IDAHO EXERCISE PROGRAM TOOLKIT

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Cover Art: IDBHS file photos: Oneida County 2004 Full Scale Exercise "Operation Facelift"; Functional EOC Exercise with Mark Wendelsdorf, Caldwell FD; Kootenai County ICS/EOC Full Scale Exercise; "Solid Curtain" Active Shooter Full Scale Exercise, Bayview; Aftermath of Hebgen Lake 1959 Earthquake; Clearwater Casino Tabletop Exercise, Lewiston; Borah Peak 1983 Earthquake Escarpment near Arco; Salmon River Full Scale Exercise, Riggins: Pocatello 2011 Flash Flooding event.

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LETTER OF PROMULGATION

The Idaho Exercise Tool Kit is the guide for Idaho Emergency Management Planning Grant (EMPG) sub-grantees to use to plan, conduct, evaluate, and document exercises conducted as part of their EMPG sub-grant performance. It is distributed to Idaho EMPG sub-grantees and may be reproduced as needed to accomplish exercise activities.

The Homeland Security Exercise and Evaluation Program (HSEEP) principles were used as the basis for the design of the Idaho Exercise Tool Kit. More detailed information on the HSEEP can be found at https://www.llis.dhs.gov/hseep. The toolkit is not intended to be an all-inclusive document but rather an extract of appropriate information needed for Idaho sub-grantees to accomplish the minimum EMPG sub-grant exercise requirements.

We solicit comments and recommendations to improve this plan. Please provide comments to the Idaho Bureau of Homeland Security through your locally assigned Area Field Officer (AFO).

Respectively Yours,

Brad Richy, Brig Gen
Director, Idaho Bureau of Homeland Security

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INTRODUCTION

The Idaho Exercise Toolkit is intended to be a step by step guide written in laymen's terms for use by local jurisdictions. It has easy to read instructions and examples of the required work products needed to ensure local jurisdiction exercises are properly documented. The accompanying CD has additional sample documents and fillable templates for your use throughout the exercise process.

The Idaho Exercise Toolkit was created using the following assumptions:

- There is a requirement for EMPG sub-grantees to exercise.
- Sub-grantee exercises must be documented to:
  - Validate the conduct of the exercise
  - Support grant reporting requirements
- IDBHS has established the requirement that sub-grantees must conduct at least one (1) exercise per year, which can be one of the following; Tabletop, Functional or Full Scale. The annual jurisdictional exercise must be:
  - Multi-agency
  - Multi-discipline
  - Based on mission areas, core capabilities, and objectives that are relevant to the sub-grantee jurisdiction.
  - Guided by DHS HSEEP methodology
  - An After Action Report/Improvement Plan is required for each exercise.

The guiding principles of the Homeland Security Exercise and Evaluation Program (HSEEP) were used as a resource for developing this toolkit. It provides a common, standards-based approach to exercise program management, design and development, conduct, evaluation and improvement planning.

The Idaho Bureau of Homeland Security developed this Idaho Exercise Toolkit to assist Idaho EMPG sub-grantees in planning, designing, conducting, evaluating exercises as well as developing improvement plans, and documenting local jurisdiction multi-agency multi-discipline exercises.

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EXERCISE PROGRAM METHODOLOGY

THE EXERCISE PROGRAM

Exercises bring together and strengthen the whole community in its efforts to prevent, protect against, mitigate, respond to, and recover from all hazards. A comprehensive exercise program offers a means by which the jurisdiction may:

- Validate existing plans, policies and procedures.
- Demonstrate new capabilities gained through training.
- Demonstrate local capabilities and responder proficiency.
- Identify lessons learned and areas for improvement.
- Improve public recognition of emergency services programs.

EXERCISE PROGRAM MANAGEMENT

An Exercise Program Manager is responsible for ensuring exercises are scheduled and carried out according to plan. Scheduling of exercises is normally accomplished through the use of a jurisdictional Multi-year Training and Exercise Plan (TEP). In many local jurisdictions, the County or Tribal Emergency Manager may assume the Exercise Program Manager role. Exercise Program Management begins with budget management which allocates funding needed to conduct exercises after a program has been established. Exercise Program Management involves overseeing and guiding the overall cyclical process of:

1. **Design & Development**
   - Identify the need
   - Design and Develop the Exercise
   - This includes beginning evaluation planning
2. **Conduct**
   - Carry out exercise activities as planned
3. **Evaluation**
   - Complete the after action review process
   - Initiate improvement planning
   - Report completion for programmatic requirements
4. **Improvement Planning**
   - Complete the Improvement Plan
   - Implement the Improvement Plan
   - Track progress of planned improvements

THE LOCAL EXERCISE PROGRAM

- Exercise activities should be based upon needs that are identified through gap analysis processes. Threat and Hazard Identification and Risk Assessment (THIRA) planning, hazard mitigation planning or similar process will help to focus the exercise program.
- The local program should utilize expertise from within the jurisdiction to create and conduct local exercises. Counties and Tribes should consider participation in a multi-jurisdictional training and exercise committee in order to leverage exercise scheduling, and capitalize on neighboring expertise and resources.
- County and Tribal exercise programs should:
  - ⇒ Be locally driven to ensure that local jurisdiction identified needs are being met.
  - ⇒ Be guided by elected and/or appointed officials.
  - ⇒ Be capability based, objective driven.
  - ⇒ Use a progressive planning approach.
  - ⇒ Include whole-community integration.
  - ⇒ Be informed by risk.

⇒ Use a common methodology.

MULTI-YEAR TRAINING & EXERCISE PLAN (TEP)

A Multi-year Training and Exercise Plan (TEP) is the foundation document guiding a successful exercise program. The TEP articulates overall exercise program priorities and outlines a schedule of training and exercise activities designed to meet those priorities.

A Multi-year Training & Exercise Plan:

⇒ Takes stock of current program plans and capabilities.
⇒ Lays out long-term program goals and objectives.
⇒ Develops a mix of exercises to meet goals and objectives.
⇒ Determines what training is needed as a prerequisite to planned exercises.
⇒ Sets a multi-year schedule of exercises.
⇒ Sets a multi-year schedule of training events.

Exercise coordination is accomplished through the use of the Multi-year Training and Exercise Schedules. These schedules lay out a long-term schedule of planned and potential training dates and exercises. They also serve as a method of planning mutually beneficial and cooperative exercise activities with your neighboring jurisdictions.

Program managers use the Multi-year Training and Exercise Schedules to:

⇒ Avoid duplicating their efforts.
⇒ Combine exercises and ensure the exercises don't conflict.
⇒ Combine training and ensure training does not conflict.
⇒ Optimize and combine funding where possible.
⇒ Prevent "over" training and exercising.

In keeping with the recommendations of HSEEP and IDBHS grant program policy, counties and tribes must document future training and exercise activities. This documentation is accomplished by developing and regularly updating the Multi-year Training and Exercise Schedules. These schedules and completed training and exercises are required to be reported on quarterly reports for the Emergency Management Performance Grant (EMPG).

****A template for a Multi-year Exercise Schedule can be found on the Toolkit CD***.

MISSION AREAS AND CORE CAPABILITIES

It is essential to the success of the exercise planning effort for the jurisdiction to identify the core capability or capabilities that you plan to exercise. As stated elsewhere in this manual, planning activities such as the THIRA will help you identify gaps in capability, or areas that the jurisdiction wishes to improve upon or validate.

The standard mission areas and associated core capabilities are a very useful tool in this effort. The chart provided on the following page illustrates the five standard mission areas of PREVENTION, PROTECTION, MITIGATION, RESPONSE and RECOVERY, along with the core capabilities associated with each.

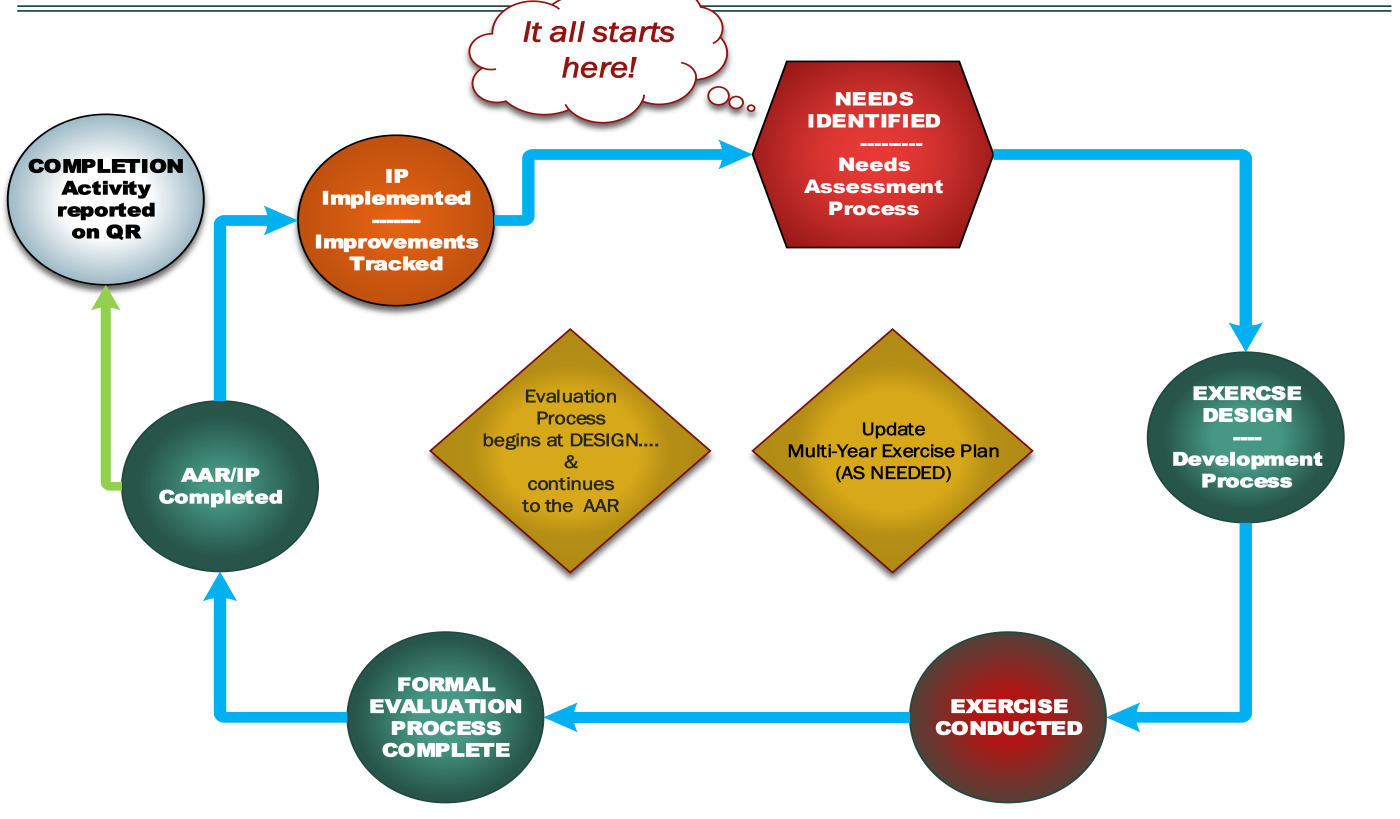
A Core Capability Description List can be found in Appendix B of this Toolkit and on the companion CD. A more in-depth discussion of mission areas and core capabilities and additional helpful information can be found in the on-line National Response Framework at:

http://www.fema.gov/national-response-framework

The chart below illustrates the various mission areas and core capabilities associated with each. Note that the core capabilities of Planning, Public Information and Operational Coordination are common to all five mission areas.

PREVENTION	PROTECTION	MITIGATION	RESPONSE	RECOVERY
Planning	Planning	Planning	Planning	Planning
Public Information & Warning	Public Information & Warning	Public Information & Warning	Public Information & Warning	Public Information & Warning
Operational Coordination	Operational Coordination	Operational Coordination	Operational Coordination	Operational Coordination
Intelligence & Information Sharing	Intelligence & Information Sharing	Community Resilience	Critical Transportation	Economic Recovery
Interdiction & Disruption	Interdiction & Disruption	Long Term Vulnerability Reduction	Environmental Response\Health & Safety	Health & Social Services
Screening, Search & Detection	Screening, Search & Detection	Risk & Disaster Resilience Assessment	Fatality Management Services	Natural & Cultural Resources
Forensics & Attribution	Access Control & Identity Verification	Threats & Hazard Identification	Infrastructure Systems	Infrastructure Systems
	Cybersecurity		Mass Care Services	
	Physical Protective Measures		Mass Search & Rescue Operations	
	Risk Management for Protection Programs & Activities		On-Scene Security & Protection	
	Supply Chain Integrity & Security		Operational Communications	
			Public & Private Services & Resources	
			Public Health & Medical Services	
			Situational Assessment	

Evolution of an Exercise



Note that evaluation planning begins early in the process. As exercise planning begins, the planned activity should be noted on the TEP. The TEP can then be updated anytime there is a change in the planned exercise activity. The TEP is a dynamic document.

EXERCISE DESIGN & DEVELOPMENT

In designing and developing individual exercises, the exercise planning team schedules planning meetings, identifies and develops exercise objectives, aligns the objectives to core capabilities, designs the scenario, creates documentation, plans exercise conduct and evaluation, and coordinates logistics.

An 8-step process of exercise design and development has been created to assist exercise planners in creating exercises that are meaningful and relevant to their emergency management program. By following this systematic approach to exercise design, planners will ensure that important elements are captured, and that exercise activities remain focused upon the identified need.

THE 8 STEP EXERCISE DESIGN PROCESS

1. Needs Assessment
2. Scope
3. Purpose
4. Objectives

5. Scenario
6. Major & Detailed Events
7. Expected Actions
8. Messages

The 8-Step Exercise Design Job Aid is included in this toolkit as **How-To Guide #1** to assist exercise planners with the design and development process. In addition, **How-To Guides #2-11** may assist in exercise design and development.

EXERCISE CONDUCT

After design and development activities are complete, the exercise is ready to occur. Activities essential to conducting individual exercises include preparing for exercise play, managing exercise play, and conducting immediate exercise wrap-up activities. For additional information on conducting post exercise hotwashes, see **How-To Guide #12.**

EXERCISE EVALUATION

Evaluation is the cornerstone of an exercise and must be considered throughout all phases of the exercise planning cycle, beginning when the exercise planning team meets to establish objectives and initiate exercise design. Effective evaluation assesses performance against exercise objectives, and identifies and documents strengths and areas for improvement relative to core capabilities.

IMPROVEMENT PLANNING

During improvement planning, the corrective actions identified during individual exercises are tracked to completion, ensuring that exercises yield tangible preparedness improvements. An effective corrective action program develops Improvement Plans that are dynamic documents, which are continually monitored and implemented as part of the larger system of improving preparedness.

THE 8 STEPS OF EXERCISE EVALUATION AND IMPROVEMENT PLANNING

1. Plan and organize evaluation activities
2. Observe the exercise and collect data
3. Analyze the collected data
4. Develop a draft After Action Report (AAR)
5. Conduct the After Action Review Meeting (AAM)
6. Identify improvements needed
7. Finalize the AAR and Improvement Plan
8. Track implementation of identified improvements

The 8 Step Exercise Evaluation Design Job Aid is included in this toolkit as **How-To Guide #3** to assist exercise planners with the evaluation process. Additional information on exercise evaluation and improvement planning can be found in **How-To Guides #12,13 & 14.**

EXERCISE TYPES & PURPOSE

During initial exercise planning efforts, the decision to select a particular exercise type should be driven by the intended purpose or desired outcome. Often an activity may require a series of exercises, beginning with a workshop to develop a plan or procedure, then validated through a tabletop, and demonstrated through an operations-based activity. Below are some points to consider when deciding upon an exercise type:

- Exercises should be organized to increase in complexity
- Built from previous exercises when possible
- Based on what type best meets the needs of the jurisdiction/organization
- Capability of a jurisdiction/organization to conduct an exercise
- Plan review and needs assessment
- Costs

DISCUSSION-BASED EXERCISES

Seminar

- An overview or introduction to familiarize participants with roles and responsibilities, plans (new or existing), procedures or equipment
- Discussion of a topic or issue in a group setting providing participants an overview of authorities, strategies, plans, policies, procedures, protocols and resources.

Workshop

- A facilitated discussion based activity focused on a specific issue with the intent to build a product such as new standard operating procedures (SOPs), emergency operations plans, continuity of operations plans, or mutual aid agreements.

Tabletop (TTX)

- A facilitated exercise using interactive discussions of a hypothetical emergency situation designed to: confirm roles and responsibilities; validate emergency management and operational plans; rehearse concepts and/or assess levels of preparedness.

OPERATIONS-BASED EXERCISES

Drill

- An activity designed to practice/test a specific function or capability **in a single agency or organization.** Drills are commonly used to provide training on new equipment, validate procedures, or practice and maintain current skills. Drills are narrow in focus with clearly defined plans, procedures and protocols for participants to follow.

Functional Exercise (FE)

- An interactive activity that tests the capability of a jurisdiction or organization to manage a simulated incident based upon current operational plans, policies and procedures.

Full Scale Exercise (FSE)

- A multi-agency and/or multi-jurisdictional exercise that simulates a real event as closely as possible designed to evaluate operational capabilities including: testing emergency management and operational plans and the mobilization and application of emergency personnel, equipment and resources as if the incident were real.

REAL WORLD EVENTS AS AN EXERCISE

Currently, grant guidance and IDBHS policy allows for certain real-world events to be credited to fulfill a jurisdictional exercise requirement, provided certain criteria are met.

Information on utilizing real world events can be found in the **How-To Guide #15** - Reporting Real World Events as an Exercise.

EXERCISE DOCUMENTATION: Requirements & Recommendations

All Exercises require some form of documentation to both ensure proper conduct of the exercise, and to facilitate future planning. The chart below helps to illustrate the documentation requirements and/or recommendations associated with various exercise types.

Further information about each of these documents can be found in the Appendices and templates for each of these documents can be found on the Toolkit CD.

	Seminar	Workshop	Table Top Exercise	Drill	Functional Exercise	Full Scale Exercise
Situation Manual (SitMan)	*Recommend*	*Recommend*	*Recommend*	*Not Applicable*	*Not Applicable*	*Not Applicable*
Multi-media Presentation	*Optional*	*Optional*	*Recommend*	*Optional*	*Optional*	*Optional*
Exercise Plan (ExPlan)	*Not Applicable*	*Not Applicable*	*Not Applicable*	*Recommend*	*Recommend*	*Recommend*
Player Handout	*Optional*	*Optional*	*Optional*	*Optional*	*Recommend*	*Recommend*
Controller-Evaluator Handbook (C/E Handbook)	*Not Applicable*	*Not Applicable*	*Not Applicable*	*Recommend*	*Recommend*	*Recommend*
Master Scenario of Events List (MSEL)	*Not Applicable*	*Not Applicable*	*Not Applicable*	*Recommend*	*Recommend*	*Recommend*
Extent of Play Agreement (XPA)	*Optional*	*Optional*	*Optional*	*Optional*	*Recommend*	*Recommend*
Exercise Evaluation Guides (EEGs)	*Not Applicable*	*Not Applicable*	*Required*	*Required*	*Required*	*Required*
Participant Feedback Form	*Required*	*Required*	*Required*	*Required*	*Required*	*Required*
Weapons/Safety Plan	*Not Applicable*	*Not Applicable*	*Not Applicable*	*Required*	*Required*	*Required*
After Action Report/ Improvement Plan	*Required*	*Required*	*Required*	*Required*	*Required*	*Required*
Sign-In Roster	*Required*	*Required*	*Required*	*Required*	*Required*	*Required*

Situation Manual (SitMan)

Situation Manuals are provided for discussion-based exercises as the core documentation that provides the textual background for a facilitated exercise. The SitMan supports the scenario narrative.

Multi-media Presentation

Multi-media presentations are often used to illustrate the general scenario for participants. They are given at the Start of Exercise (StartEx) and support the SitMan.

Exercise Plan (ExPlan)

Exercise Plans are general information documents that help operations-based exercises run smoothly by providing participants with a synopsis of the exercise. They are distributed to the participating organizations following development of most of the critical elements of the exercise.

Player Handout

The Player Handout provides key information to exercise players. A Player Handout can supplement the SitMan or ExPlan by providing a quick-reference guide to logistics, agenda or schedule, and key contact data for players.

Controller Evaluator Handbook (C/E Handbook)

The Controller/Evaluator Handbook describes the roles and responsibilities of exercise controllers and evaluators and the procedures they should follow during operations based exercises. Because it contains information about the scenario and about exercise administration, the C/E Handbook is distributed to only those individuals designated as controllers or evaluators.

Master Scenario of Events List (MSEL)

A Master Scenario of Events List is typically used during operations-based or complex discussion-based exercises and contains a chronological listing of the events that drive exercise play.

Extent of Play Agreement (XPA)

Extent of Play Agreements can be used to define the organizations participating in the exercise as well as their extent of play (e.g., one fire station for 8 hours, county Emergency Operations Center [EOC] activated at level A for 24/7 exercise operations). These agreements are formed between exercise participants and the exercise sponsor.

Exercise Evaluation Guide (EEG)

Exercise Evaluation Guides are intended to help evaluators collect relevant exercise observations. EEGs are aligned to objectives, and document the related core capability, capability target(s), and critical tasks.

Participant Feedback Form

Participant Feedback Forms are given to participants at the end of an exercise and ask for input regarding observed strengths and areas for improvement that were identified during the exercise.

Weapons and Safety Policy

All exercises, where applicable, should employ a written weapons and safety policy that is in accordance with applicable State or local laws and regulations. The IDBHS Weapons Policy can be found on the IDBHS public website and in Appendix G of this toolkit.

After Action Report/Improvement Plan (AAR/IP)

The After Action Report summarizes key exercise-related information, including the exercise overview and analysis of objectives and core capabilities. The AAR is usually developed in conjunction with the Improvement Plan. The Improvement Plan identifies specific corrective actions, assigns them to responsible parties, and establishes target dates for their completion.

HOW-TO GUIDES

(Index)

How-To Guide #1

EXERCISE DESIGN & DEVELOPMENT
The 8 Step Exercise Design Process

1. Conduct jurisdictional needs assessment.
   - ⇒ This can be done using outputs from planning activities such as the Threat and Hazard Identification and Risk Analysis (THIRA), system or organizational capability assessment or other planning activities.
   - ⇒ May use findings from previous exercises or real world incidents. Further information on conducting a needs assessment can be found at Appendix A of this toolkit.
2. Scoping the Exercise
   - ⇒ Identify the audience or focal point of the exercise.
   - ⇒ Define core capabilities and specific tasks to be exercised.
   - ⇒ Define exercise type to best support the identified need.
   - ⇒ Develop timeline; projected planning, development , conduct and evaluation.
   - ⇒ Establish a budget for the exercise activity.
3. Purpose statement
   - ⇒ This is a broad statement of the exercise goal.
   - ⇒ Should identify capabilities to be exercised.
   - ⇒ Should drive development of objectives.
4. Develop objectives
   - ⇒ Must be measurable.
   - ⇒ See the "Creating SMART Objectives" How-To Guide (HTG #4) in this toolkit.
   - ⇒ Develop evaluation criteria.
5. Develop the scenario
   - ⇒ This is a description of a fictional or real event that would cause a response, activation or other activity as defined by the objectives.
   - ⇒ Establishes starting point for the exercise; sets the stage for later actions.
   - ⇒ See the "Composing a Scenario" How-To Guide (HTG #5) in this toolkit.
6. Develop major or detailed events
   - ⇒ Events, actions or trigger points that build upon the scenario and drive additional activities or discussions.
7. Develop expected actions
   - ⇒ These are based upon plan elements, established procedures, SOPs, or other appropriate measurable standards.
   - ⇒ These must have observable, measurable actions in order to evaluate outcome.
8. Develop messages or injects
   - ⇒ These are inputs that should cause expected actions or outcomes by the exercise participants.

Sample documents and templates are available on the Toolkit CD.

How-To Guide #2

DEVELOPING A LOCAL EXERCISE PLANNING TEAM

Foundation

It is important to establish a foundation for designing, developing, conducting, and evaluating an exercise. In order to establish this foundation, it is essential to identify a planning team, schedule planning conferences, establish milestones and a project timeline, and determine the availability of resources to design and implement an exercise.

Exercise Director

An Exercise Director should be appointed to oversee the implementation and management of the exercise program and the exercise planning and development process.

Other responsibilities for the Exercise Director could/should include:

- Reviewing risk, vulnerability and needs assessments.
- Preparing the exercise needs portion of the strategy.
- Preparing a schedule of major exercise activities and ensuring regular updates on changes to the plan/schedule.
- Ensuring that After Action Reports (AARs) and Improvement Plans (IPs) are prepared and establishing a mechanism for tracking IP implementation.
- Incorporating lessons learned, and prevention and response needs identified through exercises, into the strategy planning and evaluation process.

Exercise Planning Team

The Exercise Planning Team is responsible for assisting the Exercise Director in developing exercise content and procedures, including exercise planning, conduct, and evaluation. The planning team determines exercise objectives, creates the scenario to meet jurisdictional needs, develops documents used in exercise simulation, control, and evaluation and conducts pre-exercise briefing and training sessions.

The Exercise Planning Team is managed by the Exercise Director or a Lead Exercise Planner who has complete management responsibility, assigning tasks to team members and ensuring the successful execution of the exercise. The Exercise Planning Team should be assembled from key participating agencies, organizations and jurisdictions. The scope and type of exercise or scenario should also help determine the team's membership and size. The Exercise Director or a Lead Exercise Planner should also consider planning team members as strong candidates for the positions of exercise controller and evaluator, but not as player-participants in the exercise.

NOTE: BHS Regional Programs Coordinators are available to provide technical advice and assistance, but will not assume a leadership role in jurisdictional exercise planning.

How-To Guide #3

8 STEPS OF EXERCISE EVALUATION and IMPROVEMENT PLANNING PROCESS

1. Plan and Organize the Evaluation

Step 1 is part of the exercise design process. In it, the Exercise Planning Team determines what information to collect, who will collect it, and how it will be collected. In this step, exercise evaluators are selected and trained on the specifics of the exercise.

2. Observe the Exercise and Collect Data

Step 2 occurs during the exercise. In it, evaluators collect data and record observations. They also collect data from records and logs. This Step concludes with the hotwash.

3. Analyze the Data

During Step 3, evaluators use hotwash data and the Exercise Evaluation Guides (EEGs) to analyze data and reconstruct exercise events.

4. Develop the Draft After Action Report (AAR)

In Step 4, the Evaluation Team develops the draft After Action Report (AAR). It describes what happened in the exercise, issues to be addressed, best practices, lessons learned, and recommendations for improvement.

5. Conduct the After Action Meeting (AAM)

In Step 5, evaluators, participating agency representatives, and senior officials attend an After Action Meeting. Its purpose is to review the draft After Action Report (AAR) and define actions agencies can take to improve performance, and validate recommendations.

6. Identify Improvements to be Implemented

During the After Action Conference, attendees identify corrective actions that address the areas for improvement and recommendations listed in the draft AAR. These corrective actions are captured on the Improvement Plan (IP).

7. Finalize the After Action Report/ Improvement Plan

In Step 7, the exercise planning and evaluation teams incorporate corrections, clarifications, and other participant feedback into the AAR/IP.

8. Track Implementation

In Step 8, each agency or jurisdiction monitors corrective actions identified in the finalized AAR/IP.

How-To Guide #4
WRITING SMART OBJECTIVES

An exercise objective is a description of the performance you expect from participants. It conveys specifically how the exercise should achieve its purpose.

Discussion-based exercises, as the name suggests, center on facilitated participant discussion. Objectives for a discussion-based exercise, such as a workshop or tabletop exercise, reflect the environment of the exercise being conducted. Key words that may be used in developing a discussion based exercise objective may include:

• Discuss	• Validate
• Analyze	• Assess
• Examine	• Review
• Identify	• Determine

Operations-based exercises focus on action-oriented activities such as deployment of resources and personnel. Objectives for an operations-based exercise, such as a functional or full scale exercise, reflect the desire to examine the actual conduct of response operations. Key words that may be used in developing an operations based exercise objective may include:

• Activate	• Deploy
• Exercise	• Coordinate
• Evaluate	• Implement
• Demonstrate	• Verify

Exercise objectives should be based upon an intended outcome, capability or performance standard. Objectives should describe performance expected from participants to demonstrate competency in a task or capability. In order for the exercise activity to be meaningful, the capability element to be tested must be defined in measurable terms. Objectives must be clear, concise and focused on the task to be performed. Objectives must define:

WHO is going to do *WHAT*, under *WHAT CONDITIONS* according to *WHAT STANDARD*

The SMART objective writing model is intended to assist the exercise developer in writing objectives that are:

⇒ **S** = Specific
⇒ **M** = Measurable
⇒ **A** = Attainable/Achievable
⇒ **R** = Relevant
⇒ **T** = Time bound.

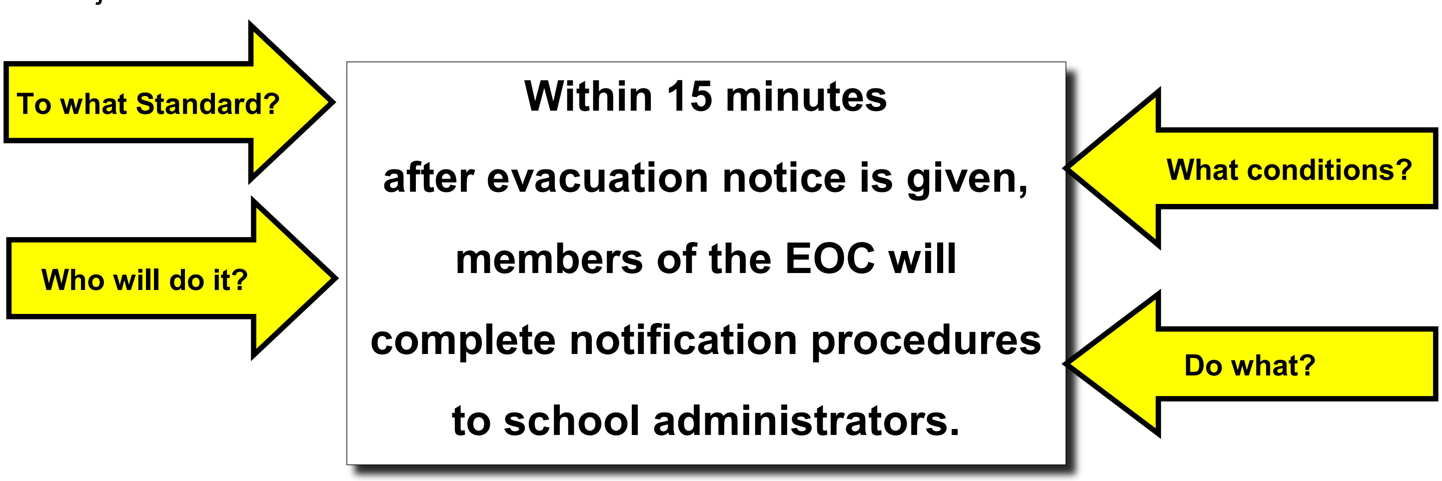
SMART DISCUSSION BASED EXERCISE OBJECTIVE EXAMPLE: *The local responders will assess the adequacy of existing public notification and alert plans in response to an incident requiring the timely evacuation of a specific area of the County.*

Who?	=	Local responders
What?	=	Assess existing notification & alert plans
Under what conditions?	=	Incident requiring evacuation
To what standard?	=	Timely

SMART OPERATIONS BASED EXERCISE OBJECTIVE EXAMPLE: *Within 20 minutes of arrival, the HazMat Team will deploy the decon unit in accordance with the Response Team Protocol, and be fully operational, ready to receive contaminated victims.*

Who?	=	The HazMat Team
What?	=	Deploy the Decon Unit
What conditions?	=	Within 20 minutes of arrival
What standard?	=	Fully operational, ready to receive victims, within protocol

The objective in this example below is SPECIFIC as it identifies who will do what. It is MEASURABLE as it identifies when and in what time frame. It is ATTAINABLE as it is based upon a published protocol. It is RELEVANT as performance is dictated by policy. It is TIME BOUND as it sets a measureable time limit to accomplish the task. Components of a SMART objective:



Sample objectives can be found on the companion Toolkit CD.

How-To Guide #5
COMPOSING A SCENARIO

The narrative, or "Scenario" creates the formal starting point of the exercise. It sets the stage, and establishes particular conditions such as weather conditions, time and place. The scenario establishes the situation and status "givens" upon which participants will react or respond.

A good scenario narrative is:

- Usually 1 to 5 paragraphs long (based upon need of the exercise).
- Very specific. Details are what participants will base decisions upon.
- Phrased in present tense (even if artificial time and date information is used)
- Written in short sentences to lend immediacy to the event.
- May develop the situation chronologically (such as an event with warning time)
- May emphasize the emergency environment.

A properly written scenario narrative should answer the following questions;

- What is the event?
- How fast, strong, deep or dangerous is it?
- How did you find out about it?
- What response has been made?
- What damage has been reported?
- What is the sequence of events?
- How much time has elapsed?
- Was there advance warning?
- Where does this event take place?
- What are relevant weather conditions?
- What other factors would influence emergency procedures?
- What is predicted for the future?

There is no need for a long and lengthy scenario narrative. The narrative should be only as long as is necessary to establish the initial situational awareness for the exercise players. Only information necessary to support the defined exercise objectives should be included. Non-relevant information in a scenario tends to distract participants from the objective-driven focus of the exercise.

Examples of basic scenario narratives may be found in the Sample Exercises on the companion Toolkit CD.

How-To Guide #6
PLANNING A WORKSHOP

Workshops are usually focused on a specific issue and should be facilitated with the intent to create an output. Intended outputs may be the creation of a plan, SOP or mutual aid agreement. Workshops may also be used to define changes to procedures or processes in an interactive, "working" environment.

1. DESIGN YOUR WORKSHOP

- Develop overall goal of the workshop.
- Define: Who do you want to reach? How will you get them there? How many people?
- Develop objectives.
- What skills and sessions are most important to your participants?
- Define appropriate time frame: How long of a workshop do we want to/can we organize?
- Identify a budget for the workshop?

2. CHOOSE A VENUE

- Is there an available and affordable local venue?
- If you're organizing a multi-day workshop, try to have people stay overnight in the same place together, as evening free time often becomes important relationship building time.
- Finally, most workshops benefit from having slideshows, powerpoints or videos displayed during the workshop, so having a projector, sound system, and microphone is generally very important.

3. CHOOSE YOUR DATES

- The only other major thing to consider is to choose dates that work for your target audience, to make sure you get the people there that you want to reach.

4. RECRUIT PARTICIPANTS

- Ensuring you have the essential participants in your target audience is possibly the most important step in organizing your workshop. Anywhere from 15 – 40 participants can be a good size. It is enough people to have a diversity of perspectives and quality discussions.
- Use an invitation process and establish clear criteria to identify and invite appropriate stakeholders as participants for the workshop.
- Seek to get a diverse set of perspectives into the room – it will make for a richer and more educational experience for everyone!

5. DESIGNATE A FACILITATOR(s)

- Having effective, energizing facilitator(s) is/are key for running a successful workshop.

- Depending on the size of the group you may want more than one facilitator so you don't get totally exhausted.
- It can be important that the facilitator has workshop facilitation experience.
- Facilitator(s) are responsible for keeping the workshop on time, for preparing and covering all the material and group exercises, and making sure everyone participates.

6. ORGANIZE THE LOGISTICS

- Making sure things run smoothly is an important part in setting participants up to focus on learning with their fellow attendees.
- Food (Optional): Providing food or refreshments on site for breaks can be helpful enabling participants to focus and keep them from getting hungry and distracted.
- Travel (if required): Make sure you know when people are arriving and communicate to them about what support you can provide and where to go when they arrive.
- Lodging (if required): Let participants know what type of lodging they'll be staying in, whether they need to bring bedding, if there will be showers, etc.

7. CRAFT THE AGENDA

- Less is more: the more you pack in, the more you'll need to rush and the less participants will actually learn. Cut back as much as you can so you can learn things in greater depth.
- Ask your participants: survey your participants to see what they most want to prioritize learning
- Build in breaks: Free time, breaks, and informal socializing are keys to keep up motivation and focus. If you don't give your participants breaks, they will rebel!
- Plan an open session (Optional): Let your participants plan their own session, whether it's a skill share, a chance to share their work, or a discussion they'd like to have as a group.
- Know that you'll go overtime: It just happens – plan to be flexible.

8. EDIT THE MATERIALS

- Prepare adequate time with your facilitators to download the materials on site and familiarize themselves with the material.
- Take time edit them for length, cultural appropriateness, and to include more relevant examples in the group activities beforehand.
- Print out participants' guides so that people can follow along, make notes, and refer to the agenda throughout the training.

How-To Guide #7
FACILITATING A WORKSHOP

A workshop is an interactive tool, designed to get the participants involved. Facilitating a workshop means you are in charge of leading the group to achieve workshop their goals and objectives.

- Your work as facilitator is to help the group learn together
    - Not necessarily to present all the information
    - Not to be the “expert” in the topic.

- If there are other facilitators involved, work as a team during the whole workshop.

- Consider dividing participants into small groups.
    - Participants may/will feel more comfortable developing ideas/solutions or sharing experiences in small groups.
    - Fewer people at each table also aids in more effective results with group activities.

- Combine people from various groups.
    - If you are working with participants that are coming from different departments, agencies or organizations, meeting goals may be improved if they are seated with others they don't know.
    - They will be able try out their ideas on fresh ears as well as see the subject matter from a new perspective.

- Make sure everybody has a chance to participate.
    - Use small group activities or direct questions to different participants.
    - Help the group to avoid long discussions between two people who may isolate the rest of the other participants.
    - Promote importance of sharing the space and listening to different voices and opinions.

- Be prepared to make adjustments to the agenda.

- The most important thing is to achieve the general goals of the workshop.

- Make every effort to have logistics ready beforehand to focus on the workshop’s agenda.
    - Provide materials at each table.
    - Remember that information will be exchanged between participants in a discussion format so make it easy for them. Provide pads and pens placed at every table.

- Pay attention to the group’s energy and motivation.
    - Plan activities where everyone is able to participate and stay active and engaged.

- Provide space for the participants to be able to share experiences and knowledge.
    - Remember that each one of us has a lot to learn and a lot to teach.

- Be prepared for difficult questions.
    - Get familiarized with the topic.
    - Know the content of the workshop but remember you don't have to know all the answers!
    - Ask other participants what they know about the topic.
    - Or offer to find out the answers later and share them with participants after the workshop.

- Focus on giving general information and have a scribe take notes.

- Also, avoid going off topic.
    - This can often change the direction of the conversation and risk missing the intended outputs.
    - You can acknowledge side-bar issues, but keep the main discussion on track.

- Share ideas and themes with the whole group.
    - As you near the end of your allotted time, ask each table to appoint 1 person to read their conclusions.
    - This will give all the participants a broader perspective on what was discussed and offer everyone more information.

- Don't forget to pass out participant feedback forms to solicit input for the evaluation and AAR/IP Phase.

How-To Guide #8
FACILITATING A TABLE TOP EXERCISE

A tabletop exercise provides a relaxed environment of team problem solving. Whereas functional and full-scale exercises are driven by exercise play, a tabletop is managed by a facilitator. The facilitator has a number of responsibilities, including:

- Introducing the narrative.
- Facilitating the problem solving.
- Controlling the pace and flow of the exercise.
- Distributing messages.
- Stimulating discussion and drawing answers and solutions from the group (rather than supplying them).

The facilitator must have good communication skills and be well informed on local plans and organizational responsibilities. Although the facilitator can be thought of as a discussion leader, the role can be much more. The following are some guidelines for facilitating a tabletop exercise.

<u>Setting the Stage</u>

The opening remarks and activities influence the whole experience. Players need to know what will happen and to feel comfortable about being there. Below are some guidelines for setting the stage for a successful tabletop exercise:

- Welcome and Introductions
- Briefing participants about what will happen including clear explanations of:
    - ⇒ Purposes and objectives
    - ⇒ Ground rules
    - ⇒ Procedures
- Narrative
- Ice Breaker (if desired)

<u>Involve Everyone</u>

- Organize the messages so that all organizations must deal with a question or problem.
- Give extra encouragement to those who are either silent or not participating.
- Avoid the temptation to jump in with the right solutions when players are struggling. This will often hamper the discussion. Instead, try to draw out the answers from the players. They will be more likely to participate if they feel people are listening intently and sympathetically.
- Model and encourage the behaviors you want from the participants:
    - ⇒ Give eye contact.
    - ⇒ Acknowledge comments in a positive manner.

<u>In-Depth Problem Solving</u>

The purpose of tabletop exercises is usually resolving problems or making plans as a group. That means going after real solutions, not superficialities. Don’t try to move too fast through the scenario, believing that you have to meet all of the objectives and get through all of the messages.

Remember: If you spend all the time on one big problem, maintain interest among players, and reach consensus, then the tabletop is a success! *Push the players past superficial solutions*. A few carefully chosen, open-ended questions can keep the discussion going to its logical conclusion

Controlling and Sustaining Action

- Use multiple event stages. Develop the scenario narrative in event stages. (For example, the initial narrative may involve warning. A later one could deal with search and rescue.) Then, as discussion begins to fade on one issue, introduce the next segment.
- Vary the pace. Add or delete problem statements and messages to alter the speed of the action. Occasionally give two messages at the same time to increase pace and interest.
- Maintain a balance between overly talking a problem to death and moving along so fast that nothing gets settled. Don't hesitate to control the exercise tightly!
- Watch for signs of frustration or conflict. Always remember that the tabletop is basically training, not testing. Use your experience as a discussion leader to help the players resolve conflicts and feel comfortable.
- Avoid a bad experience by keeping in mind the low-key nature and atmosphere of the tabletop.

How-To Guide #9

EXERCISE SIMULATION

Exercises by their nature are artificial and utilize simulated environments that can provide participants an opportunity to focus on command and control, communications and the implementation of policies and procedures, without actually deploying resources.

Exercise Simulation: To replicate ‘real world’ actions where no actual response activities will take place, such as in a Functional, and to some degree a Full Scale Exercise, use of scripted events and a Simulation Cell (SimCell) is an effective and flexible tool for control of emergency management exercises. The SimCell serves as a stand-in for agencies and individuals allowing exercise participants to interact, via simulation, with a wide variety of nonplaying organizations and officials. “Actors” in the SimCell place and receive telephone calls, radio calls, and perhaps text and email messages to and from exercise players in order to add realism to the exercise experience, while greatly reducing the cost and manpower burden of the exercise activity.

Control Staff: The SimCell should be staffed by people who are familiar with the plans, policies and procedures of the participating entities and the more they know about the role they are playing, the better. In order to meet the exercise objectives, the control/simulation staff will play an active role, delivering injects, guiding the pace of play and creating a simulated environment. It is important to note that an individual controller or simulator may assume the role of more than one position or agency. The scope and complexity of the exercise will help determine the number of personnel you will need to staff the SimCell. While there is no single, required method for assembling and conducting a simulation cell, a helpful guideline may be to use standard ICS span of control for the ratio of controllers/simulators to players.

Master Scenario Events List (MSEL): An important document used during the exercise will be the MSEL. The MSEL is a chronological timeline of expected actions and scripted events that controllers inject into exercise play to generate or prompt player activity based on your exercise’s objectives.

Exercise Logistics: The simulated deployment of resources and personnel provides an exercise environment that is complex, yet economical. Most of the items needed to support and conduct a SimCell operation will be determined by the scope and complexity of the exercise.

For a more complex activity you will most likely need separate rooms or space to house the various participants (example: Incident Command and the EOC) , and separately, the SimCell itself. Ideally, each room or space should be equipped with the resources that would be present during a real activation/response. The EOC staff should operate in the actual EOC and the IC staff should operate out of a separate room whenever possible. These environments may be created through simulation if staffing the actual EOC is not an exercise goal, or if EOC facilities are not available.

The following items are suggested to support exercise activities for the individual rooms: Multiple telephone lines, fax machine(s), radios , table tents/positional vests, computers, whiteboard(s), tables/chairs, and relevant documents.

How-To Guide #10
ROLES & RESPONSIBILITIES of the
EXERCISE CONTROLLER

Controllers plan and manage exercise play, set up and operate the exercise site, and act in the roles of organizations or individuals that are not playing in the exercise. Controllers direct the pace of the exercise, provide key data to players, and may prompt or initiate certain player actions to ensure exercise continuity. In addition, they may issue exercise material to players as required, monitor the exercise timeline, and supervise the safety of all exercise participants.

Before the Exercise

- Review appropriate emergency plans, procedures, and protocols.
- Review appropriate exercise package materials, including the objectives, scenario, injects, safety and security plans, and controller instructions.
- Attend required briefings.
- Report to the exercise check-in location at the time designated in the exercise schedule, meet with the exercise staff, and present the Player Briefing. Obtain, locate and test necessary communications equipment.

During the Exercise

- Wear controller identification items (vest, badge).
- Avoid personal conversations with exercise players.
- If you have been given injects, deliver them to appropriate players at the time indicated in the MSEL (or as directed by the Exercise Director). Note: If the information depends on some action to be taken by the player, do not deliver the inject until the player has successfully accomplished the required action.
- When you deliver an inject, notify the Senior Controller or Control Cell and note the time that you delivered the inject and player actions.
- Receive and record exercise information from players that would be directed to nonparticipating organizations.
- Observe and record exercise artificialities that interfere with exercise realism. If exercise artificialities interfere with exercise play, report it to the Exercise Director.
- Do not prompt players regarding what a specific response should be, unless an inject directs you to do so. Clarify information but do not provide coaching.
- Ensure that all observers and media personnel stay out of the exercise activity area. If you need assistance, notify the Exercise Director.
- Do not give information to players about scenario event progress or other participants’ methods of problem resolution. Players are expected to obtain information through their own resources.

After the Exercise

- Distribute copies of Participant Feedback Forms and pertinent documentation.
- All controllers are expected to conduct a Hot Wash at their venue and, in coordination with the venue evaluator, take notes on findings identified by exercise players. Before the Hot Wash, do not discuss specific issues or problems with exercise players.
- At exercise termination, summarize your notes from the exercise and Hot Wash, and prepare for the Controller and Evaluator Debriefing. Have your summary ready for the Exercise Director.

How-To Guide #11

ROLES & RESPONSIBILITIES
of the
EXERCISE EVALUATOR

General

- Avoid personal conversations with players.
- Do not give information to players about event progress or other participants' methods of problem resolution. Players are expected to obtain information through their own resources.

Before the Exercise

- Review appropriate plans, procedures, and protocols.
- Attend required evaluator training and other briefings.
- Review appropriate exercise materials, including the exercise schedule and evaluator instructions.
- Review the EEGs and other supporting materials for your area of responsibility to ensure that you have a thorough understanding of the core capabilities, capability targets, and critical tasks you are assigned to evaluate.
- Report to the exercise check-in location at the time designated in the exercise schedule, and meet with the exercise staff. Obtain or locate necessary communications equipment, and test it to ensure that you can communicate with other evaluators and the Exercise Director.

During the Exercise

- Wear evaluator identification items (vest, badge).
- Remain close to player decision-makers in order to evaluate their actions and activities.
- Your primary duty is to document performance of core capabilities to determine whether the exercise capability targets were effectively met and to identify strengths and areas for improvement.
- Use EEGs to document performance relative to exercise objectives, core capabilities, capability targets, and critical tasks. Focus on critical tasks, as specified in the EEGs.

After the Exercise

- Participate in the Hot Wash and take notes on findings identified by players. Before the Hot Wash, do not discuss specific issues or problems with participants. After the Hot Wash, summarize your notes and prepare for the Controller and Evaluator Debriefing. Have your summary ready for the Lead Evaluator.
- Complete and submit all EEGs and other documentation to the Lead Evaluator at the end of the exercise.

How-To Guide #12
CONDUCTING A POST-EXERCISE HOTWASH

General

- Immediately following the completion of exercise play, a designated member of the exercise staff (director, controller or evaluator) will facilitate a Hotwash with selected agency and organization players from the exercise.
- The Hotwash is an opportunity for players to voice their opinions on the exercise and their own performance.
- Evaluators can seek clarification on certain actions and what prompted players to take them.
- The Hotwash should not last more than 30 - 45 minutes.
- Evaluators should take notes during the Hotwash and include these observations in their analysis.

During the Hotwash Discussion

- The role of the facilitator is to stimulate and encourage an open discussion and prompting all attending participants to provide information while restraining unproductive discussions or a single individual monopolizing the conversation.
- It would be beneficial to assign a recorder to capture the discussions and all relevant ideas should be given a fair, unbiased hearing. An easel pad visible to the group can be used to write down major points.
- Generally, the discussion points allow the participants to comment on or respond based on their own experience as derived from the exercise. It should verify if the participants in the exercise followed the guidance documents related to the emergency response. In addition, the discussion points should address how effectively the parties involved in the scenario worked together and communicated with each other, the public, and the media.
- The Hot Wash should highlight the successful communications and actions taken by the participants. It should also bring to light critical protocols, procedures, or notifications that may have been missed, handled improperly, or did not prove adequate for the given situation.
- During the Hot Wash, the facilitator should limit his or her remarks to those necessary to keep the discussion on target. This can be done by summarizing and clarifying when a topic has been exhausted or is digressing.
- The end product of the Hot Wash should capture major points of the exercise, including areas of strength, while also identifying areas for improvement.

How-To Guide #13
CONDUCTING AN AFTER-ACTION MEETING (AAM)
and
DEVELOPING CORRECTIVE ACTIONS

After-Action Meeting (AAM)

Once the draft After Action Report/Improvement Plan (AAR/IP) has been developed, an After-Action Meeting may be held. The After-Action Meeting is held among elected and appointed officials or their designees from the exercising organizations, as well as the lead evaluator and members of the exercise planning team, to debrief the exercise and to review and refine the draft AAR/IP.

- Prior to the meeting, the draft AAR/IP should be distributed to attendees to help ensure that they are familiar with the content and are prepared to discuss exercise results, identified areas for improvement, and corrective actions.

- During the AAM, participants should seek to reach final consensus on strengths and areas for improvement, as well as develop, revise and gain consensus on draft corrective actions.

- AAM participants should develop concrete deadlines for implementation of corrective actions and identify specific corrective action owners/assignees.

Developing Corrective Actions

Corrective actions are concrete, actionable steps that are intended to resolve capability gaps and shortcomings identified in exercises or real-world events. In developing corrective actions, the following should be considered:

- What changes need to be made to plans and procedures to improve performance?

- What changes need to be made to organizational structures to improve performance?

- What changes need to be made to management processes to improve performance?

- What changes to equipment or resources are needed to improve performance?

- What training is needed to improve performance?

- What are the lessons learned for approaching similar problems in the future?

Once all corrective actions have been consolidated in the final IP, the IP may be included as an appendix to the AAR. The AAR/IP is then considered final, and may be distributed to exercise planners, participants, and other preparedness stakeholders as appropriate.

How-To Guide #14
CORRECTIVE ACTION
TRACKING AND IMPLEMENTATION

Corrective Action Tracking and Implementation

Corrective actions captured in the AAR/IP should be tracked and continually reported on until completion. This process is often referred to as a Corrective Action Program (CAP).

- Each corrective action should be assigned to the organization that is best qualified to execute it. It is important that organizations are assigned corrective actions that they have the authority to carry out.
- Organizations should then assign points of contact responsible for tracking and reporting on their progress in implementing corrective actions.
- By tracking corrective actions to completion, preparedness stakeholders are able to demonstrate that exercises have yielded tangible improvements in preparedness.
- Stakeholders should also ensure there is a system in place to validate previous corrective actions that have been successfully implemented. These efforts should be considered part of a wider continuous improvement process that applies prior to, during, and after an exercise is completed.

Once participating jurisdictions/organizations have implemented corrective actions, a new cycle of exercise activities can begin.

Conducting exercises and documenting the strengths, areas for improvement, and associated corrective actions is an important part of the National Preparedness System, and contributes to the strengthening of preparedness across the Whole Community and achievement of the National Preparedness Goal. Over time, exercises should yield observable improvements in preparedness for future exercises and real-world events.

How-To Guide #15
REPORTING REAL WORLD EVENTS AS AN EXERCISE

Like exercises, real world events offer the opportunity to review outcomes, identify and implement corrective actions and improve capabilities.

Currently, significant real world events may meet criteria for program exercise requirements, provided the event is extraordinary for the jurisdiction, multiple disciplines are involved in the event, and some form of after action review is conducted.

Corrective actions should be documented, implemented and tracked just as they would following an exercise.

Generally, a significant, extraordinary real-world event occurring in a jurisdiction may be reported and utilized to fulfill exercise requirements associated with grant programs. Recognize that grant guidance changes often, and additional exercise requirements may be imposed on sub-grantees. For an actual event to be considered as fulfilling exercise requirements, certain conditions must be met. The event must meet the following conditions:

- Include more than one responder agency or discipline.
- Involve more than one jurisdiction.
- A local disaster was declared by the governing body.
- An After Action Review must be conducted.

When a jurisdiction chooses to claim a real-world event to fulfill an exercise requirement, the same requirements as for an exercise apply.

At a minimum,

- An AAR/IP must be completed for the event.
- Points of evaluation are addressed in an AAR/IP.
- AAR/IP is tied to SMART objectives and associated with core capabilities.
- Incident Action Plans (IAPs) developed during the event can provide this information.
- Include documentation of participants (participating staff rosters, check-in sheets, etc., or other documentation).
- There is no requirement to submit this information to BHS, however the above documentation must be maintained in the jurisdiction's exercise file.
- Documentation may be subject to review during grant monitoring visits and/or audits.

APPENDICES

(Index)

APPENDIX A
NEEDS ASSESSMENT

Conducting a needs assessment will help you define the problems, establish the reasons to do an exercise, and identify the functions to be exercised.

1. Begin With Your Plan

A needs assessment should begin with a review of the emergency plan and should address:

- Hazards—the risks that you are most likely to face and the priority levels of those hazards.
- Area(s) most vulnerable.
- Functions most in need of rehearsal.
- Potential participants (agencies, organizations, departments, personnel).
- Exercise requirements and capabilities.

If you have assessed your organization's exercise needs when planning a comprehensive exercise program, you have a good basis already. Consulting and updating that assessment will be an important step whenever a new exercise is considered for development.

2. Lessons Learned

In doing a needs assessment for a single exercise, an obvious starting point is the evaluations of past exercises:

- Who participated in the exercise and who did not?
- To what extent were the exercise objectives achieved?
- What lessons were learned?
- What problems were revealed, and what is needed to resolve them?
- What improvements were made following past exercises, and have they been tested?

3. Needs Assessment Results

In summary, your needs assessment should reveal the following types of issues if they exist:

- Primary and secondary hazards that the organization faces
- Problems that need to be resolved
- Problems that recur
- Skills that need to be practiced
- Functions that are weak
- Improvements implemented after previous exercises, which now need to be tested
- New facilities, personnel, or equipment that have not been included in an exercise
- Weaknesses (such as gaps, conflicting policies, or vague procedures) in the emergency plan or the SOPs
- The need for role clarification
- The need for a certain type of exercise

**** A template to assist with the Needs Assessment process can be found on the Toolkit CD.***

APPENDIX B
CORE CAPABILITIES DESCRIPTIONS

Additional detail on Mission Areas and Core Capabilities can be found at:

http://www.fema.gov/core-capabilities

PLANNING
Mission Areas: All
Description: Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or community-based approaches to meet defined objectives.

PUBLIC INFORMATION AND WARNING
Mission Areas: All
Description: Deliver coordinated, prompt, reliable, and actionable information to the whole community through the use of clear, consistent, accessible, and culturally and linguistically appropriate methods to effectively relay information regarding any threat or hazard, as well as the actions being taken and the assistance being made available, as appropriate.

OPERATIONAL COORDINATION
Mission Areas: All
Description: Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.

FORENSICS AND ATTRIBUTION
Mission Area: Prevention
Description: Conduct forensic analysis and attribute terrorist acts (including the means and methods of terrorism) to their source, to include forensic analysis as well as attribution for an attack and for the preparation for an attack in an effort to prevent initial or follow-on acts and/or swiftly develop counter-options.

INTELLIGENCE AND INFORMATION SHARING
Mission Areas: Prevention, Protection
Description: Provide timely, accurate, and actionable information resulting from the planning, direction, collection, exploitation, processing, analysis, production, dissemination, evaluation, and feedback of available information concerning threats to the United States, its people, property, or interests; the development, proliferation, or use of WMDs; or any other matter bearing on U.S. national or homeland security by Federal, state, local, and other stakeholders. Information sharing is the ability to exchange intelligence, information, data, or knowledge among Federal, state, local, or private sector entities, as appropriate.

INTERDICTION AND DISRUPTION
Mission Areas: Prevention, Protection
Description: Delay, divert, intercept, halt, apprehend, or secure threats and/or hazards.

SCREENING, SEARCH, AND DETECTION
Mission Areas: Prevention, Protection
Description: Identify, discover, or locate threats and/or hazards through active and passive surveillance and search procedures. This may include the use of systematic examinations and assessments, sensor technologies, or physical investigation and intelligence.

ACCESS CONTROL AND IDENTITY VERIFICATION
Mission Area: Protection
Description: Apply a broad range of physical, technological, and cyber measures to control admittance to critical locations and systems, limiting access to authorized individuals to carry out legitimate activities.

CYBERSECURITY
Mission Area: Protection
Description: Protect against damage to, the unauthorized use of, and/or the exploitation of (and, if needed, the restoration of) electronic communications systems and services (and the information contained therein).

PHYSICAL PROTECTIVE MEASURES
Mission Area: Protection
Description: Reduce or mitigate risks, including actions targeted at threats, vulnerabilities, and/or consequences, by controlling movement and protecting borders, critical infrastructure, and the homeland.

RISK MANAGEMENT FOR PROTECTION PROGRAMS AND ACTIVITIES
Mission Area: Protection
Description: Identify, assess, and prioritize risks to inform Protection activities and investments.

SUPPLY CHAIN INTEGRITY AND SECURITY
Mission Area: Protection
Description: Strengthen the security and resilience of the supply chain.

COMMUNITY RESILIENCE
Mission Area: Mitigation
Description: Lead the integrated effort to recognize, understand, communicate, plan, and address risks so that the community can develop a set of actions to accomplish Mitigation and improve resilience.

LONG-TERM VULNERABILITY REDUCTION
Mission Area: Mitigation
Description: Build and sustain resilient systems, communities, and critical infrastructure and key resources lifelines so as to reduce their vulnerability to natural, technological, and human-caused incidents by lessening the likelihood, severity, and duration of the adverse consequences related to these incidents.

RISK AND DISASTER RESILIENCE ASSESSMENT
Mission Area: Mitigation
Description: Assess risk and disaster resilience so that decision makers, responders, and community members can take informed action to reduce their entity's risk and increase their resilience.

THREATS AND HAZARD IDENTIFICATION
Mission Area: Mitigation
Description: Identify the threats and hazards that occur in the geographic area; determine the frequency and magnitude; and incorporate this into analysis and planning processes so as to clearly understand the needs of a community or entity.

CRITICAL TRANSPORTATION
Mission Area: Response
Description: Provide transportation (including infrastructure access and accessible transportation services) for response priority objectives, including the evacuation of people and animals, and the delivery of vital response personnel, equipment, and services into the affected areas.

ENVIRONMENTAL RESPONSE/HEALTH AND SAFETY
Mission Area: Response
Description: Ensure the availability of guidance and resources to address all hazards including hazardous materials, acts of terrorism, and natural disasters in support of the responder operations and the affected communities.

FATALITY MANAGEMENT SERVICES
Mission Area: Response
Description: Provide fatality management services, including body recovery and victim identification, working with state and local authorities to provide temporary mortuary solutions, sharing information with mass care services for the purpose of reunifying family members and caregivers with missing persons/remains, and providing counseling to the bereaved.

INFRASTRUCTURE SYSTEMS
Mission Area: Response, Recovery
Description: Stabilize critical infrastructure functions, minimize health and safety threats, and efficiently restore and revitalize systems and services to support a viable, resilient community.

MASS CARE SERVICES
Mission Area: Response
Description: Provide life-sustaining services to the affected population with a focus on hydration, feeding, and sheltering to those who have the most need, as well as support for reunifying families.

MASS SEARCH AND RESCUE OPERATIONS
Mission Area: Response
Description: Deliver traditional and atypical search and rescue capabilities, including personnel, services, animals, and assets to survivors in need, with the goal of saving the greatest number of endangered lives in the shortest time possible.

ON-SCENE SECURITY AND PROTECTION
Mission Area: Response
Description: Ensure a safe and secure environment through law enforcement and related security and protection operations for people and communities located within affected areas and also for all traditional and atypical response personnel engaged in lifesaving and life-sustaining operations.

OPERATIONAL COMMUNICATIONS
Mission Area: Response
Description: Ensure the capacity for timely communications in support of security, situational awareness, and operations by any and all means available, among and between affected communities in the impact area and all response forces.

PUBLIC AND PRIVATE SERVICES AND RESOURCES
Mission Area: Response
Description: Provide essential public and private services and resources to the affected population and surrounding communities, to include emergency power to critical facilities, fuel support for emergency responders, and access to community staples (e.g., grocery stores, pharmacies, and banks) and fire and other first response services.

PUBLIC HEALTH AND MEDICAL SERVICES
Mission Area: Response
Description: Provide lifesaving medical treatment via emergency medical services and related operations and avoid additional disease and injury by providing targeted public health and medical support and products to all people in need within the affected area.

SITUATIONAL ASSESSMENT
Mission Area: Response
Description: Provide all decision makers with decision-relevant information regarding the nature and extent of the hazard, any cascading effects, and the status of the response.

ECONOMIC RECOVERY
Mission Area: Recovery
Description: Return economic and business activities (including food and agriculture) to a healthy state and develop new business and employment opportunities that result in a sustainable and economically viable community.

HEALTH AND SOCIAL SERVICES
Mission Area: Recovery
Description: Restore and improve health and social services networks to promote the resilience, independence, health (including behavioral health), and well-being of the whole community.

HOUSING
Mission Area: Recovery
Description: Implement housing solutions that effectively support the needs of the whole community and contribute to its sustainability and resilience.

NATURAL AND CULTURAL RESOURCES
Mission Area: Recovery
Description: Protect natural and cultural resources and historic properties through appropriate planning, mitigation, response, and recovery actions to preserve, conserve, rehabilitate, and restore them consistent with post-disaster community priorities and best practices and in compliance with appropriate environmental and historical preservation laws and executive orders.

APPENDIX C
MULTI-YEAR EXERCISE SCHEDULE

The documentation of exercises begins with developing and regularly updating the Multi-year Exercise Schedule. The process for doing so involves:

- Utilize the results of your Needs Assessment
- Link the results of your Needs Assessment to Core Capabilities
- Set your exercise program priorities

Identify potential exercises that

- Address the program priorities
- Include standing exercise requirements
- Consider exercises for pre-planned events

Utilize a progressive planning approach that involves an increasing level of complexity over time.

- The Multi-year Exercise Schedule must include exercises planned for the current fiscal year and the next fiscal year.

Keep your Exercise Schedule updated.

- Review it at least on a quarterly basis and update it as needed. For example, if an exercise was originally listed to occur in a particular quarter or Month, the Exercise Schedule should be updated with the exact date no later than 90 days prior to the date of the exercise.
- On an annual basis, update the Exercise Schedule to include an additional year in order to ensure that it continues to address multiple years.

The Multi-year Exercise Schedule will include the following:

- Exercise Name and Type (e.g. Fire Command Tabletop Exercise)
- Sponsor (Name of County, Health District, Hospital, etc.)
- Location (City Name, Facility, etc.)
- Date (Specific date if available, or month/year or quarter at minimum)
- Primary Core Capability that the exercise is linked to
- Audience (e.g. Emergency Management, Law Enforcement, Fire, etc.)

The Multi-year Exercise Schedule template includes breaks that divide the schedule into fiscal years. Utilize those breaks to ensure that a jurisdictional exercise is completed each fiscal year as required for EMPG sub-grantees.

When updating the Multi-Year Exercise Schedule, provide the date of modification. To ensure that a historical record of schedules is maintained, save the new schedule electronically using the modification date in the file name. The recommended naming convention is:

[County/Tribe Name] ExSchedule [MO] [DA] [YEAR]

e.g. Canyon ExSchedule 05 15 2014

Consider combining Exercise Schedules from neighboring jurisdictions or areas into an area or regional Exercise Schedule, providing visibility of exercise needs and opportunities.

A template for a Multi-year Exercise Schedule can be found on the Toolkit CD.

APPENDIX D
SITUATION MANUAL & MULTI-MEDIA PRESENTATION

Situation Manual (SitMan)

SitMans are provided for discussion-based exercises as the core documentation that provides the textual background for a facilitated exercise.

The introduction provides an overview of the exercise—including scope, objectives and core capabilities, structure, rules, and conduct—as well as an exercise agenda. The next section of the SitMan is the scenario, which may be divided up into distinct, chronologically sequenced modules. Each module represents a specific time segment of the overall scenario, based on exercise objectives and scenario requirements.

Each module is followed by discussion questions, usually divided by organization or discipline. Responses to the modules' discussion questions are the focus of the exercise, and reviewing them provides the basis for evaluating exercise results. These discussion questions should be derived from the exercise objectives and associated core capabilities, capability targets, and critical tasks documented in each Exercise Evaluation Guide (EEG).

The SitMan generally includes the following information:

- Exercise scope, objectives, and core capabilities
- Exercise assumptions and artificialities
- Instructions for exercise participants
- Exercise structure (i.e., order of the modules)
- Exercise scenario background (including scenario location information)
- Discussion questions and key issues

Portions of the SitMan can be copied and pasted into a multi-media presentation

Multi-Media Presentation

Multi-media presentations are often used to illustrate the general scenario for participants. The presentation should concisely summarize information contained in the written documentation. Like the SitMan, the multi-media presentation is also divided into distinct, chronologically segmented modules that, when combined, create the entire scenario.

This presentation typically contains, at a minimum, the following information:

- Introduction
- Exercise scope, objectives, and core capabilities
- Exercise play rules and administrative information
- Modules that describe the scenario

**** Templates for a Situation Manual and Multi-Media Presentation can be found on the Toolkit CD.***

APPENDIX E

EXERCISE PLAN (EXPLAN)

An ExPlan is a general information document that helps operations-based exercises run smoothly by providing participants with a synopsis of the exercise. It is published and distributed to the participating organizations following development of most of the critical elements of the exercise.

In addition to addressing exercise objectives and scope, ExPlans assign activities and responsibilities for exercise planning, conduct, and evaluation. The ExPlan is intended to be seen by the exercise players and observers—therefore, it does not contain detailed scenario information that may reduce the realism of the exercise. Players and observers should review all elements of the ExPlan prior to exercise participation.

All or some of the following items may be necessary or required as part of the ExPlan based on the size and scope of the exercise.

An ExPlan typically contains the following sections:

- Exercise scope, objectives, and core capabilities
- Participant roles and responsibilities
- Rules of conduct
- Safety issues, notably real emergency codes and phrases, safety controller responsibilities, prohibited activities, and weapons policies
- Logistics
- Security of and access to the exercise site
- Communications (e.g., radio frequencies or channels)
- Duration, date, and time of exercise and schedule of events
- Maps and directions

* ***A template for an ExPlan can be found on the Toolkit CD.***

APPENDIX F
EXTENT OF PLAY AGREEMENT (XPA)

Extent of Play Agreements (XPAs) are useful tools when designing larger operations based exercises. They can be used to define the organizations participating in the exercise as well as their extent of play (e.g., one fire station for 8 hours, county Emergency Operations Center [EOC] activated at level A for 24/7 exercise operations).

Extent of Play Agreements are one method of ensuring commitment to an exercise from the participating organizations senior leadership. The XPA should be personalized to meet the needs of your exercise.

These agreements are formed between exercise participating organizations and the exercise sponsor organization, and can be vital to the planning of an exercise, recruitment of evaluators, and development of support requirements. XPAs should be developed during the exercise planning process and the exercise sponsor should provide it to all participating organizations.

Extent of Play Agreements may include the following:

- The purpose of the agreement
- A brief description and overview of the exercise
- The exercise objectives and aligned core capabilities
- The plans, policies & procedures that will be exercised
- The exercise parameters (date, time , location and exercise type)
- A list of exercise participants and their intended level of play (may be estimated and may change as exercise planning progresses)
- Signatures and conditions

**** A template for an Extent of Play Agreement can be found on the Toolkit CD.***

APPENDIX G
IDBHS WEAPONS POLICY

The IDBHS Weapons Policy applies to all local, regional or IDBHS-sponsored exercise activities that utilize State or Federal grant funds managed by the State of Idaho.

It is the policy of the Idaho Bureau of Homeland Security (IBHS), Training and Exercise Program to provide a safe and secure environment for participants, observers/VIPs, control/evaluation staff, volunteers, and the general public.

Federal and contract exercise planners and controllers shall plan for and promulgate control measures with regard to weapons, whether introduced as a simulated device during exercise play or utilized by law enforcement officers in their normal scope of duties. For the purpose of this policy, a weapon shall include all firearms, knives, explosive devices, less than lethal weapons/tools/devices, and any other object capable of causing bodily harm.

Qualified personnel (law enforcement, security, military, etc.) with legal authority to carry weapons who have an assigned exercise role (responder, tactical team, etc.) and have the potential for interaction with other exercise participants shall **NOT** carry a loaded weapon within the confines of the exercise play area. They may continue to carry their weapon only after it has been properly cleared and rendered safe (i.e., no ammunition in chamber, cylinder, breach, or magazines) and only after being marked or identified in a conspicuous manner (i.e., bright visible tape around the visible stock or holster). The use of an area clearly marked as "off limits," and with assigned armed personnel to secure weapons in a container, vehicle, or other security area is acceptable, and should be consistent with host jurisdiction weapons security policies.

Use of a firearm or any weapon of like character, including but not limited to paintball guns, BB guns, potato guns, air soft guns or any device which propels a projectile of any kind is also **PROHIBITED** during the conduct of IBHS sponsored exercises.

Qualified personnel (law enforcement, security, military, etc.) with legal authority to carry weapons who are utilized to provide "real world" perimeter security for the exercise and have no assigned or direct interaction with exercise participants may continue to carry loaded weapons as part of their normal scope of duty. All other personnel with no legal authority to carry weapons shall not bring, introduce, or have in their possession any weapon of any type in any area associated with the exercise. Safety briefings will be provided to all exercise participants specifying provisions and policies regarding weapons prior to the start of the exercise.

Simulated explosive devices, such as 'flash bangs', pyrotechnics, flares, smoke grenades, etc. will be handled and/or detonated only by qualified exercise staff or bomb technicians.

Aggressive behavior **WILL NOT** be tolerated during exercise conduct, except in matters of self - defense. Examples of aggressive behavior may include but are not limited to: excessive speeding; uncontrolled animals (i.e., K-9s, horses, etc.); employment of defense products (i.e., mace, pepper spray, stun guns, tasers, batons, etc.); and forceful use of operational response equipment or tools (i.e., pike poles, hose lines used at full stream on victims, etc.).

APPENDIX H
PLAYER HANDOUT

A Player Handout provides key information for exercise players. It is most often used during operations based exercises, however can also be developed for discussion based exercises as well. A Player Handout is typically a two-sided one page document that can be folded into a tri-fold handout. It can act as a quick reference guide for players during an exercise by providing logistics, agenda or contact information for players.

A Player Handout typically contains the following:

- A cover sheet with the exercise name, date and appropriate point of contact
- Exercise schedule
- Exercise purpose, scope and brief scenario
- Exercise objectives & core capabilities
- Exercise Safety Information
    - ⇒ Exercise participant identification (vests, badges, etc)
    - ⇒ Weapons policy if applicable
    - ⇒ Information on real-world emergencies
    - ⇒ Accident & injury reporting procedures
- Exercise Communication Plan, including appropriate contact phone numbers and radio frequencies
- Exercise assumptions and artificialities
- Exercise site maps if appropriate
- General information
    - ⇒ Exercise documentation
    - ⇒ Participant feedback forms
- Questions and media information

The Player Handout is also a useful tool to assist exercise controllers in conducting a player briefing at the beginning of an operations based exercise. The Player Handout can be distributed to players at the beginning of the briefing and used as an outline for the briefing.

**** A template for a Player Handout can be found on the Toolkit CD.***

APPENDIX I
CONTROLLER AND EVALUATOR HANDBOOK
(C/E HANDBOOK)

The C/E Handbook describes the roles and responsibilities of exercise controllers and evaluators and the procedures they should follow. Because the C/E Handbook contains information about the scenario and about exercise administration, it is distributed to only those individuals designated as controllers or evaluators. The C/E Handbook may supplement the ExPlan or be a standalone document. When used as a supplement, it points readers to the ExPlan for more general exercise information, such as participant lists, activity schedules, required briefings, and the roles and responsibilities of specific participants. Used as a standalone document, it should include the basic information contained in the ExPlan, and detailed scenario information.

The C/E Handbook usually contains the following sections:

- Assignments, roles, and responsibilities of group or individual controllers and evaluators
- Detailed scenario information
- Exercise safety plan
- Controller communications plan (e.g., a phone list, a call-down tree, instructions for the use of radio channels)
- Evaluation instructions

The Controller portion of the C/E Handbook, sometimes known as Control Staff Instructions (COSIN), provides guidelines for control and simulation support and establishes a management structure for these activities. This section provides guidance for controllers, simulators, and evaluators on procedures and responsibilities for exercise control, simulation, and support. The Evaluation portion of the C/E Handbook, sometimes known as the EvalPlan, provides evaluation staff members with guidance and instructions on evaluation or observation methodology to be used, as well as essential materials required to execute their specific functions.

**** A template for a C/E Handbook can be found on the Toolkit CD.***

APPENDIX J
MASTER SCENARIO EVENTS LIST (MSEL)

The MSEL is the foundation of exercise execution and play for operations-based exercises. It is a chronological timeline of expected actions and scripted events to be injected into exercise play by facilitators/controllers to generate or prompt player activity. It ensures necessary events happen so that all exercise objectives can be met. The MSEL should be utilized to track each of the individual events within the scenario and the expected actions of personnel.

<u>How to Begin Developing a MSEL</u>

- Review exercise objectives and scenario
- Review plans to determine expected actions
- Develop a timeline of anticipated player actions
- Identify a chronology of key actions that must occur, either scripted or actual
- Compile all MSEL events into a single list and vet with exercise planning team members

<u>Elements of a MSEL Inject</u>

- Designated scenario time
- Event synopsis
- Controller responsible for delivering the inject
- Intended player (i.e., agency or individual player for whom the MSEL event is intended)
- Expected participant response (i.e., player response expected upon inject delivery)
- Objective, core capability, capability target, and/or critical task to be addressed (if applicable)

<u>The three types of injects commonly found in the MSEL are</u>:

- Contextual Injects (Controller to player, build contemporary operating environment)
- Expected Actions (Reserve a place in the MSEL timeline and notify controllers when response action would typically take place)
- Contingency Injects (Controller to player, events communicated to players if expected actions do not occur, necessary for play to continue and reach exercise objectives)

<u>Scenario considerations for the MSEL development</u>

- What are the assumptions / artificialities of the scenario?
- Will we play real world weather conditions?
- Will we use an artificial exercise date?
- Will we operate on compressed time or real time?
- Will we replicate real world or artificial distances in the interest of time?
- Which agencies should participate on paper only?
- Is support needed by dispatch or other agencies not participating in exercise play?

**** A template for a MSEL can be found on the Toolkit CD.***

APPENDIX K
EXERCISE EVALUATION GUIDES AND PARTICIPANT FEEDBACK FORMS

Exercise Evaluation Guide (EEG)

Exercise Evaluation Guides (EEGs) provide a consistent tool to guide exercise observation and data collection. EEGs are aligned to exercise objectives and core capabilities, and list the relevant capability targets and critical tasks. These targets and critical tasks may be drawn from the National Preparedness Goal and the five national planning frameworks, a threat/hazard identification and risk assessment product, or from an organization's own plans and assessments.

EEGs are designed to accomplish several goals:

- Streamline data collection
- Enable thorough assessments of the participant organizations' capability targets
- Support development of the After Action Report
- Provide a consistent process for assessing preparedness through exercises
- Help organizations map exercise results to exercise objectives, core capabilities, capability targets, and critical tasks for further analysis and assessment

The Exercise Evaluation Guides should be personalized to meet the needs of your exercise, however generally they should contain the following sections:

- Exercise name, date, organization/jurisdiction, venue
- Mission area
- Exercise objectives & aligned core capabilities
- Organizational capability target/s & critical tasks with sources identified
- Evaluator observation notes and explanation of rating
- Target Rating

Participant Feedback Form

Participant Feedback Forms should be provided to exercise participants after the end of the exercise. These forms ask for input regarding observed strengths and areas for improvement that were identified during the exercise. A Participant Feedback Form also provides players the opportunity to provide constructive criticism about the design, control, or logistics of the exercise to help enhance future exercises. Information collected from feedback forms contributes to the issues, observations, recommendations, and corrective actions in the After-Action Report/Improvement Plan. These forms may need to be personalized for the type of the exercise being conducted.

Templates for an Exercise Evaluation Guide and a Participant Feedback Form can be found on the Toolkit CD.

APPENDIX L
AFTER-ACTION REPORT (AAR)

The After Action Report (AAR) is the document that summarizes the key information related to exercise evaluation. It is a written report whose main focus is the analysis of core capabilities while outlining the strengths and areas for improvement identified during the exercise.

In general, the level of detail and length of discussion presented in an After Action Report corresponds to the level of the exercise activity being evaluated. The AAR can be drafted by a core group of individuals from the exercise planning team or by a designated individual. Additional sources of information listed below are utilized in developing the AAR.

- Exercise evaluation guides and evaluator notes
- Controller Evaluator Debriefing comments
- Participants Feedback Forms
- Participants comments during post-exercise hotwashes
- Any additional clarifications by or discussions with participants

AAR Sections

Exercise Overview: Information in this section should clearly identify the specific exercise. Data should include:

- Exercise name
- Exercise date(s)
- Scope of the exercise
- Mission area and core capabilities
- Exercise objectives & threat or hazard
- Brief overview of the scenario
- Exercise sponsor and participating organizations
- Exercise point of contact

Analysis of Core Capabilities: The first portion of this section identifies the performance rating for each of the exercise objectives and aligned core capabilities. In the second section, strengths and areas for improvement are then identified for each exercise objective and aligned core capability.

Upon completion, the draft AAR should be distributed to participating organizations. Elected and appointed officials, or their designees, review and confirm observations identified in the formal AAR, and determine which areas for improvement require further action. Areas for improvement that require action are those that will continue to seriously impede capability performance if left unresolved. As part of the improvement planning process, elected and appointed officials (or their designees) identify corrective actions to bring areas for improvement to resolution and determine the organization with responsibility for those actions.

**** A template for an AAR/IP can be found on the Toolkit CD.***

APPENDIX M
IMPROVEMENT PLAN (IP)

The lessons learned and recommendations from the draft exercise AAR are incorporated into an Improvement Plan (IP), the goal of which is to convert AAR recommendations into specific, measurable corrective actions that can be tracked by participating organizations and agencies resulting in improved local preparedness and capabilities. Although the draft AAR may include suggested improvements, it should not include concrete action items for improvements.

The IP should identify how recommendations will be addressed, including what actions will be taken, who is responsible, and the timeline for completion. The complete IP is then included in the final AAR/IP as a table that summarizes next steps that participating organizations/agencies will use to execute improvement planning strategies.

IP Sections

- Core capability
- Issue/ Area for Improvement: Can be a short summary of identified Area for Improvement written in the After Action Report.
- Corrective Action: There may be one or multiple corrective actions identified for each identified Area for Improvement.
- Capability Element: Choose one of the 5 capability elements (planning, organization, equipment, training or exercise.)
- Primary Responsible Organization
- Organization Point of Contact
- Start Date
- Completion Date

Upon completion, progress toward implementation of the corrective actions should be tracked and the Improvement Plan should be updated as necessary.

**** A template for an AAR/IP can be found on the Toolkit CD.***

APPENDIX N
ACRONYMS LIST

Acronym	Term
AAM	After Action Meeting
AAR	After Action Report/ Improvement Plan
CAP	Corrective Action Program
C/E	Controller/Evaluator
Decon	Decontamination
DHS	U.S. Department of Homeland Security
EC	Exercise Coordinator
EEG	Exercise Evaluation Guide
EMPG	Emergency Management Performance Grant
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ExPlan	Exercise Plan
FE	Functional Exercise
FSE	Full Scale Exercise
HazMat	Hazardous Materials
HSEEP	Homeland Security Exercise and Evaluation Program
HTG	How-To Guide
IAP	Incident Action Plan
ICS	Incident Command System
IDBHS	Idaho Bureau of Homeland Security
IP	Improvement Plan
MSEL	Master Scenario Events List
RPC	Regional Programs Coordinator
T & E	Training and Exercise
TEP	Training and Exercise Plan
THIRA	Threat and Hazard Identification and Risk Analysis
TTX	Tabletop Exercise
SHSP	State Homeland Security Grant Program
SimCell	Simulation Cell
Sitman	Situation Manual
SME	Subject Matter Expert
SOP	Standard Operating Procedure
StateComm	Idaho State Communications
XPA	Extent of Play Agreement