



Multiagency Coordination Systems (IS-701)

Instructor Guide

October 2006



FEMA

Multiagency Coordination Systems

**Instructor Guide
October 2006**

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Appendix A: Glossary

Purpose This course will introduce Multiagency Coordination Systems (MAC Systems) and provide examples of how these systems can be used to improve incident response.

Who Should Attend The target audience includes personnel associated with Multiagency Coordination Systems, including:

- Professional first response personnel and emergency management personnel.
- Elected officials of local, State, and tribal governments.
- Appointed officials of local, State, and tribal governments.
- Employees of the Department of Homeland Security.
- Employees of other Federal agencies.

ICS Instructor Guidelines The NIMS Integration Center (NIC) is responsible for “facilitating the development of national guidelines for incident management training and exercises at all jurisdictional levels.” This document provides guidelines for Incident Command System (ICS) instructors.

While individual agencies and organizations are responsible for establishing and certifying instructors, the NIC urges those agencies and organizations to follow these guidelines.

The NIC recommends the following general instructor guidelines:

- **Instructor Levels**
 - **Lead instructors** must have sufficient experience in presenting all units of the course to be capable of last-minute substitution for unit instructors.
 - **Unit instructors** must be experienced in the lesson content they are presenting.
 - **Adjunct instructors** may provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. Adjunct instructors must be experienced, proficient, and knowledgeable of current issues in their field of expertise.

- **Training Requirements for Lead and Unit Instructors**

Instructors should have formal instructor training (NWCG Facilitative Instructor, M-410, EMI Master Trainer Program, Office for Domestic Preparedness Instructor Course or equivalent).

**IS-701
Instructor
Qualifications**

It is recommended that this training be team taught by instructors with the following minimum qualifications:

- One instructor required, two recommended.
 - Lead and unit instructors successfully completed ICS-100, ICS-200, ICS-300, and ICS-400, and EMI's IS-700 (NIMS, An Introduction) and IS-800 (The National Response Plan, An Introduction).
 - Lead and unit instructors performed as EOC staff in at least two level II or higher EOC activations.
-

**Course
Objectives**

The course objectives are as follows:

- Define multiagency coordination at the local, State, and Federal levels of government.
 - Identify each agency involved in incident management activities to ensure that appropriate situational awareness and resource status information is shared through multiagency coordination.
 - Identify typical priorities established between elements of the Multiagency Coordination System.
 - Define key terms related to Multiagency Coordination Systems.
 - Describe the process of acquiring and allocating resources required by incident management personnel related to the entire Multiagency Coordination System.
 - Identify typical future resource requirements for the entire Multiagency Coordination System.
 - Identify potential coordination and policy issues arising from an incident relative to the entire Multiagency Coordination System.
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**Training
Content**

The training is comprised of the following lessons:

- Unit 1: Introductions and Course Overview (2 hours 30 minutes)
- Unit 2: Getting Ready—Pre-Incident Activities for Multiagency Coordination (4 hours)
- Unit 3: Multiagency Coordination During an Incident (2 hours 30 minutes)
- Unit 4: Reassessing Your Readiness Post-Incident (2 hours 45 minutes)
- Unit 4a: Tabletop Exercise (2 hours 30 minutes)
- Unit 5: Course Summary and Final Exam (1 hour)

The table on the next page presents the recommended training agenda.

Course Background Information

Day 1	Unit 1: Introductions and Course Overview	2 hours 30 minutes
	Unit 2: Getting Ready—Pre-Incident Activities for Multiagency Coordination	4 hours
	Unit 3: Multiagency Coordination During an Incident	2 hours 30 minutes
Day 2	Unit 4: Reassessing Your Readiness Post-Incident	2 hours 45 minutes
	Unit 4a: Tabletop Exercise	2 hours 30 minutes
	Unit 5: Course Summary and Final Exam	1 hour

Course Logistics Overview

Course Materials Listed below are the materials that you will need in order to conduct this course:

- **Instructor Guide:** Obtain one copy of the Instructor Guide for each trainer.
- **Student Manual:** Secure one copy of the Student Manual for each person attending the session.
- **PowerPoint Files CD:** The course visuals are stored on a CD. **Transfer the course visuals from the CD to the hard drive of a computer.** The visuals will operate more effectively if they are accessed from the computer's hard drive instead of the CD. Complete the following steps for copying the folders and files from the CD:
 1. Insert the Visuals CD in your CD drive.
 2. Using Windows Explorer, access the list of folders and files on your CD drive.
 3. Highlight the folder on the CD titled "visuals."
 4. With the visuals folder highlighted, click on the Edit pull-down menu and then select Copy.
 5. Select a location on your computer's hard drive. When you are in that drive (and folder), click on the Edit pull-down menu and then select Paste.
 6. All of the visuals should now be copied onto your hard drive.
 7. Test the visuals to make sure that everything transferred correctly.
- **Course Evaluation:** The students will complete a written test at the end of the course. Make sure that you have one copy of the scoring sheet for each student. Ensure that all sheets are correctly completed and submit them to the EMI Independent Study Program Office to be scored.

Final Test

To receive a certificate of completion, students must take the 25-question multiple-choice final test, submit an answer sheet (to EMI's Independent Study Office), and score 75% on the test. Do NOT use the test unless you see IS-701 in the header and October 2006 in the footer. Older test versions contain outdated materials. Two options exist for test submission:

- Students submit their tests online and receive an e-mail with a link to their electronic certificate.
 1. Go to <http://training.fema.gov/EMIWeb/IS/is701.asp>.
 2. Click on "Download Final Exam Questions" (found at the bottom of the page). You may want to print the test.
 3. Click on "Take Final Exam" (found at the bottom of the page).
- Instructions for group delivery: Test answer sheets can be obtained upon request by calling (301) 447-1256. The completed tests can then be submitted as a group to:

EMI Independent Study
16825 South Seton Ave.
Emmitsburg, MD 21727

Course Equipment

The following equipment is required for conducting this course:

- **Computer and Projection Device:** Make arrangements to have a computer with a PowerPoint slide projector. Be sure to try out the projector in advance of the training, in case you need help getting it to work properly. Make sure all equipment is functioning properly. Test the PowerPoint projector and the lights. If you do not have equipment for projection, plan to refer participants to their Student Manuals. The visuals are reproduced in the Student Manual, but the training is more effective with the projection of the visuals. Arrange for technical assistance to be available during training in the event of equipment malfunction.
 - **VHS Video Player and Projection Device/Monitor:** A video is included in the first lesson. Be sure to arrange for a VHS video player and either a projection device or monitor.
 - Easel, pads, and pens
 - Name tents
 - Student Manuals
-

Copyright

This course makes no use of copyrighted/proprietary material.

Unit 1: Introductions and Course Overview

Objectives

At the end of this unit, the students should be able to:

- Define multiagency coordination at the local, State, and Federal levels of government.
 - Describe the difference between command and coordination.
 - Explain the role of Multiagency Coordination Systems in the National Incident Management System (NIMS) and the National Response Plan (NRP).
-

Scope

- Course Welcome
 - Administrative Information
 - Introductions
 - Unit 1 Objectives
 - Course Overview
 - Course Objectives
 - Video Presentation
 - Multiagency Coordination Systems
 - National Preparedness Goal
 - Operational Priorities
 - Activity 1.1: Multiagency Coordination System Development
 - Summary and Transition
-

Methodology

The instructors will welcome the students to the course, explain the course goal, and provide the required administrative information.

Next, the instructors will introduce themselves, providing brief statements of their experience in emergency/incident management and multiagency coordination. Then, the students will introduce themselves, briefly providing their names, job titles, and agency or jurisdiction, and describing their experience using Multiagency Coordination Systems. After the student introductions, the instructors will use visuals to introduce the course goals and objectives and review the course agenda with the class.

A video will be shown, in two parts with discussion questions in between. The video will introduce Multiagency Coordination Systems, pointing out how this approach facilitates the achievement of the National Preparedness Goal, and illustrating the role that the Multiagency Coordination System plays in incident management.

Methodology (Continued)

The instructors will use an interactive question-and-answer technique to describe the need to identify operational priorities as key to ensuring a functioning Multiagency Coordination System. During this discussion, the instructors will stress the need to involve all partners when identifying operational priorities, to ensure integration, both vertically and horizontally.

At the end of this unit, the students will work in small groups to analyze a case study that illustrates how multiagency coordination develops based on the needs of the incident(s). (Note that the case study includes all levels of government—local, State, and Federal—to ensure relevance to the audience.) Following the activity, the instructors will facilitate a group discussion about the characteristics of the Multiagency Coordination System and how the characteristics contributed to effective resolution of the incident. After answering any questions that the students have, the instructors will summarize the key points from the unit and transition to Unit 2.

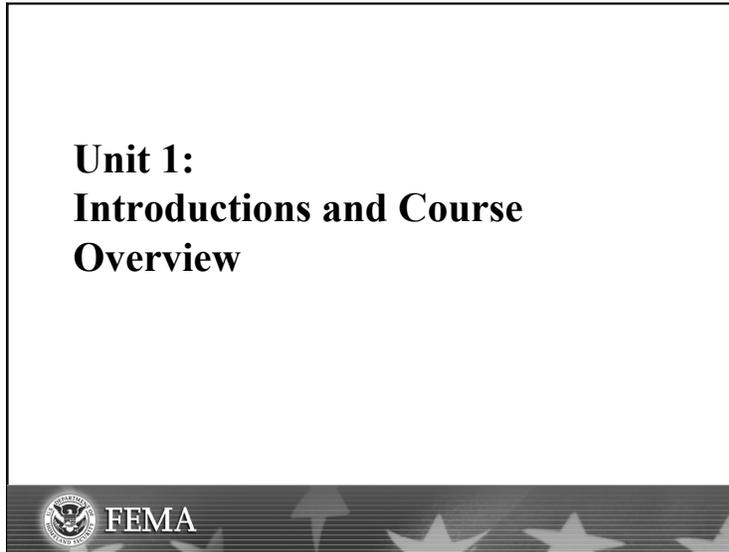
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Welcome	35 minutes
Unit 1 Objectives	5 minutes
Course Overview	45 minutes
Activity 1.1: Multiagency Coordination System Development	1 hour
Summary and Transition	5 minutes
Total Time	2 hours 30 minutes



Visual 1.1



Visual Description: Unit 1: Introductions and Course Overview

Instructor Notes

Welcome the students to the course.

Tell the group that this course will introduce Multiagency Coordination Systems (MAC Systems) and provide examples of how these systems can be used to improve incident response. Explain that, by taking this course, the students should be able to improve the overall coordination with, and support for, incident management by developing and operating within Multiagency Coordination Systems.



Visual 1.2

Administrative Information

- Hours
- Evacuation routes and fire exits
- Restrooms
- Smoking policy
- Breaks and lunch
- Cell phones and pagers



 FEMA Unit 1:
Introductions and Course Overview

Visual Description: Administrative Information

Instructor Notes

Present the course administrative information to the group. Be sure to mention:

- The hours during which the class will convene.
- The evacuation route and fire exits.
- Restroom locations.
- Smoking policy.
- Breaks and lunch.
- Cell phone and pager policy (should be placed on “vibrate” for the duration of the class).

Course Materials

Verify that everyone has a copy of the Student Manual. Point out that the Student Manual includes all of the information required to take the course. Explain that the instructors will provide additional information based on their own experience with incident response and Multiagency Coordination Systems. Urge the students to take notes in their Student Manuals so that they retain this information after the class is over.



Visual 1.3

Introductions

- Instructors
- Students
 - Name and organization
 - Experience with emergency or incident response using MAC Systems
 - One special issue about MAC Systems that you would like to be able to resolve



Unit 1:
Introductions and Course Overview

Visual Description: Introductions

Instructor Notes

Introduce yourself by providing:

- Your name and organization.
- A brief statement of your experience with emergency or incident response using Multiagency Coordination Systems.

Ask the other instructors to introduce themselves in the same way.

Ask the students to introduce themselves by providing:

- Their name and organization.
- A brief statement of their experience with emergency or incident response using Multiagency Coordination Systems.
- One special issue about Multiagency Coordination Systems that they would like to be able to resolve by taking this course.

Record the students' expectations on chart paper. After all students have introduced themselves, summarize the introductions by using their responses to describe how their expectations will be addressed during the course and to clarify if there are any topics that are beyond the scope of this course.

If possible, hang the expectations list in the training room. Revisit the list at the end of the course to ensure that all issues have been addressed.



Visual 1.4

Unit 1 Objectives

- Define multiagency coordination at the local, State, and Federal levels of government.
- Describe the difference between command and coordination.
- Explain the role of Multiagency Coordination (MAC) Systems in the National Incident Management System (NIMS) and the National Response Plan (NRP).



FEMA

Unit 1:
Introductions and Course Overview

Visual Description: Unit 1 Objectives

Instructor Notes

Introduce the unit objectives. At the end of this unit, the students should be able to:

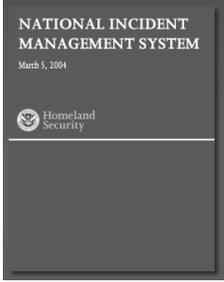
- Define multiagency coordination at the local, State, and Federal levels of government.
- Describe the difference between command and coordination.
- Explain the role of Multiagency Coordination Systems in the National Incident Management System (NIMS) and the National Response Plan (NRP).



Visual 1.5

Course Introduction

National Incident Management System (NIMS)



<http://www.fema.gov/emergency/nims>

 **FEMA** Unit 1:
Introductions and Course Overview

Visual Description: Course Introduction

Instructor Notes

Tell the group that this course will cover Multiagency Coordination Systems as introduced in the National Incident Management System (NIMS). Explain that NIMS is a standardized approach to incident management and response developed by the Department of Homeland Security. Point out that students can find more information on the NIMS Web site at <http://www.fema.gov/emergency/nims>.

Ask the following question:

How many of you are familiar with the Multiagency Coordination (MAC) Group, the Joint Field Office (JFO), or Emergency Operations Center (EOC) organizational structures?

Allow time for the students to respond. Explain that MAC Groups, JFOs, and EOCs are specific kinds of Multiagency Coordination Entities. Explain that all have formal staffing patterns to support decision-makers. We will cover the roles of these entities in detail in this course.



Visual 1.6

Course Objectives (1 of 2)

- Define multiagency coordination at the local, State, and Federal levels of government.
- Identify each agency involved in incident management activities to ensure that appropriate situational awareness and resource status information is shared through multiagency coordination.
- Identify typical priorities established between elements of the Multiagency Coordination System.



Unit 1:
Introductions and Course Overview

Visual Description: Course Objectives (1 of 2)

Instructor Notes

Show the next two visuals and review the course objectives. As you describe the objectives, point out that the course will allow time to address the group's issues, concerns, and considerations.

Tell the group that, by the end of this course, they should be able to:

- Define multiagency coordination at the local, State, and Federal levels of government.
- Identify each agency involved in incident management activities to ensure that appropriate situational awareness and resource status information is shared through multiagency coordination.
- Identify typical priorities established between elements of the Multiagency Coordination System.



Visual 1.7

Course Objectives (2 of 2)

- Define key terms related to Multiagency Coordination Systems.
- Describe the process of acquiring and allocating resources required by incident management personnel related to the entire Multiagency Coordination System.
- Identify typical future resource requirements for the entire Multiagency Coordination System.
- Identify potential coordination and policy issues arising from an incident relative to the entire Multiagency Coordination System.



FEMA

Unit 1:
Introductions and Course Overview

Visual Description: Course Objectives (2 of 2)

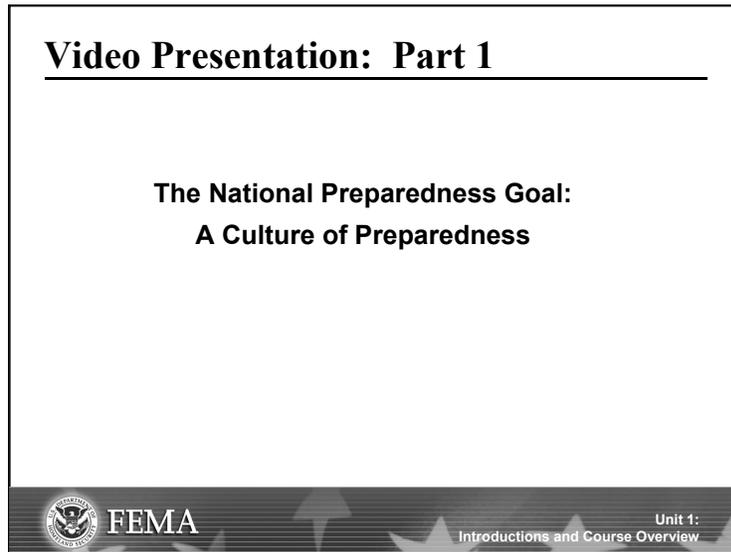
Instructor Notes

Continue reviewing the course objectives:

- Define key terms related to Multiagency Coordination Systems.
- Describe the process of acquiring and allocating resources required by incident management personnel related to the entire Multiagency Coordination System.
- Identify typical future resource requirements for the entire Multiagency Coordination System.
- Identify potential coordination and policy issues arising from an incident relative to the entire Multiagency Coordination System.



Visual 1.8



Visual Description: Video Presentation: Part 1

Instructor Notes

Explain that multiagency coordination is not a new concept. Many, if not most, levels of government have used multiagency coordination as a way of improving emergency response.

Point out that the concept of thinking about multiagency coordination as a system may be new to some.

Tell the students that you are going to show Part 1 of the video. Ask the group to think about ways that they cultivate a culture of preparedness in their jurisdictions. Then, start the video.

(A transcript of Part 1 of the video is provided on the following pages.)

Stop the video at the end of Part 1. Ask the following discussion questions:

What does the National Preparedness Goal mean for you?

How do you translate the Goal into what you do on a daily basis?

Allow time for the students to respond.

Transcript: Video Part 1

NARRATOR: The National Preparedness Goal challenges all of us to foster a preparedness culture. The goal is to “. . . engage Federal, State, local, and tribal entities, their private and nongovernmental partners, and the general public to achieve and sustain risk-based target levels of capability to prevent, protect against, respond to, and recover from major events to minimize the impact on lives, property, and the economy.”

In December 2003, President Bush issued Homeland Security Presidential Directive-8, directing the development of a National Preparedness Goal to strengthen and unify the Nation’s emergency management efforts. HSPD-8 provides the foundation to help us answer three basic questions: How prepared do we need to be? How prepared are we? How do we prioritize efforts to close the gap?

The National Preparedness Goal offers a road map for partners at all levels of government to work together toward shared objectives.

CRAIG FUGATE: Dealing with the last couple of hurricane seasons, one of the things that we’ve seen is a reoccurring theme is people that have prepared and have plans do much better in disasters but a lot of people that can and should be getting ready for disasters don’t. It has to be a solution based upon everybody taking their responsibility to prepare to the best of their ability at all levels and all levels of government . . . I think are the key things that we need to continue to work with and when we talk about this culture of preparedness, it goes beyond just our citizens. It also becomes the responsibility of our government agencies, particularly our local and State agencies.

NARRATOR: While the vast majority of emergency situations are handled locally, an incident’s needs may exceed the capacity of local and State responders. In those cases, help is provided from other jurisdictions, the State, and the Federal Government.

NIMS was developed so responders from different jurisdictions and disciplines can work together better to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and an emphasis on preparedness, mutual aid, and resource management. NIMS institutionalizes the implementation of the Incident Command System nationwide.

CRAIG FUGATE: When we fail to work as a team, we fail our citizens and what NIMS is, is a system to provide a framework for all of the team to work together towards common goals—is essentially when you break it all down, management by objectives and it is a tool to allow you to work more effectively through a lot of challenges that a lot of agencies who on a day-to-day basis may not even have a working relationship. The most important thing about NIMS is everybody involved in that response knows what the mission is, the goals and objectives, and what their role is in accomplishing that.

CHIP PATTERSON: The relationship of the State and other external agencies in a major catastrophic disaster first off is—has to be an extraordinary partnership.

Transcript: Video Part 1 (Continued)

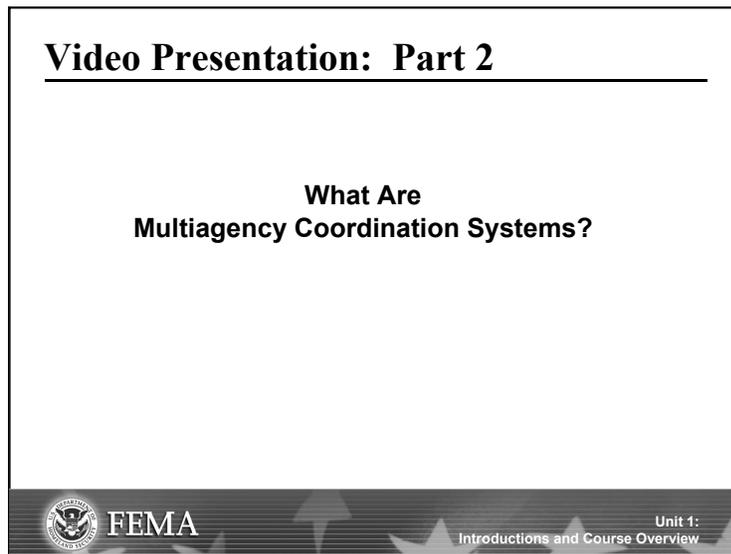
CRAIG FUGATE: This is a tool to ensure that you can bring in multiple disciplines across a variety of objectives in a disaster and work as one team, and that is the most important part about the NIMS process. It allows you to bring State agencies and local governments and volunteers and private agencies that on a day-to-day basis may not even have a working relationship, have their own cultures, their own identities, their own terminology, their own ways of solving problems and bring them together as a team to ensure that—as the policymakers set out what the mission and objectives are in complex disasters—that everybody is working towards those missions and objectives as a team—not independent, not stovepipe, and not duplicative or wasting our resources, but effectively and rapidly taking care of the challenges of meeting the needs of disaster victims, which is why we're in here in the first place.

CHIP PATTERSON: That transportability and portability of command systems and structures is very important to us. The Incident Command System provides that portability to be able to really be effective with those outside teams coming in to help us stand strong in the middle of a catastrophic disaster.

CRAIG FUGATE: . . . it's important that as we embrace NIMS and as we use the system, that it is not limited or just used within one part of response but it's for all the team.



Visual 1.9



Visual Description: Video Presentation: Part 2

Instructor Notes

Tell the students that now you are going to show Part 2 of the video. Ask the group to think about the components of their MAC System and how they work together. Then, start the video.

(A transcript of Part 2 of the video is provided on the following pages.)

Stop the video at the end. Ask the following discussion questions:

You heard the people interviewed talking about what they think makes a good MAC System. What are some of the themes they discussed?

What do you feel are the most important elements of your jurisdiction's MAC System?

Allow time for the students to respond.

Transcript: Video Part 2

NARRATOR: As an incident becomes more complex, a Multiagency Coordination, or MAC, System is used to coordinate and support the response efforts. A MAC System is a combination of integrated facilities, equipment, personnel, procedures, and communications with responsibility for coordinating and supporting incident management activities. The MAC System is much larger than a single facility and includes a network of elements all designed to support the Incident Command.

CHIP PATTERSON: The overall purpose of the MAC System is good situational awareness of having a coordination system and the command and control systems in place to have good situational awareness of what the effects that disaster has had on our community.

NARRATOR: A MAC System includes both command and coordination components. In a MAC System, direct tactical and operational responsibility for conducting incident management activities rests with the Incident Command or Area Command.

The coordination components of the MAC System support the on-scene commanders by:

- Establishing incident management policies and priorities;
- Facilitating logistical support and resource tracking;
- Making informed resource allocation decisions;
- Maintaining a common operating picture by coordinating incident-related information; and
- Coordinating interagency and intergovernmental issues regarding policies, priorities, and strategies.

CHIP PATTERSON: The difference between the Incident Manager in the EOC and the Incident Commander in the field can be summed up really with the terms of the Incident Commander is engaged in command and control of that specific incident scene, and the Incident Manager in the EOC is engaged in coordination of that whole Multiagency Coordination System.

The Incident Commander has certain statutory duties or authorities to be able to protect public safety, to carry out particular actions.

The Incident Manager in the Emergency Operations Center is discharging the duties of the chief executive of that jurisdiction to coordinate and make the entire community move towards effective response and recovery in supporting those Incident Commanders.

CRAIG FUGATE: We start merging our operations very quickly and we work to support local governments, and in any type of disaster—but particularly those we know are coming—we'll actually assign staff into those impacted or potentially impacted county Emergency Operations Centers before the storm ever makes landfall.

NARRATOR: A MAC System may include a coordination entity with agency policy representatives who have decisionmaking authority. Common examples of these groups include Policy Committees, MAC Groups, Joint Field Office Coordination Groups, and Executive Groups. Although these groups have differing titles, their purpose is to provide strategic policy direction for the incident.

CHIP PATTERSON: On disaster day in the Emergency Operations Center, they're involved in strategy and policy as well, and our system must account for that and have them involved because there is numerous policy-level decisions that need to be made during disasters.

Transcript: Video Part 2 (Continued)

CRAIG FUGATE: We are a representative form of government; our elected leaders are who the public expects to be providing that policy direction.

CHIP PATTERSON: It goes all the way back being grounded in our local ordinance and city ordinance in describing who's in charge, who has the authority to declare local states of emergency and what that means and what it establishes; it establishes this Executive Group for the purposes of strategy and policymaking. An example of policy is hurricane evacuation, that's a policy decision, the establishment of curfews or exclusion zones, or restricting the sale of gasoline or firearms, all those are policy issues that the Executive Group gets involved in and makes the decisions about those.

NARRATOR: Effective resource management is a key function of those making policy decisions within the MAC System.

CHIP PATTERSON: One of the very important tools in the toolbox for resource management is the use of mutual aid agreements . . . really what are contracts in essence that describe the financial relationships, the legal relationships, and some of the operational relationships for a disaster environment. That statewide mutual aid agreement is an important part of our disaster service delivery.

NARRATOR: The Executive or Policy Group is supported by operational personnel. These staff members may work in the Emergency Operations Centers, Joint Operations Centers, Joint Field Offices, or Regional Response Coordination Centers. Although the names of facilities may differ, operational support staff facilitates logistics support and resource tracking, gathers and provides information, and implements multiagency coordination entity decisions.

There are many different ways to organize operational support staff. Often, operational support personnel are organized using Incident Command System, or ICS, principles. Although ICS principles may be used, these staff are in a support role, not a command role.

CHIP PATTERSON: We further organize the operations group using the Incident Command System and we have, essentially what we call an Incident Manager within the EOC who has a leadership role similar to what in the field would be called an Incident Commander—but an Incident Manager within the EOC—and then the common staff positions and general positions for within the Incident Command System: an Information Officer, Liaisons, Safety Officer, and then Section Chiefs: an Operations Section Chief, Plan Section Chief, Logistics Section Chief, and then Finance Section Chief.

And then that organizational structure is really dealing with, to a certain extent, command and control, but primarily coordination issues to support Incident Commanders out across that devastated area or that disaster area.

NARRATOR: One critical function of a Multiagency Coordination System is to develop a common operating picture accessible across jurisdictions and functional agencies. A common operating picture allows Incident Managers at all levels to make effective, consistent decisions in a timely manner. And it helps ensure consistency at all levels of incident management across jurisdictions, as well as between various engaged governmental jurisdictions, and private-sector and nongovernmental entities.

Transcript: Video Part 2 (Continued)

DAWN WOOD: We were talking about organizational discipline and it goes back to the objectives and what are the objectives that we need to meet in this period of time as well as in the overall picture of the incident and making sure that everybody that's part of the organization is moving in the same direction, that people are not off on their own doing their own thing, that we're all coming together to meet those needs as well as meet those objectives so it's tying the big picture together. You know, sometimes Operations is so busy out in the field doing what they need to do but it's essential that we get all the information—what they need, what they're doing—back up so that the rest of the organization is familiar with what they're doing and the bigger decisions can be made by the Executive Group and the mayor for going forward.

Another part of our MAC System is—a very important part—is the financial control system. I think in the past that's been an afterthought, and we realized that the Finance Section is very huge in being able to account for time, account for all the resources, payment, budgeting, everything has to be tracked through Finance and we want to get them involved at the beginning and not at the end, whereas we need to make sure that everything is documented correctly, that we're gathering the information that they need.

NARRATOR: Communications within a MAC System must be reliable. Systems and protocols must be in place to support integrated systems for communication, information management, and intelligence and information sharing to continuously update data during an incident.

CRAIG FUGATE: One of the things about NIMS is, irregardless of the technology challenges, it provides a method of ensuring you have interoperability of communications because you define who needs to talk to who, when, and what they need to say, and from there you take your systems and you build it to support the mission, the goals, and the objectives. NIMS provides the framework that identifies not only who needs to talk to who but what information must be passed between the different levels, both vertically and horizontally, to make sure we're all working towards the same mission, goals, and objectives even though we may have different pieces of that, come from different disciplines, and on a day-to-day basis we don't share common communications.

CHIP PATTERSON: One other component that, on somewhat more on the mission side of it, is the whole mechanism to communicate external to the public, to get out public information, and the need that we have in command centers to be able to partner with media, with television and radio and print media, to get that message out, to get protective action measures out, to get public safety messages and other information about that disaster.

It's very important to have that in close proximity to the overall Emergency Operations Center or command structure. But moreover it's not—the mission of getting that message out can impede the command and control and coordination, getting that whole piece of it done as well and so it's important to think of having the public information, Joint Information Center close and collocated, but not necessarily in the middle of the Emergency Operations Center.

In the facility that we're in now, the Joint Information Center is within this facility but is separated by several floors from the operational area of the EOC, so it's in close proximity but not in the midst of the operations.

Transcript: Video Part 2 (Continued)

NARRATOR: Throughout this course you will learn that effective Multiagency Coordination Systems incorporate all phases of emergency management—prevention, preparedness, response, recovery, and mitigation.

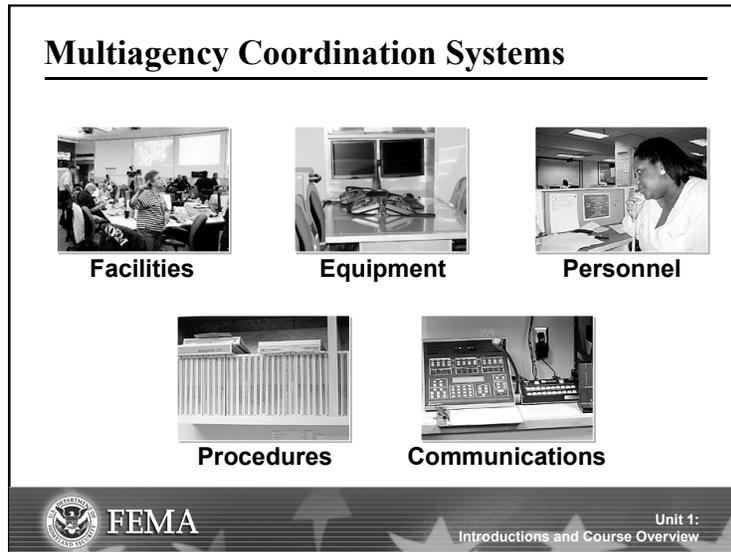
DAWN WOOD: What makes an effective Multiagency Coordinating System is the communication, and I think it's not just the communication when an incident happens but that we've had that communication all along and that in plans and writing plans, in exercises, in activations, that we're—have always been part of the same team.

DALE MARGADONNA: I think it helps coordinate whatever the incident is by having all the key players there that can make the decisions that can communicate their concerns. It certainly establishes a much more coordinated effort. It reinforces the command structure and I think it supports the entire effort much more than agencies being out on their own or being even in another location.

CHIP PATTERSON: The key to an effective Multiagency Coordination System is coming all the way back, is being disaster-victim focused and having a well thought out command and control communication and coordination system to be able to meet the extraordinary resource management issues and requirements as well as the situational awareness and coordination requirements that disaster brings. And so that means addressing it from a management organizational structure basis, from a facility basis, from a plans and procedure and training basis.



Visual 1.10



Visual Description: Multiagency Coordination Systems

Instructor Notes

Begin the next section by explaining that a Multiagency Coordination System is a combination of:

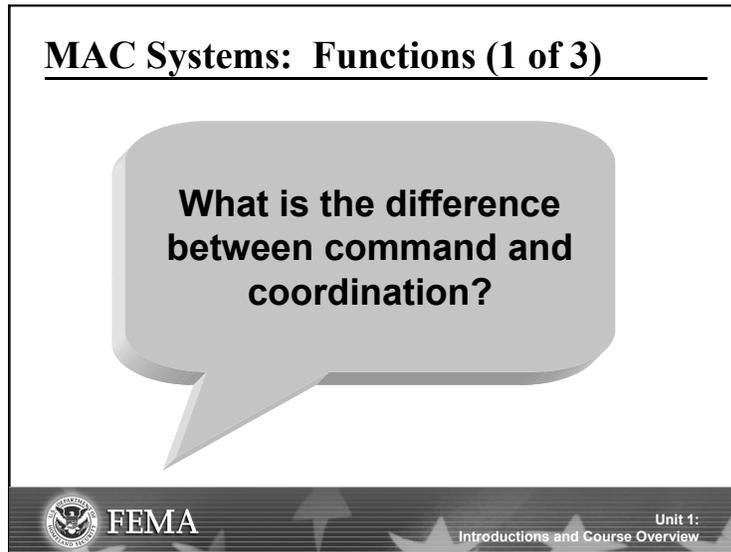
- Facilities.
- Equipment.
- Personnel.
- Procedures.
- Communications.

These components are integrated into a common system with responsibility for coordinating and supporting domestic incident management activities.

Point out that these are not new concepts. All States have these components currently in place. NIMS does not impose a new system or organizational structure; it simply emphasizes the interrelated nature of the components in the creation of an integrated coordination and support system.



Visual 1.11



Visual Description: MAC Systems: Functions (1 of 3) - What is the difference between command and coordination?

Instructor Notes

Ask the following question:

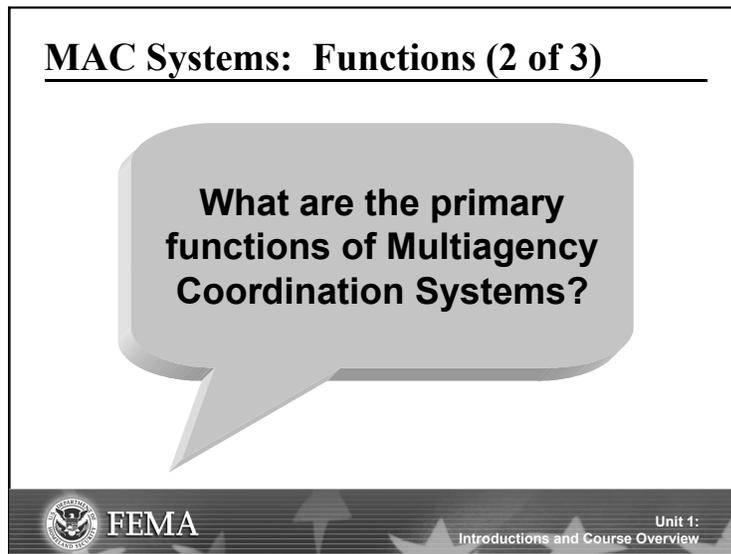
What is the difference between command and coordination?

If the class does not mention it, point out that **command** is the authority to direct agency resources to take specific action. The ICS command structure allows that authority to be delegated from the agency administrator to the Incident Commander and/or Area Command in response to an emergency. **Coordination** is the process of making and implementing the decisions required to ensure policies, resources, and activities support the needs of the incident.

Emphasize that direct tactical and operational responsibility for conducting incident management activities rests with the Incident Command/Area Command.



Visual 1.12



Visual Description: MAC Systems: Functions (2 of 3) - What are the primary functions of Multiagency Coordination Systems?

Instructor Notes

Ask the following question:

What are the primary functions of Multiagency Coordination Systems?

Allow the group time to respond.

After the group has discussed the question, display the next visual.



Visual 1.13

MAC Systems: Functions (3 of 3)

The functions of the Multiagency Coordination System are to:

- Support incident management policies and priorities.
- Facilitate logistical support and resource tracking.
- Inform resource allocation decisions using incident management priorities.
- Coordinate incident-related information.
- Coordinate and resolve interagency and intergovernmental issues regarding incident management policies, priorities, and strategies.



Unit 1:
Introductions and Course Overview

Visual Description: MAC Systems: Functions (3 of 3)

Instructor Notes

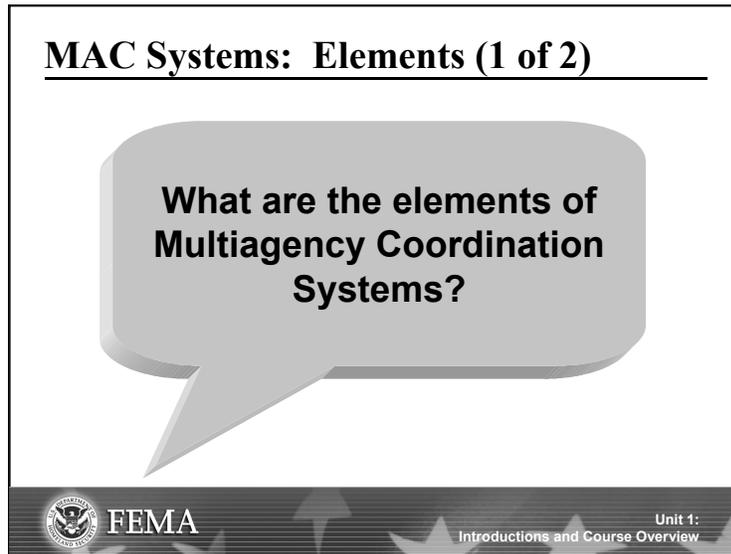
Summarize the group's responses by explaining that the functions of Multiagency Coordination Systems are to:

- Support incident management policies and priorities.
- Facilitate logistical support and resource tracking.
- Inform resource allocation decisions using incident management priorities.
- Coordinate incident-related information.
- Coordinate and resolve interagency and intergovernmental issues regarding incident management policies, priorities, and strategies.

Stress that **direct tactical and operational responsibility for conducting incident management activities rests with the Incident Commander.**



Visual 1.14



Visual Description: MAC Systems: Elements (1 of 2) - What are the elements of Multiagency Coordination Systems?

Instructor Notes

Ask the following question:

What are the elements of Multiagency Coordination Systems?

Allow the group time to respond.

After the group has discussed the question, display the next visual.



Visual 1.15

MAC Systems: Elements (2 of 2)

System elements:

- Emergency Operations Centers (EOCs)
- Multiagency Coordination Entities
- On-Scene Command Structures
- Resource Centers
- Dispatch Centers



Unit 1:
Introductions and Course Overview

Visual Description: MAC Systems: Elements (2 of 2)

Instructor Notes

Explain that Multiagency Coordination System elements include:

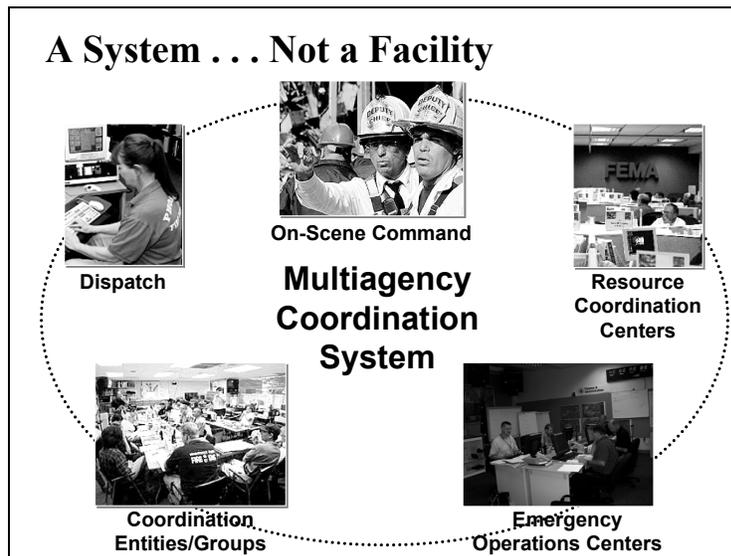
- Emergency Operations Centers—EOCs are the physical locations at which the coordination of information and resources to support incident management activities normally takes place.
- Multiagency Coordination Entities—Agencies, such as emergency management agencies, are used to facilitate incident management and policy coordination. MAC Entities are typically used when incidents cross disciplinary or jurisdictional boundaries or involve complex incident management scenarios.

Point out that Multiagency Coordination Systems also include:

- On-scene Command Structures (e.g., Single and Unified Command, Area Command, and Unified Area Command)—Multiagency coordination takes place at the incident scene through the organizational options of Unified Command and Unified Area Command and the Liaison Officer positions.
- Resource Centers—Resource Centers at the State and Federal levels reach out to multiple agencies for resources to support incidents.
- Dispatch Centers—Dispatch centers have the authority to request resources from immediate mutual aid agencies to support the concepts of dispatching the closest forces and total mobility.



Visual 1.16



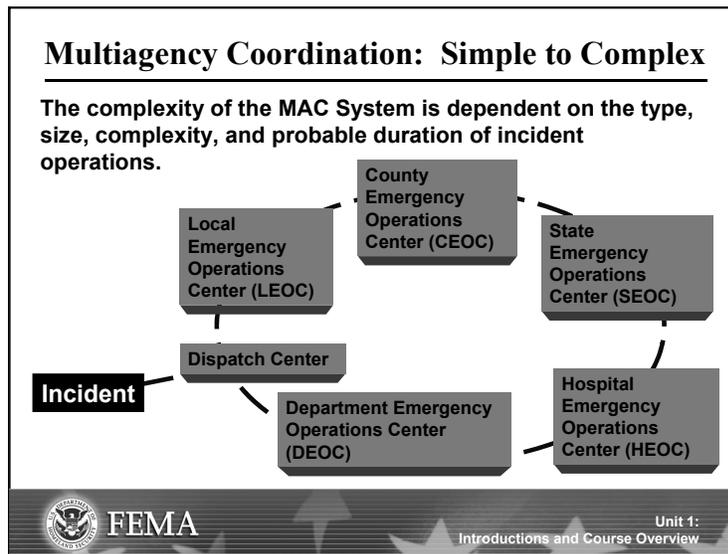
Visual Description: A System . . . Not a Facility

Instructor Notes

Stress that, **together, these elements form a system.**



Visual 1.17



Visual Description: Multiagency Coordination: Simple to Complex

Instructor Notes

Point out that Multiagency Coordination Systems:

- May be as simple as a teleconference.
- May require an assembled group and associated support systems.

Explain that the type, size, complexity, and probable duration of incident operations determine the level of complexity for Multiagency Coordination Systems.



Visual 1.18



Visual Description: How do Multiagency Coordination Systems help meet the National Preparedness Goal?

Instructor Notes

Ask the following question:

How do Multiagency Coordination Systems help meet the National Preparedness Goal?

Allow the group time to respond.

Explain that the background for the National Preparedness Goal is included in Homeland Security Presidential Directive 8 (HSPD-8), which defines preparedness as:

. . . the existence of plans, procedures, policies, training, and equipment necessary . . . to maximize the ability to prevent, respond to, and recover from major events.

After the group has discussed the question, display the next visual.



Visual 1.19

National Preparedness Goal

To engage Federal, State, local, and tribal entities, their private and nongovernmental partners, and the general public to achieve and sustain risk-based target levels of capability to prevent, protect against, respond to, and recover from major events to minimize the impact on lives, property, and the economy.



 **FEMA** Unit 1:
Introductions and Course Overview

Visual Description: National Preparedness Goal

Instructor Notes

Present the interim National Preparedness Goal.

To engage Federal, State, local, and tribal entities, their private and nongovernmental partners, and the general public to achieve and sustain risk-based target levels of capability to prevent, protect against, respond to, and recover from major events to minimize the impact on lives, property, and the economy.

Facilitate a brief discussion of how Multiagency Coordination Systems help to achieve the National Preparedness Goal by providing a common approach to national incident management. Be sure to make the following points.

Multiagency Coordination Systems:

- Ensure that response systems are interconnected and complementary, rather than duplicative.
- Reinforce interoperability among the various system components.
- Make response more efficient and effective by coordinating available resources and making decisions based on agreed-upon policies and procedures.

Explain that Multiagency Coordination Systems are grounded in risk-based planning that balances the potential threat and magnitude of potential incidents with the resources required to prevent, respond to, and recover from them.



Visual 1.20

Operational Priorities

Operational priorities involve minimizing the impact of an incident on:

- Lives.
- Property.
- The economy.



 FEMA

Unit 1:
Introductions and Course Overview

Visual Description: Operational Priorities

Instructor Notes

Direct the students' attention again to Visual 1.20. Emphasize the operational priorities mentioned in the National Preparedness Goal. These operational priorities involve minimizing the impact of an incident on:

- Lives.
- Property.
- The economy.

Explain that Multiagency Coordination Systems help government at all levels:

- Identify their capabilities and shortfalls.
- Identify the tasks and activities that they must accomplish to prevent, protect against, prepare for, respond to, and recover from high-threat incidents.
- Work together to achieve the operational priorities.
- Mobilize, manage, and demobilize resources to support incidents.
- Manage activities necessary to protect the community during major incidents.

Tell the group that the course will cover multiagency coordination activities in phases:

- Pre-incident activities
- Activities that take place during an incident
- Post-incident activities

Point out that the course will also provide examples of how jurisdictions have implemented Multiagency Coordination Systems, and tools that they can use as they review their Multiagency Coordination Systems.

Ask if anyone has any questions before continuing.

Topic ACTIVITY 1.1: MULTIAGENCY COORDINATION SYSTEM DEVELOPMENT

Visual 1.21

Activity 1.1: MAC System Development (1 of 2)

Purpose: The purpose of this activity is to illustrate how MAC Systems develop based on incident needs.



Instructions: Follow the steps below to complete this activity:

1. Work in small groups as assigned by the instructor to complete this activity.
2. Read the case study. Then work in your groups to answer the questions on the next visual.

Unit 1:
Introductions and Course Overview

Visual Description: Activity 1.1: MAC System Development (1 of 2)

Instructor Notes

Purpose: The purpose of this activity is to illustrate how Multiagency Coordination Systems develop based on incident needs.

Instructions: Follow the steps below to conduct this activity:

1. Assign the students to groups of five or six.
2. Direct the students to the activity that begins on page 1-29 in the Student Manual.
3. Explain that the case study describes an incident and illustrates how the multiagency coordination system develops as the incident grows or becomes more complex.
4. Tell the students to review the case study, then discuss it in their groups. Point out that they will be asked to answer the questions on the next visual.



Visual 1.22

Activity 1.1: MAC System Development (2 of 2)**Instructions: (Continued)**

- How did the elements and functions of the MAC System described in the case study contribute to an effective incident response?
 - What characteristics does your MAC System have in common with the system described in the case study?
3. Be prepared to discuss your group's responses with the class.



You will have 60 minutes to complete this activity.



FEMA

Unit 1:
Introductions and Course Overview

Visual Description: Activity 1.1: MAC System Development (2 of 2)

Instructor Notes**Instructions: (Continued)**

- How did the elements and functions of the system contribute to an effective incident response?
 - What characteristics does your Multiagency Coordination System have in common with the system described in the case study?
5. Tell the class that they will have 60 minutes to complete this activity.
6. Monitor the time. This activity should take approximately 20 minutes to read, 20 minutes for group discussion, and 20 minutes for reporting out.

Case Study: Hurricane Charley

When all groups have finished, facilitate a brief discussion of the characteristics of the Multiagency Coordination System described in the case study:

- Agreed-upon policies and procedures.
- A logistics system that facilitates resource ordering and tracking.
- A system for coordinating incident-related information.
- A mechanism for coordinating interagency and intergovernmental issues regarding incident management policies, procedures, and strategies.

Allow 20 minutes for the group discussion.

**Activity 1.1: Multiagency Coordination System Development****Student Manual
Page 1-29**

Purpose: The purpose of this activity is to illustrate how Multiagency Coordination Systems develop based on incident needs.

Instructions: Follow the steps below to complete this activity:

1. Work in small groups as assigned by the instructor to complete this activity.
2. Read the case study presented below. Then work in your groups to identify:
 - How the elements and functions of the Multiagency Coordination System described in the case study contributed to an effective incident response.
 - The characteristics that your Multiagency Coordination System has in common with those described in the case study.
3. Be prepared to discuss your group's responses with the class.

You will have 60 minutes to complete this activity.

Case Study

Polk County lies on the Interstate 4 corridor, 25 miles east of Tampa and 35 miles southwest of Orlando. As the geographic center of Florida, it is estimated that more than 7.5 million people reside within a 100-mile radius of Polk County. This is one of the largest population centers in the Southeast.¹ Polk County has a population of 483,294, with 187,233 households.²

The Emergency Management Operations section is the emergency planning branch for Polk County. This section is responsible for the County's All-Hazard Comprehensive Emergency Plan and Local Mitigation Strategy. It also coordinates the activation of the County's Emergency Operations Center (EOC).³

¹ Board of County Commissioners, Polk County, Florida. www.polk-county.net/about.aspx.

² FEMA Florida Assistance County Data. www.fema.gov/news/newsrelease_print.fema?id=16503.

³ Board of County Commissioners, Polk County, Florida. www.polk-county.net/offices/emergency_mgmt/index.aspx.

**Activity 1.1: Multiagency Coordination System Development (Continued)****Student Manual
Page 1-30****Case Study (Continued)****Chronology**

The following chronology describes the response to Hurricane Charley, including how Florida jurisdictions coordinated to achieve an effective response.

- **August 11, 2004:** Charley was, at this point, a tropical storm with a trajectory aimed at central Florida.
 - Governor Jeb Bush declared a state of emergency.
 - Ten counties in Florida’s central panhandle had shelters on standby.
 - Three shelters were open in Bay and Washington Counties.
 - The State Operations Support Branch, Emergency Support Service Branch monitored the storm’s track.
 - The Administration and Finance Section monitored and tracked costs and assisted with any purchasing and travel arrangements.
 - The Information and Planning Section published fact sheets to the online Emergency Management Tracker, with situation and flash reports issued as needed.

Because of the threat posed by Charley, the State Emergency Operations Center (EOC), which was activated at Level 2, reminded county emergency management offices to e-mail their situation reports to the State Warning Point. Seven counties other than Polk County activated their EOCs at various status levels.⁴

The State Emergency Operations Director, speaking to the press, urged Florida residents to be vigilant and prepared to take action, if needed.⁵

- **August 12, 2004:** Charley was upgraded to a Category 2 hurricane, and forecast to increase in strength:
 - A Federal disaster declaration was requested.
 - 32 county EOCs were activated at various levels.
 - The State Operations Support Branch placed the Emergency Mutual Aid Compact (EMAC) “A” Team on standby.
 - The Florida Emergency Information 24-hour hotline (FEIL) was activated so that residents could obtain accurate public information.
 - The State EOC was activated at Level 1; scheduled briefings and conference calls began.
 - The State Operations Branch began coordinating with FEMA Logistics on two Federal “push packages.”
 - Because it had been included in the Hurricane Warning, the Crystal River Nuclear Power Plant declared an Unusual Event. The plant would issue updates as conditions warranted.

⁴ Florida State Emergency Response Team (SERT) Situation Report (Sitrep) No. 1, Tropical Storm Charley and No. 2, Hurricane Charley.

⁵ *The Ledger*, Lakeland, Florida, “Two Storms Threaten Florida’s Coast.” August 11, 2004.
www.theledger.com.


Activity 1.1: Multiagency Coordination System Development (Continued)
**Student Manual
Page 1-31**
Case Study (Continued)

- State EOC's Logistics Section Mutual Aid Branch requested the EMAC "A" Team, and anticipated that it would arrive on Friday, August 13.
- The Mutual Aid Branch also developed standby EMAC mission assignments for Florida National Guard (FLNG) helicopters and swift-water rescue teams. Three FLNG Logistics staff were onsite at the State Deployment and Planning Branch to support these operations.

The Polk County EOC was fully activated, and a local state of emergency was declared. Local county offices and schools closed, and one special-needs shelter was opened.⁶

The Polk County Sheriff's Office, partnered with the Polk County Board of County Commissioners Emergency Management Division, used state-of-the-art automated emergency notification technology to deliver automatic voice messages to key groups, including local residents.⁷

- **August 13, 2004:** Charley came ashore as a Category 3 hurricane at approximately 8:00 p.m.⁸ 1,133,680 customers were reported without power in 21 counties and 3,500 persons were in shelters. Six hospitals and a shelter with 1,200 evacuees were reported damaged. A large sinkhole had engulfed a number of vehicles. Municipalities reporting damage included Bartow (water tower down) and Frostproof (damage to the downtown area).⁹ Press reports described trees uprooted and structural damage in and near a "badly damaged" mobile home park in Fort Meade, the county's first community to fall victim to Charley.¹⁰
 - President Bush issued a major disaster declaration. At this point, FEMA's role began, with Federal assistance becoming available to help restore public property and facilities in all counties within the designated disaster area. Additionally, Florida requested catastrophic housing assistance for 10,000 households. Polk County remained under a local state of emergency, with voluntary evacuations.
 - Seven conference calls were scheduled at the State EOC, including as participants Advance Recovery Liaisons (ARLs), four of which were deployed in South Florida and six team members being on standby in Monroe County, along with a RECON Team including Florida's Department of Transportation (DOT), Civil Air Patrol (CAP), and the FLNG.
 - The Operations Support Branch submitted an EMAC request for Search and Rescue Teams.
 - The Logistics Section Mutual Aid Branch reported that the EMAC "A" Team had arrived and warning orders had been issued to contract vendors.

⁶ SERT Sitrep Nos. 3 and 4.

⁷ Press release, Dialogic Communications Corporation. "Polk County Uses DCC's Technology to Prepare for Potential Emergency with Hurricane Charley—County Creates Communications Network with Public Safety Organizations and Community." Tampa, August 31, 2004.

⁸ *The Ledger*, Lakeland, Florida. "Category 3 Storm Expected in Polk." August 13, 2004. www.theledger.com.

⁹ SERT Sitrep No. 7.

¹⁰ *The Ledger*, Lakeland, Florida. "Scenes from South Polk." August 13, 2004. www.theledger.com.


**Activity 1.1: Multiagency Coordination System
Development (Continued)**
**Student Manual
Page 1-32**
Case Study (Continued)

- The Emergency Support Service Branch continued to monitor storm-related activities in the counties and stand by for requests from local authorities.
- Florida ESF-14, Public Information: Media interest was heavy, with the Governor having completed two press conferences, and ongoing briefings were provided by Florida ESF-14 staff. A satellite feed operated on a 24-hour basis with updates from the Department of Health, Highway Patrol, and Department of Law Enforcement. In a highly successful public information effort, multiple agency heads were available to the media.
- Florida ESF-15, Volunteers and Donations, reported that offers from large volunteer groups were being received and recorded, and that daily Voluntary Organizations Active in Disaster (VOAD) conference calls were planned, coordinating with FEMA.
- Florida ESF-17, Animal Protection, reported that animal shelters and housing were being identified and posted.

The State EOC's Recovery Section reported that FEMA had been contacted about forming a joint Federal/State Building Performance Assessment Team in regard to impacts on the new Florida Building Code.¹¹

- **August 14, 2004:** Statewide, 12 deaths had been confirmed by medical examiners. An estimated 1.4 million customers were without power, with an estimated 5 to 10 days needed for restoration. A total of 33 public shelters were operating, with 5,388 evacuees, 1,000 of those evacuees in Polk County. Fourteen special-needs shelters operated with 539 people, 70 of those in Polk County. There were reports of trees, power lines, and debris on the county's roads, and there was an accident involving multiple tractor-trailers. In Frostproof, power lines were down and traffic signals were not functioning. The Winter Haven Hospital sustained minor damage.
 - Polk County was among 16 counties added to the designation of eligibility for Federal disaster aid, bringing the total number of declared counties to 20.
 - Polk County issued a mandatory evacuation order.
 - The county's 911 center closed because of flooding.
 - Florida ESF-4, Firefighting, and Florida ESF-9, Search and Rescue, reported that 300 total personnel, along with Florida ESF-4 and Florida ESF-9 liaisons, were dispatched to Polk, Charlotte, and Hardee Counties for search and rescue and general firefighting missions. Updates continue on personnel requirements, including relief for currently assigned units.
 - Florida ESF-11, Food, Water, and Ice, reported that trucks of water and ice were arriving at Logistics Staging Area (LSA) #1 at Lakeland Airport, Polk County.
 - Florida ESF-17, Animal Protection, requested the staging of emergency animal equipment and food at LSA #1; four animal assessment teams were currently in action in the impacted area. Three animal response teams and two Humane Society of the United States teams were en route to Bartow (Polk County).¹²

¹¹ SERT Sitrep No. 7.

¹² SERT Sitrep No. 9.

**Activity 1.1: Multiagency Coordination System Development (Continued)****Student Manual
Page 1-33****Case Study (Continued)**

- Federal response included the following activities:
 - Six Urban Search and Rescue teams were deployed, including two teams from Florida, and teams from Maryland, Colorado, Tennessee, and California.
 - Eight Disaster Medical Assistance Teams (DMATs), including doctors, nurses, and medical technicians trained to handle trauma, pediatrics, surgery, and mental health issues, deployed to support medical facilities and hospitals not fully operational. Two teams were deployed to Port Charlotte and one to Punta Gorda. DMATS brought truckloads of medical equipment and supplies with them. Six additional DMATs were placed on alert.
 - FEMA's Mobile Emergency Response Services (MERS) communications responded to provide telephone, radio, and video links in support of response and recovery efforts.
 - At FEMA's request, the U.S. Army Corps of Engineers (USACE) coordinated the deployment of 10 truckloads of water and 7 truckloads of ice to the Tampa area, as well as deployment of sandbag teams and portable flood control levees to central and northern Florida.
 - Twenty semi-trailers containing cots and blankets, emergency meals, portable toilets, personal wash kits, sleeping bags, 6-to-8-person tents, plastic sheeting and roofing, bottled water, and mid-range generators were staged at a central hub in Lakeland, Florida (within Polk County).
 - Large sea containers with building materials for immediate home repairs were deployed.
 - FEMA worked with the Florida Division of Emergency Management to identify utility companies outside of the affected area to provide mutual aid to Florida power companies in their efforts to restore power.
 - Aircraft from DHS's Immigration and Customs Enforcement flew over the storm's path to collect images for damage assessment. The remotely sensed data allowed FEMA to target areas needing immediate disaster assistance.

**Activity 1.1: Multiagency Coordination System Development (Continued)****Student Manual
Page 1-34****Case Study (Continued)**

- **August 15, 2004:** Damage assessment continued. The Peace River Electric Co-op, serving 10 Florida counties, including Polk County, estimated it would require weeks to rebuild from storm damage. Polk County schools were expected to remain closed until August 23, and a dusk-to-dawn curfew had been issued. An EPA overflight showed minimal impact to hazmat facilities from Polk to Charlotte Counties.
 - The State's Infrastructure Support Branch provided fuel support to county operations, and fuel support for State public safety and response mission vehicles was provided at FDOT maintenance yards, including Bartow, Polk County.
 - The Human Services Branch opened a comfort station in Polk County.
 - Ag/Animal Control conducted field assessments in Bartow; animal feed and equipment were going to Logistics Staging Area #1.
 - ESF-8, Health and Medical Services, provided personnel to Charlotte and Polk Counties.¹³
 - An additional 21 counties were added to the disaster declaration, bringing the total to 41.
 - FEMA collaborated with the State of Florida and the USACE Planning Resource Team to survey the existing stock of available housing in response to the State's earlier request for 10,000 units.
 - Pre-placement interviews of those needing housing were underway.
 - Two hundred FEMA contract housing inspectors arrived to assess damage, and that number was expected to increase to 450 in the next several days.

¹³ SERT Sitrep Nos. 10 and 11.


**Activity 1.1: Multiagency Coordination System
Development (Continued)**
**Student Manual
Page 1-35**
Case Study (Continued)

- **August 16, 2004:** The State EOC Operations Support Branch announced the beginning of recovery operations, to include Polk County. Polk County Schools reported extensive roof damage to school portables. In addition to the damage reported earlier at the Winter Haven Hospital, damage was now reported to the hospital in Lake Wales.
 - The Emergency Support Service Branch established a Base Camp near the Lakeland Logistics Staging Area, where 7 trucks of food awaited deployment and 120,000 meals had been delivered to various sites. Resources were staged at this Logistics Staging Area and at LSA #2 in Punta Gorda.¹⁴
 - In addition to the Incident Management team deployed to the Lakeland Logistics Staging Area, more than 321 soldiers provided military support in Polk County, which also was served by 5 RECON teams in Frostproof.¹⁵
 - The Public Information Section coordinated TV and radio interviews and special projects regarding public relations to affected areas, and collaborated with GIS for FloridaDisaster.org updates.
 - The U.S. Department of Agriculture approved mass replacement of August food stamp benefits for recipients in Polk and six other counties, adding benefits electronically to food stamp accounts.
 - FEMA opened the first three Disaster Recovery Centers (DRCs), one at a fixed site in Port Charlotte and two mobile units. The Disaster Field Office (DFO) (now titled Joint Field Office (JFO)) opened near Orlando to provide a base of operations for Federal and State agencies. A satellite DFO (now JFO) was established in Punta Gorda to facilitate operations where the damage had been the heaviest.
 - Fifteen Preliminary Damage Assessment Teams were in the field to assess the need for Federal aid programs authorized by the declaration. Debris specialists met with State and local officials to define the resources required to clear the impacted area of debris.
 - A Veterinary Medical Assistance Team (VMAT) was deployed for a veterinary mission.
 - FEMA Urban Search and Rescue teams completed their initial sweep in Punta Gorda and secondary searches of all 36 affected trailer parks.

¹⁴ SERT Sitrep No. 12.

¹⁵ SERT Sitrep No. 14.

**Activity 1.1: Multiagency Coordination System Development (Continued)****Student Manual
Page 1-36****Case Study (Continued)**

- **August 17, 2004:** Initial analysis indicated that 88,375 housing units were damaged and 141,647 persons had been displaced in Polk and 5 other counties.
 - The first FEMA travel trailers were put into operation.
 - FEMA delivered 10,000 tarps to cover damaged roofs.
 - FEMA enlisted AmeriCorps volunteers to assist the USACE and help elderly and special-needs residents place tarps on their damaged homes.
 - FEMA processed a record number (43,321) of disaster assistance applications from victims of Hurricane Charley. Checks for more than \$6.5 million were issued for temporary housing, housing repairs, and other disaster-related needs. The U.S. Small Business Administration reported that it had issued 20,384 disaster loan applications (17,169 for homes and 3,215 for businesses).
- **August 18, 2004:** FEMA opened another Disaster Recovery Center, bringing the total to five. Three more were planned for Polk and two other counties for the following day. 1,000 community relations workers deployed to provide information to storm victims.
- **August 20, 2004:** Polk County's damage assessment was expected to be completed in 2 to 3 days.¹⁶
- **August 21, 2004:** 101,329 customers remained without electric service; 23 shelters remained open with 2,100 evacuees; 55 canteens, 11 kitchens, 90 delivery vehicles, and 30 comfort stations were still staffed.
 - The Polk County EOC announced that it would stand down at 10:00 p.m. and would move back to the once-flooded EOC facility the following Monday.
 - The State EOC continued recovery efforts, working with FEMA and the American Red Cross to locate facilities for people with special needs; and monitoring recovery assets and deployed teams and personnel.
 - The Preliminary Damage Assessment team continued damage assessment for impacted counties.¹⁷

Recovery activities continued for weeks following Hurricane Charley.

¹⁶ SERT Sitrep No. 26.

¹⁷ SERT Sitrep No. 29.


**Activity 1.1: Multiagency Coordination System
Development (Continued)**
**Student Manual
Page 1-37**
Case Study (Continued)

FEMA acknowledged the partners who worked at the Disaster Recovery Centers that served those affected by the hurricane, including:

- FEMA applicant assistants
- Housing and mitigation advisors
- SBA loan officers
- Department of Agriculture
- Internal Revenue Service
- Social Security Administration
- Veterans Administration

SERT partners included:

- Department of Children and Families
- Department of Elder Affairs
- Florida Crisis Research Team
- Department of Financial Services
- Florida Rural Legal Services
- Florida Agency for Workforce Innovation

Volunteer agency partners included:

- American Red Cross
- Christian Reformed World Relief Committee
- Church World Services
- Presbyterian Disaster Assistance
- Salvation Army
- United Methodist Committee on Relief
- Volunteer Organizations Active in Disaster
- Volunteer Florida Foundation

FEMA and the State of Florida announced that they were working in partnership with four Florida construction industry associations to speed public access to licensed contractors for Hurricane Charley repairs. The partnership formed the Disaster Contractors Network (DCN), which operates an Internet website intended to match victim home-repair needs with appropriate contractors.

**Activity 1.1: Multiagency Coordination System Development (Continued)****Student Manual
Page 1-38****Subsequent 2004 Hurricane Activity in Florida**

Hurricane Charley was followed quickly by three more hurricanes:

- Hurricane Frances, which resulted in a Federal disaster declaration on September 4.
- Hurricane Ivan, which resulted in a Federal disaster declaration on September 16.
- Hurricane Jeanne, which resulted in a Federal disaster declaration on September 26.

At the time, FEMA considered these four hurricanes to be the largest disaster in FEMA history. Florida became the first State since Texas in 1886 to be struck by four hurricanes in a single year. At the peak of its disaster recovery operation, more than 2,600 FEMA personnel were deployed to Florida in support of State and local response and recovery efforts. The multiagency coordination structure that was initially put in place for Hurricane Charley would be called upon to continue facing the tests imposed by this historic disaster.

Questions

1. What characteristics of the Multiagency Coordination System contributed to an effective incident response?

Class Solution:

If participants don't mention them, point out the following:

- All elements of the MAC System from the local to Federal level were activated.
 - MAC Entities were activated well in advance of Charley's estimated landfall.
 - Personnel worked hard to coordinate with other levels of government and to come up with innovative ways to solve problems.
 - VOAD organizations were an integrated part of the response and recovery effort.
 - The MAC System included an effective public information component.
 - Elected officials participated effectively.
2. Which of these characteristics does your jurisdiction's Multiagency Coordination System have in common with the system described in the case study?

Class Solution: Responses will vary with audience.



Visual 1.23

Summary and Transition (1 of 2)

Multiagency Coordination Systems are a combination of:

- Facilities.
- Equipment.
- Personnel.
- Procedures.
- Communications.



Visual Description: Summary and Transition (1 of 2)

Instructor Notes

Multiagency Coordination Systems are a combination of:

- Facilities.
- Equipment.
- Personnel.
- Procedures.
- Communications.

These components are integrated into a common system with responsibility for coordinating and supporting domestic incident management activities.



Visual 1.24

Summary and Transition (2 of 2)

Multiagency Coordination Systems:

- Support incident management policies and priorities.
- Facilitate logistics support and resource tracking.
- Inform resource allocation decisions using incident management priorities.
- Coordinate incident-related information.
- Coordinate and resolve interagency and intergovernmental issues regarding incident management policies, priorities, and strategies.



Unit 1:
Introductions and Course Overview

Visual Description: Summary and Transition (2 of 2)

Instructor Notes

Multiagency Coordination Systems:

- Support incident management policies and priorities.
- Facilitate logistics support and resource tracking.
- Inform resource allocation decisions using incident management priorities.
- Coordinate incident-related information.
- Coordinate and resolve interagency and intergovernmental issues regarding incident management policies, priorities, and strategies.

Multiagency Coordination Systems help achieve the National Preparedness Goal because they are grounded in risk-based planning that balances the potential threat and magnitude of potential incidents with the resources required to prevent, respond to, and recover from them.

Ask if anyone has any questions about anything covered in this unit or what will be covered in the course.

Transition to the next unit by explaining that Unit 2 will cover pre-incident activities required to develop Multiagency Coordination Systems.

Unit 2: Getting Ready—Pre-Incident Activities for Multiagency Coordination

Objectives

At the end of this unit, the students should be able to:

- Relate operational priorities to pre-incident planning.
 - Describe the components of an effective Multiagency Coordination System.
 - Describe four ways to organize the EOC/MAC Entity.
 - Identify the resources needed to support the Multiagency Coordination System's operational priorities.
 - Describe the coordination and policy issues that are typical at various levels of government.
 - Describe strategies for resolving coordination and policy issues.
-

Scope

- Introduction and Unit Overview
 - Unit Objectives
 - Organizing Multiagency Coordination Entities
 - Organizing by Major Management Activities
 - Organizing Using ICS
 - Organizing by Emergency Support Function
 - Organizing as a MAC Group
 - Concept Review
 - Coordinating MAC Entities
 - Crosswalk to the Federal Organization
 - Critical MAC System Components
 - Critical Components: People
 - Critical Components: Communications and Information Systems
 - Critical Components: Public Information Systems
 - Critical Components: Resource Management
 - Personnel Credentialing
 - Coordination Through Multiagency Coordination Entities
 - Activity 2.1: Assessing MAC System Readiness
 - Multiagency Coordination Policies and Procedures
 - Activity 2.2: Analyzing MAC System Policies and Procedures
 - Issues Affecting Multiagency Coordination
 - Summary and Transition
-

Methodology

The instructors will begin this unit by providing the unit objectives and describing the scope of the unit.

Then, they will transition to a discussion of the functions of MAC Entities and ways to organize them:

- By major management activity
- Using the Incident Command System (ICS)
- By Emergency Support Function (ESF)
- Using the generic MAC Group structure

The instructors will briefly describe each organization method, stressing that the method selected is less important than ensuring that the chosen method works well in the overall Multiagency Coordination System.

This topic will be followed by a discussion of coordinating MAC Entities, including county, State, and Federal linkages.

Next is a discussion of the critical components of an effective Multiagency Coordination System:

- People
- Communications and information systems
- Public information systems
- Resource management

Next, the instructors will address each of the critical components individually. Throughout this discussion, the instructors will present examples of best practices and refer students to job aids designed to help them with the decision-making process.

The instructors will then discuss how to determine resource needs, including the need to:

- Complete an inventory of all available resources.
- Determine priorities among Multiagency Coordination System elements.
- Determine resource allocation processes.
- Develop methods for obtaining additional resources.

During this discussion, the instructors will stress the need to consider resources for both the Multiagency Coordination Entities and for the incident. The instructors will:

- Introduce resource typing as a way of developing standard terminology for all resources and as the most efficient way to order, track, and pay for resources.
- Link priorities among Multiagency Coordination System elements and resource allocation to the operational priorities (described in Unit 1).
- Provide sample memorandums of agreement (MOAs), memorandums of understanding (MOUs), and standby contracts (for local-level students); Emergency Management Assistance Compacts (EMACs), MOAs, MOUs, and standby contracts (for State-level students); and Requests for Assistance (RFAs), MOAs, MOUs, and standby contracts (for Federal-level students).

Methodology (Continued)

The instructors will facilitate a class discussion about the need for an uninterrupted two-way flow of information within the Multiagency Coordination System and introduce the concept of identifying critical vertical and horizontal linkages as a way of identifying needs in these critical areas. They will point to the benefits that identifying these linkages provide to the planning process.

The students will then work, either individually or in groups, to complete an activity in which they will use the job aids to determine the current state of readiness of their Multiagency Coordination System based on the critical linkages identified. Following the activity, the students will report out, and the instructors will facilitate a class discussion about what the students have learned about their readiness through the activity.

The instructors will transition to the policies and procedures topic by pointing to the importance of policies and procedures for clarifying how key players will interact, what they will do, and how they will be held accountable before, during, and after an incident. Throughout this discussion, the students will refer to several exemplary policies and procedures as the instructors point out key features and contents. At the end of this discussion, the instructors will distribute a sample policy, and procedures developed from that policy. The students will work in groups to determine whether and how well the procedures support the policy. At the end of the activity, the instructors will facilitate a class discussion about the groups' analyses.

The instructors will introduce the most common issues affecting coordination in a Multiagency Coordination System:

- Conflicting agency or jurisdiction policies
- Communications issues
- "Turf" issues

They will draw on the students' experience for examples of these types of issues and explanations of how the issues were resolved. The instructors will summarize the discussion by pointing out the need to:

- Identify and involve all stakeholders throughout the planning, testing, training, and exercising process.
- Establish a complete set of MOAs, MOUs, and other resources and test them through training and exercises.
- Develop a comprehensive and progressive test, training, and exercise (TT&E) program to ensure that agreements and procedures work as intended across agencies, jurisdictions, and levels of government.

The instructors will conclude this unit by summarizing the key points, responding to questions that the students have, referring the students to the resource list at the end of the unit, and providing a brief transition to Unit 3.

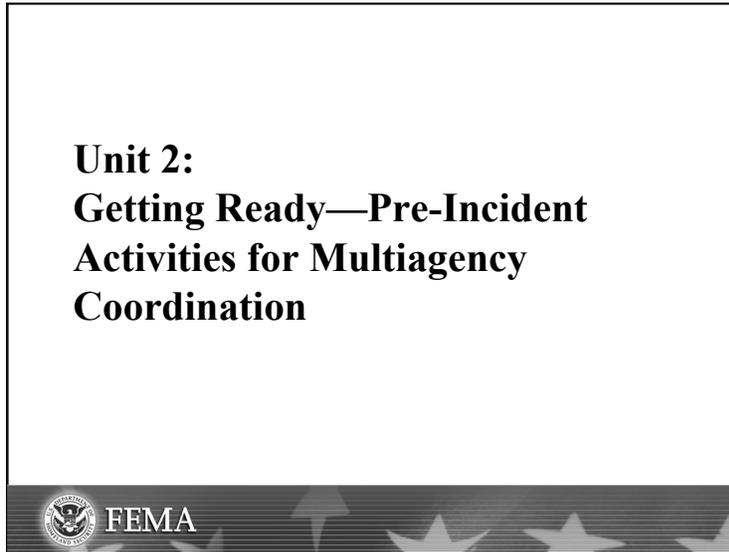
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Organizing Multiagency Coordination Entities	30 minutes
Critical MAC System Components	1 hour 10 minutes
Activity 2.1: Assessing MAC System Readiness	1 hour
Multiagency Coordination Policies and Procedures	20 minutes
Activity 2.2: Analyzing MAC System Policies and Procedures	30 minutes
Issues Affecting Multiagency Coordination	20 minutes
Summary and Transition	5 minutes
Total Time	4 hours



Visual 2.1



Visual Description: Unit 2: Getting Ready—Pre-Incident Activities for Multiagency Coordination

Instructor Notes

Introduce this unit by telling the group that Multiagency Coordination Systems are only as good as the pre-incident effort that goes into them. Explain that this unit will cover pre-incident activities required to ensure a functioning Multiagency Coordination System.



Visual 2.2

Unit 2 Objectives

- Relate operational priorities to pre-incident planning.
- Describe the components of an effective Multiagency Coordination System.
- Describe four ways to organize EOC/MAC Entities.
- Identify the resources needed to support the Multiagency Coordination System's operational priorities.
- Describe the coordination and policy issues that are typical at various levels of government.
- Describe strategies for resolving coordination and policy issues.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Unit 2 Objectives

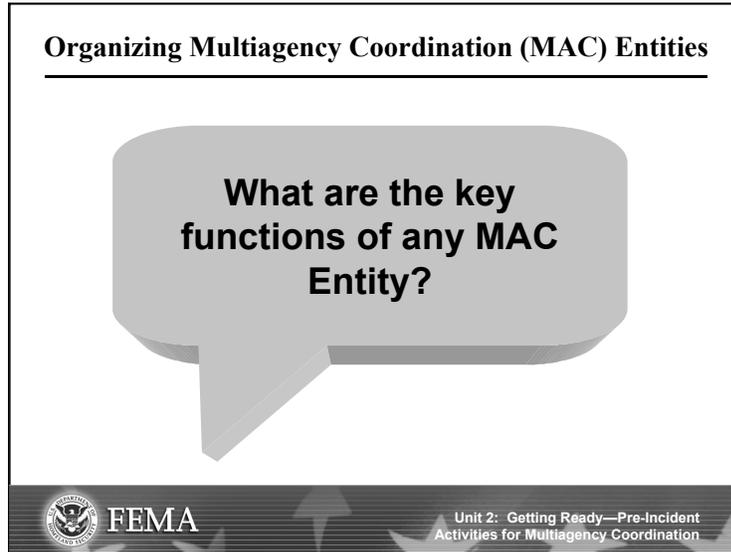
Instructor Notes

Refer the group to page 2-2 in the Student Manual to review the unit objectives. Tell the group that at the end of this unit, they should be able to:

- Relate operational priorities to pre-incident planning.
- Describe the components of an effective Multiagency Coordination System.
- Describe four ways to organize EOC/MAC Entities.
- Identify the resources needed to support the Multiagency Coordination System's operational priorities.
- Describe the coordination and policy issues that are typical at various levels of government.
- Describe strategies for resolving coordination and policy issues.



Visual 2.3



Visual Description: What are the key functions of any Multiagency Coordination Entity?

Instructor Notes

Introduce this topic by asking:

What are the key functions of any Multiagency Coordination Entity?

Allow the students time to respond. Then, display the next visual.



Visual 2.4

Functions of Multiagency Coordination Entities

1. **Direction and control (indirect)**
2. **Information collection and evaluation**
3. **Coordination**
4. **Priority setting**
5. **Resource management**

Priorities

✓ _____

✓ _____

✓ _____



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Functions of Multiagency Coordination Entities

Instructor Notes

Summarize the students' responses by explaining that, regardless of the level of government, all Multiagency Coordination Entities have five key functions:

1. **Direction and control:** While Multiagency Coordination Entities do not manage incidents, they do exercise indirect direction and control at complex or multijurisdictional incidents by serving as a single point of contact for prioritizing incidents and their access to critical resources.
2. **Information collection and evaluation:** Multiagency Coordination Entities serve as a central point for representatives of involved agencies to collect and analyze information from a variety of sources.
3. **Coordination:** Multiagency Coordination Entities play a key role in coordinating the flow of information and resources for complex incidents or multiple incidents that occur simultaneously.
4. **Priority setting:** Multiagency Coordination Entities prioritize incidents and critical resources, using the priorities established by the National Preparedness Goal as well as the priorities used to guide development of incident objectives: Life Safety, Incident Stabilization, and Property and Environmental Conservation. Point out that MAC Entities use these priorities at the policy level. Incident Commanders apply these priorities to the development of incident objectives.
5. **Resource management:** Multiagency Coordination Entities manage scarce resources, in line with incident priorities. Resource management includes identifying and acquiring needed resources in addition to allocating existing or known resources.

Explain that because the EOC/MAC Entity is the most frequently used example of a Multiagency Coordination Entity, it is appropriate to discuss organizational options for the EOC/MAC Entity.



Visual 2.5

Characteristics of Effective Organizations

- Ability to acquire, analyze, and act on information
- Flexibility in the face of rapidly changing conditions
- Ability to anticipate change
- Public confidence
- Reliability



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Characteristics of Effective Organizations

Instructor Notes

Explain that the characteristics of effective organizations include the following points:

- Ability to acquire, analyze, and act on information
- Flexibility in the face of rapidly changing conditions
- Ability to anticipate change
- Public confidence
- Reliability

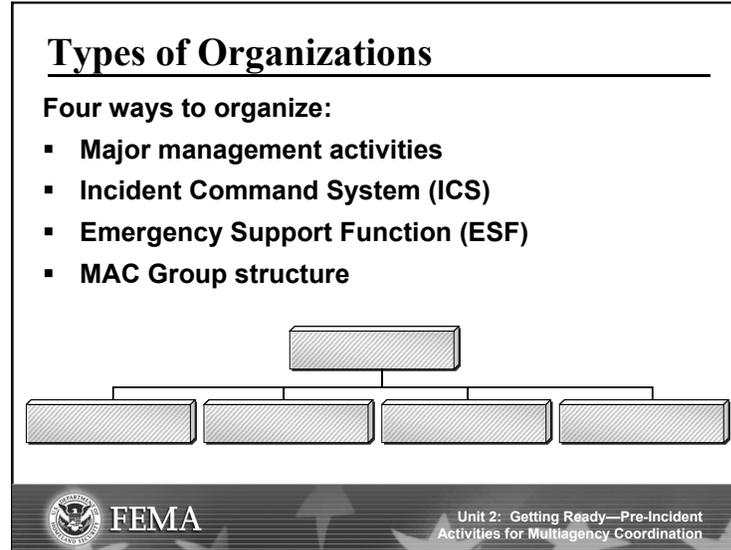
Ask the students:

What type of organization should EOC/MAC Entities use to accomplish the five functions of a Multiagency Coordination Entity?

Allow the students time to respond. Then display the next visual.



Visual 2.6



Visual Description: Types of Organizations

Instructor Notes

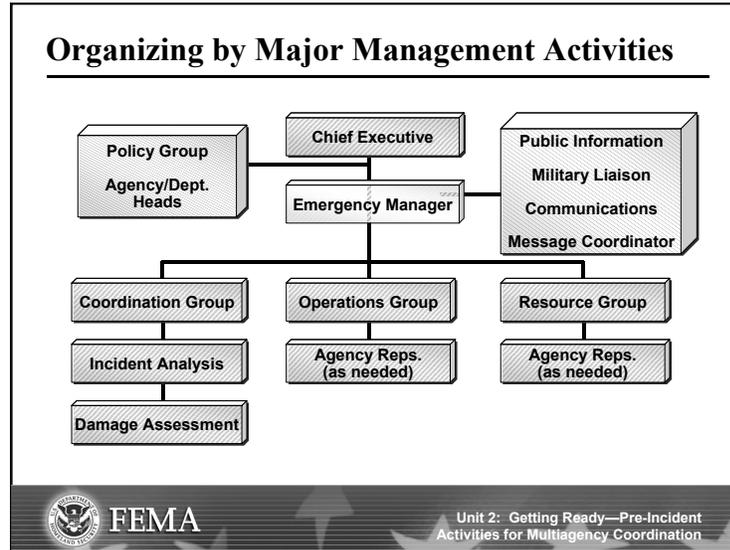
Summarize the students' responses by explaining that there are four main ways to organize Multiagency Coordination Entities:

- By major management activities
- Using an ICS structure
- Using an ESF structure
- Using the "generic" MAC Group structure

Tell the group that NIMS does not dictate a specific structure for Multiagency Coordination Entities. Each of these organizations has advantages and disadvantages. The type of structure selected will depend, in some cases, on State law. In other cases, the structure will be based on what works for the jurisdiction.



Visual 2.7



Visual Description: Organizing by Major Management Activities

Instructor Notes

Describe the structure of EOC/MAC Entities that are organized by the major management activities. Be sure to make the following points:

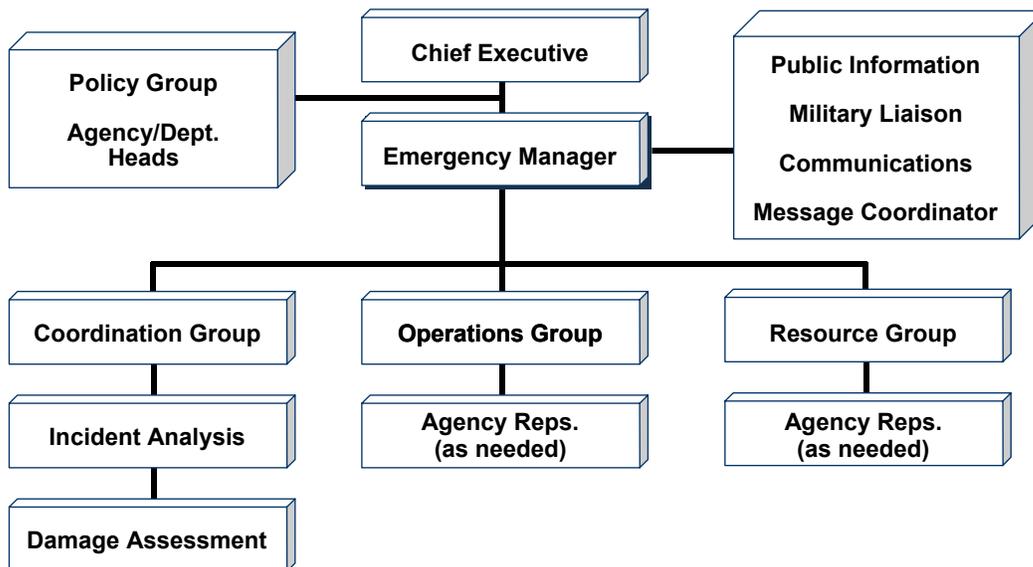
- The Policy Group is composed of the Chief Elected Official, or designee, and his or her immediate staff. The Policy Group focuses on the overall strategy for the response (beyond the strategy developed by the Incident Commander at the scene), the overall response priorities, and policy setting. Decisions made by the Policy Group are implemented by the Coordination, Operations, and Resource Groups.
- The Coordination Group collects and analyzes data, including damage data and damage prediction data.
- The Operations Group should include representatives from each agency with responsibility for any portion of the response. Units within the Operations Group may include law enforcement, fire, public works, emergency medical services, and other agencies, as needed.
- The Resource Group should include representatives from any agency or organization that is providing—or may be requested to provide—resources for the response. These agencies or organizations may include transportation agencies, utility companies, representatives of business and industry, mutual aid partners, and others.

Explain that, in addition to the key players, staffing of each group includes support staff.

Ask if any of the students' jurisdictions have organized in this way. If students respond, ask them to describe the advantages and disadvantages of organizing by major management activities. If no one responds, use the following points to describe the advantages and disadvantages.

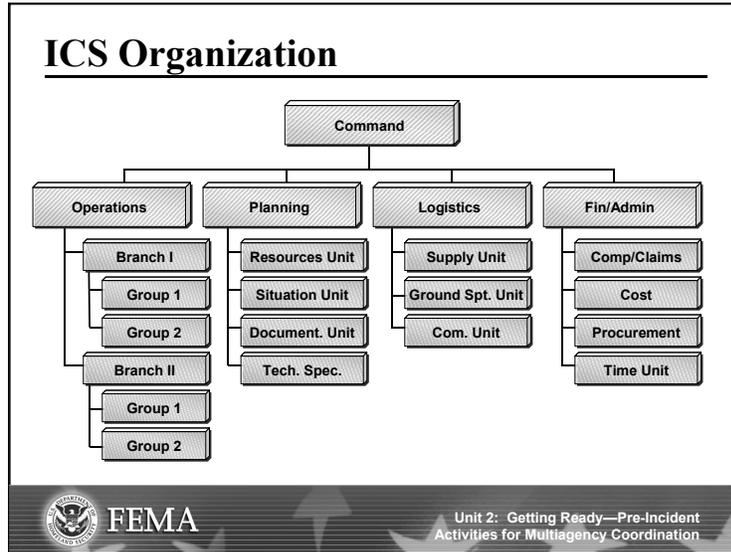
- **Advantages:** The main advantage of organizing by major management activities is that the organization is relatively simple, with straightforward lines of communication and chain of command. All key decision-makers and representatives of participating agencies are included, as appropriate, within the organization, and all can contribute as needed.
- **Disadvantages:** The main disadvantage of organizing by major management activities is that linkages with the ICS organization on-scene may be unclear at times because there is not a one-to-one match between the incident organization and the organization at the Multiagency Coordination Entity. There may also be confusion about who does resource ordering, the Operations Group or the Resources Group.

Point out that, despite the potential coordination issue, many jurisdictions have used this organizational structure successfully. Suggest that if an organizational structure works well, jurisdictions should not feel any pressure to change their structure.





Visual 2.8



Visual Description: ICS Organization

Instructor Notes

Describe the structure of EOC/MAC Entities that are organized using ICS. Be sure to make the following points:

- The EOC/MAC Entity Command function is not the Incident Commander. The Incident Commander or Unified Command are on-scene command structures. The EOC/MAC Entity Command function serves a similar role to the Policy Group—making decisions that establish the overall strategy of the response, in line with the National Preparedness Goal. The EOC/MAC Entity Command function is usually supported by Public Information and Liaison Functions. Safety is less often mirrored at the EOC/MAC Entity level because of its on-scene and incident-specific focus.

Urge the group to always include a senior government executive as part of the Command function.

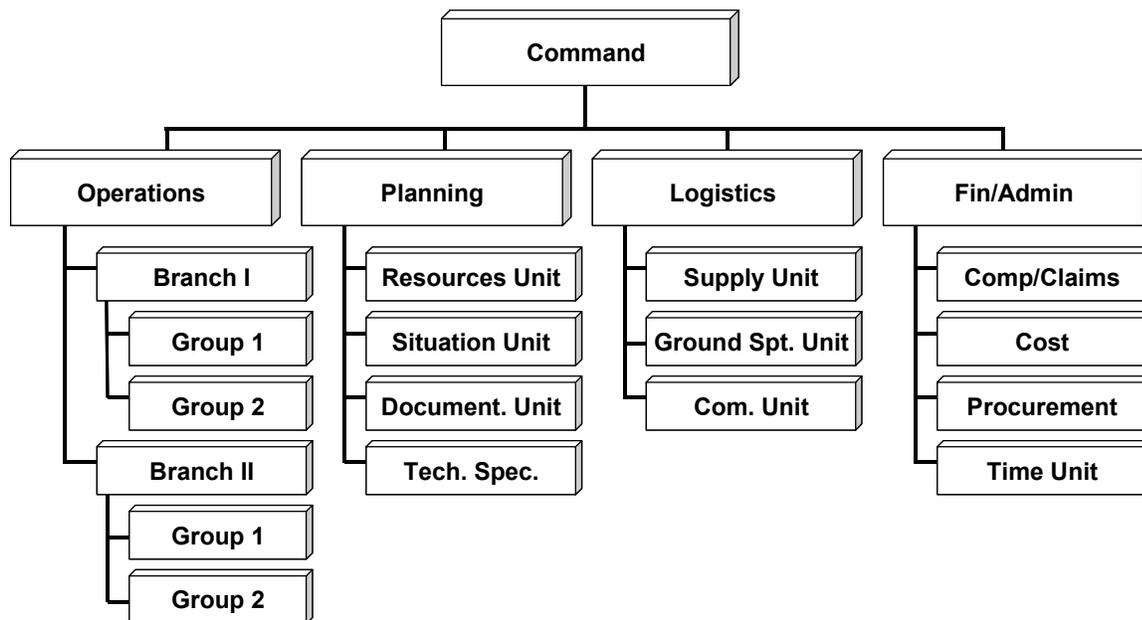
- The Operations Section has responsibility for coordinating with and supporting on-scene responders. Branches, Divisions, and Groups assigned to the Operations function can be organized as necessary to support the incident(s).
- The Planning Section serves much the same purpose as at the incident scene—gathering and analyzing information, keeping decision-makers informed, and tracking resources. Technical Specialists may be assigned to the Planning Section or may be assigned elsewhere, as needed.

- The Logistics Section also serves much the same purpose as at the incident scene, frequently serving as the single ordering point for the incident(s) in its purview, providing overall communications planning for the jurisdiction, coordinating transportation and housing, etc.
- The Finance/Administration Section provides a coordinated financial management process for the incident(s) in its purview.

Ask if any of the students' jurisdictions have organized in this way. If students respond, ask them to describe the advantages and disadvantages of organizing using ICS. If no one responds, use the points below to describe the advantages and disadvantages of organizing using ICS.

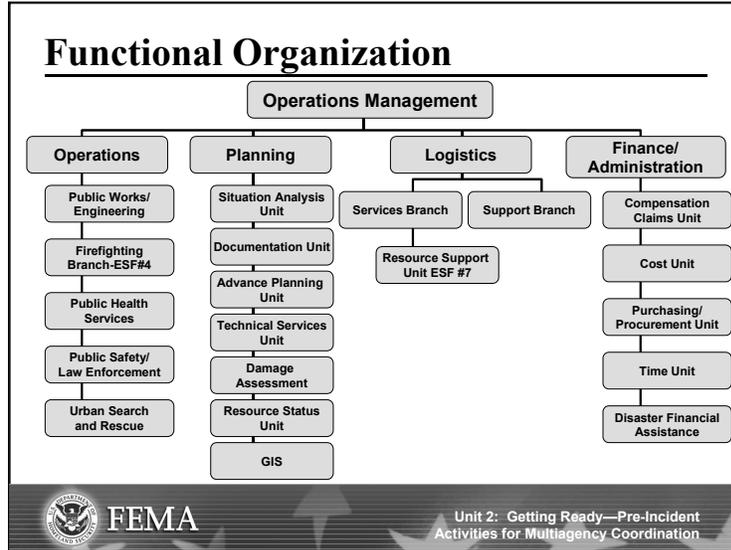
- Advantages: The main advantage of organizing using ICS is the clarity of roles and functional integrity. The ICS organization in the field has a clear contact point in the EOC/MAC Entity. Large incident logistical and financial support is often coordinated more easily from the EOC/MAC Entity and may relieve the workload on incident and dispatch staff.
- Disadvantages: The main disadvantage of organizing using ICS is the potential for confusion about command authority at the incident scene versus in the EOC/MAC Entity.

Point out that, despite the potential coordination issue, many jurisdictions have used the ICS-based organization successfully. Suggest that if an ICS-based organization works well, jurisdictions should not feel any pressure to change their structure.





Visual 2.9



Visual Description: Functional Organization

Instructor Notes

Tell the group that this visual depicts an EOC/MAC Entity structure based on the Emergency Support Functions (ESFs) of the National Response Plan. Explain that the Command and General Staff have descriptors similar to the ICS model. Emergency Support Functions are assigned under each Command and General Staff position. For example, the Operations Management organization includes:

- ESF #3: Public Works, Emergency Engineering Branch.
- ESF #4: Firefighting Branch.
- ESF #8: Public Health and Medical Services Branch.
- ESF #9: Urban Search and Rescue Branch.
- ESF #13: Public Safety/Law Enforcement Branch.

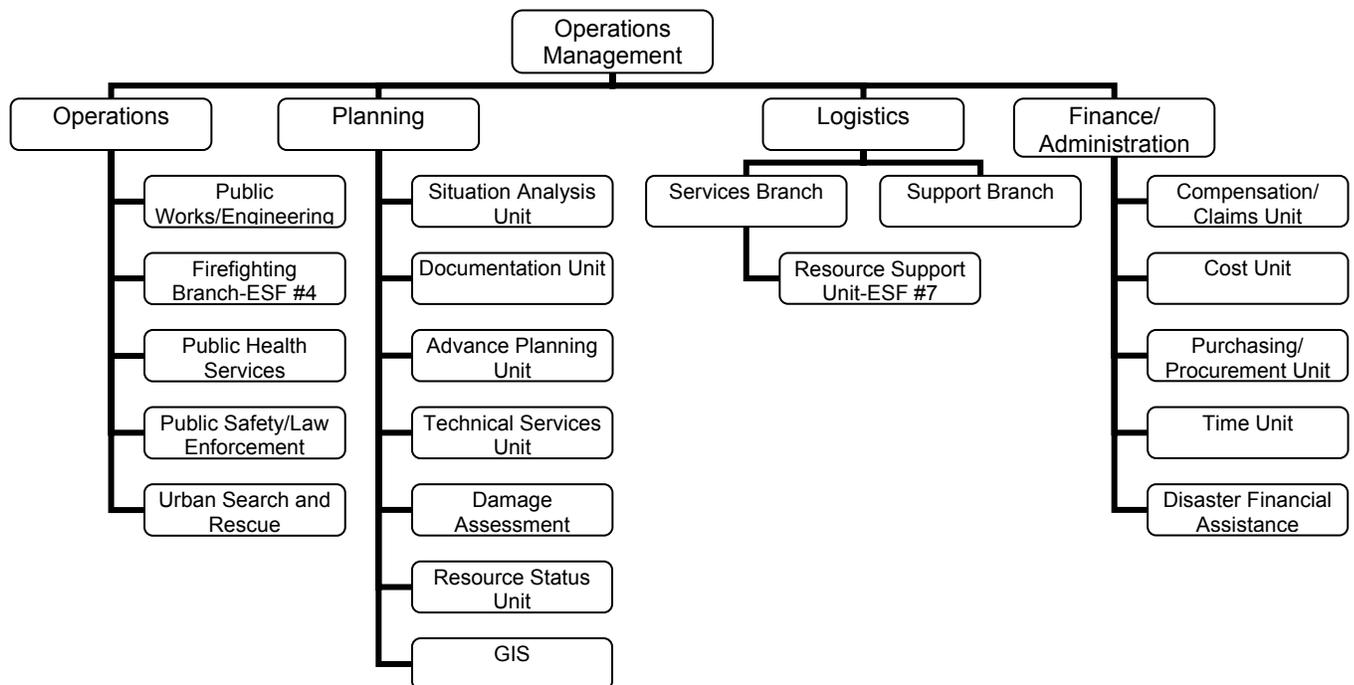
Other functions are assigned to Operations Management or other parts of the organization, as needed. For example:

- ESF #15: External Affairs (Emergency Public Information) is assigned to Public Information (not shown on graphic).
- ESF #7: Resource Support is assigned to Logistics.

Ask if any of the students' jurisdictions have organized in this way. If students respond, ask them to describe the advantages and disadvantages of organizing by Emergency Support Function. If no one responds, use the following points to describe the advantages and disadvantages of organizing by Emergency Support Function.

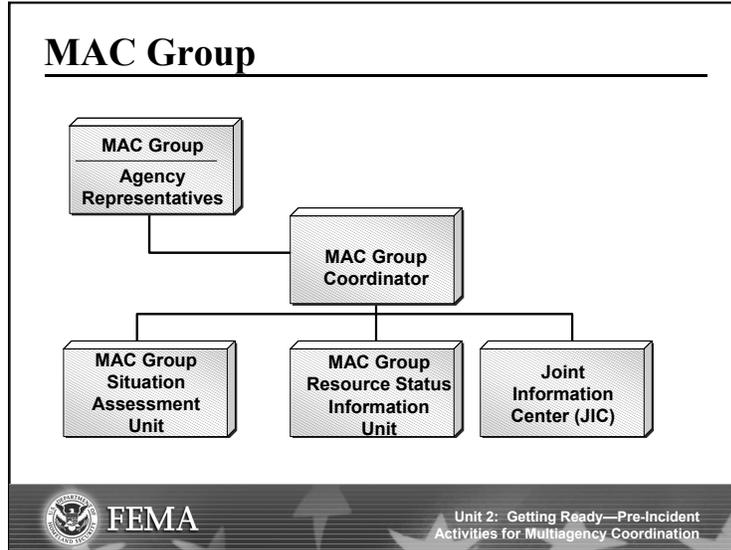
- **Advantages:** This organizational structure coordinates well with incident ICS organizations and also provides a clear one-to-one relationship with the National Response Plan. This makes it especially appealing to local and State EOC/MAC Entities.
- **Disadvantages:** The main disadvantage of organizing by Emergency Support Function is that it can be difficult to find a good fit between the Federal-level ESFs and State or local requirements.

Point out that, despite the potential coordination issue, many jurisdictions have used this organizational structure successfully. Suggest that if an organizational structure works well, jurisdictions should not feel any pressure to change their structure.





Visual 2.10



Visual Description: MAC Group

Instructor Notes

Note that a MAC Group is a standardized Multiagency Coordination Entity. It is most frequently used to fulfill the Multiagency Coordination Entity role when there is no other entity already defined. For example, California uses two standing MAC Groups to divide the State into two regions.

Present the following key points:

- A MAC Group is made up of organization, agency, or jurisdiction representatives who are authorized to commit agency resources and funds.
- The success of the MAC Group depends on the membership. Sometimes membership is obvious—organizations that are directly impacted, and whose resources are committed to the incident. Often, however, organizations that should be members of a MAC Group are less obvious. These may include business organizations such as local Chambers of Commerce, volunteer organizations such as the American Red Cross, or other organizations with special expertise or knowledge. While these agencies may not have “hard” resources or funds to contribute, their contacts, political influence, or technical expertise may be key to the success of the MAC Group.
- The MAC Group can be supported by a MAC Group Coordinator, who may supervise MAC Group Situation Assessment, and Resource Status Information Units that collect and assemble information needed for the MAC Group to fulfill its mission. The MAC Group may also have its own Public Information Unit to coordinate summary information and access to local information sources with the media and other governmental entities. This function is often called a Joint Information Center (JIC).

- The results of the MAC Group's deliberation are distributed by its members directly to their own organizations as well as through the normal chain of command (EOCs/MAC Entities, Dispatch Centers, etc.).

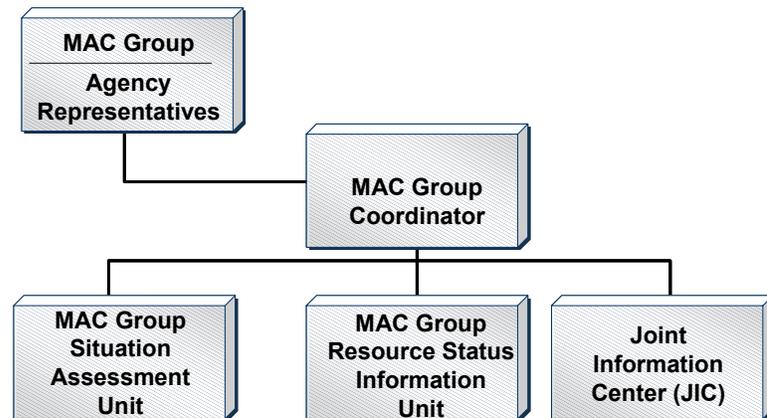
The following are some of the more common MAC Group applications:

- A single jurisdiction may establish a MAC Group as part of its EOC function. In this application, it is important that the jurisdiction take care to define its role broadly enough to include all jurisdictions, agencies, and organizations that might be impacted.
- MAC Groups are frequently defined geographically, especially when an emergency crosses jurisdictional boundaries.
- A MAC Group may be organized functionally. For example, law enforcement agencies at local, State, and Federal levels may establish a MAC Group to assist in coordinating response to major civil unrest or terrorist activity.
- A MAC Group may be organized nationally. During wildfire season, a National MAC Group convenes at the National Interagency Fire Center in Boise, Idaho. This MAC Group includes representatives from the Federal wildland fire agencies, the States, FEMA, and the military.

Ask if any of the students' jurisdictions include a MAC Group as part of its MAC System. If students respond, ask them to describe the advantages and disadvantages of organizing as a MAC Group. If no one responds, use the following points to describe the advantages and disadvantages of organizing as a MAC Group.

- **Advantages:** This organizational structure works well to ensure coordination among other MAC Entities. It is also useful when a mechanism is needed to provide short-term multiagency coordination and decision-making where no such mechanism exists. It can be incorporated into existing EOC structures as the policymaking part of the organization.
- **Disadvantages:** The main disadvantage of the MAC Group structure is that because it is a "generic" MAC Entity that can be used at any level of government, it lacks clearly defined, standardized relationships to other MAC Entities. Each MAC Group must carefully define its relationship to EOCs, JICs, JFOs, etc. It also has no associated implementation staff. This makes it difficult to use as a stand-alone EOC organizational structure.

Point out that despite the need to clearly identify the relationship to other MAC Entities and implementation mechanisms, many jurisdictions have used the MAC Group organization successfully. Suggest that if a MAC Group organization works well, jurisdictions should not feel any pressure to change their structure.





Visual 2.11

Concept Review (1 of 2)

- **Command is the authority to direct agency resources to take specific action.**
- **Coordination is the process of making and implementing the decisions required to ensure policies, resources, and activities support the needs of the incident.**
- **Direct tactical and operational responsibility for conducting incident management activities rests with the Incident Command, Unified Command, and/or Area Command.**



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Concept Review (1 of 2)

Instructor Notes

Point out that it is important not to lose sight of the entire Multiagency Coordination System. Provide the following concept review:

- Command is the authority to direct agency resources to take specific action. The ICS command structure allows that authority to be delegation from the agency administrator to the Incident Commander and/or Area Command in response to an emergency.
- Coordination is the process of making and implementing the decisions required to ensure policies, resources, and activities support the needs of the incident.
- Direct tactical and operational responsibility for conducting incident management activities rests with the Incident Command, Unified Command, and/or Area Command.



Visual 2.12

Concept Review (2 of 2)

- Multiagency coordination takes place at many points in the MAC System, including the command organizations:
 - The ICS organization, particularly through the Unified Command structure, the use of Deputies and Assistants, and the Liaison Officer and Agency Representatives.
 - Area Command/Unified Area Command
- Multiagency coordination also takes place in MAC Entities, organizations specifically designed to coordinate policies, resources, and activities needed to support the incident. MAC Entities exist in four basic configurations at all levels of government.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Concept Review (2 of 2)

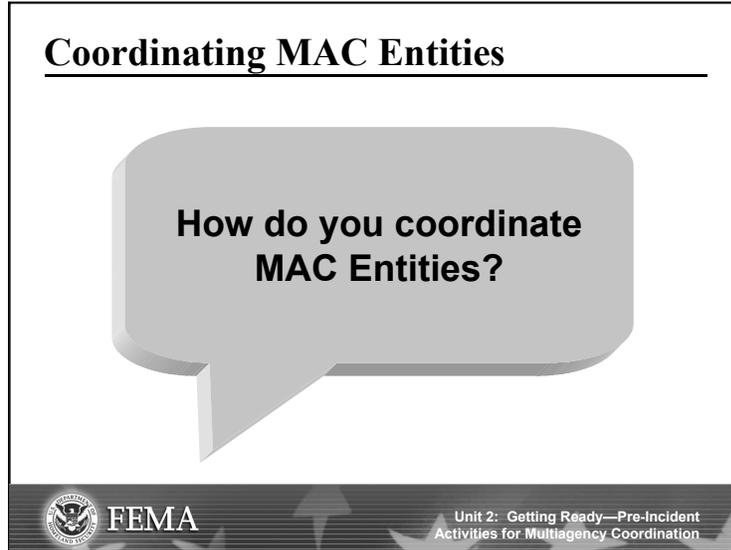
Instructor Notes

Point out that it is important not to lose sight of the entire Multiagency Coordination System. Provide the following concept review:

- Multiagency coordination takes place at many points in the MAC System, including the command organizations:
 - The ICS organization, particularly through the Unified Command structure, the use of Deputies and Assistants, and the Liaison Officer and Agency Representatives.
 - Area Command/Unified Area Command
- Multiagency coordination also takes place in MAC Entities, organizations specifically designed to coordinate policies, resources, and activities needed to support the incident. MAC Entities exist in four basic configurations at all levels of government.



Visual 2.13



Visual Description: How do you coordinate MAC Entities?

Instructor Notes

Allow the group time to respond. Emphasize that coordination among MAC Entities at various levels of government is critical to an efficient information flow. Part of ensuring this information flow is established is completing a detailed organizational comparison, or “crosswalk,” of Multiagency Coordination Entities to identify points of contact.

Then, direct the students’ attention to page 2-19 in the Student Manual. Tell the students that this page reflects a crosswalk of Emergency Functions from Jefferson County, Alabama, to the State organization. Alabama organizes its EOCs using the Emergency Support Function organizational structure. A similar crosswalk can be completed regardless of organizational structures.

Allow the students a moment to review the crosswalk.

Explain that developing a crosswalk between the State and Federal organizations is more difficult. Then, display the next visual.



Coordinating MAC Entities

Student Manual
Page 2-19

County to State Emergency Functions Crosswalk

Jefferson County Emergency Functions	State of Alabama Support
EF 1: Management Emergency Operations: CEMS	Basic Plan: Direction & Control
EF 2: Situation Analysis & Reporting	EF 5: Information & Planning
EF 3: Damage Assessment	EF 3: Public Works
EF 4: Alert, Warning, Notification	EF 2: Communications
EF 5: Emergency Public Information	EF 13: Public Information
EF 6: Communications & Information Technology	EF 2: Communications
EF 7: Resource Management	EF 7: Resource Support
EF 8: Personnel Management	EF 14: Volunteers
EF 9: Search & Rescue	EF 9: Search & Rescue
EF 10: Public Works, Emergency Engineering Services	EF 3: Public Works
EF 11: Public Health Services	EF 8: Health & Medical Services
EF 12: Animal Control & Veterinary Services	EF 16: Veterinarian Services & Animal Care
EF 13: Fire Services	EF 4: Firefighting
EF 14: Hospital & Emergency Medical Services	EF 8: Health & Medical Services
EF 15: Law Enforcement Services	EF 15: Law Enforcement & Security



Visual 2.14

Crosswalk to the Federal Organization

Depends on:

- **Type of incident (Stafford Act vs. Non-Stafford Act).**
- **Whether the Federal Government has opened or closed the JFO.**



FEMA

Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Crosswalk to the Federal Organization

Instructor Notes

Tell the group that the crosswalk and State point of contact with the Federal organization depends on:

- Whether the incident or a potential incident is covered under the Stafford Act.
- Whether the Federal Government has established a Joint Field Office (JFO).

Refer the students to the chart on page 2-21 of the Student Manual. Explain that this chart describes the key points of interface between the State and Federal organizations based on these factors.

Ask if anyone has any questions before continuing.



Crosswalk to the Federal Organization

Student Manual
Page 2-21

If . . .	And . . .	Then the State contact is . . .
The incident or potential incident is covered under the Stafford Act, as amended . . .	The JFO has <u>not</u> been activated . . .	The FEMA Regional Office or the Regional Response Coordination Center (RRCC).
The incident or potential incident is covered under the Stafford Act, as amended . . .	The JFO <u>has</u> been activated . . .	The Federal Coordinating Officer (FCO).
The incident or potential incident is <u>not</u> covered under the Stafford Act, as amended . . .	The JFO has <u>not</u> been activated . . .	The agency with regulatory authority over the incident (e.g., the Bureau of Alcohol, Tobacco, and Firearms, the Environmental Protection Agency, etc.).
The incident or potential incident is <u>not</u> covered under the Stafford Act, as amended . . .	The JFO <u>has</u> been activated . . .	The Federal Coordinating Officer (who may work for an agency other than FEMA).
The incident or potential incident involves terrorism . . .	The JFO has <u>not</u> been activated . . .	The Special Agent-in-Charge at the local FBI field office.
The incident or potential incident involves terrorism . . .	The JFO <u>has</u> been activated . . .	The FBI Special Agent-in-Charge at the JFO or the Law Enforcement Investigative Operations (JOC) Branch (within the JFO Operations Section).
The incident or potential incident is a National Special Security Event (NSSE) . . .	The JFO has <u>not</u> been activated . . .	The U.S. Secret Service (USSS) for security design, planning, and implementation issues. The FBI Special Agent-in-Charge at the local FBI field office for law enforcement issues.
The incident or potential incident is a National Special Security Event (NSSE) . . .	The JFO <u>has</u> been activated . . .	The Federal Coordinating Officer (who may work for USSS) for security implementation issues. The FBI Special Agent-in-Charge at the Law Enforcement Investigative Operations (JOC) Branch for law enforcement issues. The Security Operations Branch (MACC), within the Operations Section of the JFO.



Visual 2.15



Visual Description: What are the components of an effective Multiagency Coordination System?

Instructor Notes

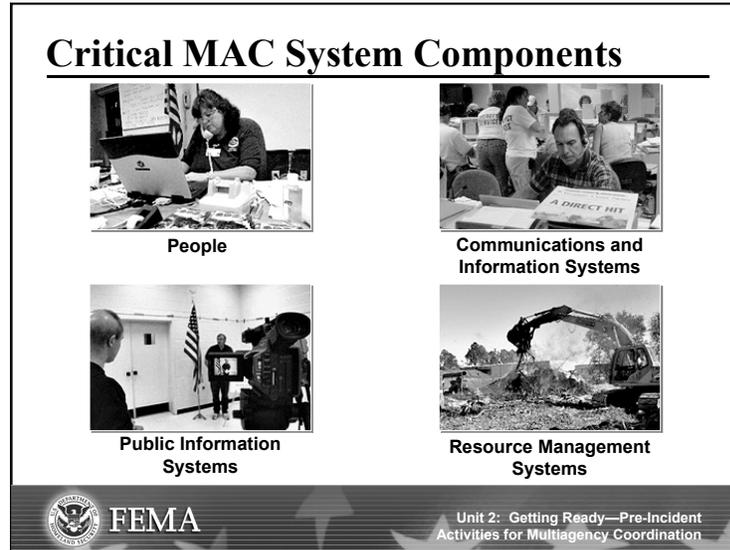
Introduce this topic by asking the following question:

What are the critical components of an effective Multiagency Coordination System?

Allow the students time to respond. Then display the next visual.



Visual 2.16



Visual Description: Critical MAC System Components

Instructor Notes

Explain that there are four critical components of an effective Multiagency Coordination System:

- People—the people who make the system work.
- Communications and Information Systems—two-way mechanisms to ensure that personnel have the most accurate information possible and can relay that information efficiently.
- Public Information Systems—systems required to provide accurate, timely information to the public.
- Nonpersonnel Resources—the equipment, tools, and supplies needed to complete response and/or coordination activities.

Stress that, if any of these components is missing, or in the wrong proportion to the need, the Multiagency Coordination System will not work.

Tell the group that this course will not cover these critical components in detail. Explain that other courses are available to address each component in depth. Recommend that the students also complete these courses as they become available.

- **Public Information Systems (IS-702)**
- **Communications and Information Management (G-704)**
- **Resource Management (IS-703)**



Visual 2.17

People

- What needs to be done?
- How many people are needed to do it?
- What skills and knowledge do they need?
- How many people are available?
- From which agencies?
- Where will you get the others?
- How long will it take?



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: People

Instructor Notes

Tell the group that this visual lists the main questions that must be answered when determining the number and types of people required to staff Multiagency Coordination Systems.

- What needs to be done?
- How many people are needed to do it?
- What skills and knowledge do they need?
- How many people are available?
- From which agencies?
- Where will you get the others?
- How long will it take?



Visual 2.18

Broad Functions

Think in terms of broad functions when determining what needs to be done. For example:

- If organized according to the principles of ICS, broad functions would include Command, Operations, Planning, Logistics, and Finance/Administration.
- If organized using major management activities, the functions would include Policy, Coordination, Operations, and Resource Management.
- If organized using Federal ESFs, the functions would include ESF #11-Transportation, ESF #2-Communications, ESF #3-Public Works and Engineering, and so on as needed by the system.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Broad Functions

Instructor Notes

Suggest that the students think in terms of broad functions when determining what needs to be done. Provide the following examples:

- If organized according to the principles of ICS, broad functions would include Command, Operations, Planning, Logistics, and Finance/Administration.
- If organized using major management activities, the functions would include Policy, Coordination, Operations, and Resource Management.
- If organized using Federal ESFs, the functions would include ESF #11–Transportation, ESF #2–Communications, ESF #3–Public Works and Engineering, and so on as needed by the system.

Stress that no one in any Multiagency Coordination Entity should be called the Incident Commander. Remind the group that there is only one Incident Commander, and that person manages the on-scene response.

Tell the group that after determining the broad functions, they should try to break down the tasks that must be completed within the functions. Completing this level of analysis will provide information about how many people are required and the skills and knowledge that they need.

Explain that the next step requires identifying the number of people with the required skills and knowledge that are available. Because there may be little or no time to assemble staff, it is important that key staff positions be identified and personnel assigned before an incident occurs. Point out that this step requires:

- Identifying the agencies for which the personnel work on a daily basis.
- Making the personnel aware of their assignments.
- Managing their expectations about the work environment.
- Assisting the personnel in preparing themselves and their families for a possible emergency that will require them to be away from home for an extended period.
- Providing any additional training or cross training that may be required for the system to work.

Finally, tell the group that, if they have identified personnel shortages, they must:

- Identify sources for additional personnel (e.g., from other agencies, jurisdictions, etc.).
- Determine how long it will take for those personnel to become a functioning part of the system.
- Develop a strategy for getting the work done in the interim.



Visual 2.19

Communications and Information Systems

- Who needs to communicate? With whom?
- What is the primary means of communication?
- Can that system handle the load?
- How will they communicate if that method fails?
- What information will be communicated?
- From what information sources?



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Communications and Information Systems

Instructor Notes

Tell the group that this visual lists the main questions that need to be answered regarding communications and information systems.

Suggest that, when determining who needs to communicate and with whom, the students should identify critical linkages between the incident command and the various layers of the Multiagency Coordination System.

Explain that the means of communicating may vary depending on the type of information being communicated and the proximity of the persons communicating. Provide the following example:

Communication between the EOC/MAC Entity and the incident scene may be made by radio, whereas communication between the local EOC/MAC Entity and the State EOC/MAC Entity may be made by telephone, fax, or email.

Communications planning must also address communication flow within the EOC/MAC Entity. This should include:

- Message documentation and routing procedures.
- Communicating major events.
- Documenting actions taken.

Remind the group that NIMS requires that communications systems must be interoperable and redundant.



Visual 2.20



Visual Description: What are some ways to ensure interoperable communications?

Instructor Notes

Ask the following question:

What are some ways to ensure interoperable communications?

Allow the group time to respond.

Summarize the students' responses by pointing out that agencies and jurisdictions have purchased a variety of communications mechanisms, not all of which are interoperable. Point out that there are ways to make systems work together.

Provide the following examples:

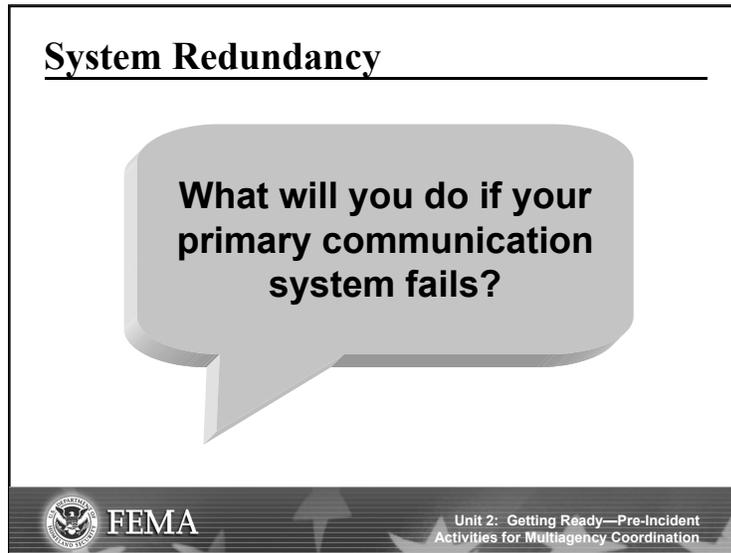
- Birmingham/Jefferson County, AL has purchased a modular interconnect system that can connect landline telephone, high frequency, land mobile radio, and satellite communications. Communications formats can be added by plugging in interface modules and connecting them to the fixed-site main system. The advantage of this system is that it directly connects systems of different types and frequencies quickly and efficiently. Disadvantages of the system are its expense and the fact that the system takes a dedicated operator.

- Wichita/Sedgwick County, KS uses a system that includes VHF and UHF radios and a VHF/UHF switchable third radio. Using this system, on-scene responders can transmit information to responders on the other frequency. The advantages of this system include a lower cost and the fact that the unit is portable. The main disadvantage is radios require specialized, proprietary software to program. This operation also requires extensive knowledge of radio programming.

Suggest that, when purchasing communications equipment in the future, agencies and jurisdictions coordinate their purchasing efforts to ensure interoperability. An important additional benefit of combined procurement is that quantity discounts may be available.



Visual 2.21



Visual Description: What will you do if your primary communication system fails?

Instructor Notes

Ask the students:

What will you do if your primary communication system fails?

Allow the students time to respond. Remind the group that communications networks are often overloaded or fail completely following a major incident. Stress the importance of having redundant systems in place and ensuring that all members of the Multiagency Coordination System know:

- What those systems are.
- How they will be notified to switch to a backup system.

Facilitate a brief discussion of the types of communications systems that can be used as backup systems. Point out that the system(s) selected may work in one situation but not in another. Urge the group to develop several different types of backup systems, together with procedures for switching to the backup systems, to ensure that all parties are able to communicate throughout an incident.

Describe the need to develop secure communications—at least for certain types of communications. Remind the group that the media and, often, the general public listen to police scanners to get information about the goings on at incident scenes. Caution the students that some operational information must be protected from widespread dissemination and that this information should be communicated only by a secure method.



Visual 2.22

Information Systems

- Link to critical functions
- Make information readily available
- Ensure interoperability and redundancy



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Information Systems

Instructor Notes

Describe the key requirements for information systems. Suggest that the students begin by linking information system needs to critical activities or operations. Making linkages will help to determine:

- What information is needed, by whom, and in what form.
- The timeframes in which the information is needed.
- The best ways to gather, analyze, and disseminate the information.

Point out that, at most incidents, there will be information that should not be generally available because it could adversely affect operations, ongoing investigations, etc. Stress that the students must also consider information security when establishing information systems.

Remind the group that, like communications systems, information systems must also be interoperable and redundant to ensure efficient information flow throughout the Multiagency Coordination System.



Visual 2.23

Public Information Systems

- Who is the public?
- What does the public need to know?
- Who will provide that information?
- Who will manage the information flow?
- How will the information be transmitted?
- When?
- How often?



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Public Information Systems

Instructor Notes

Introduce this topic by pointing out that one of the most critical information systems is the Public Information System—especially now that the media seem to get news before the government.

Remind the group that NIMS requires that public information be organized around a Joint Information System (JIS) that is overseen by the Public Information Officer (PIO). Explain that Visual 2.23 includes several questions, the answers to which will determine how the JIS will be established and how it will operate.



Visual 2.24

Public Information Officer

- Represents and advises the Incident Command
- Handles:
 - Media and public inquiries
 - Emergency public information and warnings
 - Rumor monitoring and response
 - Media monitoring



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Public Information Officer

Instructor Notes

Explain that the PIO represents and advises the Incident Commander on all public information matters relating to the management of the incident. The PIO handles:

- Media and public inquiries.
- Emergency public information and warnings.
- Rumor monitoring and response.
- Media monitoring.

The PIO also oversees other functions required to coordinate, clear with appropriate authorities, and disseminate accurate and timely information related to the incident, especially information related to public health and safety or protection.

The PIO is the on-scene link to the JIS and Joint Information Center (JIC).



Visual 2.25

Joint Information System

- Provides the mechanism to ensure delivery of information to the public.
- Includes:
 - Plans
 - Protocols
 - Structures



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Joint Information System

Instructor Notes

Explain that the JIS provides an organized, integrated, and coordinated mechanism to ensure delivery of understandable, timely, accurate, and consistent information to the public in a crisis. The JIS includes the plans, protocols, and structures used to provide information to the public during incident operations. The JIS encompasses all public information operations related to the incident, including all Federal, State, local, tribal, and private organization PIOs, staff, and JICs established to support the incident.

Tell the group that key elements of the JIS include:

- Interagency coordination and integration.
- The capability for developing and delivering coordinated messages.
- Support for decision-makers.
- Flexibility, modularity, and adaptability.



Visual 2.26

Joint Information Center

- Includes representatives of all organizations involved in incident management.
- Provides the structure for coordinating and disseminating official information.
- Requires procedures and protocols to communicate effectively with other JICs and with components of the ICS organization.
- JIC location(s) must be coordinated with all participants in the Joint Information System.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Joint Information Center

Instructor Notes

Tell the group that the JIC is the physical location where public affairs professionals from organizations involved in incident management activities can collocate to perform critical emergency information, crisis communications, and public affairs functions.

Explain that the JIC provides the organizational structure for coordinating and disseminating official information. JICs may be established at each level of incident management.

Point out that a single JIC location is preferable, but the system should be flexible and adaptable enough to accommodate multiple JIC locations when the circumstances of the incident require. When multiple JICs are established, each must have procedures and protocols for communicating and coordinating effectively with other JICs and with other components of the ICS organization.



Visual 2.27

Resource Management Systems

- Systems for describing, inventorying, requesting, and tracking
- System activation
- Dispatching resources
- Demobilization or recalling resources



Unit 2: Getting Ready—Pre-Incident Activities for Multiagency Coordination

Visual Description: Resource Management Systems

Instructor Notes

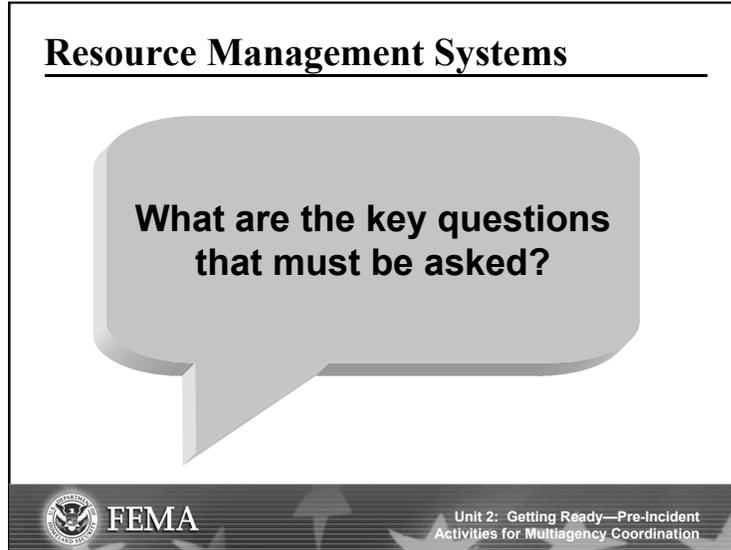
Introduce this topic by emphasizing that one of the largest incident response issues relates to acquiring, assigning, and deactivating resources. Yet these resources are critical, not only to coordinating the on-scene response and to ensuring that public information systems and communications and information management systems work as required.

Explain that NIMS has established guidelines to manage resources more effectively by:

- Establishing systems for describing, inventorying, requesting, and tracking resources.
- Activating these systems before and during an incident.
- Dispatching resources before and during an incident.
- Deactivating or recalling resources during or after an incident.



Visual 2.28



Visual Description: What are the key questions that must be asked?

Instructor Notes

Ask the following question:

What are the key questions that must be asked?

Allow the group time to respond. Then, display the next visual.



Visual 2.29

Resource Management Systems

- What equipment, tools, and other supplies are needed . . .
 - At the incident?
 - For coordination?
- What do you have? Are you sure?
- Where will you get what you don't have?
- When will it arrive?
- What will you do until it gets there?



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resource Management Systems

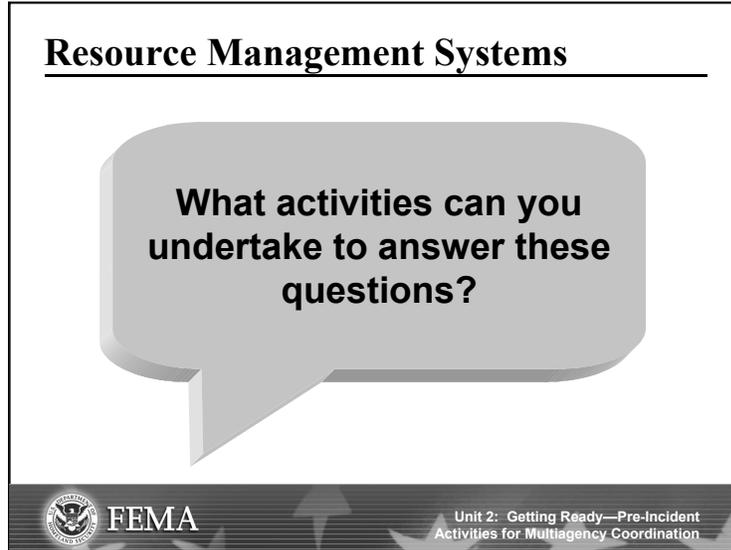
Instructor Notes

Tell the group that this visual describes the key questions that must be answered when developing resource management systems.

- What equipment, tools, and other supplies are needed . . .
 - At the incident?
 - For coordination?
- What do you have? Are you sure?
- Where will you get what you don't have?
- When will it arrive?
- What will you do until it gets there?



Visual 2.30



Visual Description: What activities can you undertake to answer these questions?

Instructor Notes

Ask the following question:

What activities can you undertake to answer these questions?

Allow the group time to respond. Then, display the next visual.



Visual 2.31

Resource Management Basic Requirements

- Uniform method of identifying, acquiring, allocating, and tracking resources
- Effective use of mutual aid and donor assistance
- Personnel credentialing
- Coordination through the Multiagency Coordination Entities and the Incident Command



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resource Management Basic Requirements

Instructor Notes

Be sure to emphasize that effective resource management requires four basic activities:

1. Developing a uniform method for identifying, acquiring, allocating, and tracking resources
2. Developing an effective mutual aid and donor assistance program based on a standardized classification of the kinds and types of resources needed to support incident management
3. Developing a credentialing system that is tied to uniform training and certification standards to ensure that requested personnel resources are integrated successfully into ongoing incident operations
4. Ensuring that all of these activities are managed through the Multiagency Coordination System and the Incident Command

Address each of these activities using the following visuals.



Visual 2.32

Resource Typing

Specifies resource capabilities

- Kind = Category
- Type = Characteristics or capabilities
 - I = Most capable
 - IV = Least capable



Type 1 Dump Truck



Type 3 Dump Truck



FEMA

Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resource Typing

Instructor Notes

Tell the group that the standard for describing, inventorying, requesting, and tracking resources is by kind and type. Explain that:

- Resource kinds describe the category of resources. For example the dump trucks shown in the visual are classified as vehicles. Bomb squads and Disaster Medical Assistance Teams (DMATs) are classified as teams. Tell the group that NIMS identifies 16 different kinds of resources.
- Resource types describe a resource's characteristics or capabilities. There are four levels of types. Type I is the most capable; Type IV is the least capable.

Explain that the NIMS Integration Center has typed more than 120 different resources. Tell the group that they can access these resources at www.fema.gov/nims. After accessing the web site, they should click on the Resource Management/Mutual Aid link to review the list of resources that have been typed.

Refer the students to pages 2-41 through 2-43 in the Student Manual for sample pages for three different types of resources from the NIMS web site. Select one of the resources to review with the students. Be sure to point out that:

- Not all resources have four types. Some have fewer.
- The resource kind is shown, centered, near the top of the page.
- The descriptions of each resource type are very specific to ensure that all who request, assign, and track resources use the same standard.



Critical Components: Resource Management

CATEGORY: Public Works and Engineering (ESF #3)		RESOURCE: Air Conditioner/Heater				
MINIMUM CAPABILITIES:		KIND:	Equipment			
Component	Metric	TYPE I	TYPE II	TYPE III	TYPE IV	
Equipment	Ton	<p>90 Ton Air conditioner/heater; 90 Ton Air Cooled Direct Expansion portable A/C unit w/ heat; 26,000 cfm (cubic feet per minute) of air delivered; Weight: 19,900 lbs; Can be trailer mounted (flat bed semi) dimensions: 20' Long x 8' Wide x 9.5' Tall; Power requirements: Cooling only 260 Amps at 460 volts, 3 phase, 60 hz; Heat only (250 kW) 368 Amps at 460 volts, 3 phase, 60 hz; (8) 20" Flex duct connections for air supply (4)/ return (4); Potential application examples: Airports, Universities, Malls, Moisture removal from wet buildings & materials (weather / temperature permitting). Setup time varies depending on duct installation, fabricating, wiring, etc...2+ hours; 4/0 Cam-Lock type quick connect cable used for power termination to source.</p>	<p>60 Ton Air conditioner/heater; 60 Ton Air Cooled Direct Expansion portable A/C unit w/ heat; 17,000 cfm (cubic feet per minute) of air delivered; Weight: 16,500 lbs; Can be trailer mounted (flat bed semi) dimensions: 20' Long x 8' Wide x 8.5' Tall; Power requirements: Cooling only 160 Amps at 460 volts, 3 phase, 60 hz; Heat only (125 kW) 200 Amps at 460 volts, 3 phase, 60 hz; (8) 20" Flex duct connections for air supply (4)/ return (4); Potential application examples: Airports, Retail stores, Schools, Moisture removal from wet buildings & materials (weather / temperature permitting). Setup time varies depending on duct installation, fabricating, wiring, etc...2+ hours; 4/0 Cam-Lock type quick connect cable used for power termination to source.</p>	<p>25 Ton Air conditioner/heater; 25 Ton Air Cooled Direct Expansion portable A/C unit w/ heat; 9,400 cfm (cubic feet per minute) of air delivered; Weight: 4,140 lbs; Can be trailer mounted (flat bed tow behind) dimensions: 12' Long x 7.6' Wide x 5' Tall; Power requirements: Cooling only 60 Amps at 460 volts, 3 phase; 60 hz; Heat only (72 kW) 100 Amps at 460 volts, 3 phase, 60 hz; (4-6) 20" Flex duct connections for air supply (2)/ return (2-4); Potential application examples: Tents, Small retail stores, Libraries, Moisture removal from wet buildings & materials (weather / temperature permitting). Setup time varies depending on duct installation, fabricating, wiring, etc...2+ hours; 4/0 Cam-Lock type quick connect cable used for power termination to source.</p>	<p>10 Ton Air conditioner / heater; Caterpillar/York 10 Ton Air Cooled Direct Expansion portable A/C unit w/ heat; 4,000 cfm (cubic feet per minute) of air delivered; Weight: 1,500 lbs; Can be trailer mounted (flat bed tow behind) dimensions: 11' Long x 6.5" Wide x 5' Tall; Power requirements: Cooling only 24 Amps at 460 volts, 3 phase, 60 hz; Heat only (54 kW) 71 Amps at 460 volts, 3 phase, 60 hz; (3) 20" Flex duct connections for air supply (1)/ return (2); Potential application examples: Tents, Computer rooms, Small office (2,000 sq. ft.), Moisture removal from wet buildings & materials (weather / temperature permitting). Setup time varies depending on duct installation, fabricating, wiring, etc...2+ hours; 4/0 Cam-Lock type quick connect cable used for power termination to source.</p>	OTHER
COMMENTS:						



Critical Components: Resource Management (Continued)

Student Manual,
Page 2-42

CATEGORY:		RESOURCE: BOMB SQUAD/EXPLOSIVES TEAMS									
MINIMUM CAPABILITIES:		TYPE I		TYPE II		TYPE III		TYPE IV		OTHER	
Component	Metric	TYPE I		TYPE II		TYPE III		TYPE IV		OTHER	
Law Enforcement/Security		TYPE I		TYPE II		TYPE III		TYPE IV		OTHER	
KIND: Team		TYPE I		TYPE II		TYPE III		TYPE IV		OTHER	
Personnel		Same as Type II	Same as Type II	2 or more Bomb Response Teams	1 Bomb Response Team						
Equipment	Blast Protective Clothing	Same as Type II	Same as Type II	Same as Type III	Same as Type III						
Equipment	X-Ray	Same as Type II	Same as Type II	Same as Type III	Portable X-Ray Device Capability						
Equipment	Render-safe Procedures (RSP) Equipment	Same as Type II	Same as Type II	Employ explosive tools to conduct specific or general disruption	Employ tools to conduct general disruption						
Equipment	CBRN Protective Clothing	Same as Type II	Same as Type II	Demolition Kit Bomb Technician Hand Tools	Demolition Kit Bomb Technician Hand Tools						
Equipment	Remote Operated Vehicle	Same as Type II	Same as Type II	PPE (including both modified level B and level C) for Chem/Bio with associated explosives See Note 1	No PPE for Chem/Bio						
Equipment	Tools	Robotic Vehicle capable of handling VBEIDs	Robotic Vehicle capable of handling VBEIDs	Explosives/WMD References Library Diagnostic equipment Rigging equipment	No robotic capability						
Equipment	Monitoring/Detection	Same as Type II	Same as Type II	CBRN Monitors to detect and identify	Explosives/WMD References Library						
Equipment	Explosive Transport	Same as Type II	Same as Type II	Explosive Transport Vessel	None						
Equipment	Explosive Transport	Same as Type II	Same as Type II	Explosive Transport Vessel	No Explosive Transport Vessel						



Critical Components: Resource Management (Continued)

CATEGORY:		RESOURCE: DISASTER MEDICAL ASSISTANCE TEAM (DMAT)—BASIC									
Health & Medical (ESF #8)		KIND:		Team							
MINIMUM CAPABILITIES:		TYPE I		TYPE II		TYPE III		TYPE IV		OTHER	
Component	Metric	TYPE I		TYPE II		TYPE III		TYPE IV		OTHER	
Overall Function (see Definition and NOTE 1)	Patient-care Capabilities	Triage and treat up to 250 patients per day for up to 3 days without resupply		Triage and treat up to 250 patients per day for up to 3 days without resupply		Augment or supplement Type I or II team within this team's local area		Personnel may be used to supplement other teams			
Personnel and Equipment Readiness	Roster Fulfillment, Equipment Loading	Upon alert, full 35-person roster within 4 hrs. After activation, deployment ready within 6 hrs		Upon alert, full roster within 6 hrs. After activation, deployment ready within 12 hrs		Upon alert, 75% rostered within 12 hrs. After activation, deployment ready within 24 hrs		Does not meet minimal deployable team requirements			
Demonstrated Readiness	Readiness Testing and Deployment History	100% rating on NDMS readiness test in past 12 mos. History of prior full deployment to austere environment		100% rating on NDMS readiness test in past 12 mos		75% or greater rating on NDMS readiness test in past 12 mos		Less than Type III			
Personnel Standard DMAT deploys with 35 personnel for all missions (NOTE 2)	Membership Level	105 or more deployable team personnel on NDMS roster; 12 or more physicians; 3 or more of each of PA or NP, RN, RPh, and paramedic		90 or more deployable team personnel on NDMS roster; 9 or more physicians; 3 or more of each of PA or NP, RN, RPh, and paramedic		50 or more deployable team personnel on NDMS roster; 6 or more physicians; 2 or more of each of PA or NP, RN, RPh, and paramedic		Less than Type III			
Shelters, Equipment, and Supplies	Logistics Status	Full DMAT equipment cache properly managed, stored, and inventoried per NDMS requirements		Full DMAT equipment cache properly managed, stored, and inventoried per NDMS requirements		Full or partial DMAT equipment cache properly managed, stored, and inventoried per NDMS requirements		Less than partial cache			
Transportation	Vehicle Status	Pre-arrangement for obtaining primary and alternate use vehicles		Pre-arrangement for obtaining primary and alternate use vehicles		Incomplete transportation arrangements		None			
Didactic Training	Basic (Core) and Advanced Training Modules	90% completion of NDMS basic core training plus 50% of advanced training modules (By 08/05)		80% completion of NDMS basic core training plus 25% of advanced training modules (By 08/05)		50% completion of NDMS basic core training plus 25% of advanced training modules (By 08/05)		Less than Type III			



Visual 2.33

Use of Agreements

Developed:

- Before an incident occurs
- Among all parties providing or requesting resources

Ensure:

- Standardization
- Interoperability

INTERGOVERNMENTAL AGREEMENT	
Department of Public Safety and Ohio Emergency Management Agency 2855 West Dublin-Granville Road Columbus, OH 43235-2206 Contact Person: Chaz Keeley Ph: 614) 799-3655 E-mail: ckeeley@dps.state.oh.us Maximum Amount: Not to Exceed _____ Start Date: _____, 2004 End Date: _____, 2004. No extensions of time will be granted without written approval of the county executive.	Between _____ County _____, OH _____ Contact Person: _____ Ph: _____ E-mail: _____



Visual Description: Use of Agreements

Instructor Notes

Tell the group that agreements should be developed:

- Before an incident occurs.
- Among all parties, whether governmental or nongovernmental, that might provide or request resources during an incident.

Ask the group for a show of hands:

How many of your jurisdictions have mutual aid agreements, emergency assistance compacts, or other agreements for making resources available?

Select one or more students from those who raised their hands. Ask them to describe:

- The type(s) of agreements their jurisdictions have entered into.
- How the process works to request, assign, deactivate, and pay for resources.

Summarize the students' responses by suggesting that:

- All agreements specify how resources will be requested, how potential claims will be handled, and whether and how reimbursement will be made.
- Local resource requests at large or complex incidents should be made through the State to facilitate resource tracking.

Refer the students to the sample agreements that begin on page 2-45 of the Student Manual. Allow the students time to review the agreements. Then, ask if anyone has any questions about the use of agreements.



AGREEMENT FOR MUTUAL AID FIRE PROTECTION

THIS AGREEMENT, made and entered into this _____ day of _____, 2____, by and between the Board of County Commissioners as the governing body _____, and the _____, by and through its governing body, for the purpose of regulating the coordination between the _____ and the _____ and providing a policy for those departments.

WHEREAS, for the mutual protection of life and property and to provide for more efficient use of all available equipment, both in the _____ and _____, it is mutually agreed between the parties as follows:

1. Either the _____ or the _____ may call upon the other to come to assist in fighting fires or common disaster in _____ or the corporate limits of said City, when the fire or common disaster of such a nature the normal response would not be sufficient to control the aforesaid situation, in the opinion of the calling entity. Provided however, that any dispatching of equipment and personnel pursuant to this agreement is subject to the following conditions:
 - (a) Any request for aid hereunder shall include a statement of the amount and type of equipment and number of personnel requested, and shall specify the location to which the equipment and personnel are to be dispatched, but the amount and type of equipment and number of personnel to be furnished shall be determined by a representative of the responding organization.
 - (b) The responding organization shall report to the officer in charge of the requesting organization at the location to which the equipment is dispatched.
 - (c) A responding organization shall be released by the requesting organization when the services of the responding organization is needed within the area for which it normally provides fire protection.
 - (d) A responding organization need not dispatch equipment or personnel if conditions in the responding organization's fire protection area are such that adequate fire protection cannot be supplied and if unable to provide equipment or personnel, shall so inform requesting organization as soon as practicable.
2. It is mutually understood and agreed that if the _____ receives any calls for service within the corporate limits of the _____ or its designated response area, the City shall be notified immediately of the call. The _____ agrees that is the _____ receives any calls for service within _____, the _____ shall be notified immediately of the call.
3. Each party waives all claims against every other party for compensation for any loss, damage, personal injury, or death occurring as a consequence of the performance of this agreement.
4. No party shall be reimbursed by any other party for any costs incurred pursuant to this agreement.



Critical Components: Resource Management (Continued)

Student Manual
Page 2-46

- 5. Under the terms of this agreement, no real estate personal property shall, in any manner, be acquired, held or disposed of.
- 6. This coordinating agreement shall supersede any and all existing or former agreements and shall remain in full force and effect for a period of five years unless canceled by the Board of County Commissioners of _____ as the governing body of _____ or the governing body of the _____ and shall thereafter continue automatically from year to year unless a notice of termination is served as hereinafter provided. This agreement may be canceled at any time by either party by serving ninety (90) days written notice upon the other party.

The provisions of this agreement shall become effective by due passage and publication of an appropriate act of the _____ and resolution of _____ and approval by the Attorney General.

DATED at _____, _____, this _____ day of _____, 2__.

City of _____, _____

ATTEST:

Mayor

City Clerk

DATED this _____ day of _____, 2__.

BOARD OF COUNTY COMMISSIONERS OF _____, _____

ATTEST:

Chairman

County Clerk

APPROVED AS TO FORM:

County Counselor



INTERGOVERNMENTAL AGREEMENT Between

Department of Public Safety Ohio Emergency Management Agency 2855 West Dublin-Granville Road Columbus, OH 43235-2206 Contact Person: Ph: E-mail:	and	_____ County _____ _____, OH _____ Contact Person: _____ Ph: _____ E-mail: _____
--	-----	---

Maximum Amount: Not to Exceed _____

Start Date: _____, 2____ End Date: _____, 2____ No extensions of time will be granted without written approval of the county executive.

INTRODUCTION:

The Department of Public Safety, Ohio Emergency Management Agency (Ohio EMA), through the Emergency Management Assistance Compact (EMAC), Ohio Revised Code (ORC) Sections 5502.22, 5502.29, 5502.291, and 5502.40 coordinates emergency management and interstate mutual aid for the State of Ohio. EMAC is the interstate mutual aid agreement to which most states belong that allows states to assist each other in times of disaster. When any member state's Governor declares a disaster or when a disaster is imminent, as in the case of the recent hurricanes impacting Florida, other member states may agree to provide assistance in response to requests from the impacted state(s). The assistance from other member states may be in the form of personnel and/or other resources. EMAC has been operational since the threat of Hurricane Charley was imminent and will remain operational until Florida's needs are met. In response to EMAC requests, several local government employees have volunteered to respond. In cooperation with _____ County, Ohio EMA has identified several experienced and qualified county employees who are available to deploy to assist Florida with response and recovery missions. These county employees will travel to Florida and work in support of the Florida Emergency Management Agency.

NAME OF COUNTY EMPLOYEE & STATEMENT OF EXPERIENCE/QUALIFICATIONS

This Intergovernmental Agreement establishes a services contract between the Ohio Emergency Management Agency and _____ County for the loan of this county employee for the time period identified above.



NAME OF EMPLOYEE shall remain an employee of the _____ County throughout their deployment. Ohio EMA hereby agrees to make the necessary travel arrangements for **NAME OF EMPLOYEE**, including airline, lodging, per diem expenses and other necessary miscellaneous expenses. Once the service is complete and the County employee submits his/her travel expense report, Ohio EMA agrees to submit the travel expense report to the Florida Emergency Management Agency for reimbursement through the EMAC reimbursement process. The County employee will continue to be paid by his/her county employer, will continue to receive the same benefits as if working at his/her home station, and will carry with him/her all the liability protections of a county employee as if working at his/her home station. Ohio EMA assumes no responsibility for this county employee other than the accomplishment of their travel arrangements, the submission of completed travel expense reports through the EMAC reimbursement process, and the transmittal of reimbursement from the State of Florida to the County. **NAME OF EMPLOYEE** will report to the _____ upon arrival and perform community relations duties as assigned. The EMAC A-Team will provide emergency contact information for **NAME OF EMPLOYEE** and **NAME OF EMPLOYEE** will provide contact information and progress reports on their service throughout the period of deployment.

REIMBURSEMENT:

Upon receipt of reimbursement from the State of Florida, Ohio EMA shall transmit that reimbursement to _____ County in a final amount for the authorized expenses claimed on the employee travel expense report (including salary and benefits), when reimbursement is received from the Florida Emergency Management Agency. Reimbursement shall not exceed the final, total amount indicated on the travel expense report. _____ County shall submit a final invoice or other appropriate travel expenses report, with all appropriate documentation, to Ohio EMA within 30 days of **NAME OF EMPLOYEE's** return to _____ County. Ohio EMA shall reimburse _____ County within 30 days of receipt of reimbursement from the State of Florida.

ALTERATIONS AND AMENDMENTS

This Agreement may only be amended by mutual agreement of the parties. Amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

**TERMINATION**

Either party may terminate this Agreement upon 30 days' prior written notification to the other party. If this Agreement is so terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

IN WITNESS THEREOF, the parties hereto have executed this agreement on the day and year last specified below. This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

BY: _____
_____, Director
Ohio Emergency Management Agency
Department of Public Safety

BY: _____
Name:
Board of County Commissioners
_____ County

APPROVED AS TO FORM:

APPROVED AS TO FORM:

_____, Assistant Attorney General

Name:
Prosecuting Attorney

Date

Date



Visual 2.34

Personnel Credentialing

- Verifies that personnel meet established professional standards for:
 - Training.
 - Experience.
 - Performance.
- Ensures that personnel have minimum common levels of capability for the positions they are tasked to fill.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Personnel Credentialing

Instructor Notes

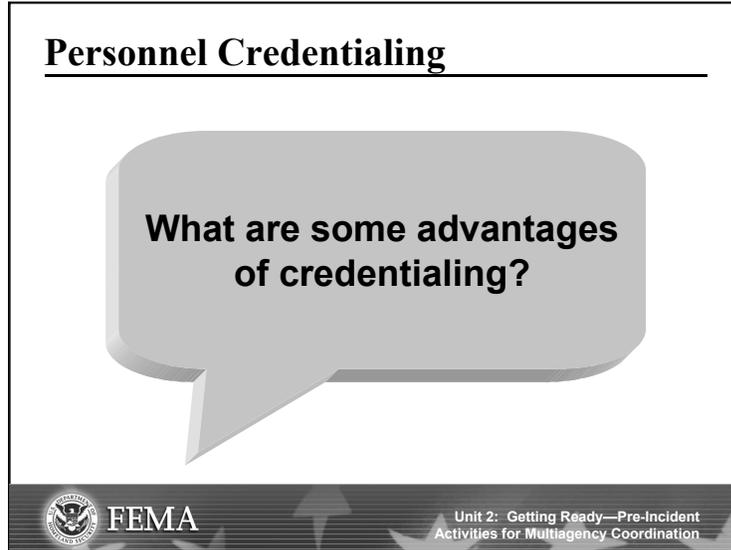
Introduce credentialing by telling the group that credentialing:

- Verifies that individuals meet the professional standards for training, experience, and performance required for key incident management or response function.
- Ensures that personnel representing various jurisdictional levels and functional disciplines possess a minimum common level of training, currency, experience, physical and medical fitness, and capability for the incident position they are tasked to fill.

Explain that the NIC is developing credentialing standards.



Visual 2.35



Visual Description: What are some advantages of credentialing?

Instructor Notes

Ask the following question:

What are some of the advantages of credentialing?

Allow the group time to respond. Then, display the next visual.



Visual 2.36

Advantages of Credentialing

- Ensures that all personnel are qualified
- Facilitates typing based on qualifications
- Facilitates matching personnel with equipment
- Expands the resource pool
- Reduces the jurisdictions' liability



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Advantages of Credentialing

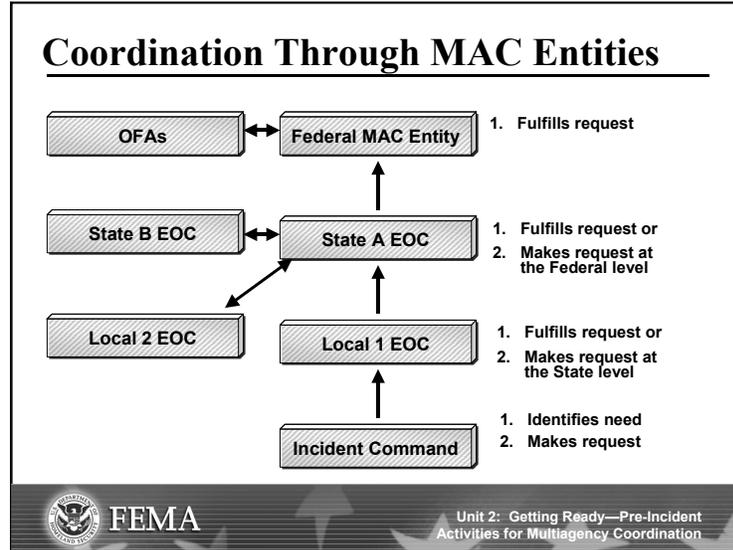
Instructor Notes

If not mentioned by the group, explain that credentialing:

- Ensures that all personnel assigned to an incident are qualified for their assignments.
- Makes ordering personnel resources easier because personnel can be typed based on qualifications.
- Assists incident personnel in matching personnel with equipment.
- Expands the resource pool by allowing personnel to integrate quickly and easily into incident organizations regardless of jurisdiction or hazard.
- Reduces the jurisdiction's liability suits based on claims that personnel were unqualified for their assignments.



Visual 2.37

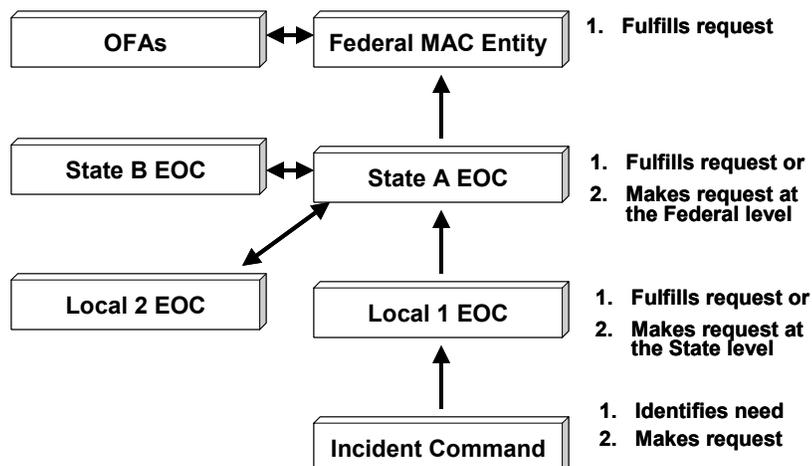


Visual Description: Coordination Through MAC Entities

Instructor Notes

Tell the group that resource coordination through Multiagency Coordination Entities is perhaps the most critical aspect of resource management. Explain that coordination is essential to ensure accurate resource tracking and resource availability.

Recommend that local EOC/MAC Entities should fill requests from the Incident Command only when they can be filled using resources from that jurisdiction. Suggest that, if a mutual aid agreement must be implemented, local jurisdictions should work through the State EOC so that the State always has a complete picture of resource status and availability.





Visual 2.38

Resource Coordination

At what point should the EOC/MAC Entity begin resource coordination activities?

 FEMA

Unit 2: Getting Ready—Pre-Incident Activities for Multiagency Coordination

Visual Description: At what point should the EOC/MAC Entity begin resource coordination activities?

Instructor Notes

Acknowledge that one issue that arises frequently centers around when the Incident Commander should stop “keying the radio” to request resources and begin requesting resources from the EOC/MAC Entity. Ask the group:

At what point should the EOC/MAC Entity begin resource coordination activities?

Allow the group time to respond. Then, display the next visual.



Visual 2.39

Resource Coordination at the EOC/MAC Entity

Resource coordination through the EOC/MAC Entity should begin when:

- **Dispatch can no longer provide effective logistical support to the incident(s).**
- **A predicted event of the scope and duration requiring multiagency coordination is imminent.**
- **The jurisdiction's policy dictates EOC/MAC Entity involvement.**
- **The Incident Commander exceeds his or her legal authority for the resources requested.**



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resource Coordination at the EOC/MAC Entity

Instructor Notes

Summarize the discussion by recommending that resource coordination through the EOC/MAC Entity should begin when:

- Dispatch can no longer provide effective logistical support to the incident(s).
- A predicted event of the scope and duration requiring multiagency coordination is imminent.
- The jurisdiction's policy dictates EOC/MAC Entity involvement.
- The Incident Commander exceeds his or her legal authority for the resources requested.

Provide examples of when the IC could exceed his or her legal authority:

- Resources from multiple agencies are required.
- Activation of mutual aid agreements is required.
- Operational restrictions are set by statute.

Ask if anyone has any questions to this point in the unit.



Visual 2.40

Activity 2.1: Assessing MAC System Readiness

1. Work individually or in groups assigned by the instructor.
2. Complete the job aid to determine your jurisdiction's current state of MAC System readiness.



You will have 30 minutes to complete this activity.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Activity 2.1: Assessing MAC System Readiness

Instructor Notes

Introduce this activity by explaining that the purpose of the activity is to provide an opportunity for the students to assess their jurisdictions' current state of readiness around Multiagency Coordination Systems.

Follow the steps below to conduct this activity:

1. If possible, assign the students to groups according to jurisdiction. Otherwise, ask the students to work alone complete this activity.
2. Direct the students to page 2-57 in the Student Manual.
3. Ask the students to complete the job aid to assess their jurisdictions' Multiagency Coordination System readiness.
4. Tell the students that they will have 30 minutes to complete this activity.
5. When all are finished, facilitate a group discussion around the students' responses. Focus the discussion on what the students learned about their jurisdictions' level of readiness. Allow 30 minutes for discussion.

Note: The job aid in this activity has been adapted from the NIMS Capability Assessment Support Tool, which is located at <http://www.fema.gov/nimcast/index.jsp>. Because responses will be jurisdiction specific, there is no class solution.



Activity 2.1: Assessing MAC System Readiness

Student Manual
Page 2-57

Purpose: The purpose of the activity is to provide you with an opportunity to assess your jurisdiction's current state of readiness around Multiagency Coordination Systems.

Instructions: Follow the steps below to complete this activity:

1. Work individually or in small groups, as assigned by your instructor, to complete this activity.
2. Complete the job aid to assess your jurisdiction's Multiagency Coordination System readiness.
3. You will have 30 minutes to complete this activity.

NIMS Capability Assessment Job Aid

Element	Fully	Partly	Not at All	Recommended Action
1. The jurisdiction has implemented and institutionalized processes, procedures, and/or plans for its EOC, including: <ul style="list-style-type: none"> ▪ Coordination. ▪ Communication. ▪ Resource dispatch and tracking. ▪ Information collection, analysis, and dissemination. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The jurisdiction has implemented and institutionalized processes, procedures, and/or plans for Multiagency Coordination Entities, when established, to be responsible for: <ul style="list-style-type: none"> ▪ Ensuring each agency involved in incident management activities is providing appropriate situational awareness and resource status information. ▪ Establishing priorities between incidents and/or Area Commands in concert with the IC or UC(s) involved. ▪ Acquiring and allocating resources required by incident management personnel in concert with the priorities established by the IC or UC. ▪ Anticipating and identifying future resource requirements. ▪ Coordinating and resolving policy issues arising from the incident(s). ▪ Providing strategic coordination as required. ▪ Ensuring improvements in plans, procedures, communications, staffing, and other capabilities are acted on following the incident(s). ▪ Ensuring necessary improvements are coordinated with appropriate preparedness organizations following the incident(s). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	


**Activity 2.1: Assessing MAC System Readiness
(Continued)**
**Student Manual
Page 2-58**
NIMS Capability Assessment Job Aid (Continued)

Element	Fully	Partly	Not at All	Recommended Action
<p>3. The jurisdiction has implemented and institutionalized processes, procedures and/or plans for the PIO to:</p> <ul style="list-style-type: none"> ▪ Represent and advise the Incident Command on all public information matters relating to the management of the incident. ▪ Handle functions required to coordinate, clear with appropriate authorities, and disseminate accurate and timely information related to the incident, including handling media and public inquires, emergency public information and warnings, rumor monitoring and response, and media monitoring. ▪ Coordinate public information at or near the incident site. ▪ Serve as the on-scene link to the JIS. ▪ Serve as a field PIO with links to the JIC during a large-scale operation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. The jurisdiction has implemented and institutionalized processes, procedures, and/or plans for its JIC and JIS to:</p> <ul style="list-style-type: none"> ▪ Provide an organized, integrated, and coordinated mechanism to ensure the delivery of understandable, timely, accurate, and consistent information to the public in a crisis. ▪ Encompass all public information operations related to an incident, including all Federal, State, local, tribal, and private organization PIOs, staff, and JICs established to support an incident. ▪ Perform interagency coordination and integration in order to develop and deliver coordinated messages. ▪ Provide for operational security of information. ▪ Provide support for decision-makers. ▪ Be flexible, modular, and adaptable. ▪ (JIC) Include representatives of each jurisdiction, agency, private sector organization, and nongovernmental organization involved in incident management activities. ▪ Multiple JIC locations when required by the circumstances of an incident. ▪ (Each JIC) Communicate and coordinate with other JICs and other appropriate components of the ICS organization. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	


**Activity 2.1: Assessing MAC System Readiness
(Continued)**
**Student Manual
Page 2-59**
NIMS Capability Assessment Job Aid (Continued)

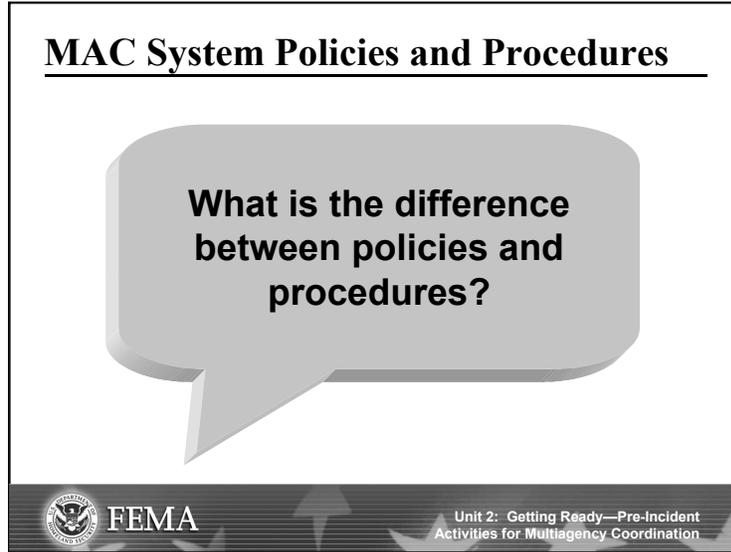
Element	Fully	Partly	Not at All	Recommended Action
5. The jurisdiction uses a unified approach to preparedness, ensuring mission integration and interoperability across functional and jurisdictional lines, as well as between public and private organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The jurisdiction's preparedness organization(s): <ul style="list-style-type: none"> ▪ Have implemented and institutionalized processes, systems, procedures, and/or plans that ensure preparedness activities are coordinated among all appropriate agencies within a jurisdiction, across jurisdictions, and with private organizations. ▪ Meet regularly. ▪ Is/are multijurisdictional when regular, cross-jurisdiction coordination is necessary. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The jurisdiction's preparedness organization(s): <ul style="list-style-type: none"> ▪ Establish and coordinate emergency plans and protocols, including public communications and awareness. ▪ Integrate and coordinate activities of the jurisdictions and functions within their purview. ▪ Establish the intergovernmental agreements, standards, guidelines, and protocols necessary to promote interoperability among member jurisdictions and agencies. ▪ Adopt standards, guidelines, and protocols for providing resources to requesting organizations, including protocols for incident support organizations. ▪ Set priorities for resources and other requirements. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	


**Activity 2.1: Assessing MAC System Readiness
(Continued)**
**Student Manual
Page 2-60**
NIMS Capability Assessment Job Aid (Continued)

Element	Fully	Partly	Not at All	Recommended Action
8. The jurisdiction has identified all critical linkages among the various levels of the Multiagency Coordination System necessary to: <ul style="list-style-type: none"> ▪ Identify critical flows of information and intelligence. ▪ Facilitate decision-making. ▪ Acquire, assign, and track resources. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. The jurisdiction, together with its governmental and nongovernmental partners, has identified communications and information management systems that are: <ul style="list-style-type: none"> ▪ Interoperable. ▪ Redundant. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The jurisdiction has taken steps required to determine the kind, types, and quantities of resources available from all sources, including: <ul style="list-style-type: none"> ▪ Agencies within the jurisdiction. ▪ Mutual aid/EMAC partners. ▪ Nongovernmental organizations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. The jurisdiction has taken steps to ensure personnel are available and trained to carry out multiagency coordination functions, including: <ul style="list-style-type: none"> ▪ Mutual aid agreements and protocols. ▪ EOC/MAC Entity activation. ▪ Joint Information System and Joint Information Center. ▪ Communication and information management. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Visual 2.41



Visual Description: What is the difference between policies and procedures?

Instructor Notes

Introduce this topic by asking:

What is the difference between policies and procedures?

Allow the group time to respond. Then, display the next visual.



Visual 2.42

MAC System Policies and Procedures

- **Policies**: High-level overall guidance



- **Procedures**: Methods to be followed routinely for the performance of designated operations or in specific situations



FEMA

Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Multiagency Coordination System Policies and Procedures

Instructor Notes

If not mentioned by the group, point out that:

- Policies are high-level guidance that are generally developed by senior management. Policies provide goals and direction to all agencies who may respond to an incident.
- Procedures specify the methods or steps to be followed routinely for the performance of designated operations or in specific situations. Procedures describe how policies will be implemented.

Together, policies and procedures clarify:

- What key players will do.
- How they will interact.
- How they will be held accountable.

Direct the students to the sample policy on page 2-63 of the Student Manual. Review the policy with the group, pointing out the key features and content.

Then, direct the students to the sample procedure on page 2-64 of the Student Manual. Review the procedures with the group. Point out how the procedures support the policy. Emphasize that, although the procedures shown in the Student Manual are fairly general, procedures can become very detailed.

Sample Prevention Policy

It is the policy of _____:

1. To support activities and actions to interdict, disrupt, preempt, or avert a potential incident.
2. That departments/agencies/organizations within the _____ are encouraged to support prevention efforts that fall within their respective missions.
3. That departments/agencies/organizations will enforce all public safety mandates and fire codes to include land-use management and building codes, and recommend to the Emergency Management Agency legislation required to improve prevention activities of the community.
4. That each Department/Agency/Organization Director shall become knowledgeable on prevention issues and opportunities to develop departmental prevention strategies that may apply to that department.

Sample Prevention Procedures

The agencies listed below have responsibilities for supporting _____ efforts to obstruct, delay, or prevent the occurrence of emergencies and disasters.

A. Public Works

The Department of Public Works is responsible for all of the public drainage system maintenance. Operation and maintenance for the primary drainage system includes:

- Removal or accumulated sediments deposited during storm events.
- Removal of invasive aquatic plant species, which may reduce system function.
- Bank stabilization, mowing, and routing water-quality monitoring.
- Operation and maintenance of flow control weirs and appurtenant structures.

The secondary drainage system consists of pipe, catch basins, and roadside swales. The Department of Public Works shall be responsible for:

- Maintaining (including mowing) roadside swales.
- Removing sediment from drainage pipes and catch basins.
- Repairing and replacing damaged pipes and/or deteriorated catch basins.
- Responding to citizen requests.
- Inspecting the secondary drainage system on a regular basis.

B. Codes Enforcement Office

The _____ Codes Enforcement Office is responsible for enforcing building and other codes throughout the _____. Codes enforcement includes:

- Enforcing _____ codes forbidding littering and dumping in creeks, streams, and vacant lots.
- Enforcing _____ codes for all permit-required construction.
- Halting un-permitted construction activities.

C. Emergency Management Agency

The _____ Emergency Management Agency shall support the _____ prevention policy by:

- Identifying hazardous materials sites, developing and maintaining an automated inventory of such sites, reviewing facility emergency plans, and other activities required to ensure the safety of _____ citizens from hazardous materials spills, releases, or dumping.
- Assisting public schools in developing emergency plans, identifying structural and nonstructural hazards in and around school facilities, and identifying safe evacuation and shelter locations.



Visual 2.43

Activity 2.2: Analyzing MAC System Policies & Procedures

1. **Work in groups to complete this activity.**
2. **Analyze the sample MAC System policy and procedures.**
3. **Determine whether and how well the procedures support the policy.**

 **You will have 10 minutes to complete this activity.**

 **FEMA** Unit 2: Getting Ready—Pre-Incident Activities for Multiagency Coordination

Visual Description: Activity 2.2: Analyzing MAC System Policies and Procedures

Instructor Notes

Introduce this activity by explaining that the purpose of the activity is to provide an opportunity for the students to analyze a policy and related procedures.

Follow the steps below to conduct this activity:

1. Tell the students that they will work in table groups to complete this activity.
2. Direct the students to the activity that begins on page 2-66 of the Student Manual.
3. Ask the students to review the policy and procedures included in the activity to determine whether and how well the procedures support the policy. Answer the questions on page 2-69 in the Student Manual.
4. Tell the group that they will have 10 minutes to complete this activity.
5. When all have finished, facilitate a class discussion about the areas in which the procedures support the policy and areas that should be improved. Have the first group discuss question #1. Ask if other groups had additional observations. Repeat with other groups until questions have been addressed. Capture on easel chart. Provide suggestions based on your experience for ways to improve the policy and procedures. Allow 20 minutes for the discussion.

**Activity 2.2: Analyzing MAC System Policies and Procedures****Student Manual
Page 2-66**

Purpose: The purpose of the activity is to provide an opportunity for you to analyze a policy and related procedures.

Instructions: Follow the steps below to complete this activity:

1. Work in table groups to complete this activity.
2. Review the policy and procedures to determine whether and how well the procedures support the policy.
3. Record your suggestions for improving the policy and procedures in the space provided.
4. You will have 10 minutes to complete this activity.
5. Select a spokesperson to present your group's responses to the class. Provide suggestions for ways to improve the policy and procedures.

Policy Statement

It is the policy of _____ that all entities will budget for training and exercises on such topics as necessary to ensure that their personnel are prepared to carry out their stated responsibilities and tasks as stated in this Emergency Operations Plan.

**Activity 2.2: Analyzing MAC System Policies and Procedures (Continued)****Student Manual
Page 2-67****Procedures****A. General Preparedness Activities**

Ongoing community emergency preparedness activities coordinated by the _____ Emergency Management Agency include:

- Encouraging critical facilities (hospitals, schools, nursing homes, utilities) to develop and maintain response and recovery plans.
- Response resource development.
- Equipment, supply acquisition for emergency response, including response to terrorist incidents.
- Planning, developing, conducting, and assessing emergency or disaster drills and exercises.
- Planning, developing, conducting, and assessing emergency communications tests.
- Planning, developing, conducting, and assessing public information tests.
- Planning, developing, conducting, and assessing emergency power tests.

B. Terrorism Preparedness Activities

- _____ participates in the Federal and State homeland preparedness, training, equipment, and exercise programs as they are made available.
- Metropolitan Medical Response System (MMRS):
 1. _____ has received funding from the U.S. Public Health Service (USPHS) to develop an MMRS system for managing the human health consequences of a terrorist incident.
 2. The medical community with the _____ must be aware of the threat, plan a course of action, acquire needed special equipment, and integrate services to be able to respond to such an event. The _____ MMRS has facilitated a process by which the medical community examined its current capabilities, identified strengths and deficiencies, and has developed strategies to augment and improve its capabilities.
 3. The _____ MMRS has built on existing emergency management, fire, hazardous materials, emergency medical services, law enforcement, and medical resources to meet the challenge of this highly complex issue of response to terrorist incidents that may result in hundreds or even thousands of casualties.

**Activity 2.2: Analyzing MAC System Policies and Procedures (Continued)****Student Manual
Page 2-68****Procedures (Continued)**

- National Strategic Stockpile
 1. In the event of a terrorist attack or a major natural disaster, supplies of critical medical items in _____ will be depleted rapidly. In anticipation, the Federal Government established the Strategic National Stockpile (SNS) to augment local supplies of critical medical items. The SNS is managed by the Centers for Disease Control and Prevention (CDC) and contains large quantities of medicines, antidotes, and medical supplies needed to respond to a wide range of expected problems or scenarios. Potential scenarios include attacks using nerve agents and biological agents.
 2. The SNS has two components designed to arrive in separate phases. The first phase is referred to as a 12-hour “Push Package,” which will arrive at the requesting location within 12 hours of the Federal decision to deploy it. The Push Package contains nearly 50 tons of material that can be used to address a wide range of expected threats. The second phase is referred to as vendor-managed inventory (VMI) and contains large quantities of specific items, such as antibiotics and ventilators, needed to address an identified need. Various manufacturers store and manage these materials until they are requested through the SNS program.
 3. _____ will request deployment of the SNS 12-hour Push Package from CDC through the State EOC as soon as local officials (in consultation with State officials) determine that it is necessary to do so to protect the public health.
 4. _____ will request, receive, manage, repackage, and distribute the SNS to those who need it.

- Homeland Security
 1. _____ will participate in any way it can to have input into improving and heightening local security efforts against the threat of a terrorist incident or attack.
 2. _____ also monitors the National Homeland Security Advisory System, which provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts. All warnings will be disseminated to community leaders and responders through the usual warning systems.

**Activity 2.2: Analyzing MAC System Policies and Procedures (Continued)****Student Manual
Page 2-69****Questions:**

1. Does the policy statement include all of the critical information required to develop procedures from it?

Class Solution: “All entities” is pretty broad—may be beyond the scope of the promulgating body. Who does this really apply to? Limiting the scope to budgeting for training and exercise means that procedures will also be limited. If this is intended to have a broader emergency management scope, the language is too limited.

2. Do procedures support the policy’s goal statement?

Class Solution: No. There is nothing in the procedures that addresses either budgeting or training and exercise.

3. What suggestions do you have to improve the policy?

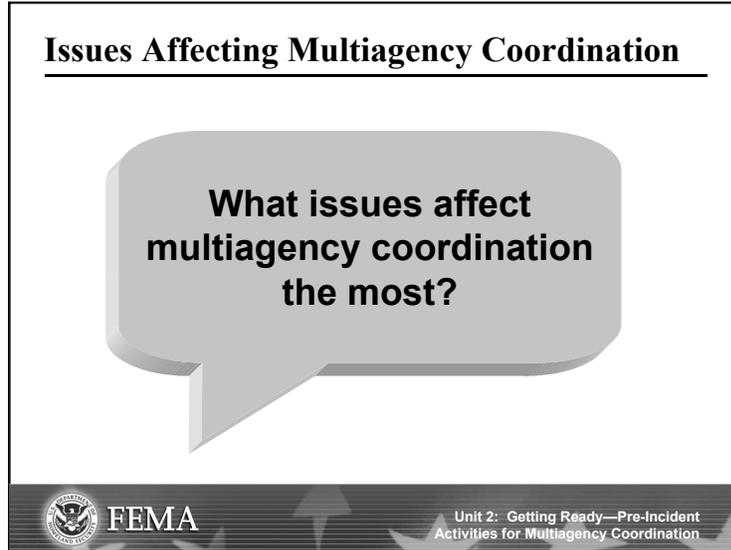
Class Solution: Make it more specific as to who “all entities” are, and more general as to scope. A single editor and review process would help make sure the two align.

4. What suggestions do you have to improve the procedures?

Class Solution: Procedures should cover the “who, what, when, where, and how” information needed to implement the policy. The procedures provided are not bad—they just don’t implement the procedure statement given.



Visual 2.44



Visual Description: What issues affect multiagency coordination the most?

Instructor Notes

Introduce this topic by asking the group:

What issues affect multiagency coordination the most in your jurisdiction?

Allow the students time to respond. Summarize their responses by displaying the next visual.



Visual 2.45

Issues Affecting Multiagency Coordination

- Conflicting policies
- Communications issues
- “Turf” issues



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Issues Affecting Multiagency Coordination

Instructor Notes

Explain that the three most common issues affecting multiagency coordination include:

- Conflicting policies.
- Communication issues.
- “Turf” issues.



Visual 2.46

Resolving Policy Issues

- **Get senior-level endorsement and support.**
 - The Chief Elected Official sets the tone for all pre-incident activities. Getting his or her endorsement and support for working as a team will enhance coordination among all agencies.
- **Involve decision-makers from all participating agencies.**
 - Involving key decision-makers from all participating throughout the planning process helps to ensure that all agencies are working together toward a common goal. It also provides an opportunity to identify and resolve issues before they affect response or coordination.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resolving Policy Issues

Instructor Notes

Facilitate a class discussion about how to resolve these issues. Be sure to mention the point below.

Conflicting policies:

- Get senior-level endorsement and support. The Chief Elected Official sets the tone for all pre-incident activities. Getting his or her endorsement and support for working as a team will enhance coordination among all agencies.
- Involve decision-makers from all participating agencies. Involving key decision-makers from all participating throughout the planning process helps to ensure that all agencies are working together toward a common goal. It also provides an opportunity to identify and resolve issues before they affect response or coordination.



Visual 2.47

Resolving Communications Issues (1 of 2)

- Put decisions on paper.
 - To the extent possible, decisions should be documented in writing. All entities that are affected by the decisions made should be provided an opportunity to review documentation to ensure that it accurately reflects the decision. MOUs, MOAs, EMACs, and other agreements should include details about procedures that must be followed to request, activate, assign, track, deactivate, reconditions, and pay for resources. Where necessary, have agreements reviewed by the jurisdiction's legal counsel to ensure that they are consistent with laws, regulations, and ordinances.



FEMA

Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resolving Communications Issues (1 of 2)

Instructor Notes

Facilitate a class discussion about how to resolve these issues. Be sure to mention the point below.

Communications issues:

- Put decisions on paper. To the extent possible, decisions should be documented in writing. All entities that are affected by the decisions made should be provided an opportunity to review documentation to ensure that it accurately reflects the decision. MOUs, MOAs, EMACs, and other agreements should include details about procedures that must be followed to request, activate, assign, track, deactivate, reconditions, and pay for resources. Where necessary, have agreements reviewed by the jurisdiction's legal counsel to ensure that they are consistent with laws, regulations, and ordinances.



Visual 2.48

Resolving Communications Issues (2 of 2)

- **Communicate directly.**
 - **Direct communication among key personnel, either face-to-face or by phone or radio is always preferable to communicating through an intermediary. Direct communication allows for asking questions and gaining clarification, where necessary, to resolve issues.**



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resolving Communications Issues (2 of 2)

Instructor Notes

Continue facilitating a class discussion about how to resolve these issues. Be sure to mention the point below.

Communications issues:

- Communicate directly. Direct communication among key personnel, either face-to-face or by phone or radio is always preferable to communicating through an intermediary. Direct communication allows for asking questions and gaining clarification, where necessary, to resolve issues.



Visual 2.49

Resolving “Turf” Issues

- **Keep copies of all policies and procedures at the EOC.**
 - Often turf issues can be resolved by referring to existing policy and procedures that have been agreed to during pre-incident planning. Ensure that copies of all pertinent policies and procedures are available at the EOC in case they are needed.
- **Have a senior decision-maker at the EOC.**
 - Having a senior decision-maker (e.g., the Mayor, a member of the city council, etc.) at the EOC enables decisions to be made in the moment, settling turf issues quickly, if only for the current response.



Unit 2: Getting Ready—Pre-Incident
Activities for Multiagency Coordination

Visual Description: Resolving “Turf” Issues

Instructor Notes

Facilitate a class discussion about how to resolve these issues. Be sure to mention the point below.

“Turf” issues:

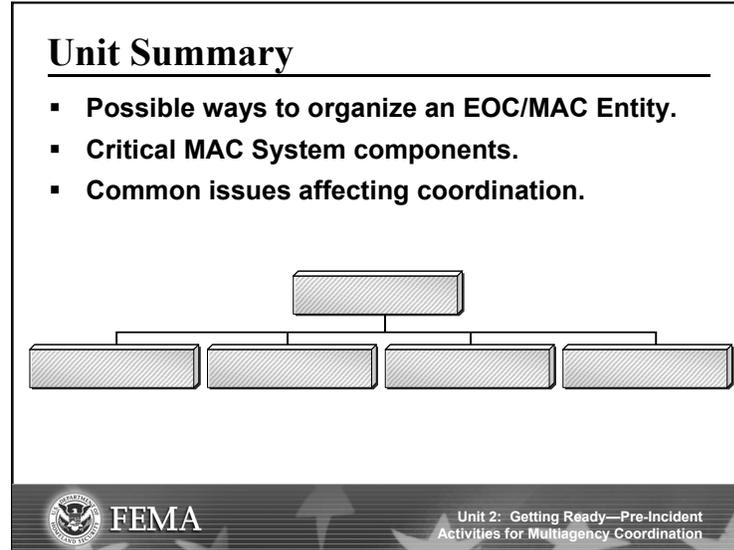
- Keep copies of all policies and procedures at the EOC. Often turf issues can be resolved by referring to existing policy and procedures that have been agreed to during pre-incident planning. Ensure that copies of all pertinent policies and procedures are available at the EOC in case they are needed.
- Have a senior decision-maker at the EOC. Having a senior decision-maker (e.g., the Mayor, a member of the city council, etc.) at the EOC enables decisions to be made in the moment, settling turf issues quickly, if only for the current response. (Note that these issues should be revisited as part of the after-action reporting process to develop a permanent solution.)

Remind the group that many of these issues can be identified through testing, training, and exercises. Developing a progressive test, training, and exercise program that crosses agencies, jurisdictions, and levels of government helps to resolve these issues before an incident occurs.

Ask if anyone has any questions.



Visual 2.50



Visual Description: Unit Summary

Instructor Notes

Summarize this unit by making the following points:

- NIMS does not require a specific organization for EOC/MAC Entities. Jurisdictions can use whatever type of organization works for them. EOC/MAC Entities can be organized in four ways: By major management activities, according to the principles of ICS, by Emergency Support Function, or as a MAC Group.
- Regardless of organization, EOC/MAC Entities, and other Multiagency Coordination Entities all have four critical components:
 - People.
 - Communications and Information Systems.
 - Public Information Systems.
 - Resource Management Systems.
- Establishing mutually supportive policies and procedures can help to ensure an effective response by documenting basic high-level direction as well as supporting procedures.
- Regardless of agency or level of government issues affecting coordination will arise. These issues should be anticipated, and strategies should be developed to resolve them. Finally, coordination should be tested, trained, and exercised through the development and implementation of a progressive program that crosses agencies, jurisdictions, and levels of government.

Unit 3: Multiagency Coordination During an Incident

Objectives

At the end of this unit, the students should be able to:

- Determine the circumstances under which the Multiagency Coordination System will be activated.
 - Define “time-phased activation” and determine when it may be appropriate.
 - Describe the process for requesting mutual aid or other external assistance.
 - Analyze an incident to determine continuing operational needs.
 - Select one or more strategies for resolving policy and coordination issues during an incident.
 - Determine when to deactivate the Multiagency Coordination System.
-

Scope

- Introduction and Unit Overview
 - Unit Objectives
 - Activating the Multiagency Coordination System
 - Time-Phased MAC System Activation
 - Requesting External Assistance
 - Continuing Operations
 - Resolving Issues That Arise During an Incident
 - Deactivating the MAC System
 - Activity 3.1: MAC System Operations
 - Summary and Transition
-

Methodology

The instructors will begin this unit by providing the unit objectives and describing the scope of the unit. They will transition to the next topic by providing a case study in which activation of the Multiagency Coordination Entity is delayed, to illustrate the confusion that can result when thresholds for activation are not established. The instructors will facilitate a discussion about the types of thresholds that could be used as triggers for activation (e.g., the Incident Commander cannot expand the organization further without exceeding his or her legal authority). They will also describe time-phased deployment and activation levels, drawing on their own and the students' experience to point out the advantages of such a system. Throughout this discussion, the instructors will stress the importance of communication between the command element and coordination elements to ensure timely activation of the Multiagency Coordination Entity.

The instructors will introduce the next topic by involving the group in interactive questioning. The focus of this topic will be on:

- Requesting assistance sooner, rather than later.
- Linking requests to the Incident Action Planning process at the Incident Command Post.
- How to request assistance.

The instructors will transition to continuing Multiagency Coordination Systems operations by stressing the need for uninterrupted communication and coordination with the Incident Command Post as the primary means of assessing and meeting incident needs. The instructors will use PowerPoint graphics to illustrate the flow of information that is necessary among the various Multiagency Coordination Entities to ensure that adequate resources are identified, ordered, assigned, and tracked.

Next, the instructors will turn to staffing, facilitating a class discussion around ensuring that:

- The “right” people are in the Multiagency Coordination Entity when they are needed.
- Staffing needs are met while ensuring that they get enough rest, get fed, etc.
- The operation is fully documented.

During this discussion, the instructors will refer the students to several job aids that they can use after the training as a guide to meeting staffing needs.

The instructors will introduce a case study to illustrate:

- When the Multiagency Coordination System should be activated.
- How the various Multiagency Coordination Entity layers build as an incident becomes larger or more complex.

The instructors will then facilitate a class discussion to point out differences based on the jurisdiction's resources, laws, ordinances, and regulations, etc.

Methodology (Continued)

Then, the instructors will point out that, despite planning efforts, issues often arise during incidents. They will ask the class to draw from their experiences for examples of issues that have arisen during operations and how they resolved them. Following the discussion, the instructors will suggest that the jurisdiction have key decision-makers on site who can make binding decisions in the moment, when necessary. The instructors will also point out that there are times when the Emergency Manager must act as a mediator to help resolve disputes during operations.

The instructors will introduce the next topic by engaging the students with interactive questioning to ascertain how the decision to deactivate the Multiagency Coordination System is made in their jurisdictions. During this discussion, the instructors will explore the decision-making process, as well as discuss partial versus full deactivation, including equipment return and inventory, checkout procedures, etc. The students will revisit the earlier case study to analyze the time of deactivating various layers of the Multiagency Coordination System.

At the end of the unit, the students will work in small groups to review several short scenarios and determine:

- At what point in the scenario the Multiagency Coordination System should be activated.
- Whether to activate the entire Multiagency Coordination System at one time or whether time-phased activation is appropriate.
- Issues they must address during operations and their potential solutions.
- When and how to deactivate the system.

After facilitating a class discussion around the groups' responses, the instructors will answer any remaining questions, summarize the key points from the unit, and transition to Unit 4.

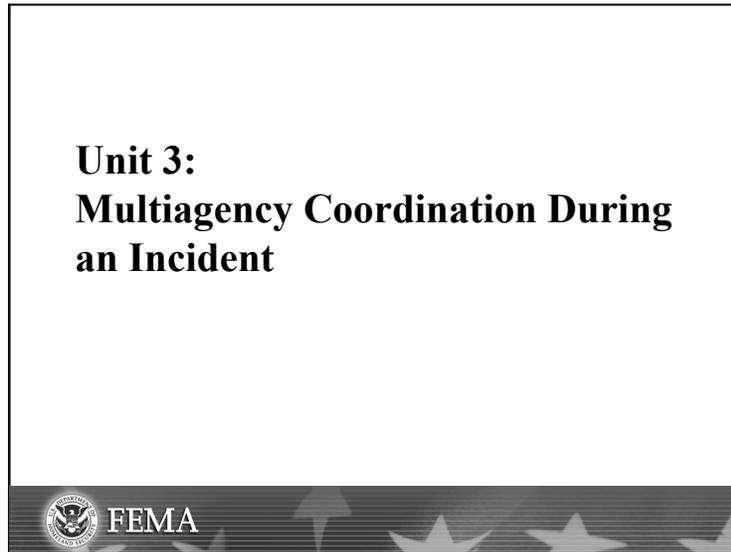
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Activating the Multiagency Coordination System	15 minutes
Requesting External Assistance	10 minutes
Continuing Operations	35 minutes
Resolving Issues That Arise During an Incident	15 minutes
Deactivating the MAC System	10 minutes
Activity 3.1: MAC System Operations	55 minutes
Summary and Transition	5 minutes
Total Time	2 hours 30 minutes



Visual 3.1



Visual Description: Unit 3: Multiagency Coordination During an Incident

Instructor Notes

Introduce this unit by telling the students that Unit 3 will cover the issues related to multiagency coordination during an incident. Explain that this unit will include:

- The decision-making process around activating the Multiagency Coordination System.
- Requesting mutual aid.
- Issues related to long-term operations.
- Resolving issues that arise during operations.
- Deactivating the Multiagency Coordination System.



Visual 3.2

Unit 3 Objectives

- Determine the circumstances under which the Multiagency Coordination System will be activated.
- Define “time-phased” activation and determine when it may be appropriate.
- Describe the process for requesting mutual aid or other external assistance.
- Analyze an incident to determine continuing operational needs.
- Select one or more strategies for resolving policy and coordination issues during an incident.
- Determine when to deactivate the Multiagency Coordination System.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: Unit 3 Objectives

Instructor Notes

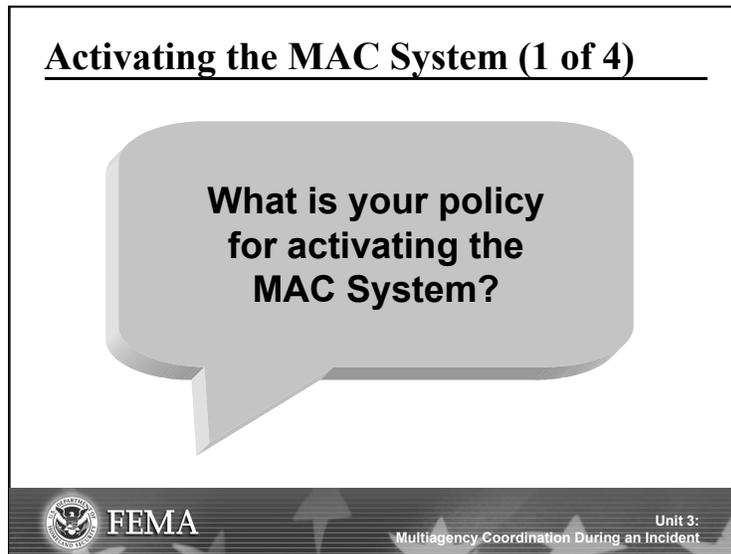
Refer the students to page 3-2 to review the unit objectives.

Tell the group that at the end of this unit, they should be able to:

- Determine the circumstances under which the Multiagency Coordination System will be activated.
- Define “time-phased” activation and determine when it may be appropriate.
- Describe the process for requesting mutual aid or other external assistance.
- Analyze an incident to determine continuing operational needs.
- Select one or more strategies for resolving policy and coordination issues during an incident.
- Determine when to deactivate the Multiagency Coordination System.



Visual 3.3



Visual Description: Activating the MAC System (1 of 4) - What is your policy for activating the Multiagency Coordination System?

Instructor Notes

Introduce this topic by asking the following question:

What is your jurisdiction's policy for activating the Multiagency Coordination System?



Visual 3.4

Activating the MAC System (2 of 4)

- When a Unified Command is established at the incident scene.
- When more than one jurisdiction becomes involved in the incident response.
- When the circumstances at the scene indicate that the incident could expand rapidly and involve cascading events.
- When similar past events have required Multiagency Coordination System involvement.
- When the chief executive (e.g., Mayor, Governor, etc.) makes the determination to activate the Multiagency Coordination System.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: Activating the MAC System (2 of 4) - Responses

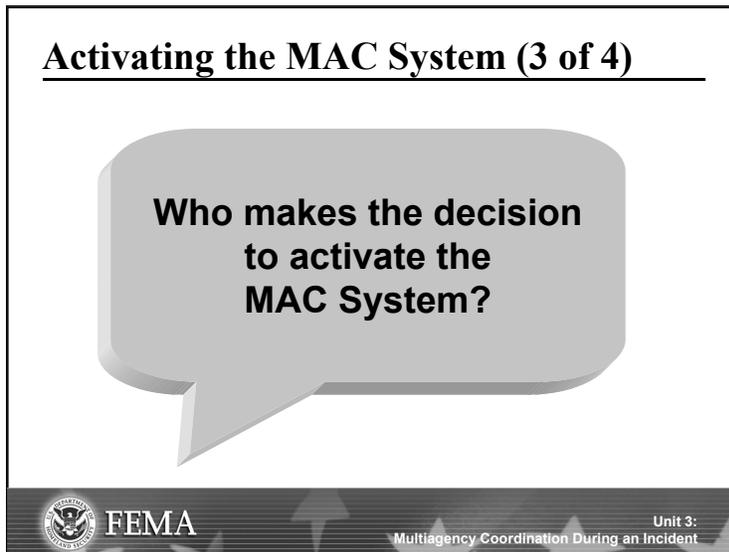
Instructor Notes

Allow the group time to respond. Possible responses could include:

- When a Unified Command is established at the incident scene.
- When more than one jurisdiction becomes involved in the incident response.
- When the circumstances at the scene indicate that the incident could expand rapidly and involve cascading events.
- When similar past events have required Multiagency Coordination System involvement.
- When the chief executive (e.g., Mayor, Governor, etc.) makes the determination to activate the Multiagency Coordination System.



Visual 3.5



Visual Description: Activating the MAC System (3 of 4) - Who makes the decision to activate the Multiagency Coordination System?

Instructor Notes

Ask the group:

Who makes the decision to activate the Multiagency Coordination System?

Allow the group time to respond. Then, display the next visual.



Visual 3.6

Activating the MAC System (4 of 4)

- MAC System activation will vary by jurisdiction.
- The decision-making process should be documented in policy.
- All personnel must understand:
 - Who makes the decision.
 - The circumstances for activation.
 - The timeframes for activation.



Visual Description: Activating the MAC System (4 of 4)

Instructor Notes

Summarize the discussion by making the following points:

- The decision-maker for Multiagency Coordination System activation will vary depending on the jurisdiction. In some jurisdictions, the Emergency Manager has the authority to activate the Multiagency Coordination System. In others, the senior elected official must make the decision.
- The important point to remember is that the decision-making process for activating the Multiagency Coordination System should be included in policy, and all personnel must be clear on:
 - Who makes the decision (based on State and/or local ordinance and policy).
 - The circumstances for activation.
 - The timeframes for activation.

Refer the students to the Managing Emergency Operations statement on page 3-7 of the Student Manual. Allow the students time to review the statement before continuing.

Emphasize that activation at the State and Federal levels depends on a number of factors including:

- The type of incident and extent of damage.
- The threat of cascading events.
- Other intelligence and information about the risk, threat, or potential damage.

**EMERGENCY FUNCTION (EF) 1
MANAGING EMERGENCY OPERATIONS
(Jefferson County's Community Emergency Management System)**

The Emergency Management Agency (EMA) is XXX County's 24-hour "crisis monitor." As emergency situations threaten or occur, the XXX County EMA Coordinator may convene a "Crisis Action Team (CAT)" or activate the Emergency Operations Center (EOC) to facilitate evaluation and incident planning, and possible activation and implementation of emergency functions and resources. Certain near instantaneous events may trigger immediate full EOC activation. The EOC is the key to successful response and recovery operations. With decision-makers and policymakers located together, personnel and resources can be used efficiently. Coordination of activities will ensure that all tasks are accomplished and minimize duplication of efforts.

Under these circumstances . . .

This person . . .

May activate the EOC.

Point out that this policy statement clearly states:

- Who has authority to activate the EOC, and
- Under what circumstances.

Tell the group that under this policy, the EMA Coordinator also has the authority to convene the Crisis Action Team to advise on the situation before making an activation decision.

Refer the group to page 3-9 in the Student Manual. Emphasize that the county's Concept of Operations for response operations supports its policy.

IV. CONCEPT OF OPERATIONS

A. GENERAL

1. The XXX County Emergency Management Agency (EMA) is the lead agency for facilitating coordination among local, State, Federal, and private-sector agencies and groups within XXX County.

Designation of EMA as lead agency
2. The EMA Coordinator serves as the key element in emergency planning and is the primary coordinator/advisor for the Emergency Management Council.

Designation of EMA Coordinator as primary advisor
3. The EMA Coordinator or designee is the point of contact (POC) for State assistance.

Designation of EMA Coordinator as POC with State
4. During a full EOC activation, all EOC representatives are expected to coordinate directly with their functional counterparts in the local/State/Federal government and private sector.
5. The XXX County Community Emergency Management System (CEMS) standardizes:
 - Organizational levels for managing emergencies.
 - Emergency management methods.
 - Training for emergency responders and managers.
6. Local jurisdictions, including XXX County, the cities and towns, fire, schools, utilities, and other special districts, will be encouraged to be part of this system to bring together what will be needed to respond to an emergency event or disaster.

Other players
7. CEMS has four basic functions: (1) formalization of a County Emergency Management Organization to coordinate response efforts, (2) the use of the Incident Command System (ICS) in disaster response, (3) standardized training, and (4) the centralized gathering of intelligence and mutual aid requests into one Emergency Operations Center at the county level.
8. Use of CEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of resources and greatly enhance intelligence gathering and sharing capabilities. Mutual aid requests, damage assessment, and situation status information can be shared in a timely, coordinated fashion.

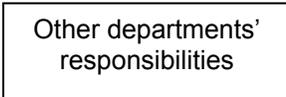
Direct the students to the description of the EOC on page 3-11 of the Student Manual. Allow the students time to review the description.

Point out that this section supports the previous sections by clearly giving the EMA Coordinator the responsibility and authority for managing the county's emergency management organization and the EOC during an emergency or disaster.

D. EMERGENCY OPERATIONS CENTER (EOC).

1. On behalf of the Emergency Management Council, the EMA Coordinator has the responsibility for coordinating the entire emergency management organization. The Coordinator makes all routine decisions and advises the officials on courses of action available for major decisions. During emergency operations, the Coordinator is responsible for the proper functioning of the EOC. The Coordinator also acts as a liaison with the State and Federal emergency agencies and neighboring counties.

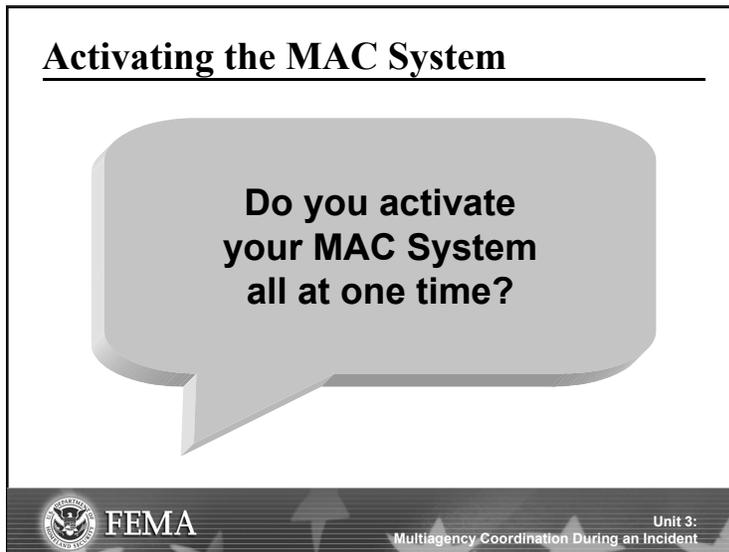

EMA Coordinator responsibilities
2. The EOC is the central point for emergency management operations. The purpose of this central point is to ensure harmonious response when the emergency involves more than one political entity and several response agencies. Coordination and supervision of all services will be through the EOC Manager and Section Chiefs to provide for the most efficient management of resources.
3. During emergency situations, certain agencies will be required to relocate their center of control to the EOC. During large-scale emergencies, the EOC will become the seat of government for the duration of the crisis. However, in some situations, it may be appropriate for some agencies to operate from an alternate site other than the EOC or their primary locations.
 

The EOC's purpose
4. All Departments involved in disaster operations will be responsible for coordinating communications and accountability with their respective staff members and/or mutual aid resources. Accountability shall include location of deployed resources, hours worked, applicable expenditures, and emergency staff information.
 

Other departments' responsibilities



Visual 3.7



Visual Description: Do you activate your Multiagency Coordination System all at one time?

Instructor Notes

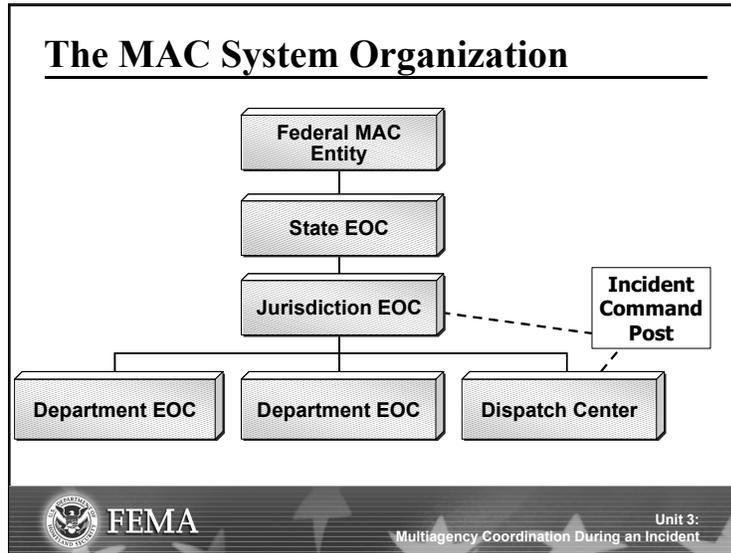
Ask the question:

Do you activate your Multiagency Coordination System all at one time?

Allow the students time to respond. Most should respond that the timing of Multiagency Coordination System activation depends on the nature of the incident.



Visual 3.8

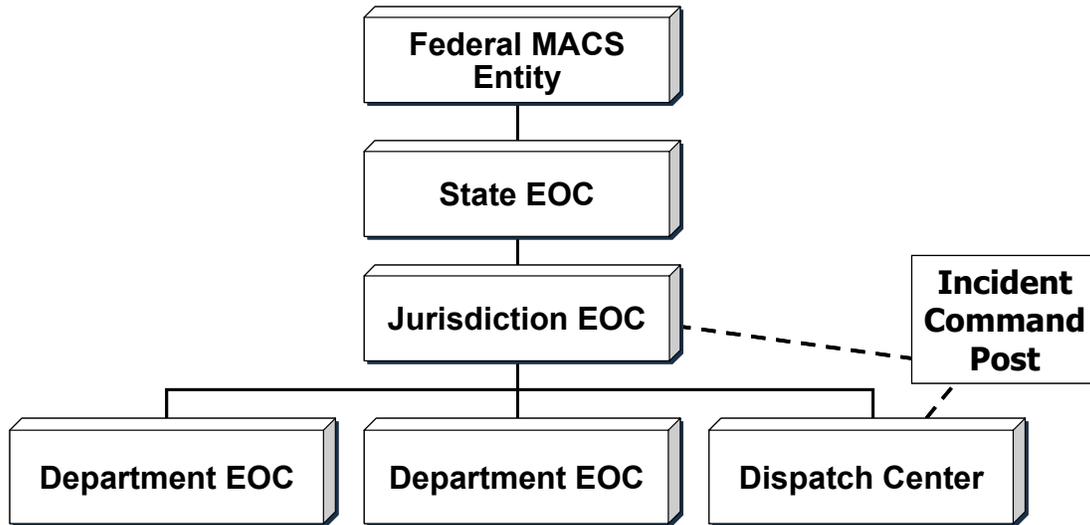


Visual Description: The Multiagency Coordination System Organization

Instructor Notes

Explain that many jurisdictions have stages of Multiagency Coordination System activation, with department-level EOCs (DEOCs) being the first to activate, followed by the jurisdiction's EOC, State EOC, and, when necessary, the Joint Field Office (JFO). Generally, the dispatch center is the only part of the Multiagency Coordination System that is in place all the time.

Stress that parts, or all, of the Multiagency Coordination System can be activated at the same time or sequentially, depending on the nature of the emergency.



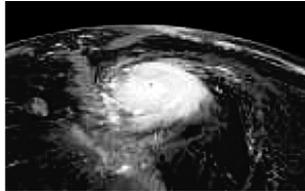


Visual 3.9

Time-Phased MAC System Activation

May be appropriate when:

- An incident occurs that is expected to build over time.
- There is a warning period before the emergency.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: Time-Phased Multiagency Coordination System Activation

Instructor Notes

Tell the group that time-phased activation may be appropriate when:

- An incident occurs that is expected to build over time.
- There is a warning period before the emergency.

Ask the students to provide examples of each type of emergency.

Examples of incidents that could be expected to build over time include:

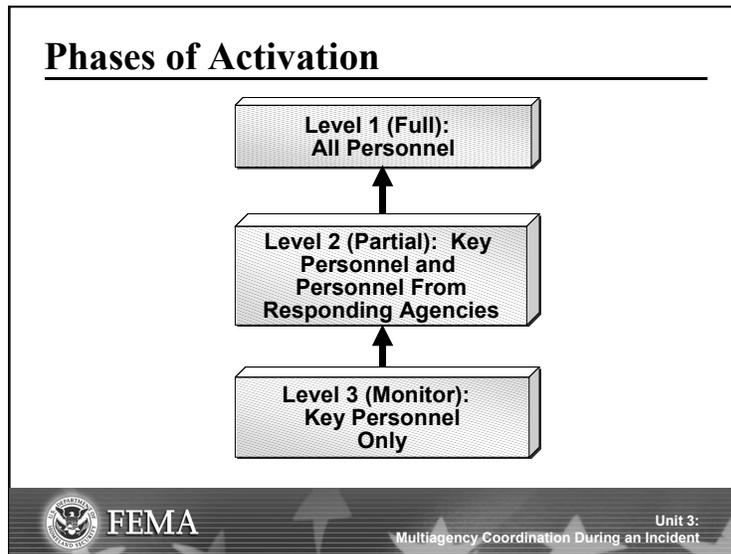
- Coastal storms.
- Wildfires.

Examples of incidents for which there is a warning period include:

- Hurricanes and coastal storms.
- Extreme temperatures (hot or cold).



Visual 3.10



Visual Description: Phases of Activation

Instructor Notes

Tell the group that this visual illustrates only one of many ways to complete a phased activation of the EOC. Explain that, during a Level 3 (Monitor) activation, key personnel would report to the EOC.

Ask the group:

What constitutes key personnel?

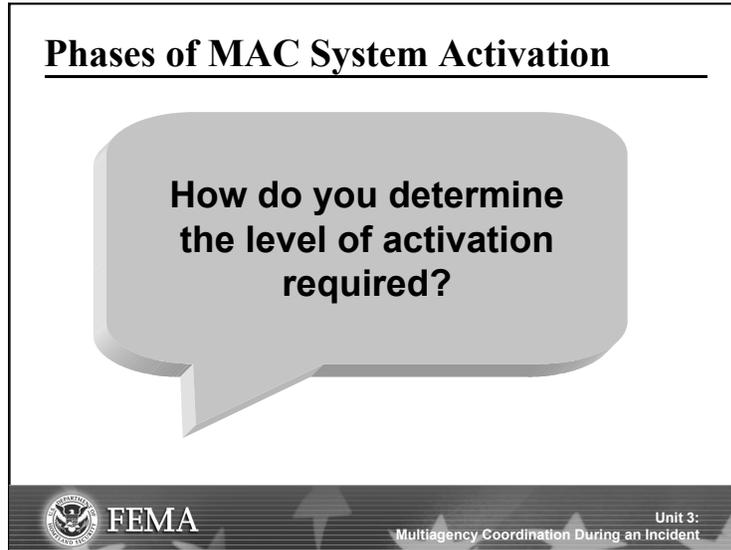
Allow the group time to respond. If not mentioned by the group, explain that key personnel usually include the Emergency Management Coordinator and representatives from fire, police, and public works, although some jurisdictions may designate additional staff as key personnel.

Continue describing phases of activation:

- During a Level 2 (Partial) activation, key personnel and personnel from responding agencies would report to the EOC.
- A Level 1 (Full) activation would involve all EOC personnel.



Visual 3.11



Visual Description: How do you determine the level of activation required?

Instructor Notes

Ask the group:

How do you determine what level of activation is required?

Allow the group time to respond. Then, facilitate a class discussion around the various ways to determine level of activation. Be sure to mention that the basic concept should be included in the Emergency Operations Plan (EOP).

- Levels of activation should be linked to the jurisdiction’s hazard analysis. Linking activation to the hazard analysis will provide activation “triggers” based on actual or anticipated levels of damage.
- The decision about the level of EOC activation should be made based on established triggers and communication with the Incident Commander or Unified Command.

Stress the importance of communication between the Incident Command(s) and the EOC in any decision to activate or expand the EOC. The Incident Commander has the most up-to-date information on the on-scene situation, knows whether the situation is under control (or not), and is aware of incident needs.

Direct the students to page 3-17 in the Student Manual. Tell the group that this table provides descriptions and actions for three levels of EOC activation. Allow the group time to review the information. Then, point out how the EOC activation is linked to incident complexity.

Ask if anyone has any questions before continuing.



Time-Phased MAC System Activation

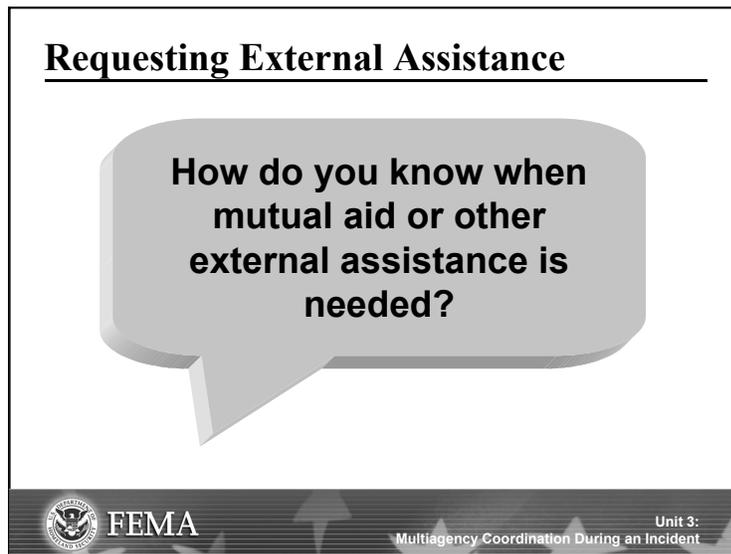
Student Manual
Page 3-17

EOC Activation Levels

Level	Description	Minimum Staffing Requirements
3 (Monitor)	<ul style="list-style-type: none"> ▪ Small incident or event ▪ One site ▪ Two or more agencies involved ▪ Potential threat of: <ul style="list-style-type: none"> ▪ Flood ▪ Severe storm ▪ Interface fire 	<ul style="list-style-type: none"> ▪ EOC Manager ▪ Information Officer ▪ Liaison Officer ▪ Operations Section Chief
2 (Partial)	<ul style="list-style-type: none"> ▪ Moderate event ▪ Two or more sites ▪ Several agencies involved ▪ Major scheduled event (e.g., conference or sporting event) ▪ Limited evacuations ▪ Resource support required 	<ul style="list-style-type: none"> ▪ EOC Manager ▪ Information Officer ▪ Liaison Officer ▪ Section Chiefs (as required) ▪ Limited activation of other EOC staff (as required)
1 (Full)	<ul style="list-style-type: none"> ▪ Major event ▪ Multiple sites ▪ Regional disaster ▪ Multiple agencies involved ▪ Extensive evacuations ▪ Resource support required 	<ul style="list-style-type: none"> ▪ EOC Manager ▪ Policy Group ▪ All EOC functions and positions (as required)



Visual 3.12



Visual Description: How do you know when mutual aid or other external assistance is needed?

Instructor Notes

Ask the group:

How do you know when mutual aid or other external assistance is needed?

Allow the group time to respond. If not mentioned by the group, stress that communication with the Incident Commander is critical to determining if and when external assistance is, or will be, required.

The Incident Commander is aware of the assets that are:

- Committed on-scene.
- Available in staging.
- Available within the jurisdiction.
- Required to address the needs of the incident and meet incident objectives.

Working with the Incident Commander is the only way to make a good decision about additional external resource needs.



Visual 3.13



Visual Description: When do you request mutual aid?

Instructor Notes

Ask the group:

When do you request mutual aid?



Visual 3.14

When To Request Assistance

Mutual aid should be requested when:

- Resources on incident and in staging are nearing depletion.
- Jurisdiction public safety coverage is jeopardized because of the need to assign resources to the incident.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: When do you request mutual aid? - Responses

Instructor Notes

Allow the group time to respond. If not mentioned by the group, add the following:

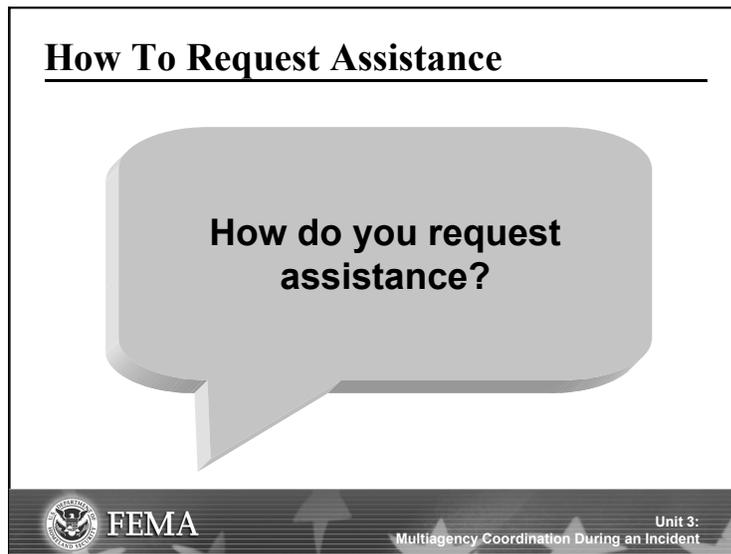
Mutual aid should be requested when:

- Resources on incident and in staging are nearing depletion.
- Jurisdiction public safety coverage is jeopardized because of the need to assign resources to the incident.

Point out that there will be a time lag between the time assistance is requested and the time it arrives on-scene. Encourage the students to work closely with the Incident Commander and request external assistance sooner, rather than later.



Visual 3.15



Visual Description: How do you request assistance?

Instructor Notes

Ask the group:

How do you request external assistance? What is the process you follow?



Visual 3.16

How To Request Assistance

The process for requesting assistance should be incorporated into mutual aid agreements, emergency management assistance compacts (EMACs), and other agreements developed during the planning process.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: How do you request assistance? - Responses

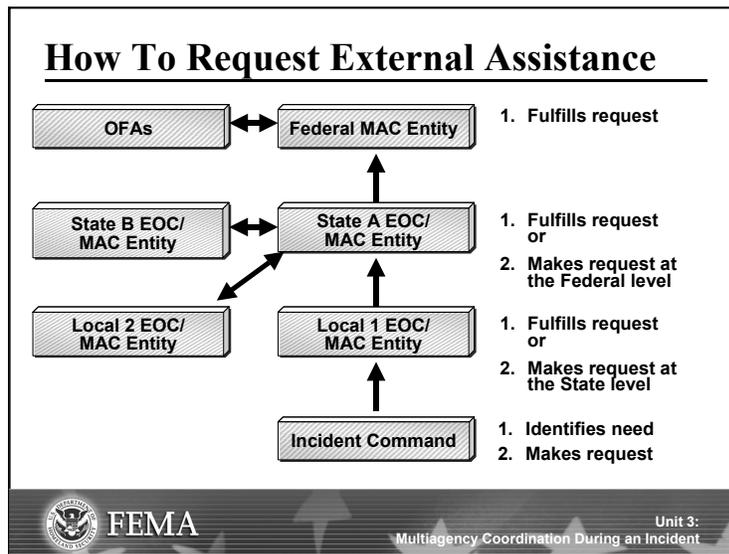
Instructor Notes

Allow the group time to respond. Point out that the process for requesting assistance should be incorporated into mutual aid agreements, emergency management assistance compacts (EMACs), and other agreements developed during the planning process.

Then, display the next visual.



Visual 3.17



Visual Description: How To Request External Assistance

Instructor Notes

Tell the group that this visual shows one way to request external assistance. There are other ways that are acceptable as long as they work for the jurisdiction(s) involved and the State. Depending on the State and the kind of emergency, resource orders to the next higher level of government may need to be preceded or accompanied by a formal request for assistance.

Point out that, in this model, all requests for mutual aid at the local level are processed through the State EOC.

Ask the group:

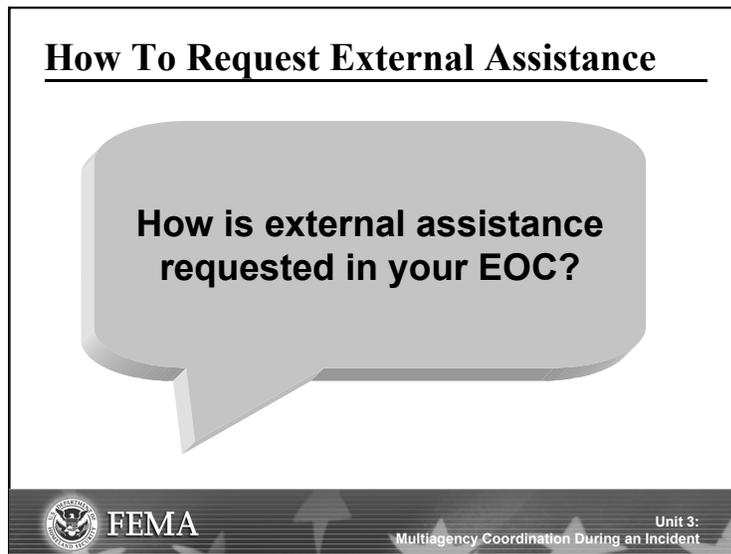
What are the advantages of this model?

Allow the group time to respond. If not mentioned by the group, explain that using this model makes it easier for State resource managers to stay up to date on resource status throughout the State. They know the availability of all other resources of the same kind(s) and type(s) and can manage the “big picture,” which is especially important during a widespread emergency.

Point out that placing resource orders through the State is cumbersome for routine incidents, such as firefighting. Suggest that local jurisdictions and States establish “triggers” similar to those that describe levels of EOC activation for when and what kinds of resource orders can be handled locally and when they should be fed through the State. Such agreements must be thoroughly tested to make sure they work.



Visual 3.18



Visual Description: How To Request External Assistance

Instructor Notes

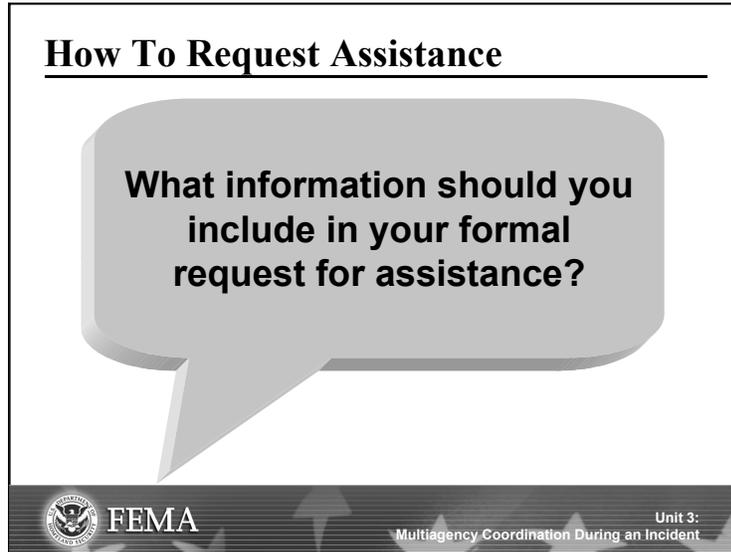
Ask the group:

How is external assistance requested in your EOC?

Remind the group that all requests for Federal assistance of any type must be processed through the State.



Visual 3.19



Visual Description: What information should you include in your formal request for assistance?

Instructor Notes

Ask the group:

What information should you include in your formal request for assistance?

Allow the group time to respond. If not mentioned by the group, suggest that the information below should be included in any request, especially if the request is being made to the next higher level of government.

- The type of incident
- The time that the incident occurred or is expected to occur
- The actions already taken
- The areas and number of people involved
- Estimates of loss of life, injuries, and extent of damage
- The type and amount of assistance required
- A contact for followup questions

A formal request for assistance may be followed up with or accompanied by the actual resource order, which provides detailed information on the kind and type of resource that is needed, desired delivery points and times, etc.



Visual 3.20

Asking for Help



Incident Commander:
Identifies Need and
Makes Request

**Logistics Section
Chief: Defines
Need by Kind and
Type**

Emergency Manager:
Describes Need by
Mission/Task

 **FEMA**

Unit 3:
Multiagency Coordination During an Incident

Visual Description: Asking for Help

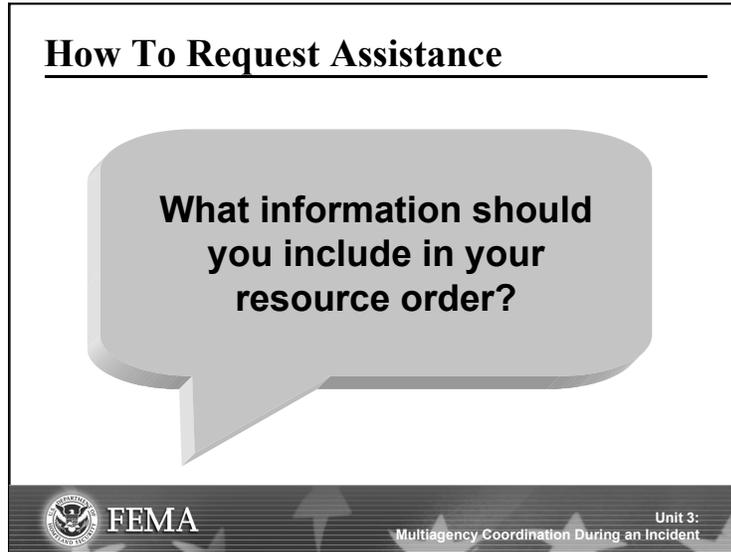
Instructor Notes

Elaborate on the previous visual by making the following points:

- The Incident Commander will make the initial identification of resource requirements as part of the Incident Action Planning (IAP) process and make the resource order to the appropriate Multiagency Coordination Entity or Entities according to the jurisdiction's protocols. Resource orders could be made to the dispatch center, the EOC, or the Emergency Manager. The Incident Commander may make the request by kind and type of resource or may describe the need or task(s) to be accomplished.
- If the Logistics Section Chief and/or Supply Unit Leader positions are staffed, the Incident Commander may delegate the responsibility for placing the resource order to them.
- Unless the resource order has included kind and type of resources required, the Emergency Manager, who is not an expert on capabilities and configuration of all available resources, will describe the need to the EOC staff charged with locating resources—most likely by describing the mission or task to be accomplished.
- The EOC staff may consult with other experts to determine the kind and type of resource and fill the request locally or request mutual aid.
- The EOC staff may pass the request to the next level MAC Entity as a mission request. For example, an EOC may place a mission request for the American Red Cross to open a shelter. The American Red Cross will identify the facility, personnel, and other resources needed to accomplish the mission.



Visual 3.21



Visual Description: What information should you include in your resource order?

Instructor Notes

Ask the group:

What information should you include in your resource order?

Allow the group time to respond. Note that although different formats may exist, every resource order should contain the essential elements of information shown on the next visual.



Visual 3.22

How To Request Assistance

- Incident name
- Order and/or request number (if known or assigned)
- Date and time of order
- Quantity, kind, and type or detailed mission description (Resources should be ordered by Task Forces or Strike Teams when appropriate.) Include any special support needs.
- Reporting location (specific)
- Requested time of delivery (specific, immediate vs. planned, not ASAP)
- Radio frequency to be used
- Person/Title placing request
- Callback phone number or radio designation for clarifications or additional information



Unit 3:
Multiagency Coordination During an Incident

Visual Description: What information should you include in your resource order? - Responses

Instructor Notes

Review the essential elements of information for a resource order:

- Incident name
- Order and/or request number (if known or assigned)
- Date and time of order
- Quantity, kind, and type or detailed mission description (Resources should be ordered by Task Forces or Strike Teams when appropriate.) Include any special support needs.
- Reporting location (specific)
- Requested time of delivery (specific, immediate vs. planned, not ASAP)
- Radio frequency to be used
- Person/Title placing request
- Callback phone number or radio designation for clarifications or additional information



Visual 3.23

Remember:SizeAmountLocationTypeTimeUnit 3:
Multiagency Coordination During an Incident

Visual Description: Remember SALTT: Size, Amount, Location, Type, Time

Instructor Notes

Remember the following:

Size

Amount

Location

Type

Time



Visual 3.24

Requesting Assistance—Summary

- Ask sooner, rather than later.
- Focus on mission, task, or objectives.
- Follow established procedures.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: Requesting Assistance—Summary

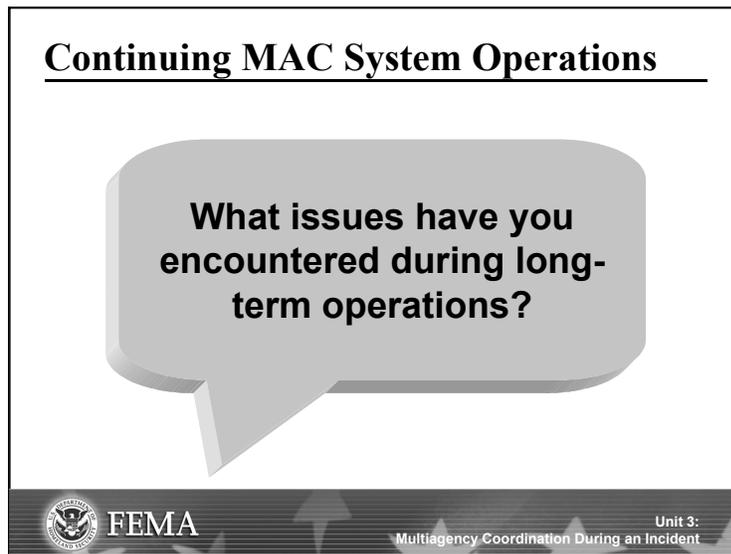
Instructor Notes

Summarize this discussion by making the following points about requesting external assistance:

- Make the request sooner, rather than later. There will be some delay between the time that a resource is requested and the time that the resource arrives and can be assigned.
- Focus on the mission, task, or objectives. Unless you are certain of the kind and type of resource you need, make all resource requests based on the mission, task, or incident objectives. Let the EOC staff and experts make the determination of what kind and type of resource fits the need.
- Follow established procedures for requesting external resources to ensure that resource assignments can be made and tracked accurately.



Visual 3.25



Visual Description: What issues have you encountered during long-term operations?

Instructor Notes

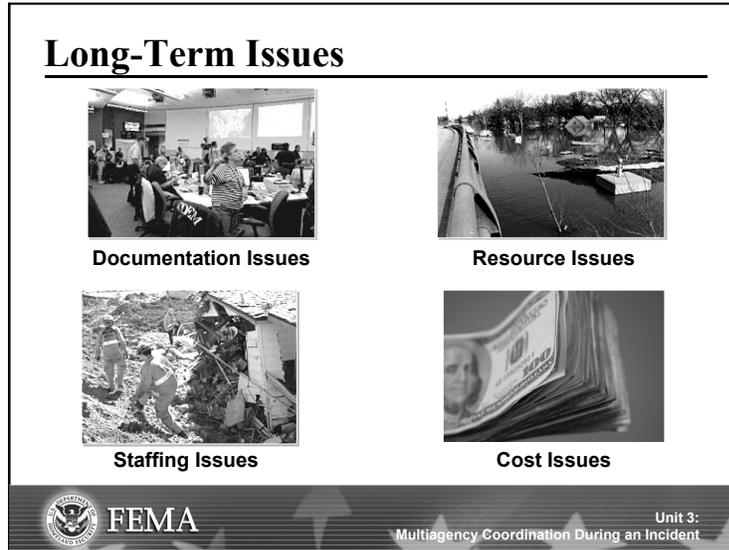
Introduce this topic by asking:

What issues have you encountered during long-term operations?

Allow the students time to respond. Summarize the responses by displaying the next visual.



Visual 3.26



Visual Description: Long-Term Issues

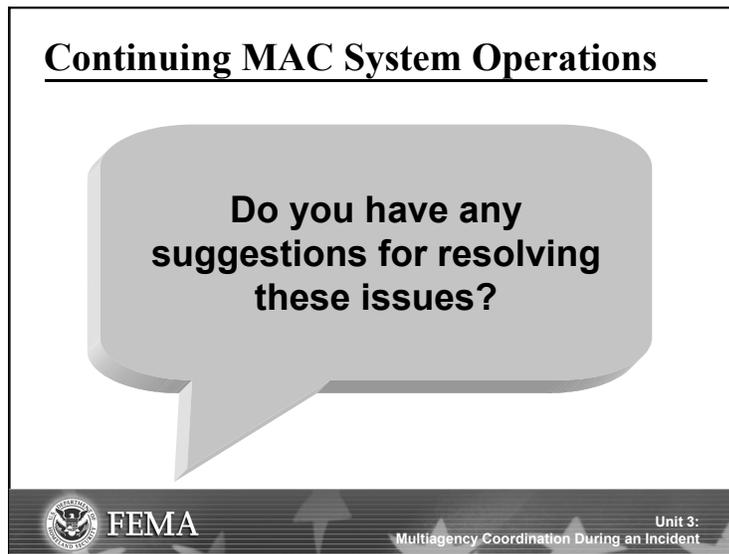
Instructor Notes

Summarize the discussion by explaining that four of the most common long-term issues deal with:

- **Documentation.** Long-term operations usually equate to more damage or damage over an extended area. Plans need to include strategies for ensuring proper documentation of damage, resources used, equipment maintenance performed, overtime hours, etc.
- **Resources.** Long-term operations take their toll on incident resources. Human resources will need to rotate out of service to eat and rest. Mechanical resources may require refueling or maintenance. Ensuring that there are enough resources onscene and in the staging area so that response operations are uninterrupted will require careful coordination between the Incident Command and the Multiagency Coordination System entities.
- **EOC Staffing.** EOC staff will also need to eat, rest, and decompress from the stress of the operation. EOC staffing patterns should include personnel to ensure 24-hour coverage for extended EOC operations, including backup personnel.
- **Cost.** Long-term operations also equate to higher costs. It is not unusual for jurisdictions to expend their entire year's overtime budgets in response to a single long-term incident. The terms of intergovernmental agreements may include provisions for payment if an incident extends past an agreed-upon threshold. Add the costs of the response to the financial impact of damage to public infrastructure and resources, and the financial effects can be as catastrophic as the disaster itself.



Visual 3.27



Visual Description: Do you have any suggestions for resolving these issues?

Instructor Notes

Ask the group if they have any suggestions for resolving issues related to long-term operations. Facilitate a group discussion around the strategies suggested by the students. Be sure to mention the need to:

- Be specific in describing agency staffing requirements in the EOP and verifying that all agencies have fulfilled the requirements.
- Conduct exercises to verify that the resources, staffing, and documentation are adequate.
- Develop recordkeeping methods to record costs, damage, staffing, and equipment use at the scene and the EOC.

Provide some examples of how jurisdictions have resolved these issues. Two examples are included on the following pages.

Documentation:

Because Wichita is at high risk from tornadoes, they have a well-developed spotter network. The network helps project the path of tornadoes, but allows rapid damage assessment as well. When severe weather threatens, the spotters are deployed to predesignated locations. Spotters are equipped with GPS and can transmit their exact locations to the RACES center at the EOC. They also have web cams and can transmit real-time video. Other web cams are positioned in strategic locations around the county, and they can also transmit real-time video.

When information is transmitted by spotters, responders, or the National Weather Service, it is entered into the county's GIS. The GIS database is linked to:

- Real estate ownership and assessment records.
- Senate, congressional, and City Council district.
- Critical and key facilities.
- Hazardous materials sites.
- Roads.

Using this system, the GIS operator is able to plot:

- The path of the tornado.
- Roads that need to be barricaded.
- HazMat sites that are likely to be affected.
- Critical and key facilities that are likely to be affected.
- Specific addresses in the path of the tornado.
- The location of known injuries or fatalities.

Using the assessment database, the system can generate reports that show the worst-case scenario for damage, based on the assessed value of the property, as a total or by any of the data sets above. Areas with high damage or injury projections receive highest priority for response and further damage assessment. The information can be printed or projected on a data screen for review by all EOC personnel.

This system was developed in-house for a cost of about \$10,000.

Staffing:

Jefferson County, Alabama has developed the following strategy to ensure that the EOC is staffed for extended periods.

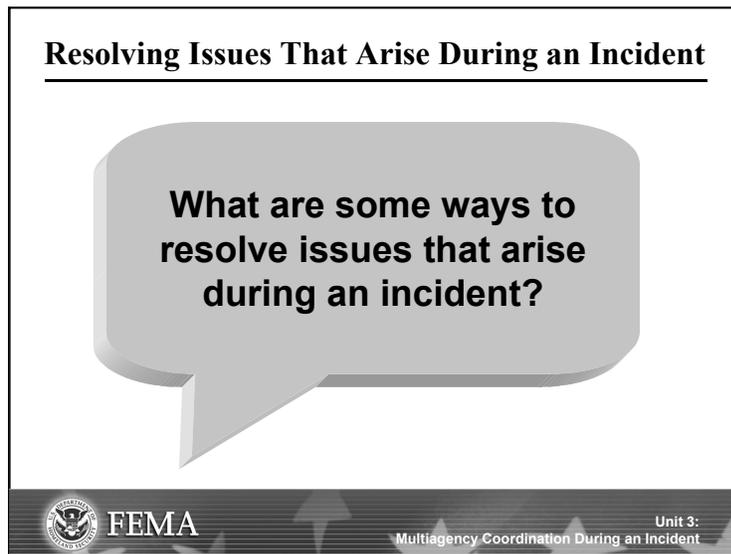
The EOC must be able to function on a 24/7 basis from activation until demobilization as required to support the emergency response. The EOC Director will determine appropriate staffing for each activation level based on an assessment of the current and projected situation. While the immediate solution may be to establish several complete shifts for the duration of operations, there are seldom the resources of facilities to sustain this approach. Designated qualified individuals from the jurisdiction should fill EOC Management Team positions as a priority.

Qualified personnel, independent of rank or agency affiliations, may fill sub-positions within the EOC organization. Initially, the first available individual, most qualified in the function to be performed, may staff all positions.

Based on the previously described EOC activation levels, plans should include at least two to three complete shifts of personnel for an initial period of time, after which reduced-strength options can be considered for implementation on a section-by-section basis.



Visual 3.28



Visual Description: What are some ways to resolve issues that arise during an incident?

Instructor Notes

Introduce this topic by reminding the group that issues always arise during an incident. Then, ask:

What are some ways to resolve issues that arise during an incident?

Allow the students time to respond. Facilitate a class discussion around their responses. Then, summarize the discussion by displaying the next visual.



Visual 3.29

Resolving Issues

- Have all decision-makers at the EOC.
- Provide the authority to resolve issues.
- Mediate, when necessary.



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Unit 3:
Multiagency Coordination During an Incident

Visual Description: Resolving Issues

Instructor Notes

Tell the group that one of the most important ways to resolve issues is to ensure that all key decision-makers are at the EOC. Having all key personnel in one place facilitates discussion and rapid problem-solving as issues arise.

Point out that, to ensure that decision-makers will stay at the EOC rather than going to the incident scene, it is critical to ensure that they have access to all of the information at the EOC that they would have in their offices or at the scene, including email and easy communication methods between the EOC and the DEOC.

Explain the need to have senior personnel from the jurisdiction(s) involved at the EOC and to ensure that they have the authority to make binding decisions in the moment.

Ask:

How can you ensure that senior officials have the authority to make instant decisions?

Allow the group time to respond. If not mentioned by the group, suggest that decision-making authority should be granted in the EOP. Then, refer the group to page 3-41 in the Student Manual for an example of how this authority may be provided through the EOP. (The example is found on page 3-45 of this Instructor Guide.)

Stress that the example is only one of many ways to address the issue of making senior officials available. Urge the students to familiarize themselves with relevant laws, ordinances, and policies when addressing this issue. The next three visuals describe emergency proclamations and list common emergency powers.



Visual 3.30

Emergency Proclamations

A local “state of emergency” proclamation:

- Is the legal method which authorizes extraordinary measures to meet emergencies.
- Has the force of law and supersedes any conflicting law.
- Must document description of event and necessary emergency authorizations.
- Must be issued by chief executive of local government or emergency management council (if so authorized).



Unit 3:
Multiagency Coordination During an Incident

Visual Description: Emergency Proclamations

Instructor Notes

Point out that a local “state of emergency” proclamation:

- Is the legal method which authorizes extraordinary measures to meet emergencies.
- Has the force of law and supersedes any conflicting law.
- Must document description of event and necessary emergency authorizations.
- Must be issued by the chief executive of the local government or emergency management council (if so authorized).



Visual 3.31

Common Emergency Powers (1 of 2)

- Suspend regulatory ordinances.
- Use all resources of the jurisdiction to respond to the emergency.
- Transfer personnel or alter functions of jurisdiction departments to support response.
- Commandeer private property.
- Direct and compel relocation of affected population.
- Prescribe routes, modes of transportation, and destinations.



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Unit 3:
Multiagency Coordination During an Incident

Visual Description: Common Emergency Powers (1 of 2)

Instructor Notes

Point out the following about common emergency powers:

- Suspend regulatory ordinances.
- Use all resources of the jurisdiction to respond to the emergency.
- Transfer personnel or alter functions of jurisdiction departments to support response.
- Commandeer private property.
- Direct and compel relocation of affected population.
- Prescribe routes, modes of transportation, and destinations.



Visual 3.32

Common Emergency Powers (2 of 2)

- Control access to disaster area.
- Suspend or limit sales of alcohol, firearms, ammunition, explosives, and combustibles.
- Arrange temporary housing.
- Impose and enforce a curfew.
- Allocate, ration, or redistribute food, water, fuel, clothing, etc.
- Procure vital supplies.
- Request and provide mutual aid.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: Common Emergency Powers (2 of 2)

Instructor Notes

Continue pointing out the following about common emergency powers:

- Control access to disaster area.
- Suspend or limit sales of alcohol, firearms, ammunition, explosives, and combustibles.
- Arrange temporary housing.
- Impose and enforce a curfew.
- Allocate, ration, or redistribute food, water, fuel, clothing, etc.
- Procure vital supplies.
- Request and provide mutual aid.



B. EMERGENCY PROCLAMATION AND POWERS

1. Emergency Proclamation.

- a. A local “state of emergency” proclamation is the legal method which authorizes extraordinary measures to meet emergencies and/or solve disaster problems. A proclamation allows for the emergency use of resources; the bypassing of time-consuming requirements, such as hearings and the competitive bid process; and activates extraordinary measures as outlined in this plan. A proclamation is usually a prerequisite for State assistance and is made at the onset of a disaster to allow the local government to do as much as possible to help itself.
- b. Any proclamation issued has the force of law and supersedes any conflicting provision of law during the period of the declared emergency.
- c. In preparing a proclamation, a description of the event and the necessary emergency authorizations need to be documented. The [State EMA] should be informed, and a news release made as soon as possible when an emergency proclamation is signed. This emergency proclamation shall terminate upon issuance of a proclamation or resolution declaring that an emergency no longer exists. The emergency proclamation may be extended for additional periods of time by resolution of the Emergency Management Council.
- d. The chief executive of the local government may declare a local “state of emergency.” The Emergency Management Council has the authority to declare a state of emergency in support of a local government emergency.

2. Emergency Powers.

In addition to any other emergency powers conferred upon the Mayor or Emergency Council, he/she may:

- a. Suspend the provisions of any regulatory ordinance prescribing procedures for the conduct of city or county business, or the orders or regulations of any city or county department if compliance with the provisions of the statute, order, or regulation would prevent, or substantially impede or delay action necessary to cope with the disaster or emergency.
- b. Use all the resources of the county government and of each political subdivision of the county as reasonably necessary to cope with the disaster or emergency.
- c. Transfer personnel or alter the functions of city or county departments and offices or units of them for the purpose of performing or facilitating the performance of disaster or emergency services.



2. Emergency Powers. (Continued)

- d. Subject to any applicable requirements for compensation under [State code number], commandeer or utilize any private property, except for all news media other than as specifically provided for in this chapter, if considered necessary to cope with the disaster or emergency.
- e. Direct and compel the relocation of all or part of the population from any stricken or threatened area in the county if relocation is considered necessary for the preservation of life or for other disaster mitigation purposes.
- f. Prescribe routes, modes of transportation, and destinations in connection with necessary relocation.
- g. Control ingress to and egress from a disaster area, the movement of persons within the area and the occupancy of premises in it.
- h. Suspend or limit the sale, dispensing, or transportation of alcoholic beverages, firearms, ammunition, explosives, and combustibles.
- i. Make provisions for the availability and use of temporary emergency housing.
- j. Impose a curfew upon all or any portion of the county thereby requiring all persons in such designated and restricted curfew areas to remove themselves from public property, streets, alleys, sidewalks, thoroughfares, vehicle parking areas, or other public places. Physicians, nurses, and paramedical personnel performing essential medical services, utility personnel maintaining essential public services, firefighters, members of the news media upon showing of authorized press cards, emergency volunteers and county, city, and State authorized law enforcement officers and personnel may be exempted from such curfew. The curfew may be applicable to any such hours of the day or night as the mayor of Emergency Management Council deems necessary in the interest of public safety and welfare.
- k. Allocate, ration, or redistribute food, water, fuel, clothing, and other items deemed necessary.
- l. A Mayor or Emergency Management Council may obtain vital supplies, equipment, and other properties found lacking and needed for the protection of the health, life, and property of the people, and bind the city or county for the fair value thereof.
- m. A Mayor or Emergency Management Council shall order emergency management forces to the aid of other communities when required in accordance with the statutes of the State and may request the State or a political subdivision of the State to send aid to the county to ease the disaster when conditions in the county are beyond the control of local emergency management forces.

Instructor Notes

Point out that the emergency powers documented in the EOP should be supported by written delegations of authority to whomever will represent the jurisdiction at the EOC. Together, the emergency powers authorized in the EOP and the delegation of authority grant wide-ranging authority to the jurisdiction's representative to make decisions necessary to resolve issues arising during the course of an incident.

Acknowledge that sometimes issues arise on which there is disagreement among the decision-makers. Point out that, at these times, one of two strategies may resolve the issue:

- The Mayor's, City Council's, or Governor's authorized representative can make a decision.
- The Emergency Manager or MAC Entity Coordinator can mediate agreement among the conflicted parties.

Point out that mediation by the Emergency Manager works better when emergency management operates as an independent function of the jurisdiction. When emergency management is assigned to a first-response agency, turf battles (real or perceived) may interfere with mediation.



Visual 3.33

When Mediation Becomes Necessary

- Suspend judgment.
- Listen carefully.
- Analyze the discussion and make suggestions.



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Unit 3:
Multiagency Coordination During an Incident

Visual Description: When Mediation Becomes Necessary

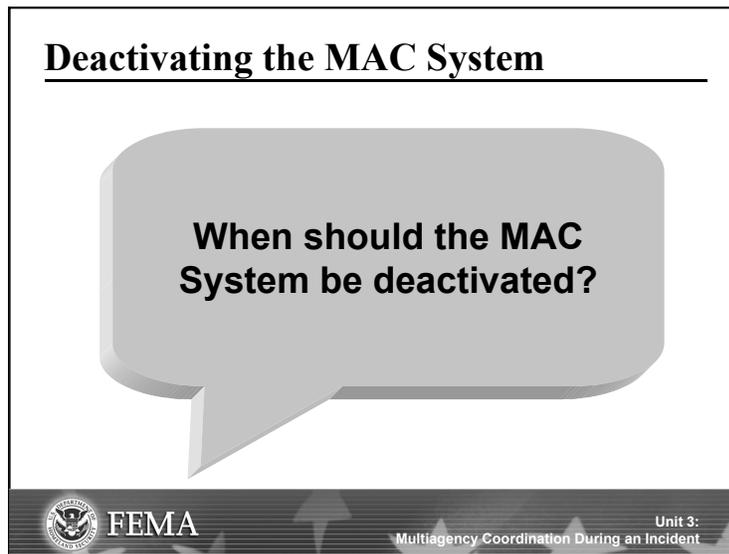
Instructor Notes

Tell the group that, when mediation becomes necessary, it is vital that the mediator be able to:

- Suspend judgment on the issue at hand. Even if the mediator has an opinion about how the situation should be handled, the issue cannot be mediated if he or she allows that opinion to influence the discussion.
- Listen carefully to both sides of the discussion. The mediator should verify that he or she understands what has been said by reflecting back the conversation using his or her own words.
- Analyze the discussion and make suggestions. After listening to the discussion, the mediator should make suggestions that will satisfy the needs of both sides. He or she should be careful not to make any suggestion sound like the solution is obvious or that the decision has already been made.



Visual 3.34



Visual Description: When should the Multiagency Coordination System be deactivated?

Instructor Notes

Introduce this topic by asking:

When should the Multiagency Coordination System be deactivated?



Visual 3.35

Deactivating the MAC System

- Resources are being deactivated, and resource coordination among agencies or jurisdictions is no longer necessary.
- The situation at the incident scene is clearly under control.
- Unified Command has reverted to Single Command.
- Incident support can be provided without impacting the dispatch system.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: When should the Multiagency Coordination System be deactivated? - Responses

Instructor Notes

Allow the group time to respond. If not mentioned by the group, suggest that the Multiagency Coordination System should be deactivated when:

- Resources are being deactivated, and resource coordination among agencies or jurisdictions is no longer necessary.
- The situation at the incident scene is clearly under control.
- Unified Command has reverted to Single Command.
- Incident support can be provided without impacting the dispatch system.

Point out that:

- When multiple layers of a Multiagency Coordination System are involved, they usually deactivate in reverse order from activation (i.e., Federal deactivates first, then State, and finally, local).
- Some Multiagency Coordination System activities may continue after the EOC is deactivated. These activities may take place at DEOCs or at the jurisdiction's offices. Financial activities are typically the last to be resolved.

Ask if anyone has any questions about anything covered in this unit. Then, display the next visual to introduce the activity.



Visual 3.36

Activity 3.1: MAC System Operations

1. Work in table groups to complete this activity.
2. Review and discuss the scenario assigned to your group.
3. Answer the questions.
4. Be prepared to discuss your responses with the class.



You will have 20 minutes to complete this activity.



Unit 3:
Multiagency Coordination During an Incident

Visual Description: Activity 3.1: Multiagency Coordination System Operations

Instructor Notes

Introduce this activity by explaining that the purpose of the activity is to provide an opportunity for the students to assess Multiagency Coordination System operations in response to a case study.

Follow the steps below to conduct this activity:

1. Assign the students to their table groups for this activity.
2. Direct the students to turn to page 3-48 in the Student Manual.
3. Assign each group a scenario.
4. Ask the groups to review its assigned scenario and answer the questions that follow.
5. Tell the students that they will have 20 minutes to complete this activity.
6. When all have finished, have each group summarize its scenario, then facilitate a group discussion around the groups' responses. Be sure to point to the differences in the scenarios that dictate how the groups respond to the questions. Note that there are no answers that are absolutely correct. There are, however, responses that could be incorrect (e.g., if delays in EOC activation could cause a threat to life, property, or the economy; if delays could result in communication, coordination, or resource issues, etc.). Allow 30 minutes for discussion.

**Activity 3.1: MAC System Operations****Student Manual
Page 3-48**

Purpose: The purpose of this activity is to provide the opportunity for you to assess Multiagency Coordination System operations in response to a scenario.

Instructions: Follow the steps below to complete this activity:

1. Work in your table groups to complete this activity.
2. Review the scenario assigned by the instructor, and answer the questions that follow. When you are finished, select a spokesperson to present your group's responses to the class.
3. You will have 20 minutes to complete this activity.

Scenario 1: Plane Crash

At 10:32 a.m., the Hysteria County 9-1-1 dispatch center receives the first of numerous calls reporting the crash of an aircraft into a neighborhood west of Bad Luck. Subsequent calls come in—each describing an air crash but differing on the type and size of aircraft involved. All callers report that the aircraft has destroyed several homes and is currently engulfed in flames. The 9-1-1 dispatch center dispatches all available fire, police, and emergency medical units to the neighborhood, 2 miles west of Bad Luck.

At 10:34, the dispatch receives the message from air traffic control (ATC) at the Bad Luck International Airport that a regional jet (RJ) with 25 people on board has dropped off the radar on its approach to Bad Luck International Airport. ATC has been trying to make radio contact with the aircraft but has received no response. Emergency dispatch requests additional information about the aircraft.

Initial units arrive at the scene at 10:38 a.m., reporting devastation in the neighborhood. The aircraft hit several houses as it crashed. At least four homes are fully engulfed in fire. Several others are burning, as well as the fuselage, which broke into several pieces on impact. Wreckage appears to be scattered over several blocks.

Local media outlets have interrupted their programming with news of the crash. All are sending news crews to the scene.



Activity 3.1: MAC System Operations (Continued)

Student Manual
Page 3-49**Scenario 2: Flash Flood**

It is March in Zenith City, and the residents are experiencing a cold spring. The annual St. Patrick's Day celebration is approaching. The National Threat Advisory Level is yellow, where it has been for nearly a year.

At 8:15 a.m., March 15, the National Weather Service (NWS) Doppler radar indicates that thunderstorms producing heavy rainfall and damaging winds in excess of 60 miles per hour are headed toward Zenith City. The NWS issues a Severe Thunderstorm Warning and a Flash Flood Watch for Zenith City and all of Cage County. The storm strikes Zenith City at 8:35 a.m. By 9:15 a.m., runoff from the heavy rain floods low-lying areas in Zenith City. High winds accompanying the storms knock out power throughout the city.

By 5:00 p.m., the rivers and streams have risen over their banks, causing additional flooding. The strong winds continue to knock down power lines, causing widespread power outages.

Initial reports from first responders indicate that roads have been inundated and several bridges have been washed away. The Zenith City Municipal Authority reports that the water and wastewater treatment plants are running on backup power.



Activity 3.1: MAC System Operations (Continued)

Student Manual
Page 3-50**Scenario 3: Radioactive Device**

On Monday evening, September 27, a disgruntled former Fig County employee places a radioactive dispersal device (RDD) in the Fig County Building HVAC intake vent, located on the roof of the two-story building. Carried throughout the building by the normal air circulation, this device disperses radioactive material throughout the building in which 550 county employees work. The County Building houses the Court, Sheriff's Office, and County EOC. No one has an exact count of how many county employees were actually at work on Tuesday and Wednesday, nor is there any idea of how many members of the general public visited during that time.

On Wednesday, September 29, at approximately 4:00 p.m., county workers begin arriving at both local hospitals and secondary care facilities complaining of respiratory problems. Some of the walk-ins report having been called by an anonymous caller who stated that "something was released in the building and that they'd better go to the emergency room and get looked at." From the start of the patient influx, care providers mistakenly diagnose the signs and symptoms as a chemical irritant. The local health department notifies the State health department, concerned about the number of patients that are being received. Based on preliminary data, State and local health officials pinpoint the most likely origin of the respiratory and minor skin irritation as the Fig County Building.



Activity 3.1: MAC System Operations (Continued)

Student Manual
Page 3-51**Scenario 4: Urban Interface Fire**

The summer and fall have been hot and dry in Moore County. By mid-October, the wooded hillsides are tinder dry. October 25 is unseasonably warm with a northwest wind of 10 miles per hour, gusting to 15.

At 1:37 p.m., 9-1-1 dispatch receives the first call reporting a fire in the vicinity of Oak Creek. Based on the wind direction and speed, the Moore County Fire Department knows that the fire will push toward Bentleyville, a town of 325 high-value homes nestled in the forest 4 miles from Oak Creek.

Based on the dry conditions, Fire Department personnel know it won't take long for the fire to spread. All available fire crews are dispatched to the scene immediately. The Moore County Fire Chief activates the DEOC, requests activation of all fire-related mutual aid agreements, and requests that the State forward a request to the U.S. Forest Service for fire suppression assistance. The Police Chief orders all available units to the scene to establish ingress/egress control and assist with evacuations should they become necessary.

At 4:00 p.m., the County Executive declares a local state of emergency.



Activity 3.1: MAC System Operations (Continued)

Student Manual
Page 3-52**Scenario 5: Public Health Incident**

Last night was the State University Alumni Banquet, held every year to bring alumni together and to raise funds for the university. The banquet draws a large number to town. Hotels, shops, and restaurants are usually very busy, and last night was no exception.

At 5:00 a.m. this morning, a 47-year-old female was admitted to the emergency department of the local hospital complaining of a sudden onset of dizziness, blurred vision, slurred speech, difficulty swallowing, and nausea. She insisted that she was having a stroke because her symptoms matched those her father had during his recent stroke. The woman was very afraid and anxious. Findings from her examination included drooping of her eyelids, palsy, facial paralysis, and impaired gag reflex. She was admitted to the ICU.

Over the next hour, the emergency department receives 10 additional patients with a variety of symptoms, ranging from sore throat to cough and weakness. One 22-year-old man requires immediate intubation and mechanical ventilation.

Meanwhile, the woman develops descending paralysis and is intubated and placed on mechanical ventilation. The critical care and infectious disease (ID) physicians suspect a diagnosis of botulism and suspect the transmission was foodborne. The ID physician calls the emergency department physician to update her on the woman's case. The emergency department physician realizes that many of the patients currently in the department, and perhaps some who have been discharged, may have ingested botulinum toxin. Upon interviewing the patients, all report eating out the previous night but report eating at different restaurants, as well as the banquet. There does not appear to be a single location in common.

Because of the potential severity of disease and the possibility for exposure of many persons to contaminated products, the physicians know that foodborne botulism is a potential public health emergency that requires rapid investigation.



Activity 3.1: MAC System Operations (Continued)

Student Manual
Page 3-53**Questions:**

Class solution: Answers will vary by scenario.

1. At what point in the scenario should the local EOC be activated? The State EOC?
2. Should the entire Multiagency Coordination System be activated at one time or should activation be time phased? Why?
3. What are the potential critical issues that must be addressed during operations? How could these issues be resolved?
4. When and how should the Multiagency Coordination System be deactivated?



Visual 3.37

Unit Summary (1 of 2)

- **MAC Systems play a critical role in communication and resource coordination.**
- **Authorizations for EOC activation should be included in the EOP and supported by directives and policy.**
- **Request external assistance sooner, rather than later. Keep the State in the loop.**

Delegation of Authority

- ✓ Who is authorized
- ✓ Under whose authority
- ✓ When

 **FEMA**

Unit 3:
Multiagency Coordination During an Incident

Visual Description: Unit Summary (1 of 2)

Instructor Notes

Summarize this unit by making the following points:

- The jurisdiction's Multiagency Coordination System plays a critical role in communication and resource coordination for on-scene management. Because of this role, it is vital that the EOC and other MAC Entities be activated as soon as it becomes clear that the incident is expanding beyond the IC's legal authority or beyond jurisdictional boundaries.
- Authorizations for EOC activation should be clearly stated in the EOP and supported by directives and policy.
- When external assistance is required, requests should be made sooner, rather than later to ensure that the resources are available when needed. Procedures for when and how to request assistance should be documented in the EOP and, regardless of the procedures agreed to, the State should be kept informed of resources requested and their status.



Visual 3.38

Unit Summary (2 of 2)

- Plan for extended operations.
- Have all key decision-makers at the EOC.
- Deactivate the MAC System when:
 - Resources are being deactivated.
 - The on-scene situation is under control.
 - Unified Command reverts to Single Command.



 FEMA Unit 3:
Multiagency Coordination During an Incident

Visual Description: Unit Summary (2 of 2)

Instructor Notes

Continue summarizing the unit's key points:

- Plans should include contingencies for extended operations to ensure that staffing needs are met while allowing time for rest, breaks, and a few hours away from the EOC.
- Regardless of how well planned Multiagency Coordination System operations are, issues will arise. These issues can be resolved better and more quickly if decision-makers are located at the EOC where they can discuss issues and solutions rapidly. To keep decision-makers at the EOC, jurisdictions should ensure that all key personnel have access to communication and information that they would have if they were in their DEOCs or at the scene.
- The Multiagency Coordination System should be deactivated when:
 - Resources at the scene are being deactivated, and there is no longer a need for higher level coordination.
 - The incident scene is clearly under control. No additional external resources will be required.
 - A Unified Command reverts to Single Command.
 - Incident support can be provided without adversely affecting dispatch operations.

Ask if anyone has any questions about anything covered in this unit.

Notes:

Unit 4: Reassessing Your Readiness Post-Incident

Objectives

At the end of this unit, the students should be able to:

- Describe methods to assess and analyze Multiagency Coordination System operations.
 - Identify solutions that target and mitigate deficiencies.
 - Describe the process for replenishing resources.
 - Describe strategies for maintaining the functionality of the Multiagency Coordination System.
-

Scope

- Introduction and Unit Overview
 - Unit Objectives
 - How To Assess Your Operations
 - What Happened?
 - Activity 4.1: What Happened?
 - Capturing Lessons Learned
 - Activity 4.2: Capturing Lessons Learned
 - Targeting Efforts for Improvement
 - Step 1: Identify the Problem
 - Step 2: Find the Right Solution
 - Step 3: Test the Solution
 - Testing the System
 - Tests
 - Training
 - Exercises
 - Feeding Exercise Outcomes Into the Planning Process
 - Maintaining MAC System Readiness
 - Summary and Transition
-

Methodology

The instructors will begin this unit by providing the unit objectives and explaining that the unit will focus on how to learn from past operations to improve future operations. They will transition to the next topic by engaging the students in a discussion designed to help them develop a list of ways to assess their Multiagency Coordination System operations. The instructors will encourage the students to look at documentation from other jurisdictions' operations as a means of comparison and improving operations. The students will complete an activity in which they work in groups to analyze a case study and develop areas in need of improvement. At the end of this activity, the instructors will facilitate a class discussion about lessons learned from the case study. Following the discussion, the instructors will describe the actual lessons learned, comparing the groups' responses against the actual.

Methodology (Continued)

During the next topic, the instructors will present a three-step model for targeting efforts for improvement. Using the case study from the activity, they will explore alternative solutions to the issues identified and select one or more potential solutions. At the end of this discussion, the instructors will emphasize the need to update their plans, policies, procedures, and agreement and to test, train, and exercise as a way of validating this solution.

Next, the instructors will describe briefly the need to replenish supplies and equipment to ensure future readiness. Finally, the instructors will engage the group in a discussion of the steps they should take to maintain system readiness, including updating rosters, media lists, and other information and conducting tests, training, and exercises. Following the discussion, the instructors will refer the students to a job aid that will help them identify items to be addressed to maintain system readiness.

At the end of this unit, the instructors will answer any questions that the students have, summarize the key points of the unit, and transition to the tabletop exercise.

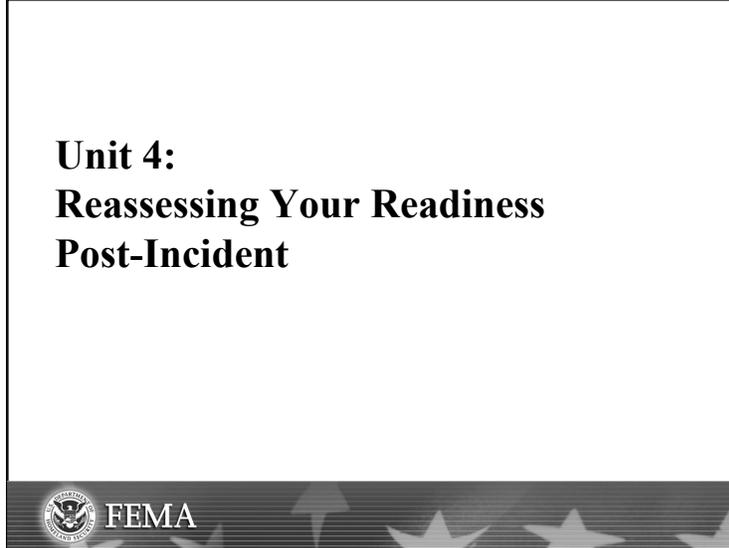
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
How To Assess Your Operations	15 minutes
What Happened?	10 minutes
Activity 4.1: What Happened?	35 minutes
Capturing Lessons Learned	10 minutes
Activity 4.2: Capturing Lessons Learned	50 minutes
Targeting Efforts for Improvement	10 minutes
Testing the System	15 minutes
Maintaining MAC System Readiness	10 minutes
Summary and Transition	5 minutes
Total Time	2 hours 45 minutes



Visual 4.1



Visual Description: Unit 4: Reassessing Your Readiness Post-Incident

Instructor Notes

Introduce this unit by telling the students that Unit 4 will cover post-incident information gathering and analysis, including:

- A method for assessing operations.
- How to capture lessons learned.
- A model for targeting improvement efforts.
- Strategies for maintaining Multiagency Coordination System readiness.



Visual 4.2

Unit 4 Objectives

- Describe methods to assess and analyze their Multiagency Coordination System operations.
- Identify solutions that target and mitigate deficiencies.
- Describe the process for replenishing resources.
- Describe strategies for maintaining the functionality of the Multiagency Coordination System.



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Unit 4 Objectives

Instructor Notes

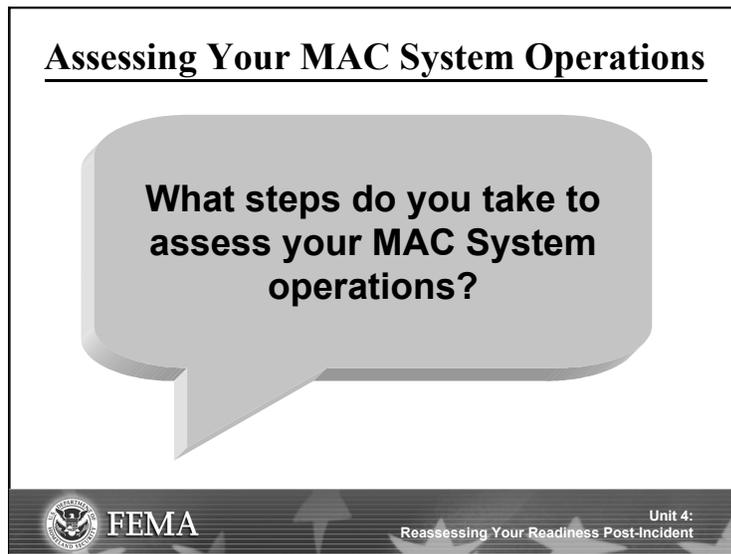
Refer the students to page 4-2 to review the unit objectives.

Tell the group that at the end of this unit, they should be able to:

- Describe methods to assess and analyze their Multiagency Coordination System operations.
- Identify solutions that target and mitigate deficiencies.
- Describe the process for replenishing resources.
- Describe strategies for maintaining the functionality of the Multiagency Coordination System.



Visual 4.3



Visual Description: What steps do you take to assess your Multiagency Coordination System operations?

Instructor Notes

Introduce this topic by asking the following question:

What steps do you take to assess your Multiagency Coordination System operations?

Allow the group time to respond. Possible responses could include:

- Meeting with key personnel from participating agencies to discuss the operation.
- Meet with citizens and groups impacted by the operation.
- Reviewing documentation from the operation to determine what could be done better.
- Preparing an after-action report for dissemination.

Note that the students could present a range of assessment methods beyond those listed above, or an approach that uses a combination of methods.



Visual 4.4

Assessing Your MAC System Operations

- Review documentation.
- Meet with all key personnel.
- Discuss:
 - What worked well.
 - What didn't.
- Develop an action plan for improving areas requiring improvement.
- Follow through on the action plan!



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Assessing your Multiagency Coordination System Operations

Instructor Notes

Summarize the discussion by providing several key steps that every jurisdiction should take:

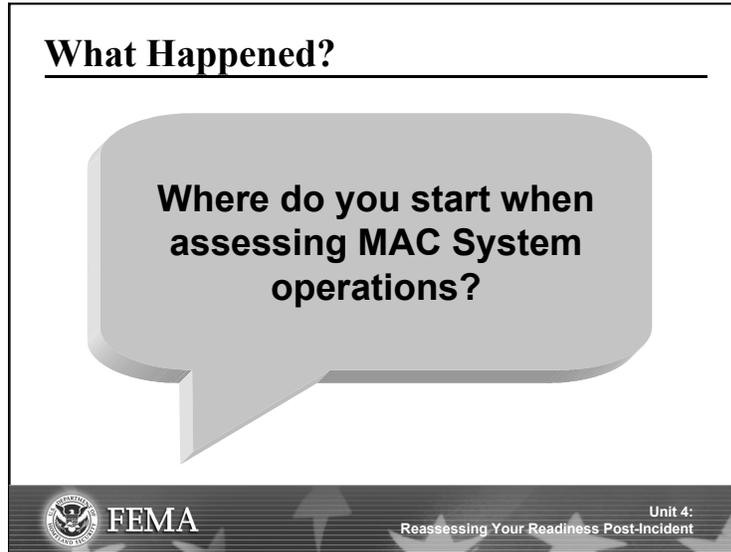
- Review documentation from the incident. Important decisions that were made during the incident, issues that arose and how they were resolved, and other critical information should have been documented at the time. Reviewing the documentation can provide a starting point for developing a summary of operations and an agenda for a meeting with key players.
- Convene a post-incident meeting with all key personnel, including the Incident Commander, Command and General Staff, mutual aid partners and other cooperating and assisting agency personnel, and all senior personnel who represented their agencies at the EOC or other MAC Entities during the incident.
- Be open and honest in gathering information about what worked well and what didn't. Try to determine whether problems that occurred resulted from inadequate guidance or procedures, miscommunication, poor decision-making, or other causes.

Caution the group to establish a nonthreatening environment for the discussion. The purpose of the meeting is to gather and analyze information, not to assess blame.

- Develop an action plan for improving areas in need of improvement.
- Follow through on the action plan!



Visual 4.5



Visual Description: Where do you start when assessing Multiagency Coordination System operations?

Instructor Notes

Ask the question:

Where do you start assessing an incident?

Allow the students time to respond. Then, display the next visual.



Visual 4.6

Post-Incident Meeting

- Invite all key personnel:
 - Incident Commander
 - Mutual aid partners
 - Public/private partners
 - EOC personnel
 - Public officials
 - Affected members of the public
- Invite open and honest discussion about:
 - What worked.
 - What didn't.



Visual Description: Post-Incident Meeting

Instructor Notes

Transition to the post-incident meeting. The purpose of the post-incident meeting is to capture an accurate picture of what happened on the incident in order to improve future operations. Emphasize the need to include all key players at the meeting, including:

- The Incident Commander (or Incident Commanders if there are multiple incidents, or a Unified Command).
- Mutual aid partners who supported the incident.
- Public/private partners (e.g., the American Red Cross or representatives from business and industry who supported the incident).
- EOC personnel, including the Emergency Manager, Section Chiefs, and others who played a key role in coordinating the response.
- Public officials (generally, those who were present at the EOC during the incident) from affected jurisdictions.
- Members of the public who were affected by or received assistance from the incident organization, as appropriate.

Urge the group to invite open and honest discussion about what worked well and what didn't. Remind the group that **the purpose of the meeting is to improve future operations, not to assess blame.**

Tell the class to solicit specific issues and, when identifying areas for improvement, try to determine the specific cause of the problem (e.g., insufficient policy, inadequate training, etc.). Emphasize the need to solicit concise suggestions for improving future operations.



Visual 4.7

Develop Incident Summary

Develop a summary of:

- The incident.
- Response operations.
- Resources deployed.
- Key events/timeframes.
- Decisions made.
- Issues.



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Develop Incident Summary

Instructor Notes

Summarize the students' responses by telling the group that the first step in analyzing a Multiagency Coordination System operation is to capture adequately what happened. Caution that it is not as easy as it may seem to capture meaningful information in a way that is easily understandable and usable—especially if the incident was widespread or very complex.

Suggest that the students develop an executive summary of the incident, including:

- A description of the incident.
- Initial and long-term response operations.
- The resources that were deployed, including whether specific resources were requested through mutual aid, EMAC, or another mechanism.
- A description of key events (e.g., cascading events, etc.) and the timeframes of occurrence.
- Decisions that were made in response to events and, where possible, the results of those decisions.
- Issues that arose during the course of operations. Include issues that arose between or among Multiagency Coordination System entities, between the incident command and the EOC, and at the EOC (or other MAC Entities).

Direct the students' attention to the post-incident report that begins on page 4-9 of the Student Manual. Allow the group time to review the report. Then, display the next visual.



Visual 4.8

Activity 4.1: What Happened?

1. Review the Post-Incident Report as a group.
2. Answer questions.
3. Be prepared to discuss your responses with the class.



You will have 10 minutes to complete this activity.



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Activity 4.1: What Happened?

Instructor Notes

Follow the steps below to conduct this activity:

1. Tell the students to work in their table groups to complete this activity.
2. Direct the students to the activity that begins on page 4-9 of the Student Manual.
3. Ask the groups to read the Post-Incident Report and answer the questions.
4. Tell the students they will have 10 minutes for this activity.



Activity 4.1: What Happened?

Student Manual
Page 4-9**Post-Incident Report**

On September 16, 2004, Florida's county health departments¹ were contacted by the Florida Department of Health requesting hurricane relief volunteers. The request included the need for nurses, management personnel, and clerical volunteers. Upon approval from the Health Commissioner, 2 teams of 16 volunteers each were formed. The county health department administrators, district nurse managers, and central office personnel were contacted. Possible volunteers were informed that they would be deploying at any time and for at least 7 days. Each team consisted of 10 nurses and 6 clerical volunteers. Each team was assigned a team leader and an assistant team leader.

As the teams were being formed, the Florida Department of Health forwarded forms via email to the county health departments. Volunteers were required to complete the forms and submit them to the Administration Section Chief. At that time, an Incident Command System (ICS) was initiated. An Incident Commander was named. Section Chief appointments were also made for all ICS Sections.

The Florida Department of Health Situation Room was used as the foundation for meetings, correspondence, and all communication. The Incident Commander and the Administration Section Chief were given access to the Situation Room email. Volunteers were told to be on standby and to watch their email for anything from the Situation Room for deployment information. Personnel in the Situation Room worked through the State EOC for transportation to Florida. Volunteers were provided instructions via email as to what supplies they should bring.

On the morning of September 21, volunteers were informed that they would be deploying via Air National Guard transport on September 22. A briefing was set up at 1:30 p.m. on September 21 in the Situation Room for volunteers who could be at the central office. Volunteers were to meet on September 22, at 5:45 a.m. on the top level of the Florida Department of Health parking garage where transportation to their flight would be provided. On the afternoon of September 21, after the briefing, plans changed and commercial flight arrangements had to be made. The Logistics Section Chief worked with the Florida Department of Health procurement department to secure travel. All volunteers were contacted by telephone about a new meeting time for departure.

On Wednesday, September 22, volunteers met at 4:30 a.m. on the top level of the Florida Department of Health parking garage. Volunteers had a briefing in the Situation Room before being shuttled to the airport. During the briefing, they were informed that all communication would be made through their team leaders. Team leaders informed the Situation Room at each layover and when the teams arrived in Florida.

¹ In Florida, employees of county health departments are in reality employees of the State of Florida.



Activity 4.1: What Happened? (Continued)

Student Manual
Page 4-10**Post-Incident Report (Continued)**

Upon arrival, the EOC staff met the teams and provided directions and six vans to deploy to Tallahassee for the evening. At that time, the teams were informed that they would be caravanning with a team from another State the next day. The teams were to report to Crest View for their assignments on September 23. The teams were dispatched to the Midway area and the Milton County Health Department. They were to drive to Alabama to stay for the evening and report to the areas needed on the morning of Thursday, September 24. The teams requested hand-held radios and gloves. The teams reported on September 24, and began to work. Volunteers tracked cases of pertussis, conducted community assessments, distributed water and food to hurricane victims, provided immunizations, and completed other duties as needed. Volunteers working in the community were warned about the possibility alligators, mosquitoes, and debris. During the afternoon of September 24, a request was made for the volunteers to prepare for the next hurricane, which was expected to strike the east coast. They were moved to Lake City, Florida. After arrival, the teams had to wait until the hurricane passed before their next move. The teams were based in the middle of the hurricane, but their safety was constantly monitored. A safe room was provided at the hotel they where they were staying.

On Sunday, September 26, the teams were told to deploy to Marion and Sumter Counties to work at shelters on September 27. The volunteers were split by occupation and according to need. Some of the work involved helping the elderly; comforting victims; providing immunizations, food, and water; and performing community assessments. The shelters were open 24 hours, and volunteers worked all shifts.

On Tuesday, September 29, the volunteers were on the road again to Tallahassee to prepare for departure the next day. On Wednesday, September 30, the volunteers reported to the airport to return home. The teams returned to the Florida Department of Health at 6:00 p.m. During the ride back from the airport, a “hot wash” (participant debriefing) was performed with the team leaders and the Incident Commander. Each volunteer was requested to submit an After-Action Report to the Administration Section upon return.

Instructor Notes

Ask the group:

What do you think of this summary?

Allow the group time to respond. If not mentioned by the group, point out that the summary is very high level and, while it is fairly detailed, it may not include enough information to evaluate the operation.

Then ask:

What other information do you think should be included?

Allow the group time to respond. If not mentioned by the group, suggest that more operational details should be included. Specifically, aspects of actual operations, decisions made, and issues that arose would be helpful in evaluating the operation.

Refer the students to the additional information that begins on page 4-11 of the Student Manual. Allow the group time to review the information before proceeding.



Activity 4.1: What Happened? (Continued)

Student Manual
Page 4-11**Post-Incident Report Details**

The input below was provided by disaster volunteers and key personnel at the Florida Department of Health.

A. Incident Command System

Volunteers, as well as other Florida Department of Health personnel, gained a better understanding of how the Incident Command System really works. There is still a need for employees to understand that, when ICS is initiated, standard operating procedures no longer apply. Florida Department of Health facilities should have a better understanding of how ICS is utilized. During the deployment, several requests were denied, causing a delay in the teams' requests. When the Deputy Commissioner was approached with the same request, it was approved, however. Building Management, Internal Services and Procurement Section failed to respond to several requests for deployment purposes, which created a delay in getting a response from the Incident Commander and the volunteer teams.

B. Communications Interoperability

Communications was established and maintained at all times with the deployed volunteer teams. Satellite phones were evaluated and worked as expected. Because there was such a diversity of cellular service providers, the teams had the capability to communicate with the Situation Room at all times, with the exception of when Hurricane Charley made landfall. Again, the satellite phones were evaluated and worked well. Two-way, hand-held radios were shipped for overnight delivery so the teams could communicate. Although the teams criticized the radios as being ineffective, evaluations conducted at the Florida Department of Health indicated that the radios were effective.

C. Establishment of Common Responsibilities

Volunteers learned to be flexible and work as a team. The lack of a preapproved checklist led to the failure of several individuals to bring adequate funding and proper identification. The team leaders communicated these concerns to the Situation Room, and remedies were identified and implemented.

D. Allotted Briefings by Command and General Staff

Briefings were conducted by the Incident Commander on a daily basis at 9:00 a.m. There were several occasions when there were two briefings per day. Minutes were taken at the briefings, and all issues were resolved through the ICS structure.

E. Availability of Equipment

The teams were deployed with satellite phones and digital cameras. During the mission, the teams requested hand-held radios and gloves. These items were shipped for overnight delivery to the teams.



Activity 4.1: What Happened? (Continued)

Student Manual
Page 4-12

Post-Incident Report Details (Continued)

F. Interoperability of Agencies

The Situation Room was in contact with the Florida EOC and the Florida Health Department. Daily situation reports were forwarded to the Situation Room, and a briefing was conducted of all Command and General Staff components.

G. Situation Room

The Situation Room was operational 24 hours per day, 7 days per week during the deployment. Two operational shifts were staffed, from 6:00 a.m. to 6:00 p.m. and from 6:00 p.m. to 6:00 a.m., with all equipment being monitored by State personnel. Individual after-action reports indicated that many of the activated staff were “satisfied” with their ability to reach someone at the Situation Room at all times.

Instructor Notes

Ask the group:

What does this information add to the report?

Allow the group time to respond. If not mentioned by the group, point out that the additional information provides details about key elements of the operation, including the flow of information among the various MAC System levels (the field level, the Situation Room (DEOC), and the State EOC). This report also describes key events. This information adds considerably to the depth of the report and will help decision-makers improve operations. Point out that consideration should be given to how the report is formatted. Many managers want quick access to key points, and would expect some sort of executive summary, while others may prefer a detailed narrative format.



Visual 4.9

What Did You Learn?

Lessons Learned:

1. Provide additional ICS training for Building Management personnel.
2. Develop/disseminate predeployment checklists.
3. Prescreen/predesignate strike teams.
4. Issue a State cell phone for each team.
5. Develop a form for tracking return of equipment/supplies.
6. Develop emergency finance plan.



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: What Did You Learn?

Instructor Notes

Tell the group that the visual lists the actual lessons learned from the operation described in the post-incident report. Allow the students time to review the visual and compare it to the report. Then ask,

Would you add anything else?

Allow the group time to respond. Potential responses might include:

- Review procedures for establishing volunteer teams (to ensure a skill/knowledge match, ensure that volunteers are physically able to perform their mission, etc.).
- Develop an agreement with the Air National Guard to ensure that needed transportation is available within the timeframes required.
- Review and revise (as necessary) resource management policies and procedures related to issue and return of equipment. (A resource issue in one area of the operation may be indicative of the entire operation.)

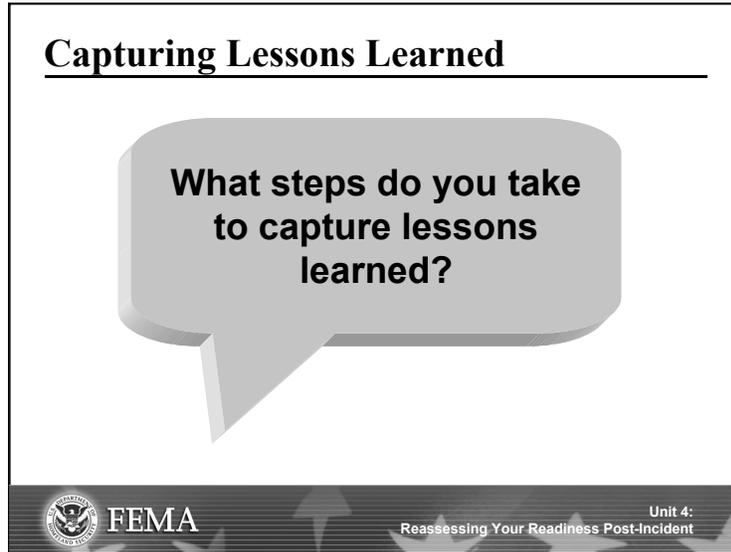
The students may provide other suggestions as well.

Remind the group that the post-incident summary they reviewed involved a very small operation conducted under an EMAC with another State. Emphasize that post-incident summaries for larger incidents will be far more complex than the one the class reviewed.

Tell the group that lessons learned and targeting efforts for improvement will be covered in more detail later in this unit.



Visual 4.10



Visual Description: What steps do you take to capture lessons learned?

Instructor Notes

Ask the group:

What steps do you take to capture lessons learned?

Allow the group time to respond. Summarize the discussion by displaying the next visual.

Remind the group that lessons learned can be positive as well as negative.



Visual 4.11

Ways To Capture Lessons Learned

- Document review
- Facilitated “hot wash”
- Public/media input



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Ways To Capture Lessons Learned

Instructor Notes

Point out that the students have already discussed document review but that there are other ways to capture lessons learned. This visual lists two common ways:

- One or more facilitated “hot washes” (participant debriefings) can help surface concerns from personnel at various levels of the Multiagency Coordination System organization. Although it may be difficult to do, especially after large or complex incidents, hot washes should be conducted with as many persons as possible and throughout the entire Multiagency Coordination System structure (e.g., the response organization, DEOCs, the local and State EOCs, etc.).

Point out that using an impartial facilitator helps hot wash participants speak more freely and honestly.

- Public and media input is rarely wanted after an incident. Talking to the affected public and following media reports on how well or how poorly an incident was handled can provide important clues to the public’s perception of the response.

Suggest that, if public and media reports about one or more aspects of a response are particularly negative, facilitated focus groups with members of the public and media may be helpful to clarify concerns and manage future expectations.

Stress the need to prepare for hot washes and focus groups by:

- Reviewing all pertinent documentation about the incident.
- Preparing an agenda for the meeting.



Visual 4.12

Activity 4.2: Capturing Lessons Learned

1. Work in your table groups.
2. Review the scenario.
3. Develop an agenda for a hot wash or focus group, as assigned by the instructor.
4. Be prepared to discuss your agenda with the class.



You will have 15 minutes to complete this activity.



FEMA

Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Activity 4.2: Capturing Lessons Learned

Instructor Notes

Tell the group that the purpose of this activity is to provide an opportunity to identify the critical aspects of an incident and develop a preliminary agenda for either a hot wash or a focus group.

Follow the steps below to conduct this activity:

1. Tell the students to work in their table groups to complete this activity.
2. Direct the students to the activity that begins on page 4-17 of the Student Manual.
3. Ask the groups to read the scenario and discuss it as a group to identify critical points that must be covered to capture lessons learned.
4. Direct half of the groups to develop a draft agenda for a facilitated hot wash for response personnel and half to develop a draft agenda for a focus group with members of the public.
5. Tell the class that they will have 15 minutes to complete this activity.
6. When all are finished, facilitate a class discussion about the critical points and the groups' agendas.
 - Try to gain consensus on the critical points to cover for each type of meeting. Note that the points may be different for hot wash participants than for focus group participants.
 - Ensure that the groups' agendas cover the points that they identified as critical. Solicit suggestions for creative ways to gather the information needed from each meeting. Provide input from your own experience about where "flash points" could occur during the meetings and how to troubleshoot them.

Allow 30 minutes for the discussion.



Activity 4.2: Capturing Lessons Learned

Student Manual
Page 4-17

Purpose: The purpose of this activity is to provide an opportunity for you to identify the critical aspects of an incident and develop a preliminary agenda for either a hot wash or a focus group.

Instructions: Follow the steps below to complete this activity:

1. Work in your table groups to complete this activity.
2. Read the scenario below, and discuss it as a group. Identify critical points that must be addressed to capture lessons learned.
3. Based on the task assignment given by the instructor, develop either a draft agenda for a facilitated hot wash for response personnel or a draft agenda for a focus group with members of the public.
4. You will have 15 minutes to complete this activity.
5. Select a spokesperson to present your group's critical points and agenda to the class.

Scenario:

On May 19, at about 9:00 a.m., a 55-passenger bus was traveling eastbound on an interstate highway in a rural area outside a major city. Visibility was good and the pavement was dry. The bus, carrying 43 passengers, was en route to a casino approximately 80 miles away. The bus departed the right side of the highway, crossed the shoulder, and traveled onto the grassy slope along the shoulder. It continued on the slope, struck the end of the of the guardrail, traveled through a chain-link fence, vaulted over a paved golf cart path, collided with the far side of a dirt embankment, and then bounced and slid forward to its final resting position.

At the time of the accident, a city police officer was on routine patrol traveling westbound on the highway. The officer pulled into the median and notified the dispatcher of the accident. Notification was made at 9:04 a.m.

By 9:12 a.m., fire and emergency medical service (EMS) personnel began arriving. The emergency medical technicians (EMTs) who arrived first at the incident reported that they found 10 people on the ground outside of the bus. Because there were fatalities, the Medical Examiner was called to the scene. Other victims were still on the bus, so the EMTs entered the bus by breaking side windows and removed the passengers. Firefighters immediately started to contain a fuel spill so that it did not spread into a nearby stream. Police officers established a perimeter around the accident and began rerouting traffic.

Of the 43 passengers, there were 4 fatalities, 6 with life-threatening injuries, 7 with serious injuries, and 10 with minor injuries. It soon became clear that additional response assistance would be necessary. The Incident Commander requested assistance through the 9-1-1 dispatch center, requesting additional

**Activity 4.2: Capturing Lessons Learned (Continued)****Student Manual
Page 4-18****Scenario (Continued):**

ambulance response through mutual aid. Because the county used centralized dispatch, the dispatcher made the request directly from three adjacent communities.

Ambulances arrived at the scene and began transporting victims to local hospitals. All went to the closest hospital until told that they could not handle more—without regard to the nature or severity of the victims' injuries. As a result, victims needing trauma care were transported to hospitals that did not have trauma centers. Victims with less serious injuries were taken to trauma centers.

Additionally, although the EOC activated at Level 3 (monitoring), it never really became involved in the incident. The Incident Commander established command and managed the response, but coordination among the DEOCs never happened. Actions taken at the scene were never communicated, either upward or laterally to mutual aid agencies.



Activity 4.2: Capturing Lessons Learned (Continued)

Student Manual
Page 4-19

1. Use the space provided below to capture the points that you feel are most critical to be covered in the meeting assigned to your group.

Class solution:

“Hot wash” topics should include what went well (according to plans and established protocols) and what went poorly. All disciplines (law enforcement, fire, and EMS) should discuss their response, as should representatives of the 9-1-1 dispatch center, the hospitals, the Medical Examiner, and the EOC. Followup recommendations and assignments should be made.

Focus group topics should include a general review of what happened at the incident. The “public” in this case is likely to include victims and their families. They will be most interested in the medical response, and the topics may include a quick explanation of mass casualty incident (MCI) protocols and plans, and a discussion of where the response deviated from the plans. Public input should be solicited on specific questions and issues, such as how the system could better track victims and provide information to families.

2. Use the space below to develop a draft agenda for the meeting assigned to your group.

Class Solution:

“Hot Wash” Agenda

1. Introductions and ground rules
2. Review of incident
3. Review of standard protocols and plans
4. Discussion of “the good, the bad, and the ugly”
5. Recommendations
6. Followup

Focus Group Agenda

1. Introductions and ground rules
2. Review of incident
3. Discussion of specific areas requiring public input
4. Recommendations
5. Followup



Visual 4.13



Visual Description: You've captured lessons learned. What do you do now?

Instructor Notes

Ask the group:

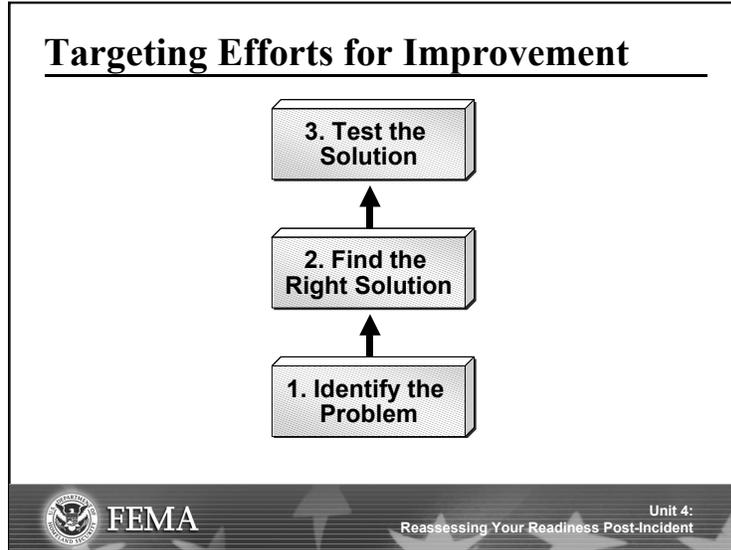
You've captured lessons learned from the response. What do you do now?

Allow the group time to respond. Note that there may be a range of responses offered.

Suggest that the best way to target efforts for improvement is to establish a structure that will lead logically to a solution.



Visual 4.14



Visual Description: Targeting Efforts for Improvement

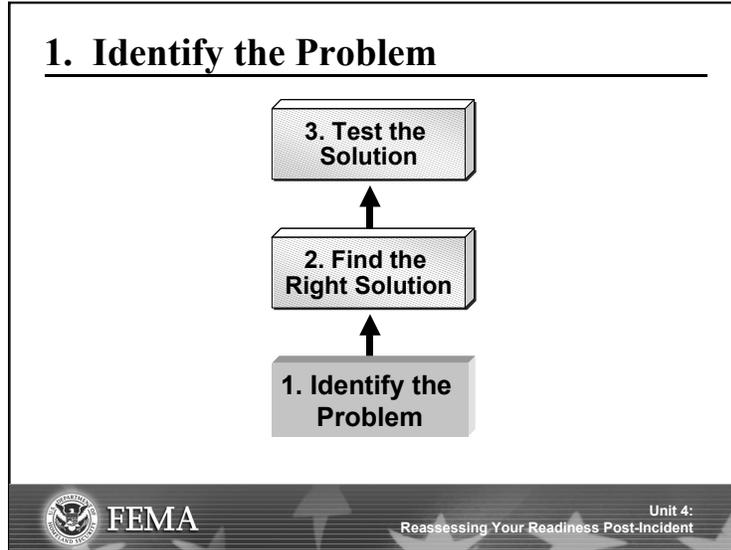
Instructor Notes

Suggest the three-step model shown in the visual is an easy method for keeping improvement efforts on track.

Tell the group that each step in the model will be covered next.



Visual 4.15



Visual Description: Step 1: Identify the Problem

Instructor Notes

Tell the group that the first step in the model is to identify the problem. Point out that problem identification is not always as easy as it seems because there is a tendency to treat the “symptom” rather than the disease.

Provide the following examples to reinforce the above point.

“The problem is that he didn’t wear his Personal Protective Equipment (PPE), and he was injured.”

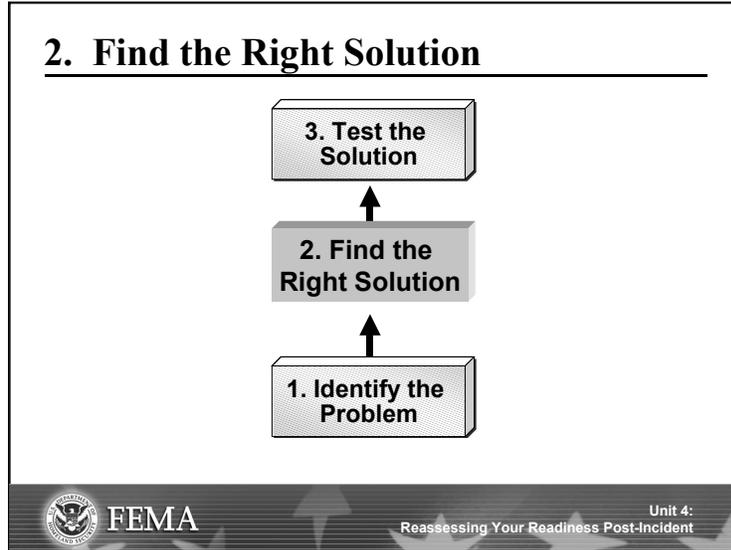
Facilitate a brief discussion about this statement. Ensure that the students understand that the problem is not as stated (failure to wear PPE). More likely, the actual problem is that protocols and SOPs requiring the use of PPE were not enforced, which is a management issue. The problem also could be that the individual did not know that PPE was required, which is a training issue. Clearly, more exploration of the problem is required.

“I didn’t understand the codes she was using. I just didn’t know what to do.”

Facilitate a brief discussion around this statement. Ensure that the students understand that the problem is not that the speaker needs to be trained to understand codes. The problem lies in using the codes in the first place. In this case, training for the individual using the codes may be required or, more likely, policy and procedures need to be clarified and/or enforced.



Visual 4.16



Visual Description: Step 2: Find the Right Solution

Instructor Notes

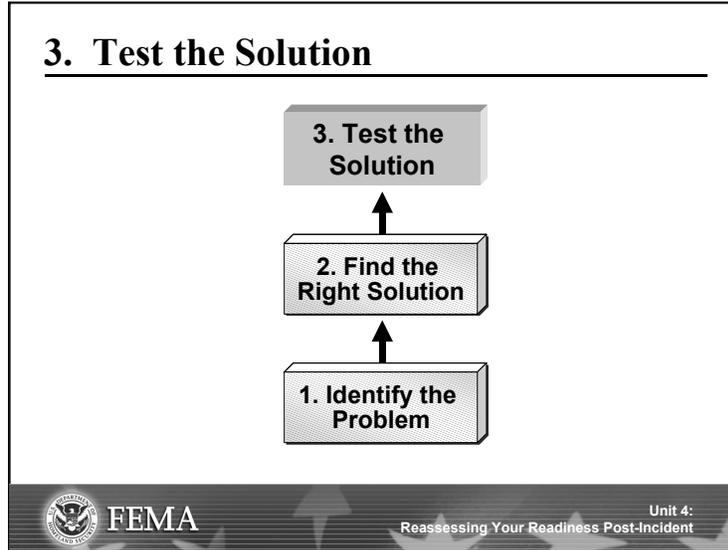
Tell the group that the next step involves finding the right solution. Ask:

What do you do to find possible solutions?

Allow the group time to respond. Summarize the responses by suggesting that the students think “outside the box.” Suggest that they explore all possible solutions before narrowing and targeting a single solution or combination of solutions. Urge the group to develop and analyze a comprehensive list of possibilities so that all options can be explored. By brainstorming all possible solutions, it may be possible to identify an innovative solution that otherwise may not be considered. It also may be that some combination of solutions will work best.



Visual 4.17



Visual Description: Step 3: Test the Solution

Instructor Notes

Tell the group that the third step is to test the solution.



Visual 4.18



Visual Description: How do you test the solution?

Instructor Notes

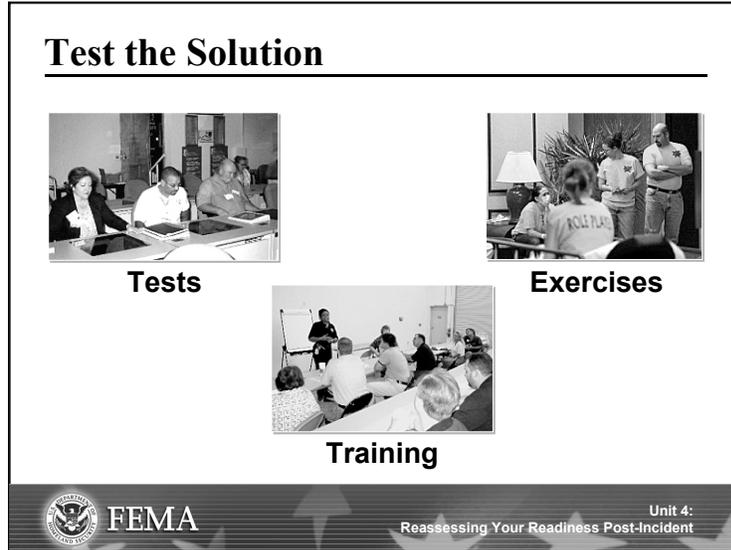
Ask the group the following question:

How do you test the solution?

Allow the group time to respond. Summarize their responses by displaying the next visuals.



Visual 4.19



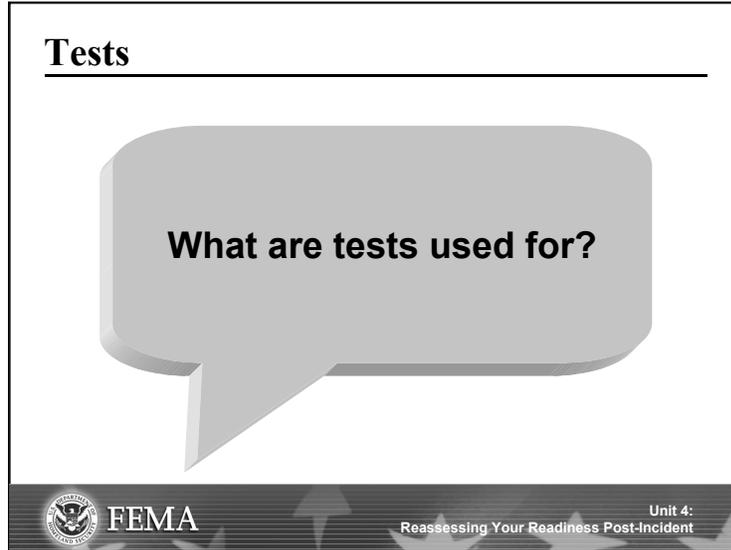
Visual Description: Test the Solution

Instructor Notes

Tell the group that the only way to test potential solutions is through tests, training, and exercises.



Visual 4.20



Visual Description: What are tests used for?

Instructor Notes

Ask the group:

What are tests used for?

Allow the group time to respond. If not mentioned by the group, explain that tests are used to verify whether systems perform to expected standards. Provide examples of systems that should be tested.

- Computer and other data systems.
- Communications systems.

Note that systems include hardware and equipment, as well as the human tasks needed to activate and operate them. Add other systems that should be tested based on your experience.

Tell the group that systems should be tested anytime a change to the system has been made to ensure that they work as intended.



Visual 4.21

Tests

Tests are used to:

- Verify whether systems perform to expected standards.



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Tests

Instructor Notes

Tests are used to:

- Verify whether systems perform to expected standards.



Visual 4.22

Training

Types of training:

- Briefings
- Hands-on training



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Training

Instructor Notes

Explain that training should be conducted when:

- Post-incident analysis indicates a performance problem.
- There is a change to policy or procedure that affects job performance.

Tell the group that two types of training are commonly used to train incident personnel:

- Briefings are a good way to disseminate information about policy and/or procedure changes and as a precursor to hands-on training. Briefings typically take one-half day or less and are intended to transfer knowledge or change attitudes.
- Hands-on training is intended to provide skills that are required during an incident. Hands-on training should be progressive in that it should build on the participants' existing knowledge base and incorporate increasingly complex, job-related skills. Hands-on training is performance based. All participants completing hands-on training should be able to perform at or above established minimum levels for identified tasks.

Acknowledge that hands-on training can be supplemented by web-based or classroom training as necessary to address the performance issue.



Visual 4.23

Exercises

Types of exercises:

- Orientation seminars
- Tabletop exercises
- Drills
- Functional exercises
- Full-scale exercises



Visual Description: Exercises

Instructor Notes

Remind the group that exercises can be used to test people and systems. Facilitate a brief discussion of the types of exercises:

Exercise Types

The type of exercise that best meets a State, territorial, regional, tribal or local need is identified through analysis of the stated exercise purpose, proposed objectives, experience, operations, historical precedence, and recommended levels of participation. Each exercise type has a specific planning process, from startup through conduct and evaluation.

There are two broad categories of exercises:

- Discussion-Based Exercises
- Operations-Based Exercises



Visual 4.24

Discussion-Based Exercises

- Seminars
- Workshops
- Tabletop exercises
- Games



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Discussion-Based Exercises

Instructor Notes

Discussion-Based Exercises

Discussion-Based Exercises are used to highlight new or existing emergency management policies, plans, or procedures. Typically these exercises focus on strategic or policy-oriented issues. Facilitators usually lead a discussion of issues related to the objectives of the exercise. Discussion-based exercises include:

- *Seminars:* A seminar is generally used to orient or provide an overview of authorities, strategies, policies, plans, procedures, protocols, resources, concepts, or ideas. A seminar is typically an informal discussion lead by a leader or facilitator. A seminar can provide a good starting point for jurisdictions that are developing or making major changes or reviewing NIMS/emergency management policies, plans, procedures, and resources.
- *Workshops:* A workshop is similar to a seminar with increased participant interaction and a focus on achieving or building a product. A workshop can also be used to achieve various exercise design steps for other exercises such as determining exercise objectives, scenario components, or exercise evaluation elements. Workshops often have a series of facilitators and employ the use of breakout sessions to accomplish goals. A workshop is ideal for obtaining consensus on how NIMS command and management principles (Incident Command System, Multiagency Coordination System, and public information system) can be integrated into community emergency operations policies, plans, and procedures.

Discussion-Based Exercises (Continued)

- *Tabletop Exercises:* A tabletop exercise can involve senior staff, elected or appointed officials, or other key emergency management staff at the coordination, operations, or discipline-specific level in an informal setting, discussing simulated situations. A tabletop exercise is intended to generate discussion of emergency management issues regarding a hypothetical situation. A tabletop exercise can be used to assess policies, plans, procedures, and resources, or to assess types of systems needed to prevent, prepare for, respond to, or recover from a defined event. During a tabletop exercise, participants typically discuss the issues raised by a series of problem statements, using appropriate policies, plans, procedures, and resources. Tabletop exercises can be aimed at facilitating an understanding of NIMS concepts, identifying strengths and shortfalls, and/or achieving changes in attitudes or perceptions.
- *Games:* A game is a simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or assumed real-life situation. Participants are commonly presented with scenarios and asked to perform a task associated with a portion of the scenario. In a game, the same situation can oftentimes be examined from various perspectives by changing the variables and parameters that guide participant action. Computer-generated scenarios and simulations can often provide a realistic and time-sensitive method of introducing situations for analysis and decision-making.



Visual 4.25

Operations-Based Exercises

- Drills
- Functional exercises
- Full-scale exercises



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Operations-Based Exercises

Instructor Notes

Operations-Based Exercises

Operations-Based Exercises are normally “higher” level exercises that are used to validate policies, plans, procedures, and resources that were solidified in discussion-based exercises. Operations-based exercises can be characterized by actual response, mobilization of apparatus and resources, and commitment of personnel, usually over an extended period of time. Operations-based exercises include drills, functional exercises, and full-scale exercises.

- *Drills:* A drill is a coordinated, supervised activity usually employed to test a single specific operation or function in a single agency. Drills are commonly used to provide training on new equipment, develop or test new policies or procedures, or practice and maintain current skills. A drill could be used to test a particular function within the Incident Command System, such as the development of an Incident Action Plan. A drill could be used to test elements of a community’s notification or warning system.
- *Functional Exercises:* A functional exercise is designed to test and evaluate individual capabilities, multiple functions or activities within a function, or interdependent groups of functions. A functional exercise focuses on exercising policies, plans, procedures, and resources of the Incident Command System and/or the Emergency Operations Center. Events in a functional exercise are simulated through a series of messages that provide event updates that drive the activity. During a functional exercise, the actual movement of personnel and equipment is simulated. One of the major characteristics of a functional exercise is the simulated feedback provided to the exercise participants from a simulation cell/exercise control group.

Operations-Based Exercises (Continued)

- *Full-Scale Exercises:* A full-scale exercise is the most complex exercise. Full-scale exercises are multiagency, multijurisdictional exercises that can test many facets of emergency management response and recovery. A full-scale exercise focuses on implementing and analyzing policies, plans, procedures, and resources developed in discussion-based exercises and refined in previous, smaller, operations-based exercises. The events for a full-scale exercise are projected through a scripted exercise scenario. Full-scale exercises are conducted in a real-time, stressful environment that should closely mirror a real event. First responders and resources are mobilized and deployed to the scene where they conduct their actions as if a real incident has occurred. Emergency Operations Centers (or other MAC Entities) should actively participate in full-scale exercises.



Visual 4.26

Comprehensive Exercise Program

- Incorporates all types of exercises
- Includes all important players
- Increases in complexity



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Comprehensive Exercise Program

Instructor Notes

Suggest that jurisdictions that do not have comprehensive exercise programs should develop one. Explain that a comprehensive exercise program:

- Incorporates all types of exercises.
- Includes all important players in response and coordination.
- Increases in complexity, until all response and coordination capabilities are tested.

Emphasize that a comprehensive exercise program provides several important benefits:

- It fosters communication and cooperation among agencies and departments that do not work together on a day-to-day basis.
- It enables jurisdictions to test their response and coordination capabilities before they are put to the test in an actual incident.
- It helps keep personnel current in their emergency or disaster jobs, making them use skills that they may not use on a daily basis.



Visual 4.27

Using Exercise Feedback

Use exercise feedback to:

- Improve planning
- Develop/Revise policies and procedures
- Identify additional training needs



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Using Exercise Feedback

Instructor Notes

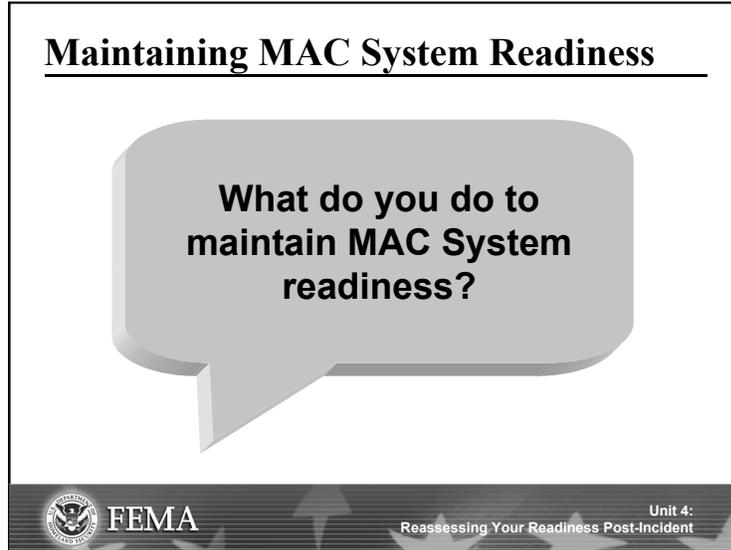
Remind the students that exercise feedback is useful for:

- Improving the EOP.
- Developing or revising policies and procedures.
- Identifying additional training needs.

Urge the group to use exercise feedback to improve overall response and coordination activities.



Visual 4.28



Visual Description: What do you do to maintain Multiagency Coordination System readiness?

Instructor Notes

Remind the group that incidents often occur without warning. Then, ask:

What do you do to maintain Multiagency Coordination System readiness?

Allow the group time to respond. Then, display the next visual.



Visual 4.29

Steps for Maintaining MAC System Readiness

- Replenish resources
- Update rosters, media lists, and other contact information
- Conduct tests, training, and exercises
- Maintain/Update equipment
- Follow up and implement recommendations from exercises



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Steps for Maintaining Multiagency Coordination System Readiness

Instructor Notes

Summarize the students' responses by telling the group that five steps they must take after an incident to prepare for the next incident include:

- Replenishing resources. Resources—both response resources and coordination resources—become depleted during an incident. A complete inventory of resources should be taken to determine what has been used and what needs to be reconditioned. Inventories should be replenished at the earliest opportunity to ensure future readiness.
- Updating rosters, media lists, and other contact information. Rosters, media lists, and other contact information change frequently. They should be updated to reflect new information as soon as possible after an incident.
- Conduct tests, training, and exercises. As covered earlier in this unit, tests, training, and exercises help improve operations, keep skills current, bring the jurisdiction together, and provide feedback for revising the EOP. Tests, training, and exercises should be ongoing in accordance with the jurisdiction's exercise plan.
- Maintain/Update equipment. Communications equipment, generators, vehicles, etc. necessary to support the MAC System should be maintained and updated on a regular schedule.
- Follow up and implement recommendations from exercises, after-action reports and participant debriefings.

Point out that the jurisdiction's Emergency Operations Plan should identify who is responsible for carrying out these five steps.



Visual 4.30

Unit Summary

- Assessing operations is key to improving readiness for the next incident.
- Lessons learned should be captured through various means and used as a starting point for targeting efforts for improvement.
- Using a model helps keep improvement efforts on target.
- Incident assessment and other information should be used to maintain MAC System readiness.



Unit 4:
Reassessing Your Readiness Post-Incident

Visual Description: Unit Summary

Instructor Notes

Summarize the key points in this unit by making the following points:

- Assessing operations is key to improving readiness for the next incident. Assessment can be made efficiently by:
 - Reviewing and analyzing what happened.
 - Identifying what went well and what didn't.
- Lessons learned should be captured using a variety of methods and used as a starting point for targeting efforts for improvement.
- Using a simple model is a good way to keep improvement efforts on track:
 - By identifying the problem, it is possible to isolate areas that require adjustment to improve readiness.
 - By exploring all options, the right solution can be identified.
 - After identifying solutions, they should be confirmed by testing, training, and exercising.
- Incident assessment information should be used to update the EOP, revise policies, and procedures, and maintain Multiagency Coordination System readiness.

Ask if anyone has any questions about anything presented in this unit. Transition to the next unit by telling the group that they will participate in a tabletop exercise to allow them to apply what they've learned in this course.

Notes:

Unit 4a: Tabletop Exercise

Objective

At the end of this unit, the students should be able to apply what they have learned throughout this course to their Multiagency Coordination Systems.

Scope

- Lesson Overview and Objective
 - Tabletop Exercise
 - Exercise Debriefing
 - Summary and Transition
-

Methodology

Note: During this exercise, one instructor will act as the exercise Controller, and one instructor will act as the exercise Facilitator, circulating through the room to answer questions. The students will assume roles necessary to make decisions based on the information provided by the Controller.

The exercise Controller will introduce the exercise, which will be developed based on an actual incident, and describe the rules of play, exercise objectives, and other exercise information to the class. After answering all questions, the Controller will introduce the exercise scenario. Working in groups, the students will begin the decision-making process to respond to the needs at the incident scene. At specified intervals throughout the exercise, the Controller will provide the students with additional information about the incident (e.g., cascading events at the scene that require additional resources or other response from the Multiagency Coordination Entity). The students will use the new information to make resource decisions, including activating mutual aid or other agreements, requesting expansion of the Multiagency Coordination System, etc.

At the end of the exercise, the Controller will debrief the group. The exercise Controller will then transition from the exercise to Unit 5.

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Lesson Overview and Objective	5 minutes
Tabletop Exercise	1 hour 45 minutes
Exercise Debriefing	30 minutes
Summary and Transition	5 minutes
Total Time	2 hours 30 minutes

Remarks

This exercise has been developed for all levels of government. While the exercise objectives can be used for all audiences, **certain aspects of the exercise do not apply to all levels** in terms of multiagency coordination activities. The injects are important to all audiences, however, to provide an overall view of the emergency as it unfolds and to test the students' ability to identify which decisions should be made at which level. Review this exercise thoroughly before class so that you understand fully which injects to use for your audience.

Instructor Notes

This tabletop exercise is intended to allow the students to apply what they have learned throughout this course. The exercise describes a widespread power outage and resultant response issues. The exercise provides the opportunity to identify the coordination issues that could arise in a widespread emergency and make the decisions to resolve those issues through multiagency coordination.

The exercise simplifies and orders the event during a period of time that, in reality, would be characterized by confusion and complexity. The incident is presented as an unfolding event, with the initial incident scenario introducing the emergency and new information being introduced by means of injected messages throughout the exercise.

Previous activities have been designed to provoke discussion about specific elements of the MAC System, or to develop skills associated with planning and assessment. This tabletop is designed to synthesize previous activities with participants' own EOPs and SOPs through a simulated emergency.

The scenario and injects presented in this exercise are not intended to reflect a jurisdiction's political context, but the students should consider how political issues might influence their actions and decisions.

Instructor Notes

The success of this exercise depends on the total concentration of all the students throughout the exercise. Tell the students that they should not leave the room during the exercise, and ask all students to ensure that their cell phones and pagers are turned off or set to vibrate.

The students should work in groups to complete this exercise. The groups may be organized horizontally (e.g., a jurisdiction with its mutual aid partners) or vertically (e.g., local and State grouped together).

You will need to make copies of the injects prior to delivering this exercise. You do not need any special equipment to conduct this exercise. The students will need:

- Their jurisdiction's EOP, including maps.
- Any SOPs that they use during an incident.

Guidelines for Presenting the Incident Scenario

General guidelines for presenting the incident scenario are listed below. Specific guidance for introducing the initial scenario and the injects are provided in the exercise itself.

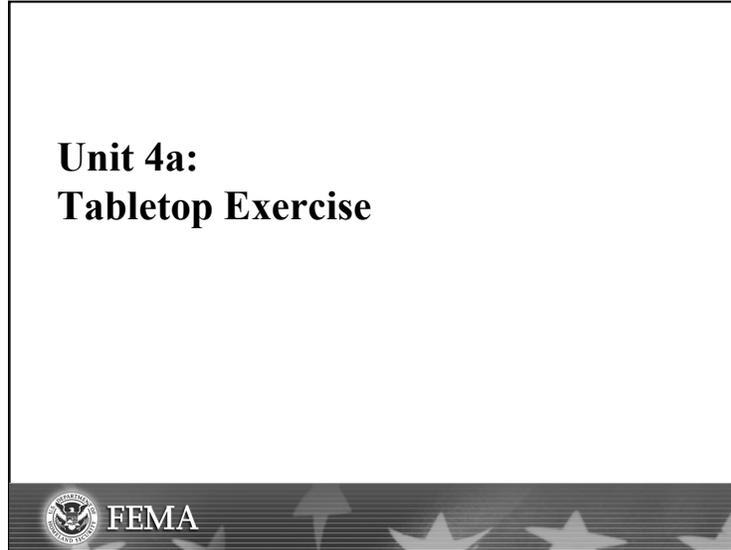
- The incident scenario, as provided, involves a power failure over a broad area of the United States. The students should assume that their States and jurisdictions are located within the affected area.
- The incident scenario and injects are designed to focus on multiagency coordination for the purpose of determining the strengths and weaknesses in the overall system, both vertically and horizontally.
- The Controller should introduce the scenario by briefing the students. Following the introduction, each student should consider the information presented from the point of view of his or her role and responsibilities during the emergency. The students should participate in a discussion within their groups to respond to the information provided in the scenario (e.g., request resources, establish priorities, request additional information, etc.).
- There are five injects placed approximately 20 minutes apart. Injects use elapsed, not "real" time. The elapsed time period is provided in the inject narrative. The Controller should read the exercise injects to the class. These injects may build on the initial scenario to provide additional information, relate cascading events, or transmit requests for information from another portion of the Multiagency Coordination System. Following each inject, the students should discuss the new information within their groups to respond to the information provided.

- The Controller may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented. The Controller may also ask additional questions of the group or provide information that is tailored to the exercise players.

At the end of the exercise, the Controller will debrief the groups, asking them to evaluate their procedures. Finally, the groups will develop a list of tasks that they need to complete to improve their Multiagency Coordination Systems.



Visual 4a.1



Visual Description: Unit 4a: Tabletop Exercise

Instructor Notes

Introduce this unit by telling the students that Unit 4a provides an opportunity to apply the principles presented in this course to their own Multiagency Coordination Systems.



Visual 4a.2

Unit 4a Objective

- At the end of this unit, students should be able to apply what they learned throughout this course to their Multiagency Coordination System.



Unit 4a:
Tabletop Exercise

Visual Description: Unit 4a Objective

Instructor Notes

Review the unit objective:

- At the end of this unit, students should be able to apply what they learned throughout this course to their Multiagency Coordination System.



Visual 4a.3

Guidelines for Exercise (1 of 2)

1. The scenario involves a power failure over a broad area of the United States. You should assume that your States and jurisdictions are located within the affected area.
2. The incident scenario and injects are designed to focus on multiagency coordination to determine strengths and weaknesses in the system.
3. The Controller will introduce the scenario. You should consider the information presented from the point of view of your role and responsibilities during an emergency.
4. During the exercise, the Controller will provide additional scenario injects to the class.

Unit 4a:
Tabletop Exercise

Visual Description: Guidelines for Exercise (1 of 2)

Instructor Notes

Describe the guidelines for the exercise:

- The incident scenario involves a power failure over a broad area of the United States. The students should assume that their States and jurisdictions are located within the affected area.
- The incident scenario and injects are designed to focus on multiagency coordination for the purpose of determining the strengths and weaknesses in the overall system, both vertically and horizontally.
- The Controller should introduce the scenario by briefing the students. Following the introduction, each student should consider the information presented from the point of view of his or her role and responsibilities during the emergency. The students should participate in a discussion within their groups to respond to the information provided in the scenario (e.g., request resources, establish priorities, request additional information, etc.).
- There are five injects placed approximately 20 minutes apart. Injects use elapsed, not “real” time. The elapsed time period is provided in the inject narrative. The Controller should read the exercise injects to the class. These injects may build on the initial scenario to provide additional information, relate cascading events, or transmit requests for information from another portion of the Multiagency Coordination System. Following each inject, the students should discuss the new information within their groups to respond to the information provided.



Visual 4a.4

Guidelines for Exercise (2 of 2)

5. The Controller may pause the exercise at any time to discuss the scenario and your responses, answer questions, or clarify information presented.

The Controller may also ask additional questions of you or provide information that is tailored to your situation.



Unit 4a:
Tabletop Exercise

Visual Description: Guidelines for Exercise (2 of 2)

Instructor Notes

- The Controller may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented. The Controller may also ask additional questions of the group or provide information that is tailored to the exercise players.

At the end of the exercise, the Controller will debrief the groups, asking them to evaluate their procedures. Finally, the groups will develop a list of tasks that they need to complete to improve their Multiagency Coordination Systems.



Visual 4a.5

Exercise Scenario (1 of 2)

The summer had been hot, and the hot weather carried into early September throughout much of the country. Anyone who had air conditioning used it. Those who didn't went to shopping centers, theaters, or anyplace they could to keep cool. As a result, electrical consumption was at an all-time high, using virtually all electricity that could pass through the grid.



Unit 4a:
Tabletop Exercise

Visual Description: Scenario for Exercise (1 of 2)

Instructor Notes

Present the scenario for the exercise:

The summer had been hot, and the hot weather carried into early September throughout much of the country. Anyone who had air conditioning used it. Those who didn't went to shopping centers, theaters, or anyplace they could to keep cool. As a result, electrical consumption was at an all-time high, using virtually all electricity that could pass through the grid.



Visual 4a.6

Exercise Scenario (2 of 2)

At 1420 hours, parts of New Energy's system began to fail – first at remote sites, then at the core servers. Although New Energy lost three 345 kV within the first 20 minutes, the loss was not noticeable outside the service area. At 1440, however, New Energy lost an additional sixteen 138 kV lines due to overload. One of those lines shut down the major path for electrical imports to its service area, which started a rolling blackout that, within 1 hour, covered nearly 1/3 of the country.

Throughout the blacked-out area, elevators stopped, businesses shut down, and traffic quickly became gridlocked. Almost immediately, all telephone circuits became jammed.



Unit 4a:
Tabletop Exercise

Visual Description: Scenario for Exercise (2 of 2)

Instructor Notes

Continue with the scenario for the exercise:

At 1420, parts of New Energy's system began to fail—first at remote sites, then at the core servers. Although New Energy lost three 345 kV within the first 20 minutes, the loss was not noticeable outside a limited service area. At 1440, however, New Energy lost an additional sixteen 138 kV lines due to overload. One of those lines shut down the major path for electrical imports to its service area, which started a rolling blackout that, within 1 hour, covered nearly one-third of the country.

Throughout the blacked-out area, elevators stopped, businesses shut down, and traffic quickly became gridlocked. Almost immediately, all telephone circuits became jammed.



Visual 4a.7

Discussion Questions

What initial actions would your jurisdiction (local, State, or Federal) take?

What are your jurisdiction's first priorities?

 FEMA Unit 4a:
Tabletop Exercise

Visual Description: Discussion Questions

Instructor Notes

It is impossible to develop “one size fits all” class solutions for this exercise. General topics that should emerge as part of the discussion are listed with the question. Where the question has a specific intent, it is also noted.

Discussion Questions:

1. What initial actions would your jurisdiction (local, State, or Federal) take?

Class solution: Discussion should include what parts of the MAC System should be activated, and at what level. Other initial actions may include gathering and assessing information about the impact and scope of the scenario, adjusting to the increased demand for emergency services, checking the status of critical facilities and infrastructure, and considering mitigation efforts for vulnerable populations and facilities.

2. What are your jurisdiction's first priorities?

Class solution: Discussion will vary with audience, but groups should assess priorities according to the standard “life safety, incident stabilization, and property conservation/environmental/economic impact” hierarchy.



Visual 4a.8

Inject 1 – Discussion Questions

- Does this information change your priorities? How? What are your new priorities? How will you address your priorities?
- Does your jurisdiction have the resources it needs to respond to this emergency? What will you do?
- With what agencies or entities will you communicate/coordinate to ascertain the current situation status?
- What will you do to respond to the rumors of a terrorist attack? How will you disseminate the information?

Unit 4a:
Tabletop Exercise

Visual Description: Inject 1 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 20 minutes into the exercise.

The time is now 1602.

- The electric company has reported that the problem originated outside their area. The company has disconnected from the grid but, because their entire system is down, it will be some time before power can be restored.
- Calls are coming in from all over the area reporting people stuck in elevators, on mass transit systems, and in other life-threatening situations.
- A local carnival has requested assistance to rescue passengers on its super roller coaster, which is stuck two-thirds of the way up a steep incline.
- Several businesses have reported that their backup generators do not work.
- The 9-1-1 dispatch center has received multiple calls about traffic accidents involving vehicles attempting to cross intersections that do not have working signals.
- Media representatives are reporting rumors of a terrorist attack on the power grid.
- Responders are reporting being unable to respond to emergency calls because of the traffic gridlock.

Inject 1 – Discussion Questions (Continued)**Discussion Questions:**

1. Does this information change your priorities? How? What are your new priorities? How will you address your priorities?

Class solution: Groups should find that overall priorities (life safety, incident stabilization, and property conservation/environmental impact/economy) remain much the same, but that the activities within those priority areas will change as new information becomes available.

2. Does your jurisdiction have the resources it needs to respond to this emergency? What will you do?

Class solution: Few jurisdictions will be able to answer in the affirmative. It should also be evident to the groups that their usual sources for mutual aid are also impacted by the emergency, and resources will have to come from several States away. Groups should begin to discuss strategies for responding until outside assistance can arrive. These may include prioritizing scarce resources such as police, fire, and EMS, etc.

3. With what agencies or entities will you communicate/coordinate to ascertain the current situation status?

Class solution: Answers should include: dispatch (call load/kinds of calls); law enforcement and transportation agencies (traffic control issues); utilities (impact on water and sewer systems); New Energy (grid status); and surrounding jurisdictions and levels of government above and below (general situation status, resource availability).

4. What will you do to respond to the rumors of a terrorist attack? What other information does the public need to know? How will you disseminate the information?

Class solution: Confirm common message with FBI and DHS. Make sure your JIS is reinforcing the common message. Provide public with information on heat-related injuries and first aid instructions. Request calls to 9-1-1 be limited to true emergencies. Provide locations of temporary shelters or other comfort stations for people who have no other way to keep cool. Distribution methods could include standard media, as well as CERTs, Neighborhood Watch, and other community-based organizations.



Visual 4a.9

Inject 2 – Discussion Questions

- Has this new information shifted your jurisdiction's priorities? How? What are your priorities at this time? How will you address the priorities?
- With what agencies or entities will you communicate/coordinate? Who will be involved (vertically and horizontally) in the coordination efforts?
- What steps are you taking to ascertain the current situation status?
- How will your Public Information System support the DHS/FBI statement and allay public fears of terrorism? What other information does the public need? How will you disseminate the information?
- What are the potential issues for your jurisdiction (local, State or Federal) if the outage continues for an extended period? What are your contingency plans to address these issues if they occur?

Unit 4a:
Tabletop Exercise

Visual Description: Inject 2 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 40 minutes into the exercise.

The time is now 1715.

- There is no new information to report about the cause of the outage or how long it will last. Media outlets are broadcasting news of an explosion as a possible cause. The weather forecast is unchanged.
- The Secretary of Homeland Security and the FBI Director have issued a statement saying that the cause of the outage is under investigation, but there is no known link to terrorism at this time. Both refused to comment on the rumors of an explosion.
- 9-1-1 dispatch has just received several calls reporting a major fire at a warehouse. Fire units are dispersed for rescue calls throughout the area. Given the traffic situation, they will have difficulty responding to the scene.
- Emergency calls are coming in reporting heat-related illnesses, especially among the elderly.
- The American Red Cross reports it has 10 requests for shelters, but can only staff 1. The representative reminds you that the Red Cross cannot do special needs sheltering.
- Communication is becoming more difficult as cellular phone and two-way radio batteries run down and there is no way to recharge them.

Inject 2 (Continued)

- Traffic is so gridlocked that some people are abandoning their vehicles and walking, adding to the traffic problems in the area. There are reports of several “road rage” incidents as drivers’ frustrations mount. Pedestrians have added to the problem by wandering through traffic. Some citizens are trying to direct traffic through congested intersections.

Discussion Questions:

1. Has this new information shifted your jurisdiction’s priorities? How? What are your priorities at this time? How will you address the priorities?

Class solution: Groups should find that overall priorities (life safety, incident stabilization, and property conservation/environmental impact/economy) remain much the same, but that the activities within those priority areas will change as new information becomes available.

2. With what agencies or entities will you communicate/coordinate? Who will be involved (vertically and horizontally) in the coordination efforts?

Class solution: Answers should include: dispatch; law enforcement and transportation agencies; utilities; New Energy; and surrounding jurisdictions and levels of government above and below; other MAC Entities (EOCs and MAC Groups) as they activate; volunteer organizations, especially the Red Cross.

3. What steps are you taking to ascertain the current situation status?

Class solution: Answers should include: dispatch (call load/kinds of calls); law enforcement and transportation agencies (traffic control issues); utilities (impact on water and sewer systems); New Energy (grid status); and surrounding jurisdictions and levels of government above and below (general situation status, resource availability).

4. How will your Public Information System support the DHS/FBI statement and allay public fears of terrorism? What other information does the public need? How will you disseminate the information?

Class solution: Confirm common message with FBI and DHS. Make sure your JIS is reinforcing the common message. Provide public with information on heat-related injuries and first aid instructions. Request calls to 9-1-1 be limited to true emergencies. Provide locations of temporary shelters or other comfort stations for people who have no other way to keep cool. Distribution methods could include standard media, as well as CERTs, Neighborhood Watch, and other community-based organizations.

Inject 2 – Discussion Questions (Continued)

5. What are the potential issues for your jurisdiction (local, State, or Federal) if the outage continues for an extended period? What are your contingency plans to address these issues if they occur?

Class solution: Answers will vary with jurisdiction, but some answers may include the need to bring on additional emergency responders, staff the EOC for a long period of time, discontinue nonessential services, etc. In addition, some groups may discover the need for an additional multiagency coordination mechanism (for example, if no current method exists to prioritize requests for Red Cross shelter services among EOCs.)

6. Your jurisdiction's executives have asked for a list of the top three coordination issues, top three logistical issues, and top three planning issues.

Class solution: Answers will vary with jurisdiction, but answers may include:

- Coordination: Ensuring public information concerning terrorism, cause, and duration of outages are consistent. Police traffic control with access for fire and EMS resources. Nursing homes, hospitals, and other services for at-risk homebound sick and elderly.
- Logistics: Batteries for radios and cellular phones. Traffic patterns and access. Communication EOC to field units.
- Planning: Long-term staffing for EOC field. Potential need for special-needs shelter for at-risk elderly. Potential need for enhanced law enforcement. Contingency plan for fire suppression if water system fails.



Visual 4a.10

Inject 3 – Discussion Questions (1 of 2)

- Has this new information shifted your jurisdiction's priorities? How? What are your priorities at this time? How will you address the priorities?
- What will your jurisdiction do in response to New Energy's statement that explosions have taken the system down? How will you handle the Municipal Authority's request? How will you disseminate the information?
- How will you handle fire calls to areas that are without water?

Unit 4a:
Tabletop Exercise

Visual Description: Inject 3 – Discussion Questions (1 of 2)

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 1 hour into the exercise.

The time is now 1930.

- New Energy has just confirmed that explosions have toppled two of its towers (the towers were not located in your jurisdiction). The towers were located 12 miles apart on two separate transmission lines. There has been no statement as of yet from DHS or the FBI.
- The electric company has reported that power will have to be restored gradually to reduce strain on the system. They gave no indication about when that will be.
- The Municipal Authority has reported the failure of four pumping stations. Most of the jurisdiction is now without water. The Authority has asked you to put out a "boil water" advisory. There is also concern about whether there is enough fuel to continue operating sewage lift points if the outage continues into the night.
- Traffic jams are beginning to lessen, but gas stations cannot pump any gas because they don't have backup power-generation capabilities.
- Nightfall is approaching. There is some concern about looting and other crime after dark.

Inject 3 (Continued)**Discussion Questions:**

1. Has this new information shifted your jurisdiction's priorities? How? What are your priorities at this time? How will you address the priorities?

Class solution: Again, while the overall priorities beginning with life safety will not be changed by the new information, activities within them will be, as will the impact on emergency resources.

2. What will your jurisdiction do in response to New Energy's statement that explosions have taken the system down? How will you handle the Municipal Authority's request? How will you disseminate the information?

Class solution: Answers will depend on jurisdiction. Answers may include prioritize law enforcement assignments to make best use of scarce resources. Doing this effectively will require participation of all levels of government. Work with the JIS and the Municipal Authority to develop the boil water message and determine the most effective method of delivery.

3. How will you handle fire calls to areas that are without water?

Class solution: Strategies will vary with jurisdiction. Options may include ensuring drafting capability and access to auxiliary sources such as swimming pools, irrigation ponds, etc. Pre-positioning water tenders may also be an option in some jurisdictions.



Visual 4a.11

Inject 3 – Discussion Questions (2 of 2)

- **Does your entity have backup power-generation capabilities for an extended blackout period? If not, how will you address the issue?**
- **How will you address the concern about potential looting? With what agencies/entities will you coordinate?**
- **What other contingency plans are required to address an extended blackout period?**
- **What is the command structure for this incident? Where is the IC located? Describe role of Command vs. Coordination in this event.**

Unit 4a:
Tabletop Exercise

Visual Description: Inject 3 – Discussion Questions (2 of 2)

Instructor Notes

4. Does your entity have backup power-generation capabilities for an extended blackout period? If not, how will you address the issue?

Class solution: Answers will vary with jurisdiction.

5. How will you address the concern about potential looting? With what agencies/entities will you coordinate?

Class solution: Possible considerations may include enhanced patrols in vulnerable/sensitive areas, establishing a curfew, etc. All law enforcement agencies should be involved, as well as community-based organizations such as CERTs, Neighborhood Watch, Chamber of Commerce, etc.

6. What other contingency plans are required to address an extended blackout period?

Class solution: Answers may include caring for tourists and other transients, prioritizing access to fuel, providing refrigeration for pharmaceuticals that must be kept cool, the establishment of “mega shelters” on a regional basis to maximize shelter resources, etc.

7. What is the command structure for this incident? Where is the IC located? Describe the role of Command vs. Coordination in this event.

Class solution: Answers may vary by jurisdiction. Solutions should emphasize keeping command at the incident, rather than EOC/MAC Entity level. Area Command may be used to manage multiple overall incidents. Command should be responsible for the “tactics” such as traffic control, fire suppression, etc. The MAC Entities should focus on consistent interagency public information, resource coordination, and broad and long-term situation projections.



Visual 4a.12

Inject 4 – Discussion Questions

- What are the multiagency coordination issues raised by this new information? What are your new priorities?
- What additional actions, if any, will you take now that the threat level has been raised to Orange?
- How will you handle the looting? What can you do to reduce the response time on other calls?
- How does this information affect the message(s) you release to the public? Who are the participants in the JIS?
- What are your jurisdiction's key coordination points at this time?

Unit 4a:
Tabletop Exercise

Visual Description: Inject 4 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 1 hour and 20 minutes into the exercise.

The time is now 2100.

- The FBI has held a news conference in which they related the facts as of 2030. New Energy reported damage to its system as a result of explosions at two of its towers. FBI and ATF agents are at the scene and are investigating New Energy's claims. Two towers have, in fact, been toppled. It is too soon to determine if the incident is sabotage or a terrorist incident. New Energy is cooperating with authorities by providing information and access to its personnel records. It is too soon to comment further because of the ongoing investigation.
- The Secretary of DHS has increased the threat level to Orange for all infrastructure systems nationally. He states clearly that there have been no credible threats and that the increased threat level is precautionary.
- The President has issued a statement recapping the events that apparently led to the power outage. He stated that the FBI and ATF are in control of the situation and that the perpetrators will be "brought to justice." The President reminded the public that there are no credible threats of additional infrastructure or other attacks—but urges the public to heighten their level of awareness.
- There is still no estimate for how long the blackout will last. The media is interviewing business owners and managers who are complaining about how much money the outage will cost them if they can't open in the morning.

Inject 4 (Continued)

- Reports of sporadic looting are coming in from around the area. Police are responding but are spread thin. Response to other calls has been delayed.
- The heat and hours in traffic are taking their toll on the public. Calls to 9-1-1 for domestic disputes and heat-related health issues have increased dramatically in the past hour.
- Media representatives have jumped on possible terrorism as the cause for the blackout and are suggesting that additional strikes may occur while responders are dealing with local emergencies. Virtually all outlets have interviewed “experts” to tell the public just how vulnerable the country is to additional attacks. Even in areas unaffected by the blackout, the public has responded by making a run on grocery stores to buy bottled water and batteries.
- Some government agencies had procured backup power systems but (now that it looks like the blackout will last into the next day) are reporting that they neglected to include their key-card systems within the system. Those with “hot” sites are implementing their continuity of operations (COOP) plans, which will require changing communication networks to alternate sites. Most agencies do not have “hot” sites, though, and cannot implement their COOP plans.

Discussion Questions:

1. What are the multiagency coordination issues raised by this new information? What are your new priorities?

Class solution: Again, while the overall priorities beginning with life safety will not be changed by the new information, activities within them will be, as will the impact on emergency resources. The new information affects the role of law enforcement, stretches already scarce resources, and changes the role of the Federal Government.

2. What additional actions, if any, will you take now that the threat level has been raised to Orange?

Class solution: Discussion should include need to prioritize law enforcement resources to include monitoring any similar structures located within the jurisdiction. Enhanced security at dispatch, EOC/MAC Entities, etc.

3. How will you handle the looting? What can you do to reduce the response time on other calls?

Class solution: See above. If there is no coordination mechanism (such as a law enforcement MAC Group) that could coordinate an integrated approach to law enforcement under these conditions, the group should consider how such an entity might be established.

Inject 4 (Continued)

4. How does this information affect the message(s) you release to the public? Who are the participants in the Joint Information System?

Class solution: Messages should convey any additional restrictions on movement, such as a curfew. Messages should also be clear on what is known (and not known) about the threat at this point. Jurisdictions may also want to include contact information to report suspicious behavior, etc. Participants may include public information staff from all affected jurisdictions, key utilities (power, water), volunteer organizations, and hospitals and community service organizations.

5. What are your jurisdiction's key coordination points at this time?

Class solution: Will vary with jurisdiction, but should include all elements of the jurisdiction's MAC System (dispatch, EOC, etc.), surrounding jurisdictions, mutual aid cooperators, VOAD organizations, community-based organizations, and mutual aid cooperators at all levels, as well as other MAC Entities that have been activated.



Visual 4a.13

Inject 5 – Discussion Questions

- At this point in the scenario, what elements of your Multiagency Coordination System have been activated? At what levels? Is your system adequate for the multiagency decision-making that must be conducted in this scenario? If not, what additional activations or elements might you consider?
- What agencies or entities are involved in the scenario? Identify the MAC System element that would ensure their input was considered in decision-making. Identify any agency or entity for whom your current plan does not provide a MAC System link.

Unit 4a:
Tabletop Exercise

Visual Description: Inject 5 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 1 hour and 40 minutes into the exercise.

The time is now 2230.

- There is still no indication of when the power will come back on. The power company has reported that power definitely will not be restored before tomorrow afternoon at the earliest. Even after power is restored, there will be at least 2 days of rolling blackouts before the system returns to normal.
- The weather report for tomorrow calls for the hot, humid weather to continue. Temperatures will be in the high 80s to low 90s across much of the blacked-out area. There is a 60 percent chance of afternoon thunderstorms, some of which may be severe.
- There have been no updates from DHS, the FBI, ATF, or the White House concerning the situation.
- The Municipal Authority reports that the pumps on one of its lift stations have failed.
- The largest hospital in the area has reported that it only has enough fuel for its generators for another 6 hours. They are moving patients where possible to consolidate them.
- Firefighters have responded to a major fire in an apartment complex. The caller said that it was started when candles she had been burning ignited a nearby lampshade. There is little that the firefighters can do other than evacuate the building. They are using water available from tankers to keep the fire from spreading to adjacent buildings.

Exercise Inject 5 (Continued)

- Students from the local university have decided to hold a block party. Hundreds have taken to the streets. They have started a bonfire in the street outside a fraternity house. Many of the students are intoxicated. Neighbors are concerned that things will get out of hand.

Discussion Questions:

Note: These are intended to be “wrap-up” questions. Answering them should reinforce the complexity of multiagency coordination under such scenarios, and help identify where their jurisdiction’s MAC System may need reinforcement.

1. At this point in the scenario, what elements of your Multiagency Coordination System have been activated? At what levels? Is your system adequate for the multiagency decision-making that must be conducted in this scenario? If not, what additional activations or elements might you consider?

Class solution: Answers will vary with jurisdiction, but answers may include a lack of mechanisms to coordinate law enforcement resources at all levels of government, or lack of ability to prioritize American Red Cross or other VOAD resources between EOCs at the local or regional level.

2. What agencies or entities are involved in the scenario? Identify the MAC System element that would ensure their input was considered in decision-making. (For example, on-scene traffic coordination among law enforcement agencies would be handled at the Incident Command Post. The American Red Cross’ shelter concerns would be handled at the EOC.) Identify any agency or entity for whom your current plan does not provide a MAC System link.

Exercise Inject 5 (Continued)

Class solution:

Agencies/entities include:

- New Energy
- 9-1-1 dispatch
- Local carnival management company
- Local businesses
- Local media
- Homeland Security
- FBI
- Municipal authority
- Gas stations
- ATF
- President of the United States
- Local law enforcement
- Local fire agencies
- Local emergency medical services
- Local hospitals
- American Red Cross
- Local transportation authority
- Local water and sewer services
- Local, State, and Federal EOCs

Answers to question 2 will vary by jurisdiction. Shortfalls may occur for local businesses, gas stations, etc.

Instructor Notes

Introduce the debriefing by telling the group that this scenario is loosely based on the power outage that struck the Northeast in August 2003. Review the scenario and each inject with the group.

Solicit suggestions about strategies from the class, and suggest strategies based on your own experience to respond to this scenario. Stress communication and coordination issues, as well as emergency public information. Point out that there are few right or wrong answers to the issues raised.

Finally, engage the students in a discussion about what they have learned about the readiness of their Multiagency Coordination Systems. Ask for volunteers to provide the most important lessons learned from the exercise.

Instructor Notes

Summarize this unit by emphasizing the possibility that a widespread incident could occur affecting several States and rendering even mutual aid agreements and EMACs meaningless.

Urge the groups to include multiagency coordination for the full range of high-impact scenarios as part of their planning process.

Transition to the next unit by telling the students that Unit 5 will include the course summary and final examination.

Unit 5: Course Summary and Final Exam

Objectives

At the end of this unit, the students should be able to:

- Summarize the key points from this course.
 - Test their knowledge of Multiagency Coordination Systems by completing an exam.
-

Scope

- Lesson Overview and Objectives
 - Unit Objectives
 - Activity 5.1: Summary of Key Points
 - Final Exam
 - Course Wrapup
-

Methodology

The instructors will involve the students in a discussion to summarize the key points from the course.

The students will take the final exam to test their knowledge of Multiagency Coordination Systems.

Finally, the students will complete a level 1 evaluation instrument.

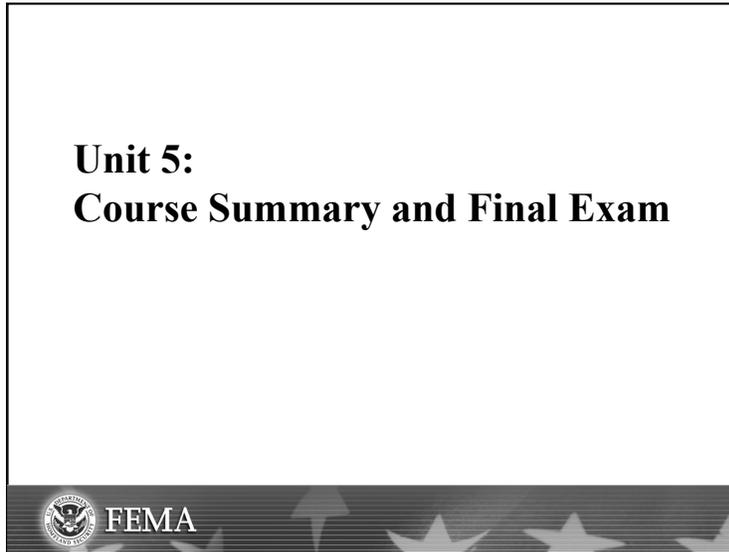
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Activity 5.1: Summary of Key Points	20 minutes
Final Exam	30 minutes
Course Wrapup	5 minutes
Total Time	1 hour



Visual 5.1



Visual Description: Unit 5: Course Summary and Final Exam

Instructor Notes

Introduce this unit by telling the students that Unit 5 will summarize the key points from this course.



Visual 5.2

Unit 5 Objectives

- Summarize the key points from this course.
- Test your knowledge of Multiagency Coordination Systems by completing an exam.



Unit 5:
Course Summary and Final Exam

Visual Description: Unit 5 Objectives

Instructor Notes

Refer the students to page 5-2 to review the unit objectives.

Tell the group that at the end of this unit, they should be able to:

- Summarize the key points from this course.
- Test their knowledge of Multiagency Coordination Systems by completing an exam.



Visual 5.3

Activity 5.1: Summary of Key Points

1. Work in table groups to complete this activity.
2. Review the material covered in this course.
3. Identify the three most critical points from the course.
4. Present your points to the class.



You will have 10 minutes to complete this activity.



FEMA

Unit 5:
Course Summary and Final Exam

Visual Description: Activity 5.1: Summary of Key Points

Instructor Notes

Purpose: The purpose of this activity is to allow the students to identify the points from the course that are most important to them.

Instructions: Follow the steps below to conduct this activity:

1. Tell the students to work in their table groups to complete this activity.
2. Ask the groups to review the material covered in this course.
3. Explain that the groups should identify the three points from the course that are most important to them. Tell the groups to be ready to discuss their points with the class.
4. When all have finished, ask each group to select a spokesperson to present its key points to the class. Solicit input from the class and elaborate on the points based on your experience.

Ask if anyone has any questions before continuing to the final exam.

Alternative Activity:

Administer the exam. When everyone has completed the exam, go over the answers in plenary session, focusing on review of any questions missed by a significant number of students.



Visual 5.4

Final Exam

1. Take a few moments to review your Student Manuals and identify any questions.
 2. Make sure that you get all of your questions answered prior to beginning the final test.
 3. When taking the test . . .
 - Read each item carefully.
 - Circle your answer on the test.
 - Check your work and transfer your answers to the computer-scan (bubble) answer sheet or enter the answers online.
- You may refer to your Student Manual when completing this test.



Visual Description: Final Exam Instructions

Instructor Notes

Note: Additional guidance appears on the next page.

Present the following instructions:

1. Take a few moments to review your Student Manuals and identify any questions.
2. Make sure that you get all of your questions answered prior to beginning the final test.
3. When taking the test . . .
 - Read each item carefully.
 - Circle your answer on the test.
 - Check your work and transfer your answers to the computer-scan (bubble) answer sheet or enter the answers online.

Tell the participants that they may refer to their Student Manuals when completing this test.

Important Instructor Note: It is important that you allow the participants enough time to review the course materials prior to taking the exam. If time permits, you can facilitate a structured review of the materials using the following techniques:

- Assign each team a lesson and have them summarize and present the key points to remember.
- Select five to seven of the most critical points from each lesson. Present a brief review of these points. Ask questions to ensure that the participants remember the most important information.

When the review is completed, distribute the exams. Remain in the room to monitor the exam and to be available for questions. Collect the completed exams.

Note: To receive a certificate of completion, students must take the 25-question multiple-choice final test, submit an answer sheet (to EMI's Independent Study Office), and score 75% on the test. Do NOT use the test unless you see IS-701 in the header and October 2006 in the footer. Older test versions contain outdated materials. Two options exist for test submission:

- Students submit their tests online and receive an e-mail with a link to their electronic certificate.
 1. Go to <http://training.fema.gov/EMIWeb/IS/is701.asp>.
 2. Click on "Download Final Exam Questions" (found at the bottom of the page). You may want to print the test.
 3. Click on "Take Final Exam" (found at the bottom of the page).
- Instructions for group delivery: Test answer sheets can be obtained upon request by calling (301) 447-1256. The completed tests can then be submitted as a group to:

EMI Independent Study
16825 South Seton Ave.
Emmitsburg, MD 21727



Visual 5.5

Feedback



Please complete the course evaluation form.

Your comments are important!

 **FEMA** Unit 5:
Course Summary and Final Exam

Visual Description: Feedback

Instructor Notes

Emphasize that completing the course evaluation form is important. Their comments will be used to evaluate the effectiveness of this course and make changes for future versions.

Distribute the course evaluation. Ask the students to complete the evaluation and return it to one of the instructors before leaving the classroom.

Thank the students for attending the course, and dismiss the class.

Notes:

Appendix A: Glossary

Area Command (Unified Area Command). An organization established (1) to oversee the management of multiple incidents that are each being handled by an ICS organization or (2) to oversee the management of large or multiple incidents to which several Incident Management teams have been assigned. Area Command has the responsibility to set overall strategy and priorities, allocate critical resources according to priorities, ensure that incidents are properly managed, and ensure that objectives are met and strategies followed. Area Command becomes Unified Area Command when incidents are multijurisdictional. Area Command may be established at an EOC facility or at some location other than an ICP.

Catastrophic Incident. Any natural or manmade incident, including terrorism, that results in extraordinary levels of mass casualties, damage, or disruption severely affecting the population, infrastructure, environment, economy, national morale, and/or government functions. A catastrophic event could result in sustained national impacts over a prolonged period of time; almost immediately exceeds resources normally available to State, local, tribal, and private-sector authorities in the impacted area; and significantly interrupts governmental operations and emergency services to such an extent that national security could be threatened. All catastrophic events are Incidents of National Significance.

Chain of Command. A series of command, control, executive, or management positions in hierarchical order of authority.

Command Staff. In an incident management organization, the Command Staff consists of the Incident Command and the special staff positions of Public Information Officer, Safety Officer, Liaison Officer, and other positions as required, who report directly to the Incident Commander. They may have an assistant or assistants, as needed.

Emergency. As defined by the Stafford Act, an emergency is “any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

Emergency Operations Center (EOC). The physical location at which the coordination of information and resources to support domestic incident management activities normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction.

Emergency Responder. Includes Federal, State, local, and tribal emergency public safety, law enforcement, emergency response, emergency medical (including hospital emergency facilities), and related personnel, agencies, and authorities.

Emergency Support Function (ESF). A grouping of government and certain private-sector capabilities into an organizational structure to provide the support, resources, program implementation, and services that are most likely to be needed to save lives, protect property and the environment, restore essential services and critical infrastructure, and help victims and communities return to normal, when feasible, following domestic incidents. The ESFs serve as the primary operational-level mechanism to provide assistance to State, local, and tribal governments or to Federal departments and agencies conducting missions of primary Federal responsibility.

Evacuation. Organized, phased, and supervised withdrawal, dispersal, or removal of civilians from dangerous or potentially dangerous areas, and their reception and care in safe areas.

First Responder. Local and nongovernmental police, fire, and emergency personnel who in the early stages of an incident are responsible for the protection and preservation of life, property, evidence, and the environment, including emergency response providers as defined in section 2 of the Homeland Security Act of 2002 (6 U.S.C. 101), as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) who provide immediate support services during prevention, response, and recovery operations. First responders may include personnel from Federal, State, local, tribal, or nongovernmental organizations.

Hazard. Something that is potential dangerous or harmful, often the root cause of an unwanted outcome.

Hazard Mitigation. Any cost-effective measure that will reduce the potential for damage to a facility from a disaster event.

Incident. An occurrence or event, natural or human-caused, that requires an emergency response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

Incident Action Plan. An oral or written plan containing general objectives reflecting the overall strategy for managing an incident. It may include the identification of operational resources and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods.

Incident Command Post (ICP). The field location at which the primary tactical-level, on-scene incident command functions are performed. The ICP may be collocated with the incident base or other incident facilities and is normally identified by green rotating or flashing lights.

Incident Command System (ICS). A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating with a common organizational structure, designed to aid in the management of resources during incidents. ICS is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, or organized field-level incident management operations.

Incident Commander (IC). The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

Incident of National Significance. Based on criteria established in HSPD-5 (paragraph 4), an actual or potential high-impact event that requires a coordinated and effective response by and appropriate combination of Federal, State, local, tribal, nongovernmental, and/or private-sector entities to save lives and minimize damage, and provide the basis for long-term community recovery and mitigation activities.

Joint Field Office (JFO). A temporary Federal facility established locally to provide a central point for Federal, State, local, and tribal executives with responsibility for incident oversight, direction, and/or assistance to coordinate protection, prevention, preparedness, response, and recovery actions effectively. The JFO will combine the traditional functions of the JOC, the FEMA DFO, and the JIC within a single Federal facility.

Joint Information Center (JIC). A facility established to coordinate all incident-related public information activities. The JIC is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should collocate at the JIC.

Joint Information System (JIS). Integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, timely information during a crisis or incident operations. The mission of the JIS is to provide a structure and system for developing and delivering coordinated interagency messages; developing, recommending, and executing public information plans and strategies on behalf of the IC; advising the IC concerning public affairs issues that could affect a response effort; and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort.

Joint Operations Center (JOC). The JOC is the focal point for all Federal investigative law enforcement activities during a terrorist or potential terrorist incident or any other significant criminal incident, and is managed by the SFLEO. The JOC becomes a component of the JFO when the NRP is activated.

Jurisdiction. A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authorities. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, tribal, State, or Federal boundary lines) or functional (e.g., law enforcement, public health).

Local Government. A county, municipality, city, town, township, local public authority, school district, special district, intrastate district, council of governments (regardless of whether the council of governments is incorporated as a nonprofit corporation under State law), regional or interstate government entity, or agency or instrumentality of a local government; an Indian tribe or authorized tribal organization or, in Alaska, a Native Village or Alaska Regional native Corporation; or a rural community, unincorporated town or village, or other public entity.

Major Disaster. As defined by the Stafford Act, any natural catastrophe (including any hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought) or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under this act to supplement the efforts and available resources of States, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Multiagency Command Center (MACC). An interagency coordination center established by DHS/USSS during National Special Security Events (NSSEs) as a component of the JFO. The MACC serves as the focal point for interagency security planning and coordination, including the coordination of all NSSE-related information from other intra-agency centers (e.g., police command posts, Secret Service security rooms) and other interagency centers (e.g., intelligence operations centers, Joint Information Centers).

Multiagency Coordination Entity. An entity that functions within a broader multiagency coordination system. It may establish priorities among incidents and associated resource allocations, resolve conflicting agency policies, and provide strategic guidance and direction to support incident management activities.

Multiagency Coordination System. A system that provides the architecture to support coordination for incident prioritization, critical resource allocation, communications systems integration, and information coordination. The components of multiagency coordination systems include facilities, equipment, EOCs, specific multiagency coordination entities, personnel, procedures, and communications. The systems assist agencies and organization to integrate the subsystems of NIMS fully.

Multijurisdictional Incident. An incident requiring action from multiple agencies that each have jurisdiction to manage certain aspects of an incident. In ICS, these incidents will be managed under a Unified Command.

Mutual Aid Agreement. A written agreement between agencies, organizations, and/or jurisdictions to assist one another on request by furnishing personnel, equipment, and/or expertise in a specified manner.

National. Of a nationwide character, including the Federal, State, local, and tribal aspects of governance and policy.

National Incident Management System (NIMS). A system, mandated by HSPD-5, that provides a consistent, nationwide approach for Federal, State, local, and tribal governments; the private sector; and NGOs to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

National Special Security Event (NSSE). A designated event that, by virtue of its political, economic, social, or religious significance, may be the target of terrorism or other criminal activity.

Nongovernmental Organizations (NGOs). Nonprofit entities that are based on the interests of their members, individuals, or institutions and that are not created by a government, but may work cooperatively with government. NGOs serve a public purpose, not a private benefit. Examples of NGOs include faith-based charity organizations and the American Red Cross.

Preparedness. The range of deliberate, critical tasks and activities necessary to build, sustain, and improve the operational capability to prevent, protect against, respond to, and recover from domestic incidents. Preparedness is a continuous process involving efforts at all levels of government and between government and private-sector and nongovernmental organizations to identify threats, determine vulnerabilities, and identify required resources.

Prevention. Actions taken to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions taken to protect lives and property. It involves applying intelligence and other information to a range of activities that may include such countermeasures as deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of a threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators and bringing them to justice.

Private Sector. Organizations and entities that are not part of any governmental structure. Private-sector organizations include for-profit and not-for-profit organizations, formal and informal structures, commerce and industry, private emergency response organizations, and private voluntary organizations (PVOs).

Public Information Officer (PIO). A member of the Command Staff responsible for interfacing with the public and media or with other agencies with incident-related information requirements.

Recovery. The development, coordination, and execution of service- and site-restoration plans for impacted communities and the reconstitution of government operations and services through individual, private-sector, nongovernmental, and public assistance programs that: identify needs and define resources; provide housing and promote restoration; address long-term care and treatment of affected persons; implement additional measures for community restoration; incorporate mitigation measures and techniques, as feasible; evaluate the incident to identify lessons learned; and develop initiatives to mitigate the effects of future incidents.

Resources. Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an EOC.

Response. Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of incident mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include: applying intelligence of other information to lessen the effects or consequences of an incident, increased security operations; continuing investigations into the nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.

State. Any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and any possession of the United States. (As defined in section 2(14) of the Homeland Security Act of 2002, Public Law 107-296, 116 Stat. 2135, et seq. (2002).)

Terrorism. Any activity that (1) involves an act that (a) is dangerous to human life or potentially destructive of critical infrastructure or key resources; and (b) is a violation of the criminal laws of the United States or any State or other subdivision of the United States; and (2) appears to be intended (a) to intimidate or coerce a civilian population; (b) to influence the policy of a government by intimidation or coercion; or (c) to affect the conduct of a government by mass destruction, assassination, or kidnapping.

Unified Command. An application of ICS used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the Unified Command to establish their designated Incident Commanders at a single Incident Command Post to establish a common set of objectives and strategies for a single Incident Action Plan.