ESF-XX in the State EOC.

2. Coordinate with Air Branch Operations and provide personnel, as required.

3. Provide aircraft, aircrews, and ground and operations personnel and communications for transportation of emergency officials, personnel, light-load cargo, and for various aerial reconnaissance flights.

D. State Guard

1. Identify, train, and assign personnel to maintain contact with and prepare to execute missions in support of ESF-XX during periods of activation.

2. Provide personnel support.

3. Coordinate State Guard tasks with State JOC.

**VI. FEDERAL ASSISTANCE**

A. This annex has no counterpart in the National Response Framework (NRF). ESF-XX will coordinate mission taskings with the Defense Coordinating Officer/Element and/or Title 10 Joint Task Force(s) when DOD resources are committed to ensure efficiency and effectiveness of operations.

B. All ESF-XX personnel will be familiar with the National Response Framework (NRF) and the corresponding annex with Federal counterpart concepts, actions and responsibilities. This familiarization will include but not be limited to the makeup, functions and responsibilities of the Joint Field Office (JFO).

**VII. REFERENCES**

A. Revised State Code XX.XX

B. State Emergency Management Agency Comprehensive Emergency Management Plan

***Local, Count, Tribal Military Support ESF***

**County Comprehensive Emergency Management Plan**
**EMERGENCY SUPPORT FUNCTION XX**
**Date**
**DEFENSE SUPPORT OF CIVIL AUTHORITIES**
**RESPONSIBILITY SUMMARY**

**Primary Response**
County Emergency Management Agency (EMA)

**Supporting**
Mayors

County Commissioners

**Plan, Preparation & Maintenance**
County EMA

**I. INTRODUCTION**
A. Purpose

To establish procedures for requesting and using military assistance in County during times of an emergency.

B. Scope

Military units have specialized equipment, not otherwise available to local jurisdictions that may be needed in time of an emergency operation. They also have personnel that might be needed to support local jurisdictions.

**II. POLICIES**
A. While there are military units located in County, their use and activation requires action by the State Governor and any requests for military assistance must be processed through the State Department of the Military, State Emergency Management Agency (State EMA)/State Emergency Operations Center (SEOC).

B. Military forces, either state or federal, will remain under and follow their military chain of command.

C. The State Department of the Military Adjutant General deploys State Active Duty resources of the State National Guard (NG) in a state-funded status in response to an emergency involving imminent loss of life, to prevent great suffering and/or to mitigate great destruction of property, in accordance to state regulations and statutes.

**III. SITUATION**
A. An emergency or disaster could occur for which military assistance may be the best or only solution.

B. Any request for military assistance will be processed through County Emergency Operations Center (EOC) to State EMA/SEOC.

C. The county and state have issued Disaster Declarations.

D. A military liaison person may be assigned to the County EOC to an area wide (overlapping county jurisdiction) location where a task force has been established to coordinate the use of any military assets assigned to the event.

## IV. CONCEPT OF OPERATIONS

A. General

The State Code XX.XX provides that, upon the occurrence of certain events, the Governor has the power to order the organized militia of the State or any part thereof into active service in order for the State to execute the laws and perform such services as the Governor shall deem proper. This power resides with the Governor or acting Governor alone, and may not be delegated to another person or agency.

B. Organization

1. The State Military Department is made up of two military components: the Air National Guard and the Army National Guard. There are two civilian components: State Emergency Management Agency (State EMA), and the Support Services staff. The State NG is positioned in XX cities throughout the state. Unit capabilities include engineering, communications, transportation, and aviation.

2. Coordination of military support to civil authorities will be performed by the State Military Department.

C. Procedures

The various elements of the State Military Department will follow their internal Standard Operating Procedures (SOPs) when in support of an emergency or disaster.

D. Mitigation Activities

Mitigation activities need to be done at the state level and are beyond the scope of this ESF (refer to State Emergency Support Function XX – Defense Support of Civil Authorities).

E. Preparedness Activities

During exercises and other emergency planning activities the possible use of military resources should be considered.

F. Response Activities

1. When requesting military assistance the County EOC needs to request them for a specific mission. The request should not be for specific equipment and/or personnel. A few examples of mission requests are:

a. Provide air or land transportation for specific equipment or personnel.

b. Provide security and traffic control for a specific area, such as a city or county road.

c. Establish a mobile communications station.

d. Set up and operate a mass feeding station.

e. Establish a water purification station.

G. Recovery Activities

Response activities may need to continue through the recovery phase. However, the military personnel and equipment must be released before any civilian assets, serving the same purpose, are released.

**V. RESPONSIBILITIES**

A. County Commissioners and County Executive

1. Commissioners must issue a Disaster Declaration before requesting any military assets.

2. The County Executive or his/her designee in the County EOC must assign a specific mission to any military unit assigned to the county and designate who, in the field, they are to report to for instructions.

3. If a military liaison has not been assigned, someone in the County EOC must be designated to coordinate the military operations.

B. Director County EMA

1. Ensure that State EMA/SEOC gets a copy of the Disaster Declaration as soon as one is signed.

2. Keep State EMD/SEOC advised on any potential need for military equipment or personnel that might be needed.

3. Include the potential use of military assets in exercises and other emergency management training that is planned by the County EMA.

**VI. RESOURCE REQUIREMENTS**

A. Request for military personnel and equipment must be consistent with unit capabilities.

B. Loan of equipment will not be allowed if it diminishes a unit's capability to be self-supporting or unable to perform its basic mission.

C. Whenever possible, requests for personnel and/or equipment will include its needed organic support.

**VII. REFERENCES**

A. Revised State Code XX.XX

B. State Emergency Management Agency Comprehensive Emergency Management Plan