

K2302: EOC Leaders Skillset Course

Student Manual

Date Released: 03/2025



FEMA

Contents

| | |
|--|-----|
| Unit 1: Course Overview..... | 1 |
| Unit 2: Laying the Foundation of EOC Organizational Structures through NIMS and NQS..... | 19 |
| Unit 3: Leaders Creating PTBs with EOC Skillsets..... | 60 |
| Unit 4: Center Management for EOC Leaders..... | 91 |
| Unit 5: Policy and Direction for EOC Leaders | 143 |
| Unit 6: Understanding the Leadership Skillset as EOC Leaders – Part 1 | 204 |
| Unit 7: Understanding the Leadership Skillset as EOC Leaders – Part 2..... | 238 |
| Unit 8: Course Review, Final Exercise, and Post-Assessment | 276 |

Unit 1: Course Overview

Visual 1: K2302

EOC Leaders Skillset Course

Unit 1: Course Overview

Visual 2: Course Learning Objectives

After completing this course, you will be able to:

- Establish and manage an effective and efficient Emergency Operations Center (EOC).
- Create a Position Task Book (PTB) to qualify staff in an activated EOC.
- Assess processes and procedures within an EOC and formulate improvements.
- Apply the Leadership Skillset during an EOC activation.
- Devise strategies, plans, and tasks to support EOC objectives, ensuring the EOC's operational rhythm.

Visual 3: Poll: Which Objective Are You Most Interested to Learn More About?



Visual 4: Unit 1 Learning Objective

After this Unit, you will be able to:

- Comprehend the structure and focus of this course, the platform being used to deliver the course, and the tools available during this course.

Visual 5: Training Platform Support

- **Training platform set up**
- **Logging in and out of the platform (navigating through pods, dialing in if using a bridge account)**
- **Navigation (chat, downloads, polls, etc.)**
- **Breakout group tools (whiteboards, sharing, etc.)**



Visual 6: EOC Leaders Skillsets

EOC Skillset: Coordination and Individual Contribution

Emergency Operations Center (EOC) Skillset: Coordination and Individual Contribution

EOC Skillset: Center Management

Emergency Operations Center (EOC) Skillset: Center Management

EOC Skillset: Policy and Direction

Emergency Operations Center (EOC) Skillset: Policy and Direction

EOC Skillset: Leadership

Emergency Operations Center (EOC) Skillset: Leadership

Task Categories:
 Be proficient in the job, both technically and as a leader
 Supervise staff to ensure understanding and accomplishment of duties and tasks
 Coordinate to foster unity of effort

Task Category: Be proficient in the job, both technically and as a leader

| TASKS | CODE | EVALUATION RECORD # | EVALUATOR INITIALS AND DATE |
|---|---------------|---------------------|-----------------------------|
| 1. Exhibit principles of duty, respect, and integrity by, for example: <ul style="list-style-type: none"> • Making sound and timely decisions • Seeking and accepting responsibility for actions | E, F, I | | |
| 2. Demonstrate understanding of EOC and Policy Group roles, responsibilities, and authorities: <ul style="list-style-type: none"> • Describe how this mission may change in a different organization, jurisdiction, or operating environment | E, F, I, J, T | | |

Document screenshots of the 4 EOC Skillsets aligned with EOC leaders. Emergency Operations Center (EOC) Skillset: Coordination and Individual Contribution; Emergency Operations Center (EOC) Skillset: Center Management; Emergency Operations Center (EOC) Skillset: Policy and Direction; Emergency Operations Center (EOC) Skillset: Leadership

Visual 7: Parking Lot

Questions to revisit later



Visual 8: Poll: What is Your Experience in an EOC?

1. I am new to EOCs! (0-3 years)
2. I have moderate experience! (4-7 years)
3. I have substantial experience! (8+ years)

Visual 9: Introductions

Please turn your camera on to introduce yourself.

Share your:

- Name
- Job title, jurisdiction, and experience
- First word that comes to mind when you think about an EOC



Visual 10: Agenda for Week

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|--|---|
| <p>Unit 1: Course Overview</p> <p>Pre-Assessment</p> <p>Unit 2: Laying the Foundation of EOC Organizational Structures</p> | <p>Unit 3: Leaders Creating PTBs with EOC Skillsets</p> <p>Unit 4: EOC Center Management Skillset</p> | <p>Unit 4: EOC Center Management Skillsets</p> <p>Unit 5: EOC Policy and Direction Skillset</p> | <p>Unit 5: EOC Policy and Direction Skillset</p> <p>Unit 6: EOC Leadership Skillset, Part 1</p> <p>Unit 7: EOC Leadership Skillset Part 2</p> | <p>Unit 7: EOC Leadership Skillset, Part 2</p> <p>Unit 8: Course Review</p> <p>Final Exercise</p> <p>Course Evaluation</p> <p>Post-Assessment</p> |

Image has 5 boxes for each day of week. Monday - Unit 1: Course Overview; Pre-Assessment; Unit 2: Laying the Foundation of EOC Organizational Structures. Tuesday - Unit 3: Leaders Creating PTBs with EOC Skillsets; Unit 4: EOC Center Management Skillset. Wednesday - Unit 4: EOC Center Management Skillset; Unit 5: EOC Policy and Direction Skillset. Thursday - Unit 5: EOC Policy and Direction Skillset; Unit 6: EOC Leadership Skillset, Part 1; Unit 7: EOC Leadership Skillset, Part 2. Friday - Unit 7: EOC Leadership Skillset, Part 2; Unit 8: Course Review, Final Exercise, Course Evaluation, Post-Assessment

Visual 11: Student Course Materials

Student Manual contains:

- Printed Unit visuals
- Handouts
 - Course Acronyms and Glossary
- Activities
 - Action items



Visual 12: Pre-Assessment (20 minutes)

- Download and complete the “*Pre-Course Assessment*.”
- Once completed, participants can review the Student Manual until it is time to re-convene.



Visual 13: Questions

Are there any questions about this course?



Handout: Course Acronyms and Glossary

AHJ – Authority Having Jurisdiction: An entity with the authority and responsibility for the development, implementation, maintenance, and oversight of the qualification process within its organization or jurisdiction. This may be a state or Federal agency, a training commission, or a local agency such as a police or fire department. In some cases, the AHJ may provide support to multiple disciplines that collaborate as a part of a team (e.g., an Incident Management Team).

Certification: The recognition from the AHJ or a third party stating that an individual has met the established criteria and is qualified for a specific position.

Command and Coordination (NIMS component): Describes leadership roles, processes, and recommended organizational structures for incident management at the operational and incident support levels and explains how these structures interact to manage incidents effectively and efficiently.

Communications and Information Management (NIMS component): Describes systems and methods that help to ensure that incident personnel and other decision makers have the means and information they need to make and communicate decisions.

Credentialing: The process of providing documentation that identifies personnel and verifies their qualifications for certain positions.

Departmental EOC Structure: Jurisdictions/organizations may opt to use their day-to-day departmental/agency structure and relationships in their EOC. By operating in the context of their normal relationships, department/agency representatives can function in the EOC with minimal preparation or startup time. In this configuration, the organization's emergency manager or a senior official typically coordinates EOC efforts among the departments and agencies.

EMAC – Emergency Management Assistance Compact: A congressionally ratified agreement that provides form and structure to interstate mutual aid. Through EMAC, a disaster-affected state can request and receive assistance from other member states quickly and efficiently, resolving two key issues up front: liability and reimbursement.

EOC – Emergency Operation Center: The physical location at which the coordination of information and resources to support incident management (on-scene operations) activities normally take place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction.

EOP – Emergency Operations Plan: A plan for responding to a variety of potential hazards.

ESF – Emergency Support Function: The grouping of governmental and certain private sector capabilities into an organizational structure to provide capabilities and services most likely needed to manage domestic incidents.

IAP – Incident Action Plan: An oral or written plan developed and approved by the IC/UC and ICS staff. The IAP contains general objectives reflecting the overall strategy for managing an incident. It may include the identification of operational resources and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods. Staff in EOCs conduct iterative planning and produce plans to guide their activities during specified periods. These are typically more strategic than IAPs, and should not be referred to as an IAP to avoid confusion. Incident Support Plan

(ISP) is a term that some EOCs use for the EOC plan to clearly differentiate this from the Incident Action Plan.

IC – Incident Commander: The individual responsible for all incident activities, including developing strategies and tactics and ordering and releasing resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident activities.

ICS – Incident Command System: A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is a management system designed to enable effective incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents.

ICS or ICS-Like EOC Structure: Many jurisdictions/organizations configure their EOCs using the standard ICS organizational structure. The structure is familiar to many people, and it aligns with the on-scene incident organization. Some jurisdictions/organizations use the standard ICS organizational structure but modify certain titles to create an ICS-like organization that distinguishes EOC functions from their field counterparts.

ICP – Incident Command Post: The field location where the primary functions of incident command are performed. The ICP may be co-located with the Incident Base or other incident facilities.

ISM – Incident Support Model EOC Structure: Jurisdictions/organizations that focus their EOC team’s efforts on information, planning, and resource support may choose to separate the situational awareness function from planning and combine operations and logistics functions into an incident support structure. This organization puts the EOC director in direct contact with those doing situational awareness/information management and streamlines resource sourcing, ordering, and tracking.

JFO – Joint Field Office: The primary Federal incident management field structure. The JFO is a temporary Federal facility that provides a central location for the coordination of local, state, tribal, and Federal governments and private sector and NGOs with primary responsibility for response and recovery.

JIC – Joint Information Center: An interagency entity established to coordinate and disseminate information for the public and media concerning an incident.

JIS – Joint Information System: Mechanism that integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, accurate, accessible, timely, and complete information during crisis or incident operations.

MAC Group – Multiagency Coordination Group: A group, typically consisting of agency administrators or executives from organizations, or their designees, that provides policy guidance to incident personnel, supports resource prioritization and allocation, and enables decision making among elected and appointed officials and senior executives in other organizations, as well as those directly responsible for incident management.

MACS – Multiagency Coordination System: An overarching term for the NIMS Command and Coordination Structures: ICS, EOCs, MAC Group/Policy Groups, JISs.

MOA – Memorandum of Agreement: A “conditional agreement” between two or more parties where the transfer of funds for services are anticipated. The MOA is prepared in advance of a support agreement/reimbursable order form that defines the support, basis for reimbursement, the billing and payment process, and other terms and conditions of the agreement. MOAs often establish common legal terms that will be read into every reimbursable order that follows. MOAs do not obligate any funds themselves, but they establish the terms for future service and cite one of the appropriate authorities to do so.

MOU – Memorandum of Understanding: A “general area of understanding” within both parties' authorities and no transfer of funds for services is anticipated. MOUs often state common goals and nothing more. Thus, MOUs do not contemplate funds transfers and should usually include language that states something similar to: “This is not a funds obligating document; by signing this agreement the parties are not bound to take any action or fund any initiative.” An MOU may be used to outline the operation of a program so that it functions a certain way. For example, two agencies that have similar goals may agree to work together to solve a problem or support each other’s activities by using an MOU. The MOU is nothing more than a formalized handshake.

Mutual Aid Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

NDRF – National Disaster Recovery Framework: The National Disaster Recovery Framework (NDRF) is a conceptual guide designed to ensure coordination and recovery planning at all levels of government before a disaster, and defines how we will work together, following a disaster, to best meet the needs of States, local and tribal governments and communities and individuals in their recoveries.

NIMS – National Incident Management System: A systematic, proactive approach to guide all levels of government, non-governmental organizations (NGOs), and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from the effects of incidents. NIMS provides stakeholders across the whole community with the shared vocabulary, systems, and processes to successfully deliver the capabilities described in the National Preparedness System. NIMS provides a consistent foundation for dealing with all incidents, ranging from daily occurrences to incidents requiring a coordinated Federal response.

NGO – Nongovernmental Organization: An entity with an association that is based on the interests of its members, individuals, or institutions. An NGO is not created by a government, but it may work cooperatively with government. Such organizations serve a public purpose, not a private benefit. Examples of NGOs include faith-based groups, relief agencies, organizations that support people with access and functional needs, and animal welfare organizations. NGOs provide relief services to sustain life, reduce physical and emotional distress, and promote the recovery of disaster survivors.

NPG – National Preparedness Goal: Presidential Policy Directive 8, or PPD-8, describes the Nation’s approach to national preparedness: The National Preparedness Goal is the cornerstone for the implementation of PPD-8. The Goal identifies the Nation’s core capabilities required for achieving the five mission areas of Prevention, Protection, Mitigation, Response, and Recovery.

NQS – National Qualification System: Establishes guidance and tools to assist stakeholders when they are developing processes to qualify, certify, and credential emergency personnel.

NRF – National Response Framework: Guides how the Nation conducts all-hazards response. The Framework documents the key response principles, roles, and structures that organize national response. It describes how communities, States, the Federal Government, and private-sector and nongovernmental partners apply these principles for a coordinated, effective national response.

Operational Communications (FEMA core capability): Applies to the response mission area. Ensures capacity for timely communications, supporting security, situational awareness, and operations among and between affected communities in impact area and all response forces.

Operational Coordination (FEMA core capability): Applies to all mission areas. Establishes and maintains unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.

PIO – Public Information Officer: A member of the Command Staff responsible for interfacing with the public and media and/or with other agencies with incident-related information requirements.

POST – Priorities, Objectives, Strategies, and Tactics/Tasks: An acronym indicating the components needed to eliminate a problem. Priorities tell you which problem you must deal with first. If no problems exist, then no priorities are needed. Objectives are statements of problems to be fixed. Strategies are how you will accomplish the objective. They are not time-specific or restricted. Tactics/Tasks are the pieces to achieve the objective using a strategy.

Private Sector: Organizations and individuals that are not part of any governmental structure. The private sector includes for-profit and not-for-profit organizations, formal and informal structures, commerce, and industry.

Qualification: The process of enabling personnel to perform the duties of a specific position and documenting their proficiency of the capabilities required by the position.

Recertification: The confirmation that an individual has maintained his/her qualification for the position.

Resource Management (NIMS component): Describes standard mechanisms to systematically manage resources, including personnel, equipment, supplies, teams, and facilities, both before and during incidents in order to allow organizations to more effectively share resources when needed.

SitRep – Situation Report: Document that contains confirmed or verified information and explicit details (who, what, where, and how) relating to an incident.

SOP – Standard Operating Procedure: Complete reference document or an operations manual that provides the purpose, authorities, duration, and details for the preferred method of performing a single function or a number of interrelated functions in a uniform manner.

Unit 2: Laying the Foundation of EOC Organizational Structures through NIMS and NQS.

Visual 1: K2302

EOC Leaders Skillset Course

Unit 2: Laying the Foundation of EOC Organizational Structures through NIMS and NQS

Visual 2: Unit 2 Learning Objectives

After this Unit, you will be able to:

- Recall the National Incident Management System (NIMS) and how, through history, it has brought us to Emergency Operations Centers (EOCs).
- Derive the meaning of the National Qualification System (NQS) and the role it plays with skillsets.
- Verify the EOC organizational structures and understand their uses, resource management, advantages, and disadvantages.

Visual 3: NIMS and NQS

National Incident Management System (NIMS) - provides stakeholders across the whole community with shared vocabulary to successfully deliver the capabilities in the National Preparedness System and defines operational systems that guide how personnel work together during incidents.

National Qualification System (NQS) - supplements resource management of NIMS through establishment of guidance and tools that assist stakeholders in developing processes for qualification, certification, and credentialing of emergency personnel in the field.



Student
Manual

NIMS has 3 components of their framework that enable diverse organizations to integrate capabilities and achieve shared goals. The three (3) components are:

1. Resource Management
2. Command and Coordination
3. Communications and Information Management

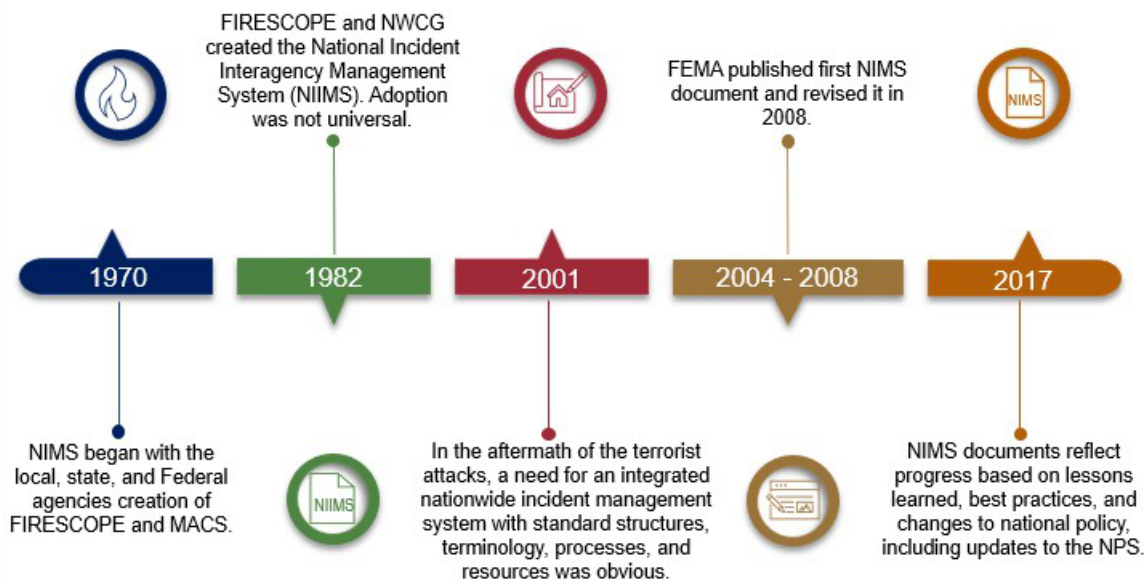
NQS provides tools for field positions and the EOC Skillsets support a modified approach (to be discussed in Unit 3) to qualify EOC personnel while remaining flexible to accommodate diverse EOC organizational structures.

Refer to the [NIMS Doctrine](#) and the [NIMS Guideline for the NQS](#) for more information.

Visual 4: Poll: Identify Each Comment as Part of NIMS or NQS



Visual 5: History Review of NIMS



Timeline of the history of NIMS. 1970 - NIMS began with the local, state, and Federal agencies creation of FIRESCOPE and MACS. 1982 - FIRESCOPE and NWCG created the National Incident Interagency Management System (NIIMS). Adoption was not universal. 2001 - In the aftermath of the terrorist attacks, a need for an integrated nationwide incident management system with standard structures, terminology, processes, and resources was obvious. 2004-2008 - FEMA published first NIMS document and revised it in 2008. 2017 - NIMS documents reflect progress based on lessons learned, best practices, and changes to national policy including updates to the NPS.

Visual 6: Class Discussion



Tell me what you know about the National Qualification System (NQS).

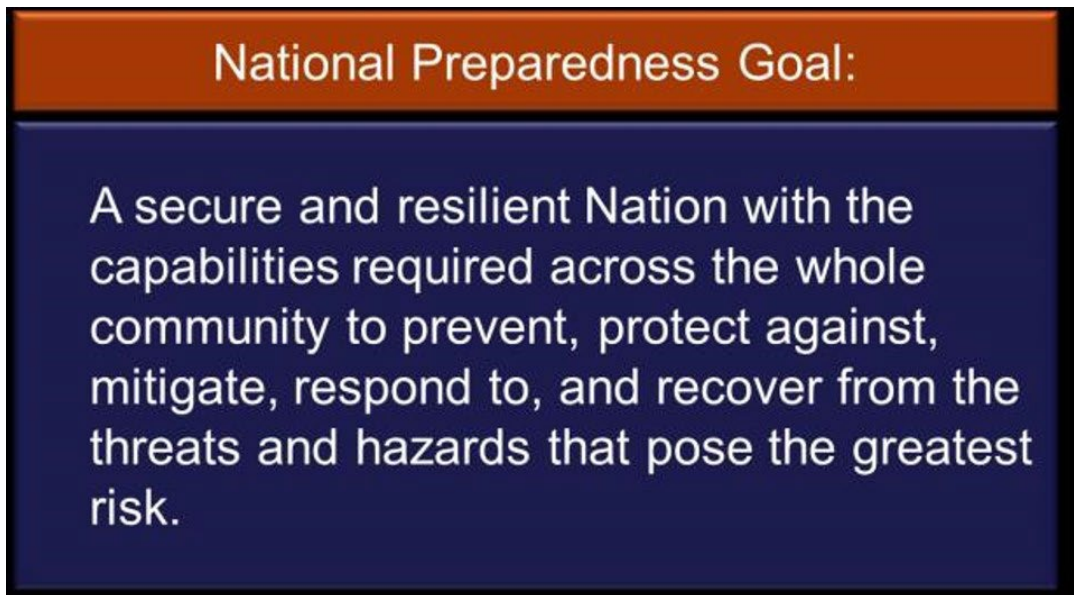


Question:

What do you know about the NQS?

Student
Manual

Visual 7: National Preparedness Goal (NPG)



Student
Manual

Our security and resilience is demonstrated through the core capabilities that are necessary to deal with the risks we face. We use an integrated, layered, and all-of-Nation approach as our foundation for building and sustaining core capabilities and preparing to deliver them effectively.

Refer to the [NPG Doctrine](#) for more information.

Visual 8: National Preparedness Goal (NPG) - Mission Areas and Core Capabilities



Student Manual

EXPLAIN: the NPG is made up of 5 mission. **REVIEW:** the missions with the participants and 32 Core Capabilities. Of the 32 core capabilities, the focus will be on Operational Coordination and Operational Communication within an EOC.

Core capabilities are essential for the execution of each of the five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. Some capabilities fall within a single mission area, such as Operational Communication, and others apply to multiple or all mission areas such as Operational Coordination. These two specific core capabilities are focused on in EOCs.



Student Manual

Core capabilities are essential for the execution of each of the five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. Some capabilities fall within a single mission area, such as Operational Communication, and others apply to multiple or all mission areas such as Operational Coordination. These two specific core capabilities are focused on in EOCs.

Visual 9: Breakout Group: Operational Coordination and Operational Communication within an EOC



With your group, share your thoughts on the following question:

Are Operational Coordination and Operational Communication important core capabilities for an EOC? Provide 2 real-life examples to support your claim.

Operational Coordination for all **mission areas**. Establish and maintain unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.

Operational Communications for **response mission area**. Ensure capacity for timely communications, supporting security, situational awareness, and operations among and between affected communities in impact area and all response forces.



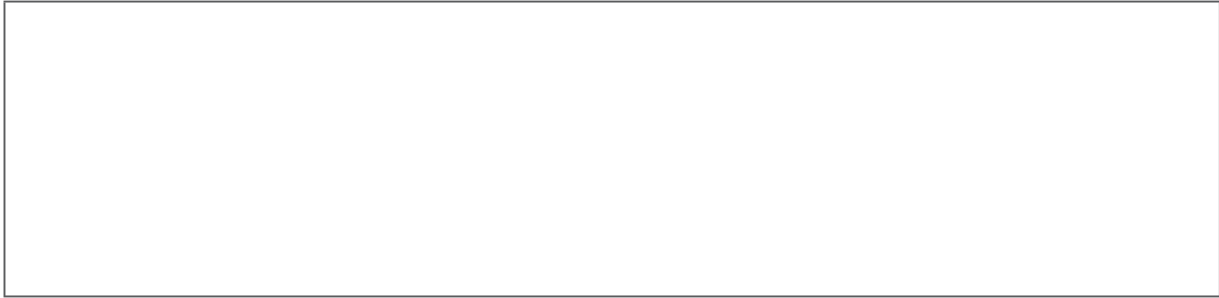
Student
Manual

BREAKOUT GROUP DIRECTIONS:

1. In your group, read and discuss the below question.
2. You will have 20 minutes to answer the question.
3. Choose a group member to take notes and one member to present answers to the class.

Question:

Are Operational Coordination and Operational Communication important core capabilities for an EOC? Provide 2 real-life examples to support your claim.



Visual 10: Do EOCs Need to Be Scalable?



Questions:

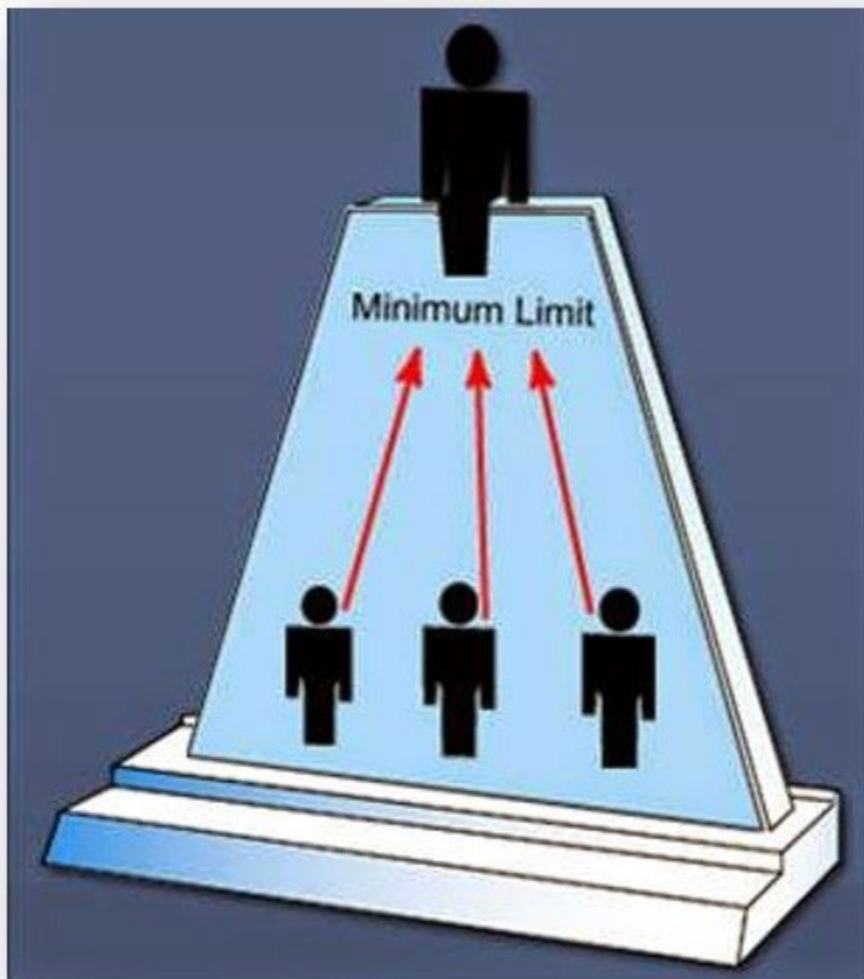
Why do EOCs need to be scalable?



Student
Manual

How do we make them scalable?

Visual 11: “Manageable Span of Control” Within an EOC



Student
Manual

The optimal span of control is 1 supervisor to 5 subordinates (this is a guideline, not a hard and fast rule).

Questions:

Why is this just a guideline?

What can an EOC leader do when the number of direct reports exceeds the leader's manageable span of control?

Why is manageable span of control key within an EOC?

Share your experience/perspective on manageable span of control in EOCs and why it is important.

What do leaders need to do to be comfortable giving power to others?

Visual 12: NQS and EOCs - Typing of Personnel Resources



- **NQS Job Titles and Position Descriptions**
 - Position Task Books for ICS Field Positions
- **EOC Skillsets**
 - Position Task Books for EOCs



Student
Manual

NQS uses job titles, position descriptions, and the Resource Typing Library Tool (RTL) to create a Position Task Book (PTB) for needed field personnel. EOCs use the EOC Skillsets to create PTBs for EOC personnel.

Visual 13: Class Discussion: Why Use the NIMS Framework When Developing an EOC?



Question:

Why use a NIMS framework when developing an EOC?



Student Manual

Visual 14: Class Discussion: NIMS, Resource Management, NQS, and Mutual Aid

How are NIMS, resource management, NQS, and mutual aid used as a baseline for EOCs?



Questions:

How are NIMS, resource management, NQS, and mutual aid used as a baseline for EOCs?



Student
Manual

How many types of Mutual Aid exist?

Visual 15: Types of Mutual Aid



1. **Local Automatic Mutual Aid**
2. **Local Mutual Aid**
3. **Regional, Interstate, or Statewide Mutual Aid**
4. **Interstate Mutual Aid – After Declaration**
5. **Interstate Mutual Aid – Prior to or Without a Declaration**
6. **International Mutual Aid**

Local Automatic Mutual Aid – Local automatic mutual aid agreements permit the automatic dispatch and response of requested resources without incident-specific approvals or consideration of entity boundaries.

Local Mutual Aid – Local mutual aid agreements between neighboring jurisdictions or organizations involve a formal request for assistance and generally cover a larger geographic area than local automatic mutual aid agreements do.



Student
Manual

Regional, Intrastate, or Statewide Mutual Aid - Sub-state regional mutual aid agreements are between multiple jurisdictions that are often sponsored by a council of governments or a similar regional body.

Interstate Mutual Aid – After Declaration – Out-of-state assistance through formal state-to-state agreements that support the response effort.

Interstate Mutual Aid – Prior to or Without a Declaration - In some instances, jurisdictions may require additional resources from other states, tribes, or territories prior to a state or tribal emergency declaration, or when one is not appropriate. Since EMAC does not apply in those situations, jurisdictions need separate interstate agreements for such incidents or

planned events.

International Mutual Aid – International mutual aid agreements are a legal means through which jurisdictions can share resources across an international border.

Instructors can refer to the [NIMS Guideline for Mutual Aid](#) for more information.

Visual 16: Class Activity: Mutual Aid Matching - Example 1

As a class, read the example and determine which Mutual Aid type is correct, by referencing the number.

Example:

This mutual aid is the Emergency Management Assistance Compact (EMAC), which is administered by the National Emergency Management Association.

Choose the correct number:

1. Local Automatic Mutual Aid
2. Local Mutual Aid
3. Regional, Interstate, or Statewide Mutual Aid
4. Interstate Mutual Aid - After Declaration
5. Interstate Mutual Aid - Prior to or Without a Declaration
6. International Mutual Aid



Student
Manual

Example: This mutual aid is the Emergency Management Assistance Compact (EMAC), which is administered by the National Emergency Management Association.

Which mutual aid type is correct one (identify by number/type)?

Visual 17: Class Activity: Mutual Aid Matching - Example 2

As a class, read the example and determine which Mutual Aid type is correct, by referencing the number.

Example:

Utility companies, whether privately or publicly owned, typically enter into mutual aid agreements with local communities. While “utilities” can refer to a wide range of services provided to the public, common utility mutual aid agreements provide for electrical, water, wastewater, and other services, such as cybersecurity assistance. Emergency aid and assistance may be provided in the form of personnel, equipment, materials, and other associated services, as necessary.

Choose the correct number:

1. Local Automatic Mutual Aid
2. Local Mutual Aid
3. Regional, Interstate, or Statewide Mutual Aid
4. Interstate Mutual Aid - After Declaration
5. Interstate Mutual Aid - Prior to or Without a Declaration
6. International Mutual Aid



Student
Manual

Example: Utility companies, whether privately or publicly owned, typically enter into mutual aid agreements with local communities. While “utilities” can refer to a wide range of services provided to the public, common utility mutual aid agreements provide for electrical, water, wastewater, and other services, such as cybersecurity assistance. Emergency aid and assistance may be provided in the form of personnel, equipment, materials, and other associated services, as necessary.

Which mutual aid type is correct one (identify by number/type)?

Visual 18: Class Activity: Mutual Aid Matching - Example 3

As a class, read the example and determine which Mutual Aid type is correct, by referencing the number.

Example:

A fire department from a military installation may respond to an automobile accident outside of its gate because it is the closest appropriate emergency resource, even though the area where the accident occurred is outside the fire department's area of responsibility.

Choose the correct number:

1. Local Automatic Mutual Aid
2. Local Mutual Aid
3. Regional, Interstate, or Statewide Mutual Aid
4. Interstate Mutual Aid - After Declaration
5. Interstate Mutual Aid - Prior to or Without a Declaration
6. International Mutual Aid



Student
Manual

Example: A fire department from a military installation may respond to an automobile accident outside of its gate because it is the closest appropriate emergency resource, even though the area where the accident occurred is outside the fire department's area of responsibility.

Which mutual aid type is correct one (identify by number/type)?

Visual 19: Class Activity: Mutual Aid Matching - Example 4

As a class, read the example and determine which Mutual Aid type is correct, by referencing the number.

Example:

The United South and Eastern Tribes, Inc. (USET) Tribal Emergency Mutual Aid Compact (TEMAC) is the first emergency mutual aid agreement expressly for tribes in the United States. Developed in 2008, TEMAC provides mutual aid among USET member tribes within the context of tribal self-determination and self-governance. USET member tribes developed TEMAC for implementation by member tribes, but other tribes are free to model it.

Choose the correct number:

1. Local Automatic Mutual Aid
2. Local Mutual Aid
3. Regional, Interstate, or Statewide Mutual Aid
4. Interstate Mutual Aid - After Declaration
5. Interstate Mutual Aid - Prior to or Without a Declaration
6. International Mutual Aid



Student
Manual

Example: The United South and Eastern Tribes, Inc. (USET) Tribal Emergency Mutual Aid Compact (TEMAC) is the first emergency mutual aid agreement expressly for tribes in the United States. Developed in 2008, TEMAC provides mutual aid among USET member tribes within the context of tribal self-determination and self-governance. USET member tribes developed TEMAC for implementation by member tribes, but other tribes are free to model it.

Which mutual aid type is correct one (identify by number/type)?

Visual 20: Class Activity: Mutual Aid Matching - Example 5

As a class, read the example and determine which Mutual Aid type is correct, by referencing the number.

Example:

The International Association of Fire Chiefs (IAFC) developed a National Fire Service Intrastate Mutual Aid System (IMAS) that ties local fire districts and departments into statewide mutual aid networks. IAFC uses the Mutual Aid Net tool to manage and dispatch all-hazard resources, individually or through mission-ready packages (MRPs), in support of IMAS.

Choose the correct number:

1. Local Automatic Mutual Aid
2. Local Mutual Aid
3. Regional, Interstate, or Statewide Mutual Aid
4. Interstate Mutual Aid - After Declaration
5. Interstate Mutual Aid - Prior to or Without a Declaration
6. International Mutual Aid



Student
Manual

Example: The International Association of Fire Chiefs (IAFC) developed a National Fire Service Intrastate Mutual Aid System (IMAS) that ties local fire districts and departments into statewide mutual aid networks. IAFC uses the Mutual Aid Net tool to manage and dispatch all-hazard resources, individually or through mission-ready packages (MRPs), in support of IMAS.

Which mutual aid type is correct one (identify by number/type)?

Visual 21: Class Activity: Mutual Aid Matching - Example 6

As a class, read the example and determine which Mutual Aid type is correct, by referencing the number.

Example:

The State and Province Emergency Management Assistance Memorandum of Agreement (SPEMAMA) is an agreement ratified by the United States and Canada that allows for participating jurisdictions from each country to enact or adopt it. SPEMAMA is open to all 50 states and U.S. territories, and to all 10 provinces and three territories in Canada. It provides a system and a set of processes to systematically and rapidly deploy mutual aid resources among participating jurisdictions.

Choose the correct number:

1. Local Automatic Mutual Aid
2. Local Mutual Aid
3. Regional, Interstate, or Statewide Mutual Aid
4. Interstate Mutual Aid - After Declaration
5. Interstate Mutual Aid - Prior to or Without a Declaration
6. International Mutual Aid



Student
Manual

Example: The State and Province Emergency Management Assistance Memorandum of Agreement (SPEMAMA) is an agreement ratified by the United States and Canada that allows for participating jurisdictions from each country to enact or adopt it. SPEMAMA is open to all 50 states and U.S. territories, and to all 10 provinces and three territories in Canada. It provides a system and a set of processes to systematically and rapidly deploy mutual aid resources among participating jurisdictions.

Which mutual aid type is correct one (identify by number/type)?

Visual 22: Emergency Operations Center (EOC)



EOCs are the place where multiple agencies come together to address threats and hazards through coordinated support for incident command (IC), on-scene personnel, and other EOCs.

Question:

Who can provide examples of different tasks their EOC has supported?



Student
Manual

Jurisdictions and Organizations

- May activate EOC staff to support prevention and protection activities.
- Find resources to backfill staff support in jurisdictions or organizations that have deployed.

Bringing representatives from various stakeholder and partner organizations together in EOCs optimizes:

- Unity of effort and enables staff to share information.
- Provision of legal and policy guidance to on-scene personnel.

- Contingency plans.
- Efficient deployment of resources.
- General provision of whatever support is required.

Question:

Why is it important to make policy decisions during an emergency operations planning process?

Refer to the [NIMS Doctrine](#) for more information.

Visual 23: Poll: Share Alternate Names You Have Heard/Used for EOCs



Visual 24: Review Characteristics of an EOC



- Collect, analyze, and share information.
- Collect resource needs and requests, including allocation and tracking.
- Coordinate plans and determine future needs.
- Perform coordination and policy direction.

As a leader, you need to understand and know the characteristics of an EOC. It will be your responsibility to ensure the EOC runs smoothly.

Collect, analyze, and share information.

Collect resource needs and requests, including allocation and tracking.



Student
Manual

Coordinate plans and determine future needs.

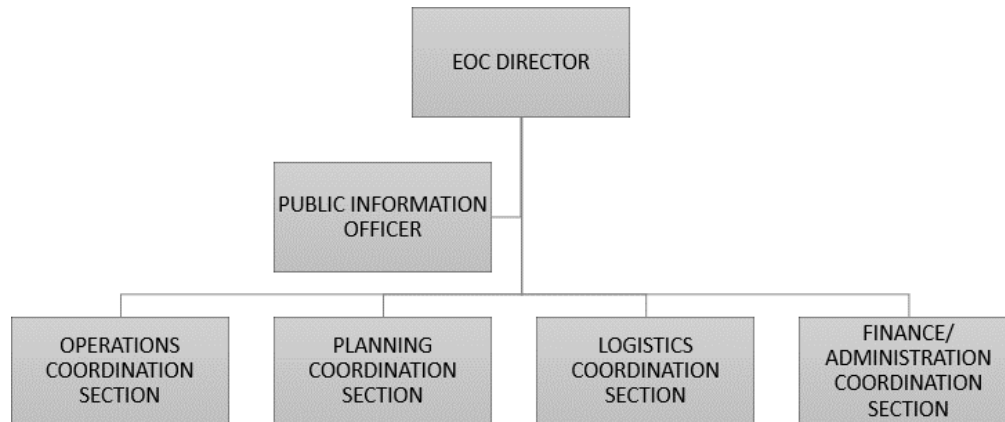
Coordination and policy direction.

Visual 25: Poll: In Which of These Structures Have You Worked?

1. Incident Command System (ICS)/ICS-Like Structure
2. Incident Support Model (ISM) Structure
3. Departmental Structure
4. Other (specify)

Visual 26: ICS or ICS-Like EOC Structure

- Used often
- Title modified for functions
- ICS processes modified to fit



ICS/ICS-like organizational structure is a useful functional breakdown, particularly for EOCs that might take on operational missions. ICS and EOC personnel may agree to adjust responsibilities among the organizations to meet incident needs and fulfill resource and information requests.



Student
Manual

EOC leaders may opt for a standard ICS organization if:

- EOC staff are providing tactical direction to an incident.
- EOC management wishes to use ICS-trained personnel with no additional training requirements.
- EOC managers want to mirror the organization of on-scene personnel.

Refer to the [NIMS Doctrine](#) for more information on EOC organization structures.

Visual 27: Uses ICS and ICS-Like Structure and Resource Management

Uses

- Familiar structure
- Mirrors organization of on-scene personnel
- Avoids additional EOC training requirements
- Supports situations when EOC staff may provide tactical direction

Resource Management

- May adapt resource management processes
- EOC defines coordination and tracking of resource ordering functions
- Logistics focus may be on advance resource ordering
- Operations may order departmental resources
- Operations may track incident resources

Question:

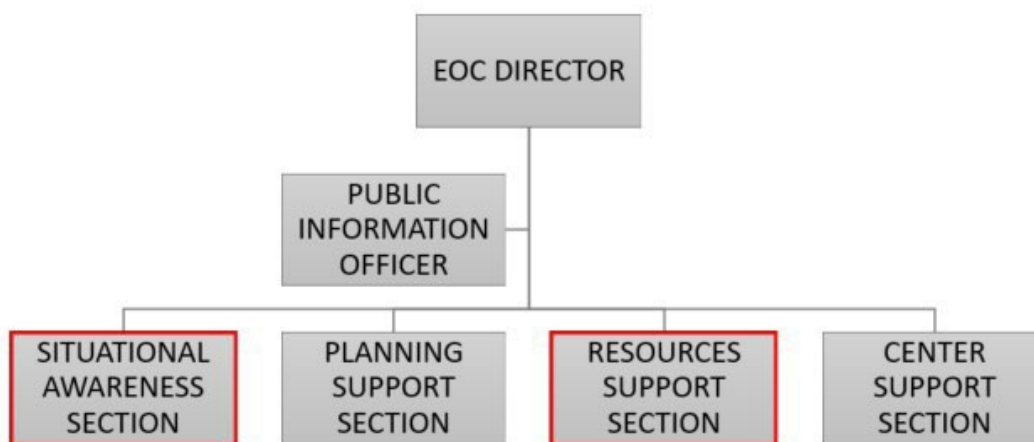
What are a few advantages and disadvantages of this structure?



Student
Manual

Visual 28: ISM Structure

- Focus
 - Information
 - Planning
 - Resource Support
- Situational Awareness and Resources Support are their own sections
- Functions combined



ISM organizational structure is a variation of the ICS structure that:

- Separates the Information Management/Situational Awareness function from the ICS Planning Section.
- Combines the functions of the ICS Operations and Logistics Sections and Comptroller/Purchasing functions from the ICS Administration/Finance Section.
- Creates a Center Support Section and Resource Support Section.



Student
Manual

EOC staff in jurisdictions or organizations that use an ISM structure *typically focus exclusively on support functions* rather than operations or managing actual response/recovery efforts.

Visual 29: Uses of ISM Structure and Resource Management

Uses

- Focus on support functions
- Situational Awareness Section - EOC Director
- Resources Support Section:
 - Operations
 - Logistics
 - Comptroller/Purchasing
- Streamlines resource sourcing, ordering, and tracking
- Not organized for response and recovery efforts

Resource Management

- One-Stop - acquiring, deploying, and tracking
- Resources Support Section:
 - Ordering
 - Tracking
 - Funding
 - Reimbursement
- Organizational and Functional Representatives
 - Resources
 - Expertise
 - Relationships

Question:

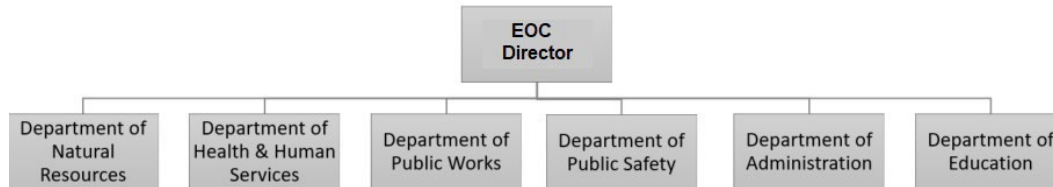
What are a few advantages and disadvantages of this structure?



Student
Manual

Visual 30: Departmental EOC Structure

- Day-to-day structure
- EM/Senior Official coordinates efforts
- Function with little prep or startup
- Can use Emergency Support Functions (ESFs) instead of departments



Student
Manual

Departmental organizational structure - organizations or jurisdictions may configure the personnel who assemble in the EOC by the participants' departments, agencies, or organizations. Such departmentally structured EOCs typically require less training and emphasize coordination and equal footing for all departments and agencies. In this model, a single individual (either the jurisdiction, organization's emergency manager, or another senior official) directly coordinates the jurisdiction's support agencies, NGOs, and other partners. This model can also be organized using Emergency Support Functions (ESFs) instead of departments.

Visual 31: Uses of Departmental EOC Structure and Resource Management

Uses

- Emergency Manager/EOC Director directly facilitates EOC
 - Planning
 - Reporting
 - Requests
 - Possibly EOC Logistics

Resource Management

- Have EOC roles and responsibilities
- Maintain normal authorities, responsibilities, and relationships
- Bring own resources, expertise, and relationships to EOC

SHARE: some examples of advantages and disadvantages of the Departmental EOC Structure:

Advantages:



Student
Manual

Disadvantages:

Visual 32: Breakout Group

Directions:

1. As a group, discuss the below questions and answer them.
 - How can we improve Command and Coordination in an EOC?
 - How can we improve Resource Management in an EOC?
 - How can we improve on Communications and Information Management in an EOC?
2. Have one group member take notes and a different group member present the highlights of your group's discussion to the class.



DIRECTIONS:

1. In your group, read and discuss the below questions.
2. You will have 20 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.



Student
Manual

Questions:

How can we improve Command and Coordination in an EOC?

How can we improve Resource Management in an EOC?

How can we improve Communications and Information Management in an EOC?

Visual 33: Class Discussion

1. Explain how your EOC meets your jurisdiction's needs or how it may not meet your jurisdiction's needs.
2. Explain how your EOC effectively translates and communicates with other EOCs.



Questions:

Explain how your EOC meets your jurisdiction's needs or how it may not meet your jurisdiction's needs.

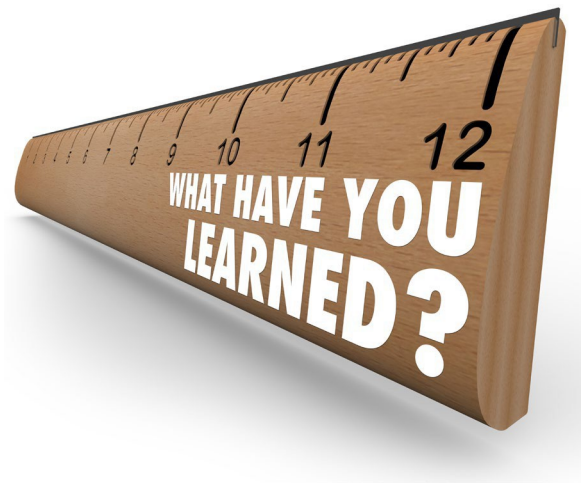


Student
Manual

Explain how your EOC effectively translates and communicate with other EOCs.

Visual 34: Unit Summary

- We reviewed NIMS.
- We discussed NQS and how it benefits EOC.
- We explored some EOC structures.



References

- [NPG Doctrine](http://www.fema.gov/sites/default/files/2020-06/national_preparedness_goal_2nd_edition.pdf): www.fema.gov/sites/default/files/2020-06/national_preparedness_goal_2nd_edition.pdf
- [Resource Typing Library Tool](http://rtlt.preptoolkit.fema.gov/Public): rtlt.preptoolkit.fema.gov/Public
- [Draft EOC How-To Quick Reference Guide](http://www.fema.gov/sites/default/files/documents/fema_eoc-how-to-quick-reference_guide_0.pdf): www.fema.gov/sites/default/files/documents/fema_eoc-how-to-quick-reference_guide_0.pdf

[NIMS Doctrine](http://www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf): www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf

- [NIMS Guideline for the NQS](http://www.fema.gov/sites/default/files/2020-05/fema_nims_nqs_guideline_0.pdf): www.fema.gov/sites/default/files/2020-05/fema_nims_nqs_guideline_0.pdf
- [NPG Doctrine](http://www.fema.gov/sites/default/files/2020-06/national_preparedness_goal_2nd_edition.pdf): www.fema.gov/sites/default/files/2020-06/national_preparedness_goal_2nd_edition.pdf
- [NIMS Guideline for Mutual Aid](http://www.fema.gov/sites/default/files/2020-07/fema_nims_mutual_aid_guideline_20171105.pdf): www.fema.gov/sites/default/files/2020-07/fema_nims_mutual_aid_guideline_20171105.pdf

Unit 3: Leaders Creating PTBs with EOC Skillsets

Visual 1: K2302

EOC Leaders Skillset Course

Unit 3: Leaders Creating PTBs with EOC Skillsets

Visual 2: Unit 3 Learning Objectives

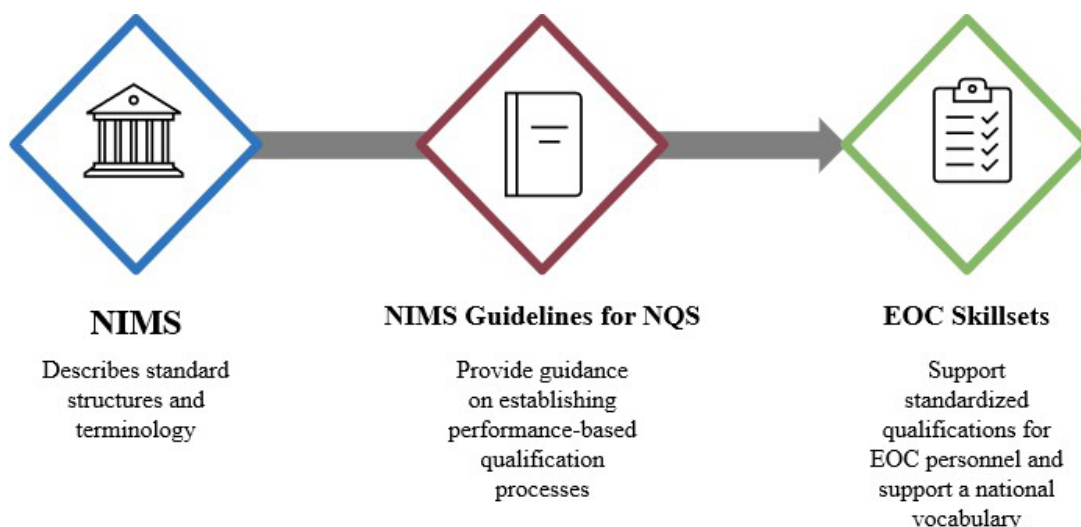
After completing this Unit, you will be able to:

- Explain what a Position Task Book (PTB) is and how it will be used in an EOC.
- Demonstrate what the EOC Skillsets are and how they are used in an EOC.
- Formulate an EOC PTB using EOC Skillsets.

Visual 3: Poll: What Kind of Qualification System Do You Have?



Visual 4: Background on EOC Skillsets



Student Manual

NIMS describes standard structures and vocabulary to enable incident personnel from across the Nation to work together to save lives, stabilize incidents, and protect property and the environment. A performance-based approach to personnel qualifications ensures the capabilities of personnel to perform in incident-related positions. The NIMS Guideline for the NQS provides guidance for organizations establishing performance-based qualifications processes, including personnel qualification, certification, and credentialing.

NQS provides jurisdictions and organizations with guidance to certify their personnel according to national baseline qualifications. Through NQS, FEMA is developing common terminology, templates and other tools, and a standard approach for qualifying, certifying, and credentialing deployable incident personnel—enabling mutual aid partners to communicate resource needs quickly and precisely.

Visual 5: EOC Skillsets

- Establish minimum performance criteria
- 3 “level of responsibility” skillsets
- 17 “functional” skillsets



Emergency Manager Training



Student
Manual

EOC Skillsets establish a minimum performance criterion. There are 20 skillsets in full, however they are broken into two groups:

- 3 are under “Level of Responsibility”
- 17 are under “Functional”

The purpose of EOC Skillsets is not to replace the existing qualification systems, but to provide minimum baselines when qualifications do not exist. Using these skillsets allows you to build the capabilities and qualifications of EOC personnel, and, in doing so, help improve the professionalism of EOC personnel and contribute to the resiliency of our Nation.

Refer to the [NIMS EOC Skillsets User Guide](#) for more information.

Visual 6: Overview of EOC Skillsets

| Level of Responsibility | |
|--|--|
| Coordination and Individual Contribution | |
| Leadership | |
| Policy and Direction | |
| Function | |
| Action Tracking | Public Affairs Coordination |
| Center Management | Recovery Coordination |
| Document and Records Management | Resource Ordering and Acquiring |
| EOC Facility Management | Resource Sourcing |
| Finance | Resource Tracking |
| Legal Counseling | Safety Advising |
| Organizational Representation | Situational Awareness |
| Performance Improvement | Understanding the Resource Requirement |
| Planning | |

Image of EOC Skillsets. Level of Responsibility: Coordination and Individual Contribution; Leadership; Policy and Direction. Function: Action Tracking; Center Management; Document and Records Management; EOC Facility Management; Finance; Legal Counseling; Organizational Representation; Performance Improvement; Planning; Public Affairs Coordination; Recovery Coordination; Resource Coordination; Resource Ordering and Acquiring; Resource Sourcing; Resource Tracking; Safety Advising Situational Awareness; Understanding the Resource Requirements.

Question:

Why will these skillsets provide ease to the challenge of sharing EOC personnel across jurisdictional lines and organizations?



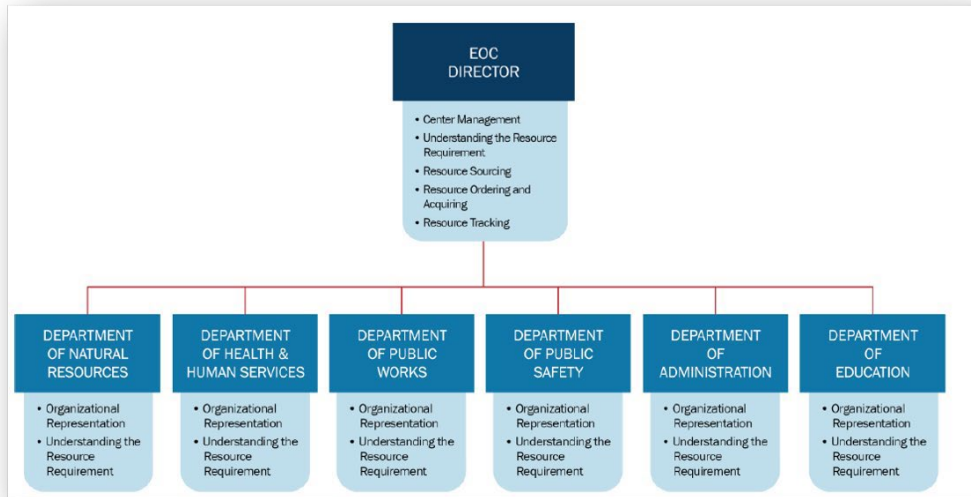
Student Manual

The EOC Skillsets User Guide is intended for use by EOC leaders at any

level of government and within the private sector and NGOs. It explains what EOC Skillsets are and how to use them to construct EOC PTBs, supporting the qualification and certification of EOC personnel.

Refer to the "*EOC Skillsets Summary*" handout for the full list of skillsets along with descriptions and task categories.

Visual 7: Example on Adaptability and Alignment of EOC Skillsets in a Departmental Structure



Question:

All EOC leaders should shape their organizational staffing based on the missions and resources associated with their EOC. What does this mean to you?



Student Manual

Visual 8: Common EOC Personnel Functions and Skillsets



Common EOC Functions

- Collect, analyze, and share information.
- Support resource needs, requests, allocation, and tracking.
- Coordinate plans, and determine current/future needs.

Skillsets (or Discrete Responsibilities)

- Planning Skillset
- Action Tracking Skillset
- Finance Skillset

Enable Leaders to Build PTBs for EOC Personnel



Student
Manual

EOC personnel support on-scene actions and, like on-scene personnel, can be shared across organizational and jurisdictional lines. Unlike on-scene personnel, however, there is no nationwide structure like ICS guiding all EOCs. Instead, EOCs across the nation define their own positions, processes, and structures. This diversity is necessary, given the unique missions, authorities, and resources of EOCs, but it can create challenges for EOC leaders in requesting and sending personnel through mutual aid. FEMA developed the EOC Skillsets to help relieve these challenges.

EOC Skillsets break the common EOC functions down into discrete responsibilities aligned with demonstrable tasks that leaders can use to build EOC PTBs, qualify personnel, and request support.

Visual 9: EOC Skillsets Format

Skillset Title

Reflects the function or level of responsibility described in skillset.

Task Categories

Items summarizing groups of similar tasks within skillset

Tasks specific, demonstrable actions to be demonstrated by trainees

Codes how task must be demonstrated for evaluation

| Emergency Operations Center (EOC) Skillset: Resource Sourcing | | | |
|---|------------|---------------------|-----------------------------|
| Task Categories: Understand potential sources Develop, evaluate, and implement courses of action for resource fulfillment | | | |
| Task Category: Understand potential sources | | | |
| TASKS | CODE | EVALUATION RECORD # | EVALUATOR INITIALS AND DATE |
| 1. Demonstrate awareness of resource sources: • For various disciplines • Regional, state, local, tribal, territorial, Federal, private sector, and nongovernmental organization (NGO) sources • Preapproved vendors and on-call contracts | E, F, I, T | | |
| 2. Coordinate with resource acquisition personnel from other organizations to identify potential resources and gain better understanding of sourcing mechanisms. | E, F, I | | |
| 3. Prioritize the allocation of scarce resources. | E, F, I | | |
| 4. Demonstrate awareness of incident-specific fiscal and resource constraints. | E, F, I, T | | |

Picture of an EOC Skillset layout with arrows pointing to the following items with a description:

- Skillset Title - Reflects the function or level of the responsibility described in skillset
- Task Categories - Items summarizing groups of similar tasks within skillset
- Tasks - Specific, demonstrable actions to be demonstrated by trainees
- Codes - How tasks must be demonstrated for evaluation



Student Manual

The EOC PTB reflects the minimum criteria to qualify or recertify for a position. The AHJ has the authority to add content to the baseline EOC PTB tasks, as necessary.

EOC Skillset: An EOC Skillset describes an EOC function in terms of discrete responsibilities aligned with demonstrable tasks. Skillsets can either reflect a function in an EOC (such as Planning) or a level of responsibility (such as Leadership). Skillsets combine together to form EOC PTBs.

Task Category: Task Categories summarize groups of similar tasks in the skillset.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

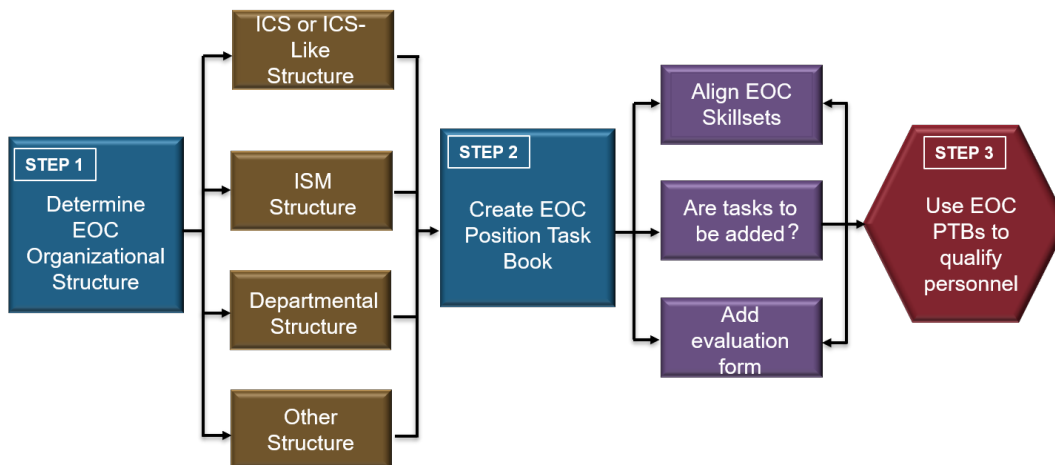
EOC PTB Task Codes

Each task in the EOC PTB has at least one corresponding code conveying the circumstances in which the trainee can perform the task for evaluation. Evaluators may assess trainees during incidents, in classroom simulations

and training sessions, in functional and full-scale exercises, and in other work situations. If a task has multiple codes, the evaluator may evaluate in ANY of those circumstances; the trainee does not need evaluation in all of the listed circumstances.

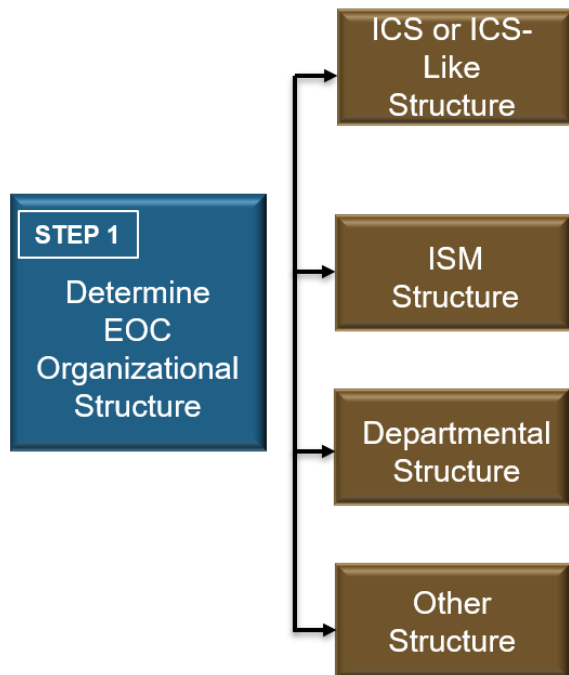
- **Code C:** Task performed in training or classroom setting, including seminars and workshops.
- **Code E:** Task performed during a full-scale exercise.
- **Code F:** Task performed during a functional exercise.
- **Code I:** Task performed during an incident or event. Examples include oil spill, search and rescue operation, hazardous materials (hazmat) response, fire, and emergency or non-emergency (planned or unplanned) events.
- **Code J:** Task performed as part of day-to-day job duties.
- **Code T:** Task performed during a tabletop exercise.
- **Code R:** Task performed very rarely and required only if applicable to the event. REMIND class, as mentioned before, EOC leaders can add tasks or provide stricter tasks that

Visual 10: Steps to Using EOC Skillsets to Create an EOC PTB



10 box diagram representing 3 steps. First 5 boxes are for Step 1. Box 1 (on the left): Step 1 – Determine EOC Organizational Structure. There is an arrow pointing from Box 1 to the other 4 boxes. Boxes 2-5 are to the right of Box 1. Box 2: ICS or ICS-Like Structure. Box 3: ISM Structure. Box 4: Departmental Structure. Box 5: Other Structure. There is a line pointing from all of these boxes to Step 2. Next 4 boxes are for Step 2. Box 6 (on the left): Step 2 - Create EOC Position Task Book. There is an arrow pointing from Box 6 to the other 3 boxes. Boxes 7-9 are to the right of Box 6. Box 7: Align EOC Skillsets. Box 8: Are tasks to be added? Box 9: Add evaluation form. There is a line pointing from all of these boxes to Step 3. Box 10 (on the right): Step 3 – Use EOC PTBs to qualify personnel.

Visual 11: Step 1: Determine Your EOC Organizational Structure



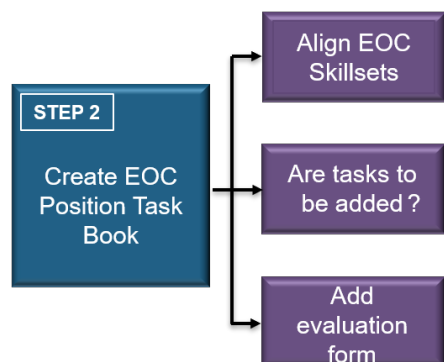
EOCs vary in missions, authorities, and resources, meaning there is no "one size fits all" model. Once the EOC structure is established, it is time to move to Step 2.



Student Manual

Step 1 is focused on determining the EOC organizational structure. An EOC structure may already be established. Use this process to validate the current structure.

Visual 12: Step 2: Create EOC PTBs



This involves 3 actions:

1. Aligning EOC Skillsets with organizational structure.
2. Determining if additional tasks should be added to the existing skillset.
3. Adding the evaluation form and any other applicable documentation to the PTB.

Step 2 is where the PTB is formulated for EOC personnel needed, using the 20 EOC Skillsets we discussed earlier. When creating your EOC PTB, there are 3 actions:

Action 1: Aligning your EOC Skillsets with your organizational structure.

As you group skillsets together to align position responsibilities and build your desired reporting structure, consider the following guidelines:

- You can assign the same skillset to multiple positions.
- You can assign multiple skillsets to a single position.
- You should assign a level of responsibility skillset to every position.
- Assign Coordination and Individual Contribution to every position in your EOC.
- Additionally, assign the Leadership skillset to all supervisory positions in your EOC.

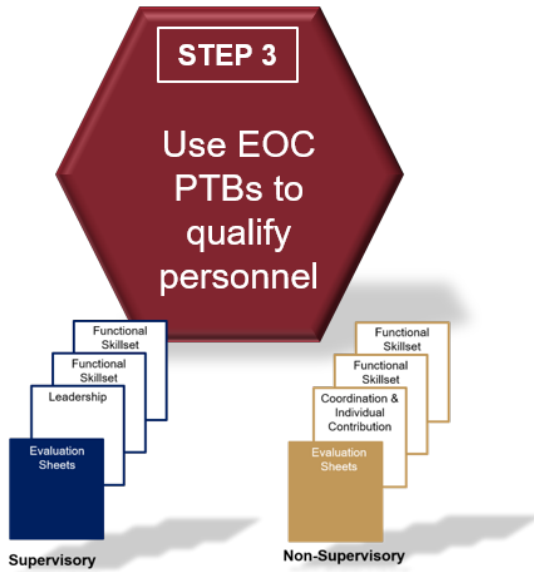


Student
Manual

Action 2: Determining whether there is a need to add additional tasks to individual skillsets.

Action 3: Ensuring you add evaluation forms and any other applicable documentation to complete the task books.

Visual 13: Step 3: Utilize PTBs to Qualify EOC Personnel



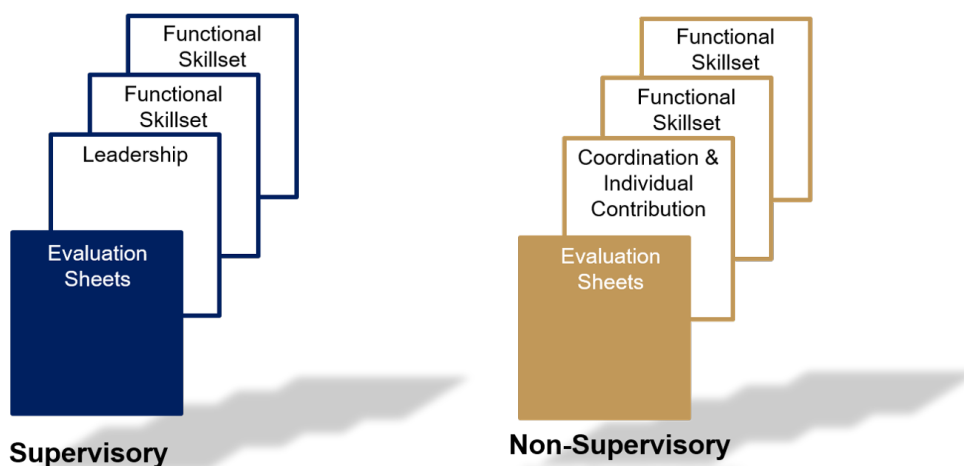
The PTBs you create are tools that support your EOC’s qualification, certification, and credentialing process for your EOC personnel.



Student Manual

In Step 3 of using EOC Skillsets, personnel must be assessed, using the PTB, by qualified evaluators during incidents, exercises, and/or other work situations. Once tasks are demonstrated properly, a qualified evaluator will sign off on your PTB, indicating you completed and passed each task within the EOC Skillset.

Visual 14: Finished EOC PTBs



Boxes describing two sample PTBs and their components. First PTB is supervisory, which includes evaluation sheets, the Leadership Skillset, and two functional skillsets. Second PTB is non-supervisory, which includes evaluation sheets, the Coordination and Individual Contribution Skillset, and two functional skillsets.

Tips for compiling an EOC PTB:



Student
Manual

- Include a level of responsibility skillset. All PTBs include either:
 - The Coordination and Individual Contribution Skillset
 - The Coordination and Individual Contribution and the Leadership Skillsets
 - The Policy and Direction Skillset
- Skillset order is not important.
- Use any title that meets your needs.
- All EOC positions have the Coordination & Individual Contribution Skillset included in their PTB.

Visual 15: Activity: Creating a PTB - Step 1a - "We Do Together"

Table 2: Skillsets Crosswalk

| EOC Skillsets | Position Titles | | | | | | | | | | | | | | | |
|--|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | |
| Coordination and Individual Contribution | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Leadership | | | | | | | | | | | | | | | | |
| Policy Direction | | | | | | | | | | | | | | | | |
| Action Tracking | | | | | | | | | | | | | | | | |
| Center Management | | | | | | | | | | | | | | | | |
| Document and Records Management | | | | | | | | | | | | | | | | |
| EOC Facility Management | | | | | | | | | | | | | | | | |

STEP 1a:

Fill in the "Skillsets Crosswalk" PDF to align the EOC Skillsets with the EOC Director position, using the skillsets assigned to this course.

Visual 16: Individual Activity: Creating a PTB - Step 1b - "You Do"

STEP 1b: Fill in the "Skillsets Crosswalk" PDF to align the EOC Skillsets with the positions in your organizational structure, making sure all 20 skillsets exist somewhere.

Table 2: Skillsets Crosswalk

| Position Titles | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EOC Skillsets | | | | | | | | | | | | | | | | | | | |
| Coordination and Individual Contribution | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Leadership | | | | | | | | | | | | | | | | | | | |
| Policy Direction | | | | | | | | | | | | | | | | | | | |
| Action Tracking | | | | | | | | | | | | | | | | | | | |
| Center Management | | | | | | | | | | | | | | | | | | | |
| Document and Records Management | | | | | | | | | | | | | | | | | | | |
| EOC Facility Management | | | | | | | | | | | | | | | | | | | |

DIRECTIONS: You have now performed this step with the Instructor and now it is your turn to complete this step on your own, aligning the skillsets with roles within your own (current) EOC.



Student Manual

1. Individually, fill out the "Skillsets Crosswalk," aligning the EOC Skillsets with up to 18 positions in your organizational structure, making sure all 20 skillsets exist somewhere.
 - This includes assigning the Coordination and Individual Contribution Skillset to every position and assigning the Leadership Skillset to every supervisory role.
 - Use your own EOC model, or use one of the models (ICS, ISM, Departmental) that we discussed in Unit 2.
2. Remember that the file has a section for instructions.
3. Add in position titles to Table 2, Row 1.
4. Review the brief descriptions of each skillset on the "Table 1: Skillset Description" to determine which skillsets apply to each position in

your EOC.

5. Align the skillsets to the applicable to the position by placing an “X” in the cell at the intersection of the appropriate position title and skillset.
 - Note that Coordination and Individual Contribution already has an "X" because it applies to every EOC role.
6. You will have 40 minutes to complete this activity.

Visual 17: Activity: Creating a PTB - Step 2a - "We Do Together"

STEP 2a: The instructor will show the “*OEM Director PTB*” PDF where they have:

1. Reviewed the tasks within each skillset.
2. Removed each skillset that is not applicable.
3. Added additional tasks, as needed (up to 3).
4. Added the evaluation form and any other applicable documentation to the PTB.

EOC Skillset: Coordination and Individual Contribution

Emergency Operations Center (EOC) Skillset: Coordination and Individual Contribution

Task Categories:
Complete common coordination and accountability tasks associated with all positions within the EOC

Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC

| TASKS | CODE | EVALUATION RECORD # | EVALUATOR INITIALS AND DATE |
|--|---------------|---------------------|-----------------------------|
| 1. Demonstrate understanding of EOC activation and operations, including how your function relates to other incident support activities: ✓ Demonstrate general awareness of local risks and hazards | C, E, F, I, T | | |
| 2. Maintain positive, calm demeanor to promote a positive work environment | E, F, I | | |
| 3. Demonstrate effective communication skills, such as the ability to translate technical jargon into plain language. | E, F, I, J | | |
| 4. Comply with relevant health and safety requirements. | E, F, I | | |
| 5. Demonstrate understanding of EOC Continuity of Operations (COOP), succession, emergency procedures, and safety guidelines. | C, E, F, I, T | | |
| 6. Participate in the EOC planning process. | E, F, I | | |
| 7. Participate in appropriate EOC meetings and briefings related to your assigned function. | E, F, I | | |
| 8. Follow general internal and external information flow processes: ✓ Demonstrate knowledge of information management systems, such as incident management software | E, F, I | | |

Visual 18: Individual Activity: Creating a PTB - Step 2b - "You Do"

STEP 2b: Using the "EOC PTB Template" PDF:

1. Review the tasks within each skillset, identifying what is needed for your current or intended EOC position (leader role) or for the Situational Awareness position in your EOC.
2. Note which skillsets you would you would keep.
3. Add additional tasks, as needed (up to 3).
4. Add applicable documentation, noting that the evaluation form is already included.

EOC Skillset: Coordination and Individual Contribution

Emergency Operations Center (EOC) Skillset: Coordination and Individual Contribution

Task Categories:

Complete common coordination and accountability tasks associated with all positions within the EOC

Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC

| TASKS | CODE | EVALUATION RECORD # | EVALUATOR INITIALS AND DATE |
|--|---------------|---------------------|-----------------------------|
| 1. Demonstrate understanding of EOC activation and operations, including how your function relates to other incident support activities: <ul style="list-style-type: none"> ✓ Demonstrate general awareness of local risks and hazards | C, E, F, I, T | | |
| 2. Maintain positive, calm demeanor to promote a positive work environment | E, F, I | | |
| 3. Demonstrate effective communication skills, such as the ability to translate technical jargon into plain language. | E, F, I, J | | |
| 4. Comply with relevant health and safety requirements. | E, F, I | | |
| 5. Demonstrate understanding of EOC Continuity of Operations (COOP), succession, emergency procedures, and safety guidelines. | C, E, F, I, T | | |
| 6. Participate in the EOC planning process. | E, F, I | | |
| 7. Participate in appropriate EOC meetings and briefings related to your assigned function. | E, F, I | | |
| 8. Follow general internal and external information flow processes: <ul style="list-style-type: none"> ✓ Demonstrate knowledge of information management systems, such as incident management software | E, F, I | | |


DIRECTIONS:

1. Individually, fill out the "EOC PTB Template" to build the EOC PTB for your current or intended EOC position (leader role) or for your EOC's Situational Awareness position.
2. Remember that the file has a section for instructions.
3. Review the tasks within each skillset.
4. Note which skillsets you would keep.
 - Remember, all EOC positions have the Coordination & Individual Contribution Skillset included in their PTB.
 - If you are using a different tool (like one at your own EOC), you can remove the skillsets, but for this exercise, you will just note which skillsets are a part of the PTB you are building.
5. Add up to 3 additional task(s) in the blank rows under each skillset.
6. Add any applicable documentation to the PTB. **Note** that the evaluation form is already included in the PDF.
7. You will have 40 minutes to complete this activity.



Student Manual

Visual 19: Activity: Creating a PTB - Step 3a - "We Do Together"


FEMA
NATIONAL QUALIFICATION SYSTEM (NQS)
EMERGENCY OPERATIONS CENTER (EOC)
POSITION TASK BOOK
 Position Title: _____

CONTAINS THE FOLLOWING EOC SKILLSETS:

- Leadership
- Policy and Direction
- Coordination & Individual Contribution

POSITION TASK BOOK ASSIGNED TO:

TRAINEE'S NAME: _____
 DUTY STATION: _____
 PHONE NUMBER: _____
 E-MAIL: _____

POSITION TASK BOOK INITIATED BY:

OFFICIAL'S NAME: _____
 TITLE: _____
 DUTY STATION: _____
 PHONE NUMBER: _____
 E-MAIL: _____

POSITION TASK BOOK WAS INITIATED:

LOCATION: _____
 DATE: _____

STEP 3a: Using the "OEM Director PTB" PDF:

1. Show the filled in "Cover Sheet," noting:
 - Position Title
 - EOC Skillsets contained in the PTB

Visual 20: Individual Activity: Creating a PTB - Step 3b - "You Do"

Step 3b: Fill in the cover sheet and save the file.

Note that this completed PDF will have your cover sheet, EOC Skillsets and tasks you identified for your role, the evaluation form, and any applicable documentation you may have added.

The form is titled "FEMA NATIONAL QUALIFICATION SYSTEM (NQS) EMERGENCY OPERATIONS CENTER (EOC) POSITION TASK BOOK". It includes a "Position Title:" field, a large box for "CONTAINS THE FOLLOWING EOC SKILLSETS:", and three sections for signatures and contact information: "POSITION TASK BOOK ASSIGNED TO:", "POSITION TASK BOOK INITIATED BY:", and "POSITION TASK BOOK WAS INITIATED:". Each section includes fields for Name, Title, Duty Station, Phone Number, and E-Mail. The final section includes fields for "LOCATION:" and "DATE:".

DIRECTIONS:



Student Manual

1. Using the "EOC PTB Template" PDF, fill out the "Cover Sheet" for your current or intended EOC position (leader role) or for your EOC's Situational Awareness position, as demonstrated by the Instructor. This includes:
 - o Position Title
 - o EOC Skillsets contained in the PTB
2. Save the file as "[Position] EOC PTB" (e.g., OEM Director EOC PTB). **Note** that this completed PDF will have your cover sheet, EOC Skillsets and tasks you identified for your role, the evaluation form, and any applicable documentation you may have added.
3. You will have 10 minutes to complete this activity.

Visual 21: Unit Summary

- We have reviewed what a PTB looks like.
- We have learned that EOCs use PTBs that align with their EOC Skillsets.
- We have had the opportunity to create a PTB for an EOC role.



References

- [NIMS EOC Skillsets User Guide](http://www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-skillset-guide_0.pdf): www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-skillset-guide_0.pdf
- [NQS EOC PTB Introduction Language](http://www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-intro-language-guide_0.pdf): www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-intro-language-guide_0.pdf

Handout: EOC Skillsets Summary

This handout contains the summary of the EOC Skillsets derived from the [NIMS EOC Skillsets User Guide](https://www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-skillset-guide_0.pdf) (https://www.fema.gov/sites/default/files/2020-05/fema_nqs_eoc-skillset-guide_0.pdf).

Level of Responsibility Skillsets (where in the structure the position falls)

- **Coordination and Individual Contribution:** Common tasks related to individual accountability and coordination that apply to all EOC positions.
 - Complete common coordination and accountability tasks associated with all positions within the EOC
- **Leadership:** Generic leadership tasks that apply to anyone in an EOC leadership position.
 - Be proficient in the job, both technically and as a leader
 - Supervise staff to ensure understanding and accomplishment of duties and tasks
 - Coordinate to foster unity of effort
- **Policy and Direction:** Tasks suitable for MAC Group/Policy Group roles, to support coordinated incident management among all parties.
 - Demonstrate an understanding of the authorities, policies, priorities, capabilities, constraints, and limitations of the organization/jurisdiction you represent
 - Demonstrate an understanding of coordinated response/Unified Command and the roles and responsibilities of the parties involved

Functional Skillsets (what a position will do)

- **Action Tracking:** Tasks for communicating and tracking action items through resolution.
 - Perform action tracking
- **Center Management:** Tasks related to overseeing all center activities
 - Establish EOC support for incident/event
 - Coordinate EOC activities
 - Ensure proper support for resource needs and requests, including allocation and tracking
 - Ensure development and coordination of plans
 - Ensure collection, analysis, and sharing of information internally and externally
- **Document and Records Management:** Tasks for gathering, handling, sharing, and archiving incident documentation.
 - Collect and store documents and records
 - Provide documents and records upon request
- **EOC Facility Management:** Tasks associated with the operational and logistical management of the EOC facility.
 - Ensure that EOC infrastructure is operational
 - Support the needs of EOC personnel
 - Ensure security of the EOC
- **Finance:** Tasks related to EOC procurement policies and fiscal management activities.

- Administer financial management for jurisdictional expenditures
- Advise EOC leadership and staff on financial matters associated with jurisdictional activities
- Legal Counseling: Tasks for advising EOC personnel on relevant laws and regulations
 - Advise EOC leadership and staff on legal matters and provide other legal services
- Organizational Representation: Tasks associated with representing your organization in the EOC to support incident operations.
 - Represent your organization and support EOC activities
 - Understand discipline-specific resource streams
- Performance Improvement: Tasks for collecting and analyzing information about EOC operations to support process and performance improvements during and after an incident.
 - Collect and analyze information regarding EOC activation and activities
 - Suggest process improvements and solutions during EOC operations
 - Support process improvement following EOC deactivation
- Planning: Tasks focused on developing incident specific plans.
 - Reference pre-incident plans
 - Develop and write EOC action plans and other incident-specific plans
 - Disseminate plans
 - Facilitate the ongoing planning process
- Public Affairs Coordination: Tasks for working with the media and disseminating information to the public.
 - Manage EOC-related efforts to provide information and warning to the public
 - Advise the EOC Policy Group, leadership, and personnel about public information and warning
- Recovery Coordination: Tasks focused on understanding the incident's impact on the community and preparing for long-term recovery.
 - Understand the complexities of recovery
 - Demonstrate an understanding of community impacts
 - Prepare for long-term recovery
- Resource Ordering and Acquiring: Tasks for understanding how to order and acquire resources.
 - Order/request resources
- Resource Sourcing: Tasks for understanding resource options to acquire resources to support incident operations.
 - Understand potential sources
 - Develop, evaluate, and implement courses of action for resource fulfillment
- Resource Tracking: Tasks for tracking acquired resources from mobilization through demobilization.
 - Track Resources

- Safety Advising: Tasks focused on communication and fostering safety within the EOC.
 - Promote the safety of EOC personnel
- Situational Awareness: Tasks for gathering and analyzing an incident's situational information to inform EOC actions and decision-making.
 - Gather data and information
 - Analyze data and information
 - Disseminate information
- Understanding Resource Requirement: Tasks for gathering and understanding resource needs to communicate resource specifications.
 - Understand and validate the resource requirement
 - Communicate requirement in plain language and use national standards and common terminology

Handout: Skillsets Crosswalk

Complete the following [Skillsets Crosswalk](#) PDF as part of the individual activity.

Handout: EOC PTB Template

Complete the following [EOC PTB Template](#) PDF as part of the individual activity.

Unit 4: Center Management for EOC Leaders

Visual 1: K2302

EOC Leaders Skillset Course

Unit 4: Center Management for EOC Leaders

Visual 2: Unit 4 Learning Objectives

After this Unit, you will be able to:

- Activate an EOC with confidence and leadership.
- Develop and drive operational rhythm within an EOC.
- Organize and support resource management and coordination.
- Integrate with various EOC activities.

Visual 3: Center Management

- Establish EOC support
- Coordinate EOC activities
- Ensure support for
 - resource needs
 - resource requests
 - allocation
 - tracking
- Ensure development and coordination of plans
- Ensure collection, analysis, and sharing of information internally and externally



Visual 4: Poll: Who Has Participated in an EOC Activation?



Visual 5: Establish EOC Support for Events/Incidents

What goes into establishing EOC support for incidents/events?



Visual 6: Open/Activate Your EOC



Five icons and text for activating an EOC. Initiate - Initiate the EOC alert and activation procedures. Determine - Determine if you have pre-determined activation levels. Utilize - Utilize information you gather from guidelines/plans to determine staffing needs. Coordinate - Coordinate with EOC facility management ensuring infrastructure is operational. Support - Determine your support needs.

Visual 7: Breakout Group

With your group, discuss and answer the following question:

1. When you walk into an EOC, what provides you with confidence that you have both feet on the floor?



DIRECTIONS:

1. In your group, read and discuss the below question.
2. You will have 20 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.



Student
Manual

Question:

When you walk in the door of your EOC, what provides you with the confidence that you have both feet on the floor?

Visual 8: Identify and Prioritize Positions Based on Nature of Incident/Activation and Available Resources

Per organizational structure of EOC:

- Identify skillsets needed.
- Determine positions.



As EOC leaders, it is imperative that you are able to identify and prioritize positions based on the nature of the incident/activation and based on your available resources. Things you need to consider include consequence management beyond immediate response impacts.

Questions:

What is meant by consequence management beyond response impacts?



Student
Manual

What is meant by the “domino effect” or “cascading effect?”

Visual 9: Class Discussion

What are some guidelines/plans that would assist you in determining your staffing needs?



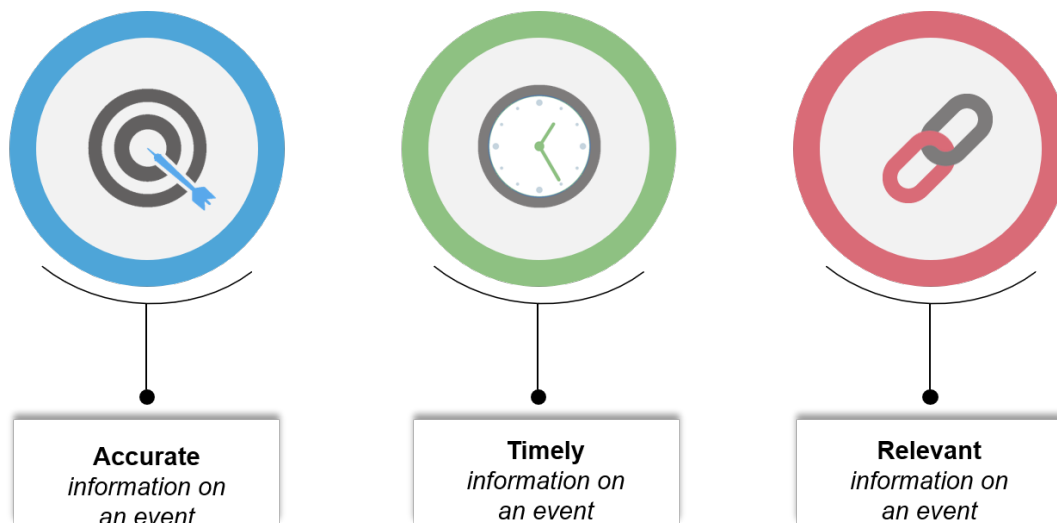
Question:

What are some guidelines/plans that would assist you in determining your staffing needs?



Student
Manual

Visual 10: Establish and Maintain Communications with Incident Command, Local EOC, and Other Function-Specific Operations such as Public Health



Communication should occur between the EOC leaders and operations to:

- Obtain initial situational information. (Note: Situational assessment is first and foremost, before the organizational structure.)
 - Establish check points for communication. Establishing communication, in the field, is a critical component to situational assessment.
- Determine the ESF needed. The ESF describes the resources and types of Federal assistance available to augment state and local response efforts.
- Discuss incident support requirements to clarify scope of incident command responsibilities versus EOC responsibilities.



Student
Manual

Questions:

Why is establishing communication with the field critical to situational assessment?

How has situational awareness contributed to successful and unsuccessful communication with incident personnel, cooperating jurisdictions, and organizations?

Visual 11: ESF Guide – Used to Coordinate Closely With Incident Personnel in Identifying Resource Needs



ESF Guide. ESF 1 - Transportation. ESF 2 - Communications. ESF 3 - Public Works and Engineering. ESF 4 - Firefighting. ESF 5 - Information Planning. ESF 6 - Mass Care, Emergency Assistance, Temporary Housing, and Human Services. ESF 7 - Logistics. ESF 8 - Public Health and Medical Services. ESF 9 - Search and Rescue. ESF 10 - Oil and Hazardous Materials Response. ESF 11 - Agriculture and Natural Resources Annex. ESF 12 - Energy. ESF 13 - Public Safety and Security. ESF 14 - Cross-Sector Business and Infrastructure. ESF 15 - External Affairs.



Student
Manual

Emergency Support Functions (ESFs) provide the structure for coordinating Federal interagency support for a Federal response to an incident. They are a way to group functions that provide federal support to states and federal-to-federal support, both for Stafford Act declared disasters and emergencies and for non-Stafford Act incidents.

Refer to the [Developing and Maintaining Emergency Operations Plans CPG 101](#) and the [National Response Framework](#) for more information.

Visual 12: Class Discussion



How do you determine which Emergency Support Functions (ESFs) are needed in any given incident?

Question:

How does one determine which ESFs are needed in any given incident?

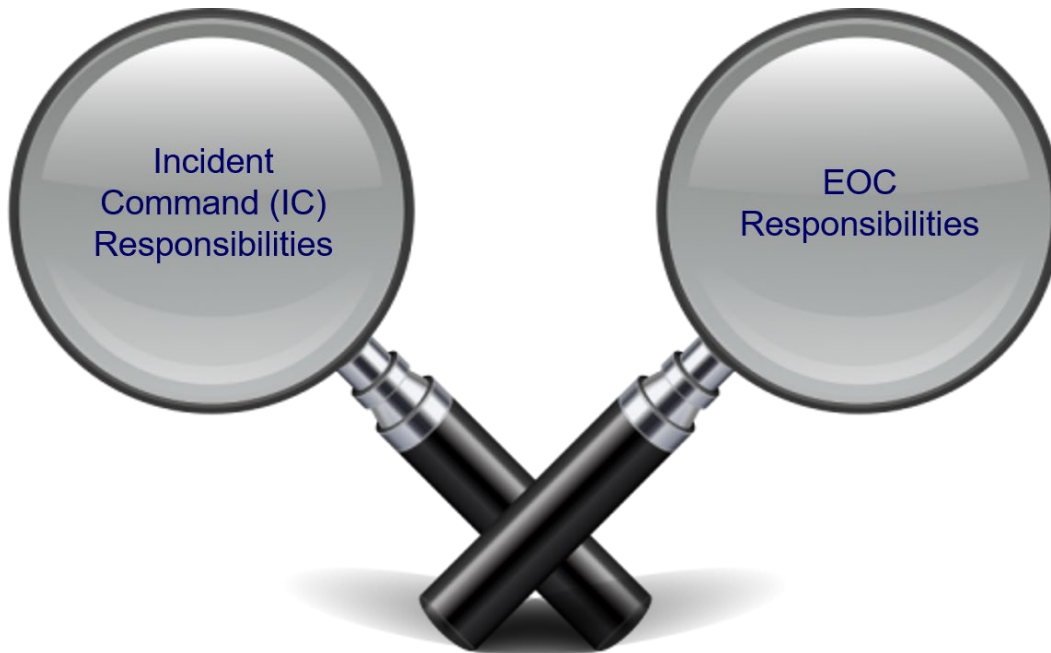


Student
Manual

You can refer to your EOC's Emergency Operations Plan (EOP) for information. The EOP:

- Addresses several operational response functions
- Describes how to fulfill its mission of providing resources to satisfy unmet needs
- Outlines the ESFs activated during an emergency

Visual 13: Establish Situational Awareness, as well as Roles and Responsibilities



The first thing a leader will do is assess the situation and talk to others to establish a situational awareness. Once the situation is assessed, clarification on IC responsibilities and EOC responsibilities will be determined.

An EOC supports the following incident management functions:

- **Activation -**
- **Situation Analysis -**
- **Incident Briefing -**
- **Action Plan -**
- **Resource Management -**
- **Incident Management -**



Student
Manual

An EOC is not an on-scene incident command post (ICP) where the focus is on tactics. An EOC is used to support on-scene activities through the prioritization of them, and the allocation of available resources.

Questions:

What if the event requires no incident command?

You have 4 or 5 days to plan for the event...how does that influence the roles and responsibilities? (Note: This will look different at the state and local EOC levels.)

Who can share experiences/knowledge of incident support requirements that clarify scope of IC responsibilities versus EOC responsibilities?

Visual 14: Breakout Group: Communicate with Outside Organizations

As a group, discuss and answer the following questions, thinking about communication with outside organizations:

1. What are some examples of partner organizations?
2. Are there organizations that should be brought in immediately upon activation?
3. Why are they important?
4. How do they serve the EOC?



DIRECTIONS:

1. In your group, read and discuss the below questions.
2. You will have 20 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.



Student
Manual

Questions:

What are some examples of partner organizations?

Are there organizations that should be brought in immediately upon activation?

Why are they important?

How do they serve the EOC?

Visual 15: Process and Procedures for EOC Facility Management and Personnel Safety

SAFETY IS OUR #1 GOAL!

An EOC leader can use the support and assistance of state and local public safety guidelines, ensuring the EOC has necessary accommodations for all needed personnel.

What are some additional processes and procedures needed today to promote a healthy and safe environment?



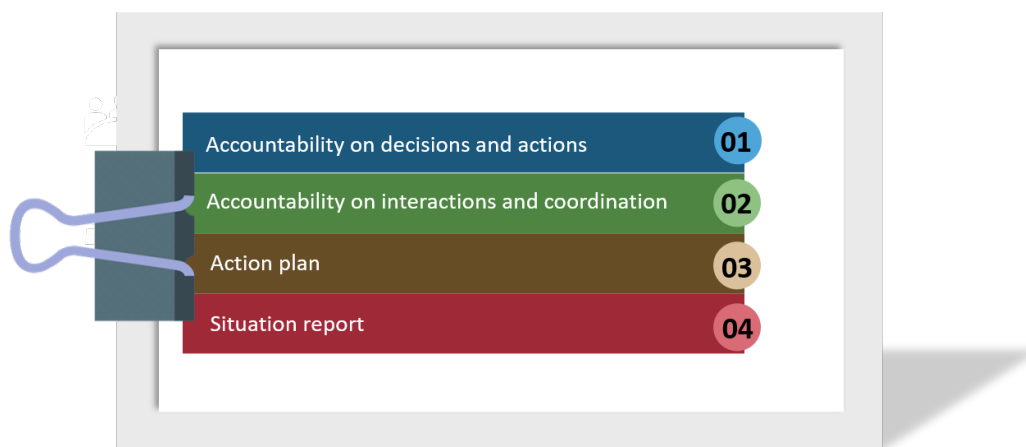
Student
Manual

Question:

Today, COVID has made EOC facility management and personnel safety this especially important. Why is this?

Visual 16: Direct and Coordinate EOC Personnel on Center Activities

During an EOC activation, establish personnel expectations from the start. Accountability contributes to the operational rhythm.



The success of an effective and efficient EOC is the ability to direct and coordinate EOC personnel on center activities.

- Ensure staff accountability for decisions and actions within their functional area.
- Ensure staff accountability for interactions and coordination with other functional areas.
- Ensure that EOC leaders consistently and effectively work together to manage incident support.



Student
Manual

Accountability in an EOC/workplace implies that all personnel are responsible for their actions, behaviors, performance, and decisions. It is also associated with an increase in commitment to work, resulting in higher performance. This demonstrates how accountability is not just complying with laws and standards, but it is deeply connected to organizational purpose and trust.

Establish this in the beginning – providing better opportunities for smooth sailing moving forward. Ensure you have a solid understanding of operational rhythm, action plans, situation reports, MOUs, MOAs, contracts, and operational briefings. An EOC should conduct operational briefings, several times a day, to ensure everyone understands the situation and ensure everyone is on the same page. If this is done well in the beginning stage, an EOC should start to flow or "hum" as the event continues and stabilizes. It

will still be chaotic but manageable!

Question:

This task is important and is accomplished differently, everywhere. How does your EOC accomplish this task?

Visual 17: Breakout Group

As a group, discuss the following questions, based on your own experiences:

1. How do you overcome feelings of hesitancy or lack of confidence in your own ability, especially if you have not been activated recently?
2. How will you guide your EOC personnel on their accountability for decisions, actions, and interactions within their functional areas?
3. What should your EOC personnel know about an Incident Command's Incident Action Plan (IAP) and about an EOC's Action Plan and Situation Report?



DIRECTIONS:

1. In your group, read and discuss the below questions.
2. You will have 20 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.



Student
Manual

Questions:

How do you overcome feelings of hesitancy or lack of confidence in your own ability, especially if you have not been activated recently?

How will you guide your EOC personnel on their accountability for

decisions, actions, and interactions within their functional areas?

What should your EOC personnel know about an Incident Command's Incident Action Plan (IAP) and about an EOC's Action Plan and Situation Report?

Visual 18: Ensure Operational Period and Incident Objectives Align

Ask yourself:

- Have I established an EOC action plan?
- Have tasks and work assignments been approved for the next operational period?
- Do I have the most recent information on the current capabilities and limitations?
- Where do we stand with our resource needs?



The objectives for the incident and for the operational period may differ, and that they must be clear and concise SMART objectives.

Question:

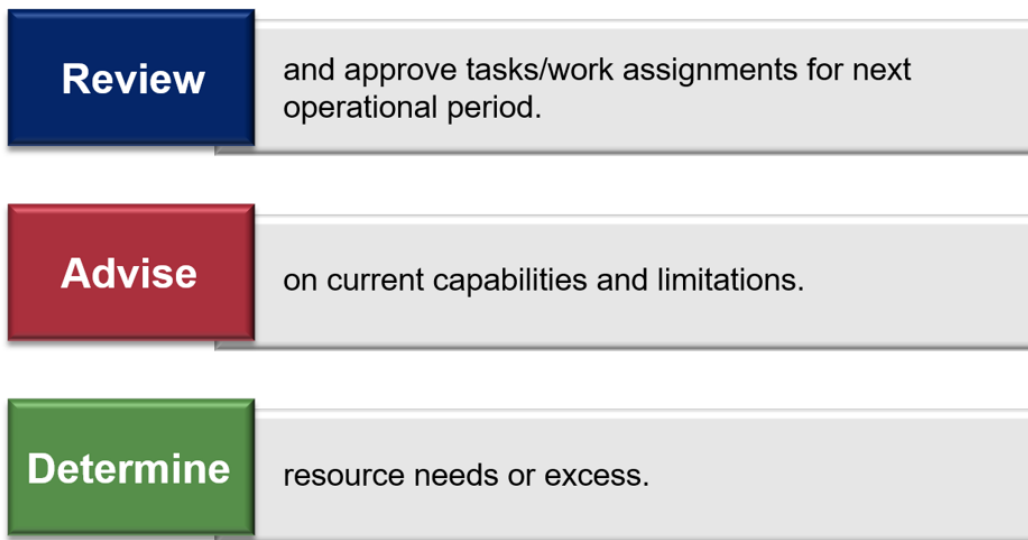
What is meant by SMART objectives?



Student
Manual

Refer to the "*Example of EOC Objectives*" handout for more information.

Visual 19: Prepare EOC Actions for Next Operational Period



“RAD”

EOC actions must be prepared for the next operational period. Start by determining the SMART objectives (which we will explain in Unit 5) and:

- Review and approve tasks and work assignments for next operational period.
- Advise on current capabilities and limitations.
- Determine resource needs or excess.
- Approve EOC action plan.



Student
Manual

Question:

What has been your experience with your EOC's planning system?

Visual 20: Supervise and Revise EOC Organization and Operations as an Incident Evolves

1. Communicate priorities and strategies throughout the EOC.
2. Manage coordination and use of resources.
3. De-conflict procedures and objective of organizational elements.
4. Establish operational rhythm and daily briefing/meeting schedule with EOC leaders.
5. Step back. Examine flow of the EOC, chatter, and timelines for accomplishing tasks.
6. Be strategic in your EXAMINATION of what is happening.



Student
Manual

As EOC leaders, you must be comfortable and confident in these situations. As a supervisor, always be aware of the overall health within your EOC, constantly performing a strategic examination of what is happening – not buried in a computer screen or out in the field.

It is important to understand and know the “flow” of your EOC and to maintain effectiveness and efficiency. This requires leaders to step back and examine on a consistent basis:

- The flow/chatter
- The timelines on accomplishing tasks
- Impediments that may arise

Visual 21: Class Discussion

Who can share an experience on operational rhythm?



Question:

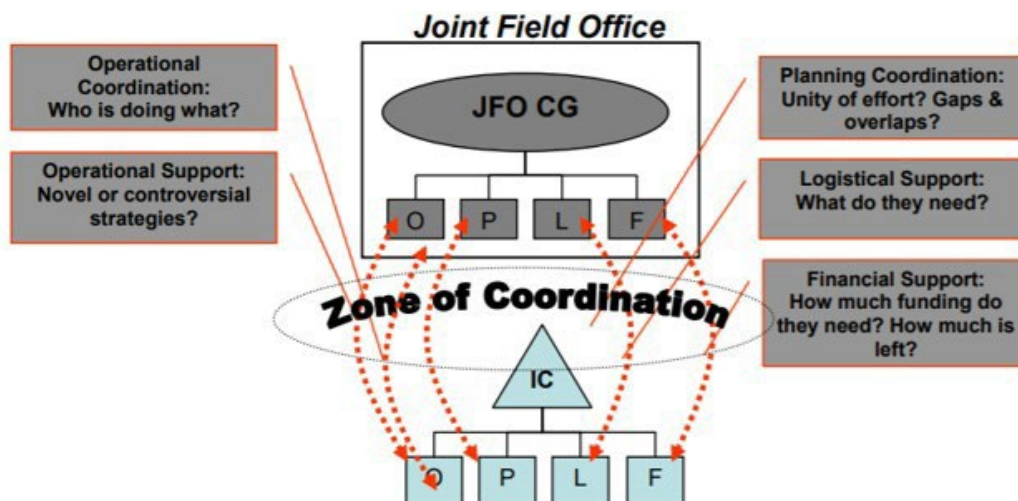
What are some of your experiences with operational rhythm in your EOC, or consequences you have experienced when there was a lack of operational rhythm in your EOC?



Student
Manual

Visual 22: Ensure Staff Actions are Appropriate Based on Analyzed and Validated Information

- Operations drive at the field or tactical level.
- Logistics, situation, and planning drive at the strategic level.
- The Zone of Coordination occurs between the Joint Field Office (JFO), local EOCs, and Incident Commander(s)



Joint Field Office (JFO) diagram. JFO CG is above 4 boxes: O, P, L, and F. Under this is the Zone of Coordination. Under this is the IC above 4 boxes: O, P, L, and F. There is a dotted line with double-headed arrows between the following: boxes with O, boxes with P, boxes with L, boxes with F. Stemming from the Zone of Coordination, there are 5 lines pointing to 5 boxes. Box 1 - Operational Coordination: Who is doing what? Box 2 - Operational Support: Novel or controversial strategies? Box 3 - Planning Coordination: Unity of effort? Gaps & overlaps? Box 4 - Logistical Support: What do they need? Box 5 - Financial Support: How much funding do they need? How much is left?



Student Manual

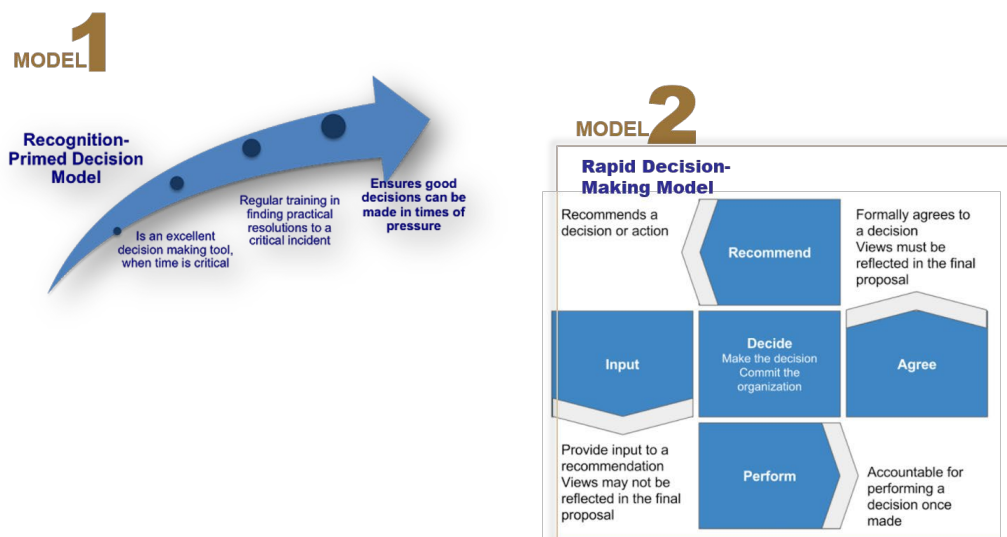
This image shows the coordination needed between the Joint Field Office (JFO), local EOCs, and Incident Commander(s). The O, P, L, and F boxes represent the local EOCs.

Operations drive at the field or tactical level.

Logistics, situation, and planning drive at strategic level.

By analyzing and validating this information, EOC leaders can make adjustments in response to new information, changing conditions, or unexpected obstacles. They can also identify and resolve problems that could affect the outcome of the incident, such as public messaging, political issues, and conflicting objectives.

Visual 23: Utilize Analysis and Data to Evaluate EOC Decisions



Visual 1.23

Image of two decision-making models. Model 1 - Recognition-Primed Decision Model: Is an excellent decision-making tool, when time is critical; Regular training in finding practical resolutions to a critical incident; Ensures good decisions can be made in times of pressure.

Model 2 - Rapid Decision-Making Model: Recommend - Recommends a decision or action; Agree - Formally agrees to a decision, views must be reflected in the final proposal; Perform - Accountable for performing a decision once made; Input - Provide input to a recommendation, views may not be reflected in the final proposal; Decide - Make the decision, commit the organization.



Student Manual

EOC decisions can occur at any time without much warning. Therefore, it is important to utilize analysis and data to evaluate the EOC decisions that need to be made.

Question:

How difficult is this to do?

The **Recognition-Primed Decision Model** is a simple outline of how you can go about the process of making decisions, but it is highly useful nonetheless. Teach yourself how to respond appropriately under pressure when you face a decision that has to be made quickly and you will be a better owner or manager for the experience. Good decisions are at the heart of successful business, and occasionally those decisions will need to be made in a hurry – the RPD Model can help you do so properly.

The **RAPID Decision-Making Model** is a framework that can help organizations make better decisions. Making high-quality decisions is critical to organizational success. Every success an organization achieves. Every failure. Every missed opportunity. They can all be traced back to a decision or series of decisions made by the organization. The RAPID Decision-Making Model works by clarifying who should do what for each complex decision that needs to be made.

Visual 24: Ensure that Operations Consider Socioeconomic, Political, and Cultural Aspects



Socioeconomic populations are affected differently during a disaster/event.

Political considerations are a significant factor in the emergency management of disaster events.

Culturally, EOC operations need to understand the impact of a disaster/event on their jurisdiction’s cultures.

During EOC operations, ensure that you always consider socioeconomic, political, and cultural aspects of the incident/event. This means understanding:

- Statutory requirements
- Tribal cultural aspects
- Cultural competency
- Limited English proficiency
- Undocumented aliens



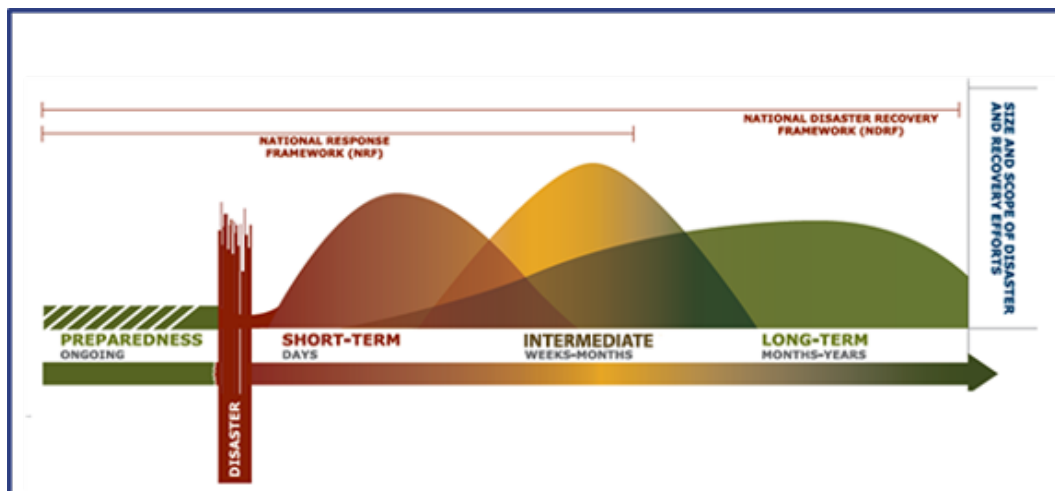
Student Manual

Socioeconomic Aspects

Political Aspects

Cultural Aspects

Visual 25: Ensure EOC Actions Support Recovery Efforts



Document it as it occurs!

Graph with the Duration of the Disaster (x-axis) versus the Size and Scope of Disaster and Recovery Efforts (y-axis). The National Response Framework (NRF) covered the Preparedness (ongoing), Short-Term Recovery (days), and Intermediate Recovery (weeks-months). The National Disaster Recovery Framework (NDRF) covers the same as the NRF plus Long-Term Recovery (months-years).

The EOC's Role in the Transition to Recovery

Questions:

Why do EOC actions need to support recovery efforts?



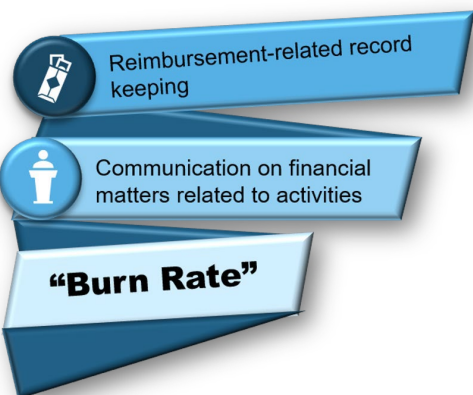
Student Manual

What actions do EOCs take to support short and intermediate recovery?

What actions do EOCs take to ensure the successful transition to long-term recovery?

An EOC will eventually become responsible for describing what happened to the community: what was done, why it matters, and why they need Federal assistance. The narrative part of this needs to happen immediately, as opposed to recording after the fact. Why is this?

Visual 26: Financial Management for Jurisdictional Activities



As EOC leaders:

- Your responsibility is to be well-educated on:
 - State and local statutory and regulatory documents
 - Ad-hoc funding sources
 - Federal guidelines

Financial management for jurisdictional activities.

- Consider reimbursement-related record keeping requirements.
- Advise executives on financial matters related to jurisdictional activities, as necessary.
- Ensure resource and financial paperwork meets reimbursement criteria, as well as:
 - Personnel equipment and time records
 - Other reimbursement requirements
 - Knowing statutory and regulatory requirements
 - Being aware of state and local guidance documents
 - Be familiar with ad-hoc funding sources (e.g., CARES Act money)



Student
Manual

Questions:

Name some additional ad-hoc funding sources.

Who documents decisions for you, and who is tracking/documenting costs?

Do they know how?



Visual 27: Class Discussion



What are some other activities and considerations that impact financing in your jurisdiction, and why are they important for you to know?

Question:

What are some other activities and considerations that impact financing in your jurisdiction, and why it is important to know?



Student
Manual

From the moment the EOC is established and functioning properly, EOC leaders **MUST** think about possible reimbursement. It is never a planning assumption, but it is a reality that we must document for that potential. This should be covered in the SOP.

Visual 28: What are the Triggers that Drive Legal to be Present and Engaged in Your EOC?



As EOC leaders:

- Consider the following:
 - Are there decisions to be made by the EOC requiring EM consulting first with a Federal agency?
 - Is there a Federally recognized tribe nearby/adjacent to incident?
 - What actual authorities do you have in your EOC, if needed?

Always seek legal advice relating to any EOC activities.

Question:

What are the triggers that drive legal to be present and engaged in the EOC?



Student
Manual

Visual 29: Support Process Improvement Activities

- Ensure personnel collect and analyze information regarding EOC activation and activities.
- Enable staff to suggest process improvements and solutions throughout EOC operations.
- Perform “Hot Wash.” Through personnel suggestions, the EOC will create an after-action report (AAR).
- Ensure the AAR is completed.
- Support process/performance improvements following de-activation.

It is important for EOC leaders to do a "hot wash," meaning anyone that participated in the incident can give feedback to assist the EOC leader with their after-action review (AAR) of what occurred versus what should have occurred (lessons learned). An EOC leader is not necessarily the one to write the AAR, however they ensure it is being done by someone.

Questions:

How will your EOC encourage participants to capture, in real-time, possible improvement issues?



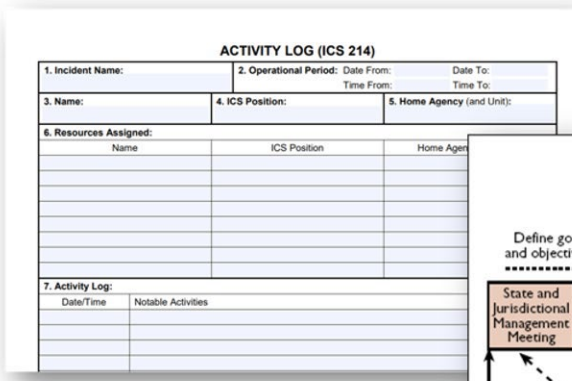
Student
Manual

Who is responsible for gathering all of this?

EOC leaders need to:

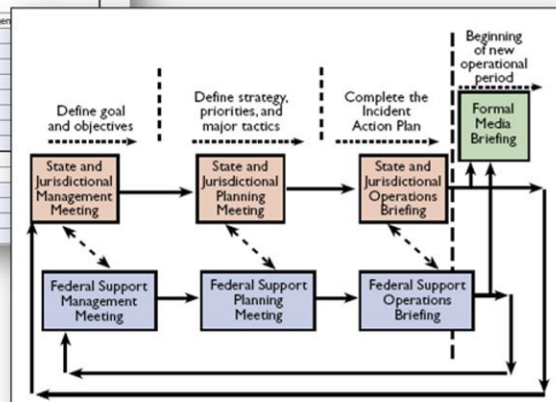
- Identify best practices and areas of improvement when planning for the next incident/event.
- Lead process/performance improvement following EOC activation.

Visual 30: Ensure Personnel Complete Incident Documentation and Appropriate Administrative Requirements



Activity Log
(per operational period)

Action Planning
(preparing for next operational period)



Question:

Share stories/experiences when these administrative tasks were not addressed until after something happened.



Student Manual

Incident documents (retention policies, public records, disclosure acts, potential litigation documents) should be gathered daily (gray skies). The administrative tasks that can be taken care of ahead of time to provide a “blue skies” situation include SOPs, action task lists, and completed PTBs. Do not wait to address these tasks when something happens.

Blue Skies: When daily operations are executed for the community when natural disasters are not occurring. Documents include SOPs, action task lists, and completed PTBs.

Gray Skies: When natural disaster occurs, and all hands are on deck assisting. Documents include retention policies, public records, disclosure

acts, and potential litigation documents.

Visual 31: Class Discussion: Plan for Deactivation and Ensure Staff Follows the Deactivation Procedures

1. Who gets notified of your deactivation process and timelines?
2. Why is this important?



When planning for deactivation, you must ensure your staff follows the demobilization, deactivation, and archiving procedures. These are outlined in the EOC's SOP.

Questions:

Who gets notified of your deactivation process and timelines?



Student
Manual

Why is this important?

Visual 32: Ensure Proper Support for Resource Needs and Requests, Including Allocation and Tracking



Visual 33: Forecast Resource Needs Based on Analysis of Incident Potential



Know your external resources:

- Federal level
- State level
- Mutual aid
- Contracting



Always be planning for the next operational period.



Ensure you establish and set expectations up front for:

- Media
- Elected officials
- Impacted individuals

Leaders need to:

- Forecast resource needs based on analysis of the incident's potential.
- Ensure proper receipt and assignment of resource requests.
- Operate, develop, or maintain a resource ordering and tracking system.
- Ensure personnel properly manage requests for assistance.



Student
Manual

Advanced planning and pre-planning are critical actions.

- Pre-planning is planning for the next operational period.
- Advanced planning is beyond the next operational period and can vary.

It is your responsibility, as an EOC leader, to ensure these forecasting processes happen (lay out the process).

- Set expectations up front, as best as you can, with the media, the elected, and the people impacted.
- Always understand and know where your resources are, as well as a need for emergency declarations/proclamations/form requests to access external resources.

Refer to the [EOC References and Resources Tool](#) for more information.

Visual 34: Monitor Implementation of Plans



Leaders need to ensure the development of an EOC action plan and consider the following:

- Size and complexity of incident
- Incident agency/organization policies and procedures
- Time frames and schedules
- Job performance expectations
- Supported agency expectations and needs



Student
Manual

Ensure development of appropriate contingency plans and future plans (more than one operational period in the future).

EOC leaders must monitor the implementation of all of these plans. This includes monitoring, tracking, and reporting on their progress. Determining the effectiveness of the work accomplished during each operational period is essential to drive activities for the following operational period.

Visual 35: Unit Summary

- We now know how to activate an EOC with leadership and confidence.
- We now understand the importance of developing and driving operational rhythm within an EOC.
- We now know how to organize and support resource management and coordination to run a successful EOC.
- We now understand the importance of engaging in various EOC activities.



References

- [FEMA National Response Framework Website](http://www.fema.gov/emergency-managers/national-preparedness/frameworks/response#esf): www.fema.gov/emergency-managers/national-preparedness/frameworks/response#esf
- [NIMS Doctrine](http://www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf): www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf
- [Incident Management | Ready.gov](http://www.ready.gov/incident-management): www.ready.gov/incident-management
- [Does Your Team Have an Accountability Problem? | Harvard Business Review](https://hbr.org/2020/02/does-your-team-have-an-accountability-problem): hbr.org/2020/02/does-your-team-have-an-accountability-problem
- [What is an Incident Action Plan? | U.S. Department of Health & Human Services](http://www.phe.gov/Preparedness/planning/mscc/handbook/Pages/appendixc.aspx): www.phe.gov/Preparedness/planning/mscc/handbook/Pages/appendixc.aspx
- [What is a Situation Report? | The Persimmon Group](http://www.thepersimmongroup.com/situation-report-sitrep-template/): www.thepersimmongroup.com/situation-report-sitrep-template/
- [Town of Ross EOC Objectives](http://www.townofross.org/sites/default/files/fileattachments/police/page/296/appendix_3_eop_objectives.pdf): www.townofross.org/sites/default/files/fileattachments/police/page/296/appendix_3_eop_objectives.pdf
- [JFO Activation and Operations Interagency Integrated SOP](http://www.fema.gov/pdf/emergency/nims/jfo_sop_annexes.pdf): www.fema.gov/pdf/emergency/nims/jfo_sop_annexes.pdf
- [The Recognition-Primed Decision Model | Free Management Books](http://www.free-management-ebooks.com/news/recognition-primed-decision-model/#:~:text=): www.free-management-ebooks.com/news/recognition-primed-decision-model/#:~:text="
- [RAPID Decision-Making Model | Expert Program Management](http://expertprogrammanagement.com/2018/04/rapid-decision-making-model/): expertprogrammanagement.com/2018/04/rapid-decision-making-model/
- [Greater Impact: How Disasters Affect People of Low Socioeconomic Status | SAMHSA](http://www.samhsa.gov/sites/default/files/dtac/srb-low-ses_2.pdf): www.samhsa.gov/sites/default/files/dtac/srb-low-ses_2.pdf
- [Race, Socioeconomic Status, and Return Migration to New Orleans after Hurricane Katrina | National Library of Medicine](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2862006/): www.ncbi.nlm.nih.gov/pmc/articles/PMC2862006/
- [Cultural, Ethical, and Spiritual Implications of Natural Disasters from the Survivors' Perspective | National Library of Medicine](http://pubmed.ncbi.nlm.nih.gov/21095559/): pubmed.ncbi.nlm.nih.gov/21095559/
- [Transition to Recovery: EOC Role | IS-2200](http://emilms.fema.gov/IS2200/groups/140.html): emilms.fema.gov/IS2200/groups/140.html
- [The EOC Transition to Recovery | Mississippi Emergency Management Agency](http://www.msema.org/wp-content/uploads/2018/10/08_sm_eoctrans_dec2012.pdf): www.msema.org/wp-content/uploads/2018/10/08_sm_eoctrans_dec2012.pdf
- [Draft EOC How-To Quick Reference Guide](http://www.fema.gov/sites/default/files/documents/fema_eoc-how-to-quick-reference_guide_0.pdf): www.fema.gov/sites/default/files/documents/fema_eoc-how-to-quick-reference_guide_0.pdf
- [Incident Action Planning Guide](http://www.fema.gov/sites/default/files/2020-07/Incident_Action_Planning_Guide_Revision1_august2015.pdf): www.fema.gov/sites/default/files/2020-07/Incident_Action_Planning_Guide_Revision1_august2015.pdf
- [Developing and Maintaining Emergency Operations Plans CPG 101](http://www.fema.gov/sites/default/files/2020-05/CPG_101_V2_30NOV2010_FINAL_508.pdf): www.fema.gov/sites/default/files/2020-05/CPG_101_V2_30NOV2010_FINAL_508.pdf
- [National Response Framework](http://www.fema.gov/sites/default/files/2020-04/NRF_FINALApproved_2011028.pdf): www.fema.gov/sites/default/files/2020-04/NRF_FINALApproved_2011028.pdf
- [EOC References and Resources Tool](http://www.fema.gov/sites/default/files/documents/fema_eoc-references-resources-tool_2.pdf): www.fema.gov/sites/default/files/documents/fema_eoc-references-resources-tool_2.pdf

Handout: Example of EOC Objectives

- **Sample Standing Objectives**

- Coordination and Communications Objectives

- Adopt an Emergency Management Structure that Manages Resource Shortages
 - Establish and Maintain Functional and Interoperable Communications for Responders
 - Validate and Provide Internal and External Public Messaging

- Emergency Services Objectives

- Conduct Safety Assessments
 - Conduct Search and Rescue Operations
 - Establish Air Operations for Emergency Response and Damage Assessment
 - Provide Safety, Security, and Support to Emergency Response Operations
 - Reduce Hazards: Suppress Fire, Contain Hazardous Materials

- Health and Human Services Objectives

- Conduct Mass Fatality Operations
 - Execute Patient Evacuation/Movement
 - Maintain Public Health (food, water, vector control, food and water quality inspection, surveillance)
 - Provide Acute Care - Hospital/EMS
 - Provide Care and Shelter, Including Animals
 - Provide Chronic Care – Medical Special Needs
 - Provide Health and Medical Services
 - Support Mandatory and Self-Evacuations, including Logistical Needs

- Infrastructure Objectives

- Conduct Debris Clearance and Disposal
 - Establish Emergency Power and Fuel Lines of Supply
 - Establish Lines of Supply: Sea Ports, Airports, Railroads, and Roads
 - Stabilize and Provide Critical Utilities for Priority Infrastructure: Water/Wastewater, Power, and Communications, and Natural Gas
 - Supply Emergency Water and Sanitation Needs for Response Operations
 - **Examples of Objective Categories (these are not objectives by themselves)**
 - Emergency Medical
 - Fire/Salvage
 - HazMat/Environmental
 - Law Enforcement
 - Public Health
 - Public Works
 - Safety
 - Search and Rescue
 - Transportation Management

- **Examples of EOC Objectives that are too short**

- Care and Shelter

- Establish shelter locations
 - Provide food and water
 - Provide shelter staffing

- Town Infrastructure

- Damage assessment
 - Repair and operations

- Collapsed Structures: Search and Rescue

- Personnel resources
 - Engineering
 - Support equipment needs

- Fire/Hazmat Response

- Personnel response
 - Support equipment needs

- Transportation Corridors

- Develop ingress/egress routes
 - Disseminate information to all agencies

- Water Treatment Availability

- Determine water quality status
 - Facilitate infrastructure repair
 - Provide temporary water supply

- **Examples of Real EOC Action Plans**

- EOC Fin./Admin. Section Objectives

- Ensure timely cost tracking and recording
 - Finalize vendor agreements for feeding and lodging
 - Participate in Action Planning

- EOC Logistics Section Objectives

- Coordinate with Fin/Admin for resources not through existing State/Federal mutual aid systems
 - Develop EOC staffing patterns for the next three days
 - Ensure all EOC telecommunications systems are working properly
 - Participate in Action Planning
 - Provide logistical support to ICPs and DOCs
 - Provide support for sustained operations of visiting out-of-town staff
 - Track resources as necessary

- EOC Management Section Objectives

- Ensure county staff are updated on city operations

- Follow-up on status of State and Federal Declarations
- Participate and provide guidance in Action Planning
- Provide briefings to the Mayor, Disaster Council, and other officials at least once per shift
- Review and approve EOC Action Plan after each meeting
- Review and approve EOC staffing transition plans before the end of each shift

EOC Operations Section Objectives

- Ensure communications with all ICPs and DOCs are established within four hours
- Establish field observer cadre as necessary and maintain contact with them
- Establish ongoing contact with appropriate city departments outside agencies for current incident information
- Participate in Action Planning Meetings
- Process resource requests in a timely manner

EOC Planning/Intelligence Section Objectives

- Develop briefing packages for the Mayor, Council, and others
- Develop the Situation Report
- Facilitate and participate in Action Planning
- Obtain updated information from key departments, agencies, and the county on an hourly basis
- Track and collect damage assessment and recovery information
- Update Action Plan on a regular basis

• **More Sample EOC Objectives**

- Coordinate the construction of temporary facilities as appropriate to replace those destroyed
- Enable the ultimate return of evacuees to permanent or long-term housing
- Establish a distribution system for continuous logistics support for (specific ICP, area, site, location)
- Gather additional information on the extent of damage for (specific incident or incidents) before next Situation Report issuance
- Provide additional resources to (ICP) to restore transportation systems in the area
- Provide continuous support to all security operations
- Provide immediate relief and stabilize impacted population of (location) in place
- Support efforts to restore utilities (specific types) in the area of (identify locations)
- Transition emergency response to regular operations by (time)

• **Air Crash Scenario**

- Incident Objective: Triage, treat, and transport the injured

• **Related EOC Objective**

- Coordinate with healthcare providers and agencies to gather additional medical personnel and resources to support the surge of crash victims at on-incident and off-incident locations
- Incident Objective: Prevent fires from spreading and extinguish existing fires

- **Related EOC Objective**
 - Coordinate with fire and Law mutual aid agencies responding to provide them logistical support en-route, on-incident, and after demobilization
 - Incident Objective: Secure the area to prevent injuries, destruction of evidence, and interference with personnel

- **Related EOC Objective**

Provide evacuation support to the incident commander by:

 - Disseminating Emergency Public Information to the community on all sheltering issues
 - Establishing shelters in the area of the incident
 - Identifying best transportation routes and providing transportation resources
 - Providing shelter supplies

Provide appropriate personnel and other evidence collection resources to the incident to assist agencies on-scene with the gathering of important crash site items

Incident Objective: Restore utilities to affected areas

- **Related EOC Objective**
 - Coordinate information and resource support for mutual aid utilities entities (gas, water, electric, telephone, etc.) to assist in expediting restoration of the impacted utilities on-scene

This appendix was pulled from the Town of Ross's (California) Emergency Operations Plan.

Unit 5: Policy and Direction for EOC Leaders

Visual 1: K2302

EOC Leaders Skillset Course

Unit 5: Policy and Direction for EOC Leaders

Visual 2: Unit 5 Learning Objectives

After this Unit, you will be able to:

- Distinguish between the authorities, policies, priorities, constraints, and limitations of the organization/jurisdiction you represent.
- Identify coordinated response/Unified Command and the roles and responsibilities of the parties involved.

Visual 3: Policy and Direction Skillset

- Demonstrate an understanding of the authorities, policies, priorities, capabilities, constraints, and limitations of the organization/jurisdiction you represent.
- Demonstrate an understanding of Coordinate Response/Unified Command and the roles and responsibilities of the parties involved.



Visual 4: Understanding the Importance of Policy and Direction as EOC Leaders

Barneveld Tornado Video (download link provided)

Barneveld Tornado Video Transcript

On June 8th, 1984, at 12:50 a.m., a devastating tornado struck the small village of Barneveld, Wisconsin. Because the tornado originated near the town, there was no time for a warning. The town, which had approximately 580 residents, was flattened by winds in excess of 200 miles an hour. Nine people died and 57 were treated for injuries. The storm destroyed 120 homes, 11 businesses, the elementary school, 5 churches, and all of the municipal buildings, including a new fire station. The village was left without electricity, telephone service, or water. Damage was estimated at over \$20 million.

Within 5 minutes of the devastation, the local power company was in radio contact with the sheriff's office, and within 40 minutes they were moving trucks into the area. The telephone company quickly set up an emergency bank of phones. A command post was established to coordinate emergency operations. Local officials immediately began to clear debris from the stricken area.

Police, fire, and emergency medical personnel concentrated their efforts on search and rescue operations for those who were trapped in collapsed structures. The village was evacuated to another town where congregate care was set up by the Red Cross.

The town received State assistance immediately. The State response was coordinated through the Emergency Operations Center, which was also dealing with other tornado damage. The State Highway Patrol directed traffic and assisted in securing portions of the affected area, and the National Guard provided security and law enforcement support, as well as conducting emergency operations. The Department of Natural Resources assisted in security, traffic control, and recovery operations. The State Department of Health Services supported the county social services offices, which were quickly overwhelmed with requests for assistance.

Federal assistance was granted on June 9th, and a disaster assistance center was set up 20 miles from the town to serve survivors from Barneveld and other impacted locations. Because few residents had cars in working order, transportation to the center was difficult. Many residents were angered to find that emergency loans required several months to process. Having no way to earn a living, many left the village.

The after-action report noted many gaps in the county plan including no plans for debris removal, systematic turn-off of gas, or identification of hazardous materials and toxic substances. Also, there was no designation of who would be in charge of cleanup, and no site designated for disposal. The town also lacked a plan to coordinate volunteer agencies. While there were many volunteers, no one was in charge.

The lessons learned from Barneveld emphasize the need for an emergency management program that includes all partners in the preparedness process.



Take 5 minutes to watch the video ([Barneveld Tornado Video with Closed Captioning](#)) or read the video transcript ("*Barneveld Tornado Video Transcript*").

Student
Manual

Visual 5: Breakout Group: Barneveld Tornado

As a group, after watching the Barneveld Video, discuss and answer the following questions:

1. What concerns do you have related to the lack of planning for the Barneveld tornado?
2. What role would all EOC leaders have in policy and direction before, during, and after the incident?
3. How could EOC leaders ensure that volunteer management is effectively coordinated?



DIRECTIONS:

1. In your group, read and discuss the below questions based on the Barneveld tornado incident that you watched (or read from the transcript).
2. You will have 25 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.



Student
Manual

Questions:

What concerns do you have related to the lack of planning for the Barneveld tornado?

What role would all EOC leaders have in policy and direction before, during,

and after the incident?

How could EOC leaders ensure that volunteer management is effectively coordinated?

How can policies and leadership improve response and recovery for small communities with limited resources?

Visual 6: Demonstrate an Understanding of the Authorities, Policies, Priorities, Capabilities, Constraints, and Limitations of the Organization/Jurisdiction You Represent



Visual 7: What are Priorities, Objectives, Strategies, and Tactics, and Who Provides Them?

- **Priorities** - They tell you which problem you must deal with first. If no problems exist, then no priorities are needed.
- **Objectives** - They are statements of problems to be fixed. (The things to be accomplished during an Operational Period.)
- **Strategies** - They are how you will accomplish the objective. They are not time-specific or restricted.
- **Tactics/Tasks** - They are the pieces to achieve the objective using a strategy.



EOC leaders should always ask themselves, “Do I have a problem?” If the answer is “yes,” then following POST will provide the assistance needed to eliminate the problem.

Priorities: Starting with priorities will assist leaders in identifying the problems that need to be dealt with. If there are no problems, you will not need priorities. The order of the priorities never changes, and they will tell you the order in which the problems should be handled.

Why is it so important for EOC leaders to set priorities?



Student
Manual

Objectives are the things to be accomplished during an operational period. They are problems to be fixed.

Will these objectives be the same for each operational period or can they change?

Strategies represent how well you accomplish the objective. They are not time-specific or restricted; however, objectives are.

Why are strategies not time specific?

Tactics are the bits and pieces to achieve the objective using a strategy.

In Emerald City, a flood has trapped many people in their houses; this is the problem. The police were told to “search the homes for trapped people.” The police started kicking in doors. Was the objective SMART? Were the responders' actions considered a strategy or tactic?

Visual 8: Setting SMART Objectives

Your objectives should be SMART:

- **Specific** – a very clear statement of what you are trying to achieve
- **Measurable** – a numerical target that can be measured
- **Achievable** – realistic and attainable in the time allowed
- **Relevant** – instrumental to the organization’s mission and linked to incident/event goal or strategic intent
- **Timely** (sometimes referred to as time-bound, time-sensitive, time-based) – a clearly defined timeframe within which the aim should be achieved



Visual 9: Class Discussion

Demonstrate knowledge of your organization's financial and legal regulations and general authorities.

1. For EOC operations, why is it important to understand agencies' or individuals' statutory and regulatory authorities?
2. Who has the legal authority to order an evacuation in your jurisdiction?



As EOC leaders, you need to have knowledge of your EOC's financial and legal regulations and general authorities.

Questions:

For EOC operations, why is it important to understand agencies' or individuals' statutory and regulatory authorities?



Student
Manual

Who has the legal authority to order an evaluation in your jurisdiction?

Knowledge on the following is needed as well:

- EOC purchasing
- Standard and ad-hoc funding streams (e.g., CARES money for

COVID)

- Stafford Act money (once you have a presidential major disaster declaration)

Resources:

- [Disaster Declaration Process Fact Sheet](#)

Visual 10: Demonstrate Knowledge of the Whole-Community Concept

2007 Southern California Wildfires and the support of the private sector



Student
Manual

Image overview: It was October 20, 2007, and Southern California was suffering from wildfires. These wildfires tested the state and its emergency management capabilities. During these wildfires, the community was severely affected – 1,500 homes were destroyed, the state lost over 500,000 acres of land from the wildfire, and half a million people were evacuated from their homes. These wildfires tested the public-private partnerships in California’s disaster response. Two individuals, one from the California Resiliency Alliance and the other a Senior Vice President of California Grocers Association, went to the EOC and served as liaisons between the state emergency management team and the member business organizations. It was these individuals that forged a communication and support process with partner business organizations and companies. Each day, two times a day, they received situation reports and distributed those reports, via email, to the private sector. The other role they took on was relaying requests for information from partners.

One of the banks in the area asked for information on evacuations by zip code, so that they could assess the impact to these individuals in the community and create and put into place a forgiveness mortgage payment process. The request by the bank is strong example of why it is important to understand and know your whole community.

Question:

These three community partners participated in this event. What other whole community partners would you anticipate being a part of this response?

Visual 11: Breakout Group: Integrating Private Sector Liaisons in Your EOC

Directions

1. As a group, discuss and answer the questions within the "*Integrating Private Sector Liaisons in Your EOC*" handout.
2. Have one group member take notes and a different group member present the highlights of your group's discussion to the class.



Student
Manual

DIRECTIONS:

1. In your group, read and discuss the questions in the "*Integrating Private Sector Liaisons in your EOC*" handout.
2. You will have 40 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.

Visual 12: Demonstrate Knowledge of the Impacted Community's Cultural Sensitivities



The Whole Community concept has two parts that are equally important.

- Part 1: The first part is to use all the assets in the community to assure that you have a good response to an incident or event.
- Part 2: The second part is to ensure that the needs of all members of the community are addressed. In order to make the best use of the assets and meet the needs of the community, you have to understand the cultural sensitivities that exist in your community.



Student
Manual

Whole Community Principles:

- Understand and meet the actual needs of the whole community.
- Engage and empower all parts of the community.
- Strengthen what works well in communities on a daily basis.

Whole Community Strategic Themes:

- Understand community complexity.
- Recognize community capabilities and needs.
- Foster relationships with community leaders.
- Build and maintain partnerships.
- Empower local action.
- Leverage and strengthen social infrastructure, networks, and assets.

Refer to [A Whole Community Approach to Emergency Management:](#)

[Principles, Themes, and Pathways for Action](#) for more information.

Visual 13: Demonstrate Awareness of Your Organization's Operational and Resource Capabilities

LEVEL 3 - Normal Operations - Steady-State

- Activities that are normal for the EOC when no incident or specific risk/hazard has been identified.
- Routine watch and warning activities, if the EOC normally houses this function.

LEVEL 2 - Enhanced Steady-State/Partial Activation

- Certain EOC team members/organizations are activated to monitor a credible threat, risk, or hazard and/or to support the response to a new and potentially evolving incident.

LEVEL 1 - Full Activation

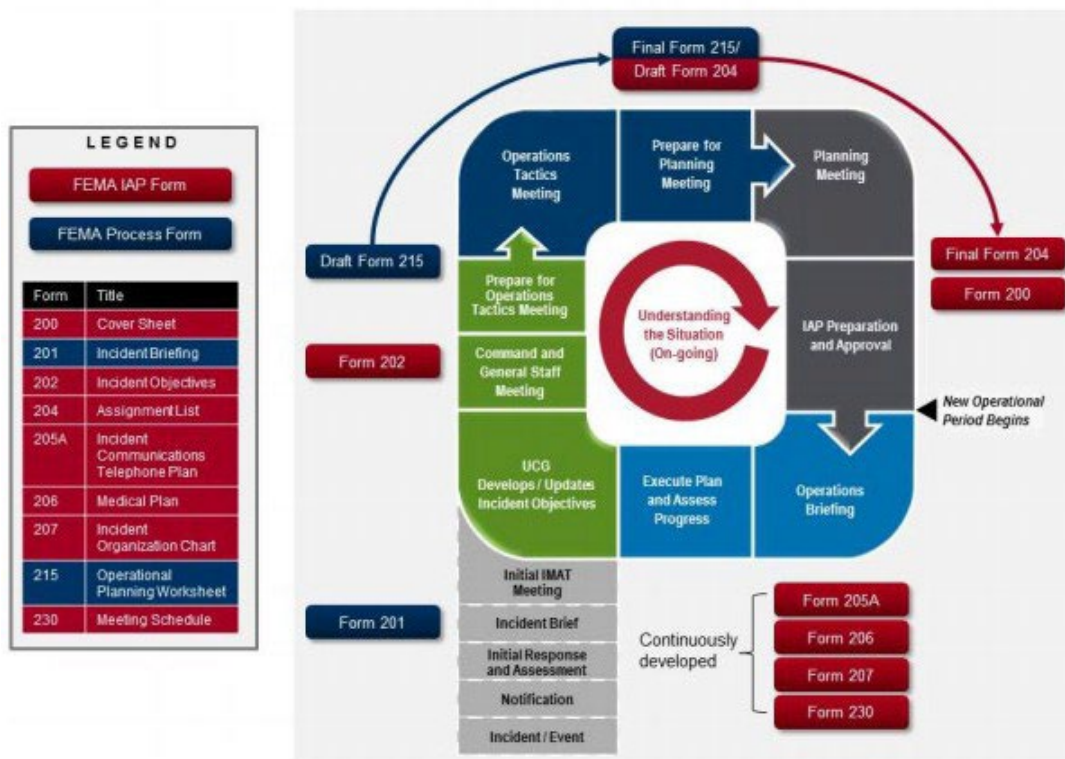
- EOC team is activated, including personnel from all assisting agencies, to support the response to a major incident or credible threat.



Student
Manual

EOCs frequently have multiple activation levels to allow for a scaled response, delivery of the needed resources, and a level of coordination appropriate to the incident. This slide lists activation levels, along with criteria for determining the appropriate level. Any of these levels can involve both in-person and off-site personnel coordinating virtually. (Note: The NIMS document uses the three statuses, but not all states and localities use the same numbering system.)

Visual 14: Planning “P” and Forms



LEGEND

FEMA IAP Form

FEMA Process Form

| Form | Title |
|------|--|
| 200 | Cover Sheet |
| 201 | Incident Briefing |
| 202 | Incident Objectives |
| 204 | Assignment List |
| 205A | Incident Communications Telephone Plan |
| 206 | Medical Plan |
| 207 | Incident Organization Chart |
| 215 | Operational Planning Worksheet |
| 230 | Meeting Schedule |



Student Manual

The Planning “P” depicts the phases and activities in the incident action planning process. EOCs can modify this Planning “P” to fit with their action planning process. The leg of the “P” includes the initial steps to gain awareness of the situation and establish the organization for incident management. Although maintaining situational awareness is essential throughout the life cycle of the incident, the steps in Phase 1 are done only one time.

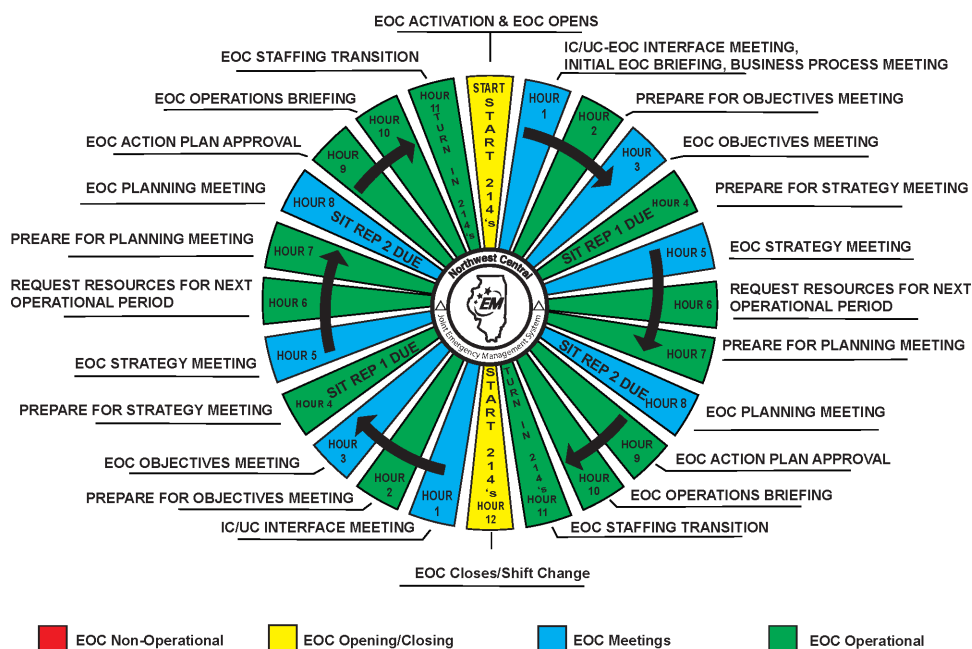
Once Phase 1 steps have been accomplished, incident management shifts into a cycle of planning and operations, informed by ongoing situational awareness, which continues and is repeated each operational period. This cycle, which is depicted in the barrel of the “P,” becomes the Operations “O.”

There are many meetings that occur during an incident/event and they are repeated each operational period until the end of the incident/event.

Refer to the *"Period Planning Cycle EOC"* and *"Enhanced EOC Planning P"* for examples of how we adapt the Planning “P” to meet the EOC needs.

Visual 15: Request and Participate in Relevant Meetings and Briefings

DAILY EOC RHYTHM (12 HOUR)



Student Manual

Note: This image is provided as a PDF for download in the Files pod.

Everyone has to have scheduled meetings. The Incident Command Post is tied to using the Planning "P." EOCs can use the Planning "P" or some other schedule of meetings, like the example on the slide.

Operational rhythm refers to maintenance of an ordered routine.

Establishing an operational rhythm (aka battle rhythm) is important to keep the pace moving and keep the process valid. It is a *"deliberate daily cycle of command, staff, and unit activities intended to synchronize current and future operation"* (DOD Dictionary).

Visual 16: Meeting Agenda

Multiple meetings amongst:

- Executive Policy Group
- EOC Manager/Director
- Public Information Officer
- Liaison
- Safety Officer
- Agency Representative
- Operations Section
- Logistics Section
- Planning Section
- Finance/Administration Section
- Resource Support Section
- Department Heads

FEMA EOC Operations Period Briefing Template

INSERT AGENCY LOGO

OPERATIONAL PERIOD SHIFT BRIEFING

INCIDENT: _____ REPORTING UNIT: _____ FORM: **NAME/NUMBER**

DISASTER #: _____ OPS PERIOD: _____ DATE/TIME PREPARED: _____ UNIT LEADER: _____

| ACTION | RESPONSIBILITY |
|--|----------------|
| Review the agenda and facilitate the briefing. | TITLE |
| Present the EOC objectives. | TITLE |
| Provide information on the current situation. | TITLE |
| Provide current assessment, including accomplishments. | TITLE |
| Review applicable maps, weather conditions, diagrams, and other technology references. | TITLE |
| Cover the work assignments and staffing for the upcoming operational period. | TITLE |
| Provide fiscal updates. | TITLE |
| Provide updates on transportation, communications, and supplies. | TITLE |
| Provide information on public information issues. | TITLE |
| Review relevant emergency information. | TITLE |
| Cover safety briefing and prepare the next operational period. | TITLE |

PREPARED BY: _____ APPROVED BY: _____ DATE: _____

Learn more at fema.gov December 2020 2



Student Manual

This is the EOC Operational Period Shift Briefing Template. The purpose of this document is to help EOC leaders plan and conduct shift briefing meetings, covering topics critical to an incident.

Consider using these ground rules during EOC briefings:

- Silence phones
- No side conversations
- Questions are welcome

Visual 17: Class Discussion: Creating a Briefing Agenda

Looking at the "EOC Operations Period Briefing Agenda:"

1. What are the possible impacts of each line action?
2. Are there any other things you would add?
3. How do you strike a balance between having regular meetings and not having them when there is a lack of updates?



You can find the "EOC Operations Period Briefing Agenda" for download in the Files pod and in the [EOC Toolkit](#).

Questions:

What are the possible impacts of each line action on the agenda?



Student
Manual

Are there any other things you would add?

How do you strike a balance between having regular meetings and not having them when there is a lack of updates?



Visual 18: Class Discussion

Work with legal counsel and EOC leadership to ensure informed decision-making.



1. Provide examples of how legal counsel can assist in emergency management.
2. Explain or provide examples of Governors' or tribal leaders' emergency powers.

As EOC leaders, you must work with legal counsel to ensure the decisions you make are sound and do not represent any legal risks.

Questions:

Provide examples of how legal counsel can assist in emergency management.



Student
Manual

Explain or provide examples of Governors' or tribal leaders' emergency powers.

Visual 19: Class Discussion

Authorize protective measures for life and safety, such as curfew and evacuation recommendations, based on legal authorities.

1. Who has the authority in your jurisdiction to authorize protective measures for life and safety?
2. What are some other measures?
3. How do you ensure they are accomplished?



Within an EOC, leaders need to authorize protective measures for life and safety, related to curfew and evacuation recommendations, based on legal authorities.

Questions:

Who has the authority in your jurisdiction to authorize protective measures for life and safety?



Student
Manual

What are some of those measures?

How do you ensure they are accomplished?



Visual 20: Provide Guidance and Authorization for Information-Sharing with External Agencies and the Public



Student
Manual

Leaders need to provide guidance and authorization for information-sharing with external agencies and the public. In some cases, lives depend on getting information to the public quickly, so those responsible should take all necessary steps to alert the public. Informing the public and other stakeholders during an incident is an ongoing cycle that involves gathering, verifying, coordinating, and distributing information.

Visual 21: Process to Follow Before Sharing Information with the Public and Stakeholders

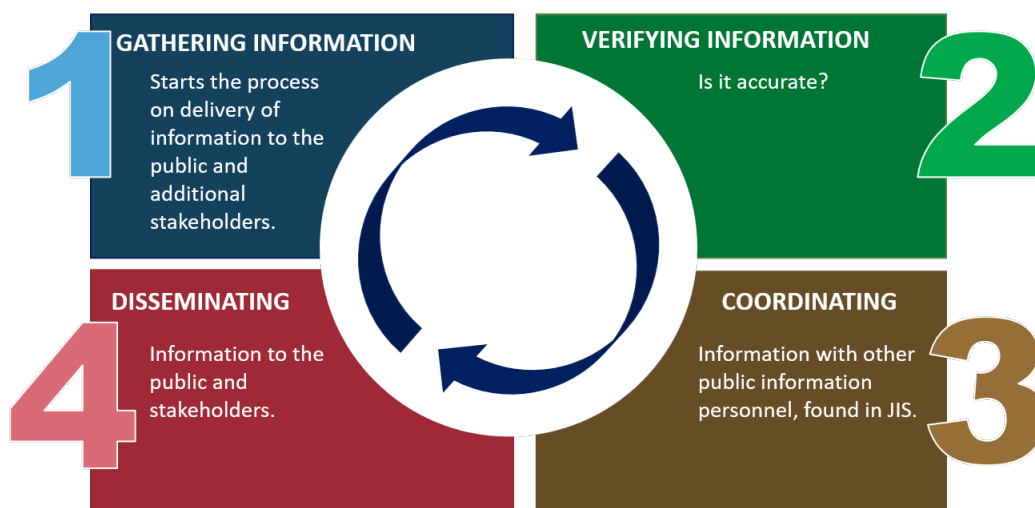


Diagram with 4 steps to sharing EOC information with the public. Step 1 - Gathering Information: Starts the process on delivery of information to public and additional stakeholders. Step 2 - Verifying Information: Is it accurate? Step 3 - Coordinating: Information with other public information personnel, found in JIS. Step 4 - Disseminating: Information to public and stakeholders.

Step 1 - GATHERING INFORMATION: Effective communication starts with gathering good information. Public Information Officers (PIOs) collect information from various sources (e.g., on-scene command, EOC staff, MAC Groups, news media).



Student Manual

Step 2 - VERIFYING INFORMATION: Next, PIOs verify the accuracy of the information, collected from the various sources, through standard means or by comparing notes while working in the JIC. This vetting portion is critical because during the initial part of the disaster response, it is very easy to gather information that is wrong.

Step 3 - COORDINATING: The next step is to coordinate with other public information personnel who are part of the Joint Information System (JIS),

whether they work in the JIC or at another location. Coordinating information involves establishing key messages and obtaining approval from those in authority.

Step 4 - DISSEMINATING: The final step in the process is to disseminate information to the public and stakeholders through effective means (e.g., media releases, phone calls, interviews, personal visits, town hall meetings, community events, social media platforms).

Visual 22: Moapa Band of Paiutes Tribal Nation Disaster



Student
Manual

These pictures are from September 8, 2014, when the Moapa Band of Paiutes Tribal Reservation sustained substantial damage from a flash flood. A Declaration of Emergency was issued on September 9, 2014. This declaration activated state resources, through the State Emergency Operations Plan and the United States Department of Homeland Security, to assist local and tribal governments in conducting a damage assessment.

Visual 23: Class Discussion

Interact with external government contacts, including those at the local, state, tribal, territorial, and/or Federal levels.



1. **Can you share an example of a tribal incident/event, how the tribe responded, and the communication on that incident/event?**
2. **What are some special considerations that should be addressed in a tribal incident/event?**

Questions:

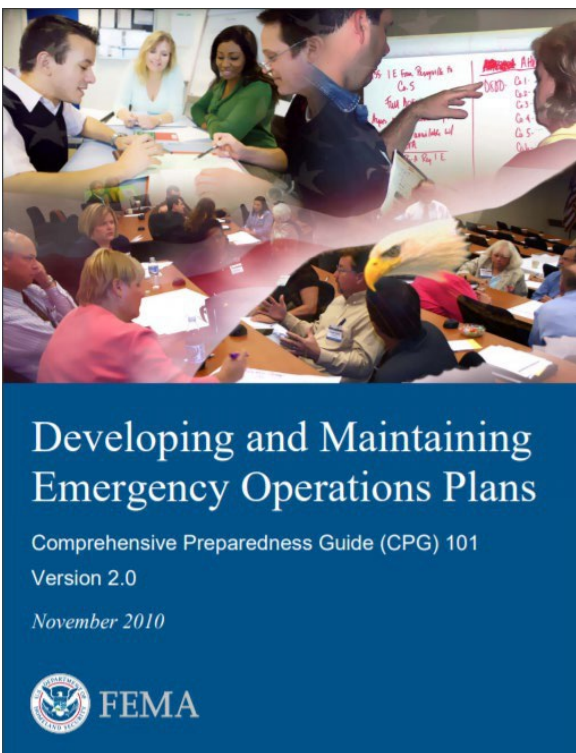
Can you share an example of a tribal incident/event, how the tribe responded, and the communication on that incident/event?



Student
Manual

What are some special considerations that should be addressed in a tribal incident/event?

Visual 24: Good Emergency Operations Plans (EOPs)



Good EOP plans include the following components:

- Promulgation Document/Signature Page
- Approval and Implementation
- Record of Changes
- Record of Distribution
- Table of Contents
- Purpose, Scope, Situation, Assumptions
- Concept of Operations
- Organization and Assignment of Responsibilities
- Direction, Control, and Coordination
- Information Collection, Analysis, and Dissemination
- Communications
- Administration, Finance, and Logistics
- Plan Development and Maintenance
- Authorities and References
- Functional Annexes
- Hazard- or Threat-Specific Annexes

Successful operations occur when organizations know their roles, understand how they fit into the overall plan, and are able to execute the plan. Emergency operations plans (EOPs) describe who will do what, as well as when, with what resources, and by what authority--before, during, and immediately after an emergency. Each community's EOP must reflect what that community will do to protect itself from its hazards with the resources it has or can obtain.



Student
Manual

The basic plan provides an overview of the jurisdiction's emergency management/response program and its ability to prepare for, respond to, and recover from disasters/emergencies. Components of the plan include:

- Promulgation Document/Signature Page
- Approval and Implementation
- Record of Changes
- Record of Distribution
- Table of Contents
- Purpose, Scope, Situation, Assumptions
- Concept of Operations
- Organization and Assignment of Responsibilities

- Direction, Control, and Coordination
- Information Collection, Analysis, and Dissemination
- Communications
- Administration, Finance, and Logistics
- Plan Development and Maintenance
- Authorities and References
- Functional Annexes
- Hazard- or Threat-Specific Annexes

Refer to the [Fairfax County Emergency Operations Plan](#) for an example of a good EOP.

Refer to [Developing and Maintaining Emergency Operations Plans CPG 101](#), which is the foundation for state, territorial, tribal, and local emergency planning in the United States.

Visual 25: Breakout Group: Review and Approve Plans and Procedures

As a group, discuss and answer the following prompts based on content in the "Draft Central City EOC SOP:"

1. On page 4, add EOC Director tasks.
2. Explain four things you like about the plan.
3. Explain four things you would change or add to this plan.



DIRECTIONS:

1. In your group, read and discuss the below prompts based on the "Draft Central City EOC SOP."
2. You will have 30 minutes to complete the prompts.
3. Choose a group member to take notes and one member to present answers to the class.



Student
Manual

Prompts:

On page 4, add EOC Director tasks.

Explain four things you like about the plan.

Explain four things you would change or add to this plan.

Visual 26: Support the After-Action Review and Improvement Planning Process

HSEEP Cycle



It is EOC leaders who enable the after-action review, subsequent after-action report, and improvement plan. They guide what it looks like, how to get the Policy Group to accept it, and what is correct at the end of the day.

Leaders can use the Homeland Security Exercise and Evaluation Program (HSEEP) Cycle to guide the after-action review and improvement planning process.



Student
Manual

At the most basic level, you set a meeting and ask everyone to give you three things that went right and three things that went wrong during the incident; this is your after-action review.

Next, you create a report from what everyone said; this is your after-action report (AAR).

Then, you develop a list of actions to take to correct what went wrong; this is the improvement plan (IP).

The AAR is NOT...

The AAR is...

The four focal points of an AAR...

The AAR must have...

Visual 27: Demonstrate an Understanding of Coordinated Response/Unified Command and the Roles and Responsibilities of the Parties Involved



Visual 28: Matching Activity

Using your Student Manual or a separate piece of paper, match up the below terms and definitions. Be prepared to share with the class.

TERM

1. Emergency Management Assistance Compact (EMAC)
2. Memorandum of Agreement (MOA)
3. Memorandum of Understanding (MOU)
4. Mutual Aid Agreement

DEFINITION

1. a “conditional agreement” between two or more parties where the transfer of funds for services are anticipated.
2. used for simple common-cause agreements that are not legally binding; a formalized handshake.
3. enables states to join forces and help one another when they need it the most.
4. participants that work together on strategies and resources to meet each other’s needs, such as food, housing, medical care, and disaster relief.



Student
Manual

Match the terms with the correct definitions (numbers) listed on the slide.

1. Emergency Management Assistance Compact (EMAC) -
2. Memorandum of Agreement (MOA) -
3. Memorandum of Understanding (MOU) -
4. Mutual Aid Agreement -

Visual 29: Terms To Understand When Authorizing External Resource Requests According to Organizational Authorities

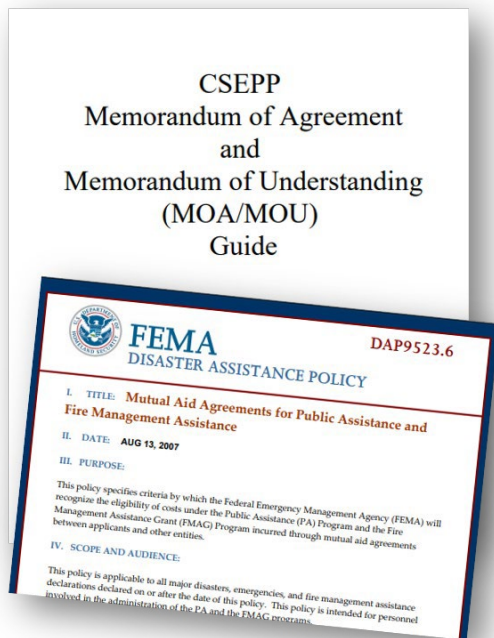
Emergency Management Assistance Compact (EMAC) – enables states to join forces and help one another when they need it the most: whenever disaster strikes!

Memorandum of Agreement (MOA) – a “conditional agreement” between two or more parties where the transfer of funds for services are anticipated.

Memorandum of Understanding (MOU) – used for simple common-cause agreements that are not legally binding; a formalized handshake. They are used between a government agency and a non-commercial, non-governmental organization.

Mutual Aid Agreement – establishes the terms under which assistance is provided between two or more jurisdictions within a state and between states, and can be with and between private sector entities, NGOs, and other whole community partners. These agreements facilitate access to potentially needed resources, both prior to and following incidents or planned events.

Visual 30: Authorize External Resource Requests According to Organizational Authorities



Have an understanding of:

- Who has what resources and who has authority to commit those resources
- MOUs regarding possibility of reimbursement not guaranteed
- MOAs on who pays for what at the Federal level
- Mutual aid (should be in place before a situation)

Question:

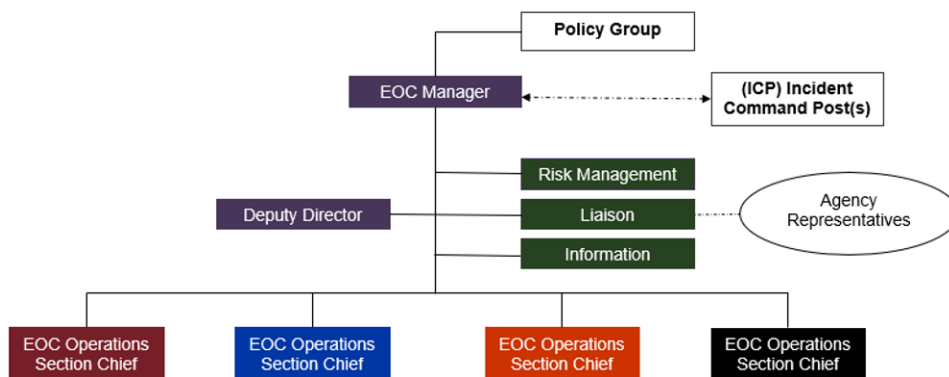
What are some additional external resource requests that an EOC leader would likely need to authorize?



Student
Manual

We must look at the MOUs, MOAs, mutual aid agreements, and declarations to be able to properly authorize the resource request, per the organizational authorities. Information, on these four agreements, will be defined in your EOC's SOP.

Visual 31: Roles and Relationships of the Policy Group, EOC, and Other Incident Personnel



Organization chart showing the relationships among the Policy Group, EOC, and other incident personnel. The Policy Group exists at the top. Underneath the Policy Group is the EOC Manager who has a dotted line connection to the (ICP) Incident Command Post(s). Underneath the EOC Manager is the Deputy Director, Risk Management, Liaison, and Information. Liaison has a dotted line connection to Agency Representatives. Further underneath the EOC Manager is four EOC Operations Section Chiefs.

An EOC is the physical or virtual location where leaders of jurisdictions/organizations coordinate information and resources to support the incident personnel and their activities (on-scene operations).

Jurisdictions establish EOCs to meet their unique requirements, which explains why every EOC can/does differ. Some jurisdictions see EOCs as the nerve center and tactical hub for incident response; others see an EOC as a resource coordination center that locates and deploys resources but does not direct tactical-level responses.



Student Manual

Question:

How does your jurisdiction utilize and see your EOC?

Visual 32: Help Establish and Communicate Policy Decisions

- Policy Group provides EOC leaders with decisions to be executed.
- EOC leaders (or other designated personnel) enable the acquisition of resources to execute the policy decisions.



Policy/MAC Group



Emergency Operations Center (EOC)



Incident Commander

The establishment of a successful communication process is essential to an EOC's operational rhythm. The Policy Group/MAC Group provides the EOC leader with decisions that need to be executed. The EOC is responsible for providing the Policy Group with information, while at the same time providing communication with the Incident Commander, ensuring the acquisition of needed resources.

Questions:

How does the Policy Group and the EOC best communicate with each other?



Student
Manual

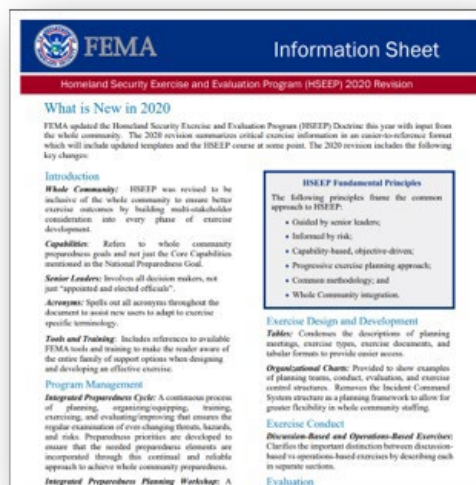
How does the ICP and the EOC best communicate with each?

Visual 33: Participate in Organizational Training and Exercises

Homeland Security Exercise and Evaluation Program (HSEEP)

HSEEP provides:

- Guiding principles for exercise and evaluation programs
- A common approach to:
 - Program management
 - Exercise design and development
 - Exercise conduct
 - Evaluation
 - Improvement planning



Student Manual

Homeland Security Exercise and Evaluation Program (HSEEP)

Exercises are a key component of national preparedness — they provide the whole community with the opportunity to shape planning, assess and validate capabilities, and address areas for improvement. HSEEP provides a set of guiding principles for exercise and evaluation programs, as well as a common approach to exercise program management, design and development, conduct, evaluation, and improvement planning.

Refer to the [HSEEP 2020 Revision Information Sheet](#) and the [Homeland Security Exercise and Evaluation Program \(HSEEP\)](#) document for more information.

Visual 34: Breakout Group: Monitor Objectives, Strategies, and Tactics for the Current Operational Period

Directions:

1. As a group, discuss and answer following questions, based on content in the "*EAP for Liberty County EOC*:"
 - Are they good objectives?
 - Are there additional EOC objectives that could be added?
 - What else might our operations focus on?
 - Does anything stand out when you review the Operational Period Strategic Emphasis?
 - What is the situation for the operational period?
2. Have one group member take notes and a different group member present the highlights of your group's discussion to the class.



DIRECTIONS:



Student
Manual

1. In your group, read and discuss the below questions based on the "*EAP for Liberty County EOC*."
2. You will have 30 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.

Questions:

Are they good objectives?

Are there additional EOC objectives that could be added?

What else might our operations focus on?

Does anything stand out when you review the Operational Period Strategic Emphasis?

What is the situation for the operational period?

What could be additional EOC objectives?

Visual 35: Unit Summary

- We differentiated between the authorities, policies, capabilities, constraints, and limitations of emergency management and the EOC you represent.
- We now understand the impact of an EOC's response coordination and roles and responsibilities on that EOC's policies and direction.



References

- [Barneveld Tornado Video with Closed Captioning](https://youtu.be/s2yKWIo7VZ8): youtu.be/s2yKWIo7VZ8
- [BP Deepwater Horizon Oil Spill](http://www.bbc.co.uk/news/10317116): www.bbc.co.uk/news/10317116
- [ICS Tips and Techniques: Part 2 - Understanding PPOST and SMART](http://www.icscanada.ca/images/upload/docs/Tox%202017%20Tips%20Part%20%20PPOST%20SMART.pdf): www.icscanada.ca/images/upload/docs/Tox%202017%20Tips%20Part%20%20PPOST%20SMART.pdf
- [What are SMART Objectives? \(IS-0120.c\)](http://emilms.fema.gov/is_0120c/groups/84.html#:~:text=SMART%20objectives%20are%20specific%2C%20measurable,to%20develop%20good%20exercise%20objectives.&text=Objectives%20should%20address%20the%20five,with%20a%20timeline%20for%20completion): emilms.fema.gov/is_0120c/groups/84.html#:~:text=SMART%20objectives%20are%20specific%2C%20measurable,to%20develop%20good%20exercise%20objectives.&text=Objectives%20should%20address%20the%20five,with%20a%20timeline%20for%20completion
- [Contracting with Federal Funds for Goods and Services Before, During and After Disasters](http://www.fema.gov/grants/procurement): www.fema.gov/grants/procurement
- [Disaster Declaration Process Fact Sheet](http://www.fema.gov/pdf/media/factsheets/dad_disaster_declaration.pdf): www.fema.gov/pdf/media/factsheets/dad_disaster_declaration.pdf
- [Stafford Act](http://www.fema.gov/sites/default/files/2020-03/stafford-act_2019.pdf): www.fema.gov/sites/default/files/2020-03/stafford-act_2019.pdf
- [Private-Sector Organizations Earn a Seat in the Emergency Operations Center](http://www.govtech.com/em/disaster/Private-Sector-Organizations-Emergency-Operations-Center.html?page): www.govtech.com/em/disaster/Private-Sector-Organizations-Emergency-Operations-Center.html?page
- [How to Integrate Private Sector Liaisons in Your EOC](http://www.fema.gov/pdf/privatesector/conference_presentations/private_sector_liaisons_in_your_eoc.pdf): www.fema.gov/pdf/privatesector/conference_presentations/private_sector_liaisons_in_your_eoc.pdf
- [FEMA Private Sector Liaisons - January 20, 2020 - State EOC Resource Guide](http://www.fmi.org/docs/default-source/industry-topics-doc/fema-private-sector-liaisons-and-state-eoc-resource-guide.pdf?sfvrsn): www.fmi.org/docs/default-source/industry-topics-doc/fema-private-sector-liaisons-and-state-eoc-resource-guide.pdf?sfvrsn
- [NIMS Doctrine](http://www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf): www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf
- [Incident Action Planning Guide](http://www.fema.gov/sites/default/files/2020-07/Incident_Action_Planning_Guide_Revision1_august2015.pdf): www.fema.gov/sites/default/files/2020-07/Incident_Action_Planning_Guide_Revision1_august2015.pdf
- [Incident Action Planning Process: “The Planning P” \(ICS 300\)](http://www.fema.gov/sites/default/files/documents/fema_incident-action-planning-process.pdf): www.fema.gov/sites/default/files/documents/fema_incident-action-planning-process.pdf
- [Battle Rhythm in Emergency Management](http://ajem.infoservices.com.au/items/AJEM-25-04-09): ajem.infoservices.com.au/items/AJEM-25-04-09
- [EOC Toolkit](http://www.fema.gov/emergency-managers/nims/components#eoc): www.fema.gov/emergency-managers/nims/components#eoc
- [Moapa Band of Paiutes Tribal Nation Disaster](http://dem.nv.gov/Resources/Moapa_Tribe_Disaster/): dem.nv.gov/Resources/Moapa_Tribe_Disaster/
- [Fairfax County Emergency Operations Plan](http://www.fairfaxcounty.gov/emergencymanagement/sites/emergencymanagement/files/assets/documents/eop%202019%20final.pdf): www.fairfaxcounty.gov/emergencymanagement/sites/emergencymanagement/files/assets/documents/eop%202019%20final.pdf
- [Homeland Security Exercise and Evaluation Program \(HSEEP\)](http://www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf): www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf

- [What is an After-Action Report \(AAR\)? |IS-0130.a:](http://emilms.fema.gov/is_0130a/groups/57.html)
emilms.fema.gov/is_0130a/groups/57.html
- [Making the Most of Your After-Action Review |Justice Clearinghouse:](http://www.justiceclearinghouse.com/transcript-making-the-most-of-your-after-action-review/)
www.justiceclearinghouse.com/transcript-making-the-most-of-your-after-action-review/
- [What is EMAC? |EMAC:](http://www.emacweb.org/index.php/learn-about-emac/what-is-emac) www.emacweb.org/index.php/learn-about-emac/what-is-emac
- [Memoranda of Understanding/Agreement \(MOU/MOA\) |US Army Corps of Engineers:](http://corpslakes.erdc.dren.mil/partners/moumoa.cfm)
corpslakes.erdc.dren.mil/partners/moumoa.cfm
- [NIMS Guideline for Mutual Aid:](http://www.fema.gov/sites/default/files/2020-07/fema_nims_mutual_aid_guideline_20171105.pdf) www.fema.gov/sites/default/files/2020-07/fema_nims_mutual_aid_guideline_20171105.pdf
- [MOA Between DHS/FEMA and EPA:](http://www.fema.gov/sites/default/files/2020-07/fema_mou_fema-epa_2016.pdf) www.fema.gov/sites/default/files/2020-07/fema_mou_fema-epa_2016.pdf
- [Draft EOC How-To Quick Reference Guide:](http://www.fema.gov/sites/default/files/documents/fema_eoc-how-to-quick-reference_guide_0.pdf)
www.fema.gov/sites/default/files/documents/fema_eoc-how-to-quick-reference_guide_0.pdf
- [A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action:](http://www.fema.gov/sites/default/files/2020-07/whole_community_dec2011_2.pdf) www.fema.gov/sites/default/files/2020-07/whole_community_dec2011_2.pdf
- [Developing and Maintaining Emergency Operations Plans CPG 101:](http://www.fema.gov/sites/default/files/2020-05/CPG_101_V2_30NOV2010_FINAL_508.pdf)
www.fema.gov/sites/default/files/2020-05/CPG_101_V2_30NOV2010_FINAL_508.pdf
- [HSEEP 2020 Revision Information Sheet:](http://www.fema.gov/sites/default/files/2020-04/HSEEP-Information-Sheet-20200203.pdf) www.fema.gov/sites/default/files/2020-04/HSEEP-Information-Sheet-20200203.pdf
- [Homeland Security Exercise and Evaluation Program \(HSEEP\):](http://www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf)
www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf

Handout: Integrating Private Sector Liaisons in your EOC

Section I: *When obtaining buy-in internally and externally, EOC leaders should answer the following questions:*

- Why would we (emergency management) want the Private Sector involved in emergency response?
- What are the obstacles/drawbacks to this involvement?
- Why would the private sector organizations want to take this on?
- What could their roles be? Would this be different for businesses, non-profits/faith-based, philanthropies, or other communities?
- Where/when will the efforts of private sector liaisons be most useful?

Section II: *When determining the best means for integrating private sector representation within emergency operations, EOC leaders should answer the following questions:*

- Where would Private Sector Representatives work best within your EOC structure?
 - Internal to the EOC (e.g., Operations, Logistics, Management)?
 - Internal, but separate (e.g., Business/Organization Unit within the EOC, but seated separately)?
 - External to the EOC (e.g., Business Unit DOC)?
- How would you integrate the Private Sector into your EOC operational plans?

Section III: *When coming to agreements on minimal qualifications and training for EOC Liaisons, EOC leaders should answer the following questions:*

- What qualifications would you want for your EOC's Private Sector Liaisons?
- What FEMA training courses would you want these liaisons to complete?
- How would you determine the number of liaisons required?
 - In a perfect world, how many hours in a shift and how many shifts in a day?
 - How long can the average liaison be away from their workplace?

Section IV: *When determining communications and coordination tools required/necessary for integration of private sector resources and capabilities, EOC leaders should answer the following questions:*

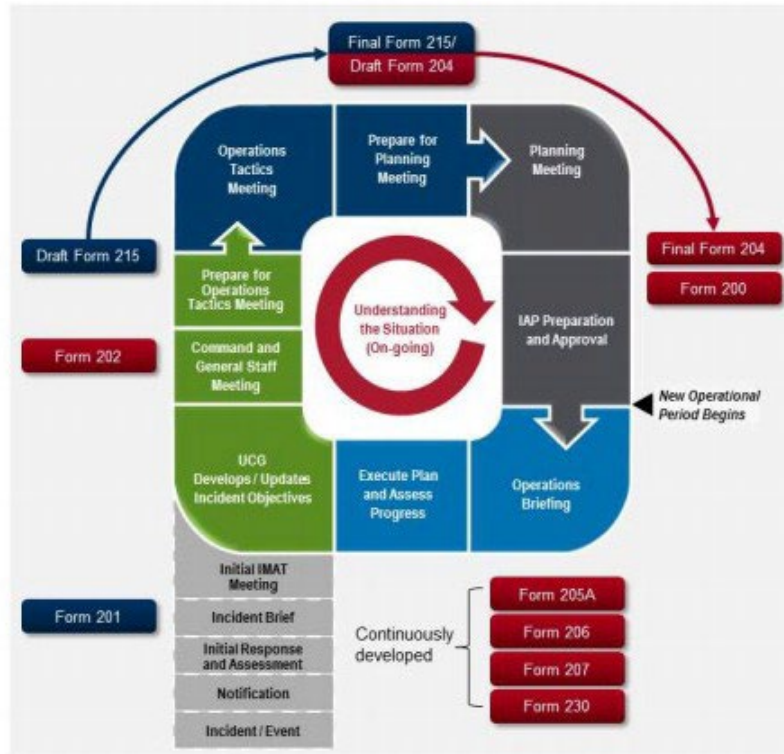
- How do you reach out to and communicate with your private sector liaison community (e.g., every day or as needed, in times of emergency or need, to activate them)?
- What are some post-event communications challenges that need to be considered when thinking about communications/activation of the Private Sector Liaisons?
- What tools are available to help Private Sector Liaisons coordinate requests and resources?
 - Operations tools (how-to/step-by-step instructions to review)?
 - Communications tools?
 - Technology/Coordination tools?

Section V: *When determining opportunities for exercising and drilling with the Private Sector Liaisons, EOC leaders should answer the following questions:*

- What are the opportunities within or external to your EOC to integrate Private Sector Representatives in your exercises and drills?
- What are the challenges to integrating your Private Sector Liaisons into your EOC exercises and drills?

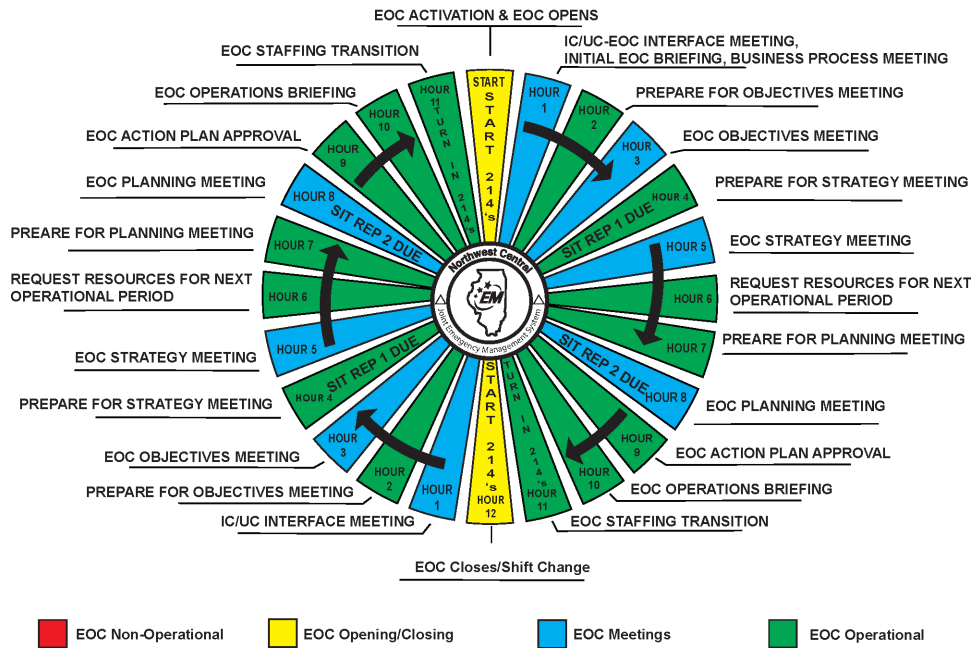
Handout: Planning P

| LEGEND | |
|-------------------|--|
| FEMA IAP Form | |
| FEMA Process Form | |
| Form | Title |
| 200 | Cover Sheet |
| 201 | Incident Briefing |
| 202 | Incident Objectives |
| 204 | Assignment List |
| 205A | Incident Communications Telephone Plan |
| 206 | Medical Plan |
| 207 | Incident Organization Chart |
| 215 | Operational Planning Worksheet |
| 230 | Meeting Schedule |



Request and Participate in Relevant Meetings and Briefings

DAILY EOC RHYTHM (12 HOUR)



Handout: EOC Operations Period Briefing Agenda (1 of 2)

FEMA Fact Sheet

Emergency Operations Center (EOC) Operations Period Briefing Template

Purpose and Instructions

The purpose of this Operational Period Shift Briefing Template is to help Emergency Operations Center (EOC) leaders plan and conduct shift briefing meetings covering topics critical to an incident.

This template is customizable; EOCs can modify it based on the jurisdiction's EOC organizational structure. The document can support an Incident Command System (ICS) structure, an Incident Support Model structure or a Departmental structure, as described in the National Incident Management System (NIMS).

EOCs use a variety of titles for common positions; for example, the EOC director may be called the EOC manager, coordinator, leader, or supervisor. The template has a placeholder under "Responsibility" (in the right-hand column) for the title of the person assigned to each action.

Consider using these ground rules during EOC briefings:

- Silence phones
- No side conversations
- Questions are welcome

Handout: EOC Operations Period Briefing Agenda (2 of 2)

FEMA EOC Operations Period Briefing Template

INSERT AGENCY LOGO

| Action | Responsibility |
|--|----------------|
| Review the agenda and facilitate the briefing. | TITLE |
| Present the EOC objectives. | TITLE |
| Provide information on the current situation. | TITLE |
| Provide current assessment, including accomplishments. | TITLE |
| Review applicable maps, weather conditions, diagrams, and other technology references. | TITLE |
| Cover the work assignments and staffing for the upcoming operational period. | TITLE |
| Provide fiscal updates. | TITLE |
| Provide updates on transportation, communications, and supplies. | TITLE |
| Provide information on public information issues. | TITLE |
| Review relevant interagency information. | TITLE |
| Cover safety briefing and preview the next operational period. | TITLE |

PREPARED BY:

APPROVED BY:

DATE:

Handout: Draft Central City EOC SOP

Complete the following "Draft Central City EOC SOP" document.

Handout: EAP for Liberty County EOC

Incident Name: COVID-19

Operational Period: 2/1/2021 - 2/14/2021, 0830 - 1630

EOC Objective(s):

1. On an ongoing basis, distribute timely, accurate information to the public and Operational Area partners utilizing all relevant modalities (e.g., press releases, press conferences, social media) as Health Officer Orders are updated and further information related to COVID-19 vaccine distribution, response, and recovery information becomes available.
2. Fulfill requests for critical personal protective equipment (PPE), Disaster Service Workers (DSWs), and other critical needs as quickly as feasible given current supply and demand, including the development of a strategy to ensure DSW support for expanded vaccine distribution operations on an ongoing basis.
3. Lead short- and long-term recovery efforts for both County government recovery and overall recovery (Public and Individual Assistance) in the Operational Area for all recent disaster events.
4. Ensure EOC readiness to support actual and anticipated field response activities as a result of known events or hazards that may impact the County over the course of the next month, including winter weather, by maintaining/updating plans, procedures, and staffing patterns while ensuring continued capability to support COVID-19 response activities.
5. In support of DPH's expanded Phase 1A vaccination mission at the five mega points of distribution, provide ongoing coordination and ensure all non-medical resource needs are met to maximize site efficiency through at least 2-14-21.
6. Lead the coordination effort with the Department of Public Health and other relevant stakeholders to develop a plan for vaccination of individuals within Phase 1B by February 9, 2021.

Operational Period Strategic Emphasis:

- Coordinate the development of a Phase 1B vaccination distribution plan and prepare the report back for the Board of Supervisors on February 9, 2021.
- Coordinate with transportation agencies and other relevant partners to identify strategies to ensure equitable access to vaccination sites throughout Liberty County.
- Facilitate information sharing related to updated Health Officer Orders and other related information with Operational Area partners.
- Further develop evacuation and emergency public information and warning plans, including continued planning related to Emergency Management Zones based on the Woolsey Fire After Action Review.
- Develop modified EOC staffing models to be implemented in the event of additional hazards/events occurring (e.g., inclement weather) during the current operational period. - Coordinate information sharing with Columbia Office of Emergency Services (OES) and FEMA related to cost recovery for COVID-19, Lake Fire, Bobcat Fire, and other historical disasters that have not yet been closed out.
- Support and coordinate short- and long-term logistical needs related to ongoing COVID-19 response and recovery.

General Situational Awareness:

The Liberty County Operational Area Emergency Operations Center (EOC) initially activated on 3/4/2020 to coordinate response and recovery activities related to the COVID-19 pandemic and has been activated continuously since. The County of Liberty proclaimed a Local and Public Health Emergency on 3/4/2020 as a result of increasing community spread of COVID- 19. Transmission of COVID-19 remains significant within the County, as well as state and nationwide, and the County currently remains on the State's tiered monitoring system.

In addition to COVID-19 response and recovery coordination, the EOC will incorporate the coordination of response and recovery activities for any other large-scale incidents (e.g., severe weather, flooding, debris flows, earthquakes) that occur in and/or impact the County, its residents or visitors, governmental continuity of operations, or other related effects.

Unit 6: Understanding the Leadership Skillset as EOC Leaders – Part 1

Visual 1: K2302

EOC Leaders Skillset Course

Unit 6: Understanding the Leadership Skillset as EOC Leaders – Part I

Visual 2: Unit 6 Learning Objective

After this Unit, you will be able to:

- Demonstrate an understanding of the leadership tasks in an EOC.

Visual 3: Leadership Skillset



Training on the Leadership Skillset guides you on the tasks all leaders in an EOC should demonstrate to run an efficient and effective EOC no matter the incident/disaster/event.



Student
Manual

Question:

What are some of the tasks necessary to run an effective and efficient EOC?

Visual 4: Boss vs. Leader



Questions:

When we think of a leader, is that different than a boss? Are they one in the same? What separates them?

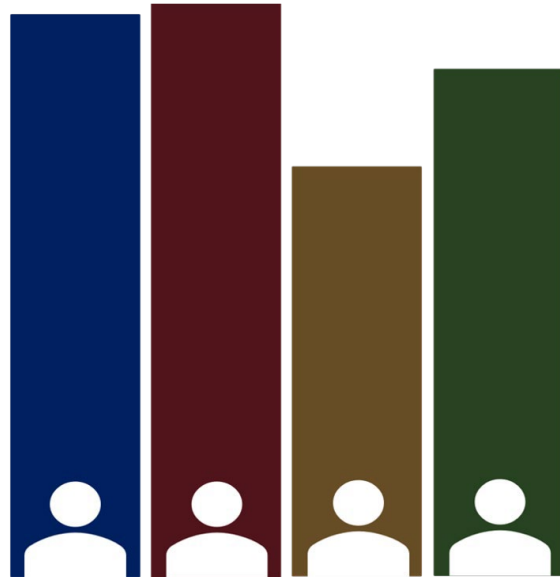


Instructor
Note

Within an EOC, is a good boss or a good leader needed? And why?

Visual 5: Poll: EOC Leaders from Your Experience

- What are some key behaviors of a good leader?
- What are some key behaviors of a bad leader?



Visual 6: Be Proficient in the Job, Both Technically and as a Leader

Effective leaders:



- Keep an open mind
- Hold themselves accountable and maintain their integrity
- Engage and empower their teams
- Solve problems rather than just finding them
- Are versatile in their leadership approaches

The first part of our Leadership Skillset is to enable EOC leaders to be proficient in their job, both technically and as a leader. Great leaders require proficient people skills to be successful. Proficiency starts with attitude and belief.



Student
Manual

Some traits of effective leaders include:

- Keeping an open mind, being ready to receive creative and diverse input and to make way for individuals who may be different from you
- Holding yourself accountable and maintaining your integrity
- Engaging and empowering your team, keeping them committed and connected to the EOC
- Solving problems rather than just finding them and blaming others
- Being versatile in your leadership approach, adapting to different audiences and situations

Visual 7: Breakout Group: Effective Leadership Qualities

As a group, discuss and answer the following questions:

1. Why is it important for leaders to be open-minded?
2. What might it mean if an EOC leader does not trust their personnel (including other leaders in the EOC) enough to step away for a few days? How could the leader improve this level of trust?
3. How important is accountability and personal integrity in an EOC?
4. If you do not value a strong EOC team, what can happen?
5. Why is it important to empower your personnel?
6. Share an example of a time when you saw blame cause weakness, or when you saw accountability cause strength within an EOC.
7. Which of the skills do you find most important, and why?
8. What other qualities do you think are important for effective EOC leadership, and why?



DIRECTIONS:



Student
Manual

1. In your group, read and discuss the below questions based on the discussions from the previous slide.
2. You will have 40 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.

Questions (8):

Why is it important for leaders to be open-minded?

What might it mean if an EOC leader does not trust their personnel (including other leaders in the EOC) enough to step away for a few days? How could the leader improve this level of trust?

How important is accountability and personal integrity in an EOC?

If you do not value a strong EOC team, what can happen?

Why is it important to empower your personnel?

Share an example of a time when you saw blame cause weakness, or when you saw accountability cause strength within an EOC.

Which of the skills do you find most important, and why?

What other qualities do you think are important for effective EOC leadership, and why?

Visual 8: Exhibit Principles of Duty, Respect, and Integrity



BRIEFINGS AND MEETINGS – Include all emergency management personnel.

COMMON GOALS – Everyone working towards same outcome.

VOICES BE HEARD – Ensure everyone’s voice is heard.

STRONG COMMUNITY – Establish and maintain strong relationships.

ASK FOR HELP – Seek guidance and assistance.

As an EOC leader, you need to be able to model, within your EOC, duty, respect, and integrity.

Question:

What are some additional examples of how an EOC leader can exhibit strong principles around duty, respect, and integrity?



Student
Manual

Visual 9: Demonstrate an Understanding of EOC and Policy Group Roles, Responsibilities, and Authorities

- Ensure effective communication.
- Explain roles and responsibilities of Policy Group up front.
 - Divide labor between the two groups.



Policy Group



EOC

Demonstrating duty, respect, and integrity extends to how you establish strong communication processes between the EOC and the Policy Group. Ensure you explain to your personnel, up front, the roles and responsibilities of the Policy Group.

Question:

Ideally, the Policy Group would be in one location and the EOC in another location, assisting with avoiding any unnecessary interferences in the EOC as they work towards an operational rhythm. Why is that?



Student
Manual

Role of the EOC

Role of the Policy Group

Visual 10: Class Discussion



How do roles, responsibilities, and authorities change in a different organization, jurisdiction, or operating environment?

Question:

How do roles, responsibilities, and authorities change in a different organization, jurisdiction, or operating environment?



Student
Manual

Visual 11: Demonstrate an Understanding of External Sources of Assistance

- **Private sector resources**
- **Mutual aid resources**
- **High government-level resources**
- **Organically owned resources**
- **Contracted resources**



Question:

What are some experiences/additional examples of external sources of assistance within your community?



Student
Manual

Visual 12: Poll: What Does Horizontal and Vertical Communication Mean to You?



Visual 13: Horizontal and Vertical Communication Within an EOC



Horizontal communication is the transfer of communication across different levels of the organizational structure.

Vertical communication is communication that flows systematically between supervisors and subordinates. (up and down; top-down)

Horizontal Communication

- Is used to coordinate activities in multiple departments (the purpose of this type of communication)



Student
Manual

Vertical Communication

- Is used to control the flow of information and decision making (the purpose of this type of communication)

Visual 14: Tailoring Communication for Audience



5 Benefits to Tailoring Your Communication Style

1. You show others that you care enough to pay attention to their perspectives, values, experiences, and strengths.
2. You exhibit active listening or listening to what others say or don't say; how they say it; their body language, and what information they share about their preferences, values, and experiences.
3. You adapt your communication style by being able to switch modes between listening, input gathering, coaching, directing, and advising.
4. What you, as a leader, say and do, models and establishes communication norms, values, and behaviors for the team and the organization.
5. You maximize the impact of your communication with others, be it individuals or in groups.

Visual 15: Why are These Skills Important as You Set POST?



Question:

Why are these skills important as you set POST?

Student
Manual

Visual 16: Class Discussion: EOC Tasks

What are some tasks in your EOC that support response and recovery?



Question:

What are some tasks in your EOC that support response and recovery?

Student
Manual

Visual 17: Strategies and Tasks Within an EOC



As EOC leaders, how do you help develop strategies and tasks to support the POST of Incident Command, the EOC, and the Policy Group?



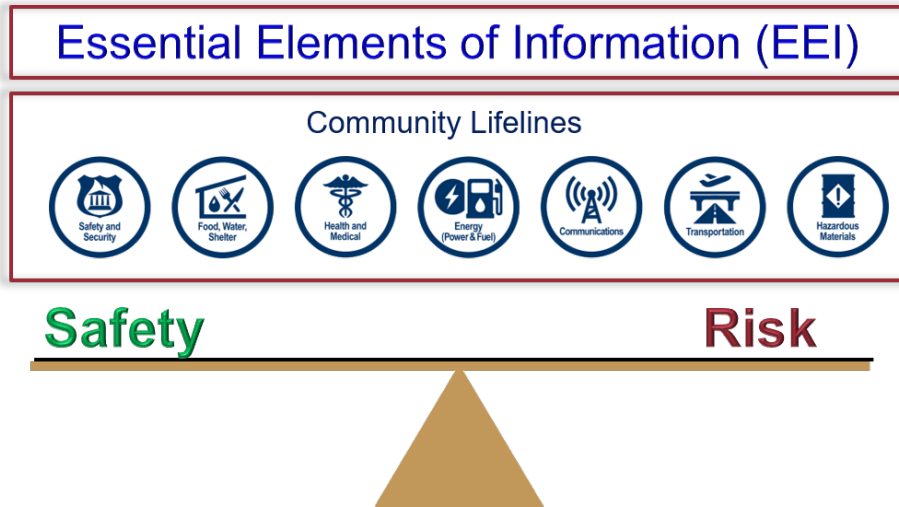
Question:

As EOC leaders, how do you help develop strategies and tasks to support the POST of Incident Command, the EOC, and the Policy Group?

Student
Manual

Visual 18: Obtain Relevant Information for Operational Decisions

INFORMED DECISION-MAKING



When obtaining information for operational decisions, an EOC leader must make informed decisions, with knowledge on essential elements, critical information, and community lifeline situations.

Balancing the safety and risk components is crucial.

Question:

What else might have an impact on informed decision-making?



Student Manual

Visual 19: Breakout Group: Lack of Situational Awareness

As a group, discuss and answer the following questions, based on content in the "*Hurricane Katrina - A Nation Still Unprepared - Lack of Situational Awareness*" handout:

1. What were the explanations for the lack of situational awareness, and how could it have been avoided?
2. Elaborate on the "fog of disaster."
3. How does the situation report (SITREP), issued by HSOC, fail to "connect the dots?"
4. Discuss the "Analysis of the Failure."
5. What happened in the section "During the Day of Landfall...?" Summarize and share how it may have been prevented.
6. Read "Continued Failure of Situational Awareness...," and provide lessons learned.
7. Read "FEMA Failed to Forward Information...," and discuss what went wrong here.
 - Read "Situational Awareness of Louisiana State Officials," and discuss lessons learned.
8. Read "Continued Failure of Situational Awareness...," and provide lessons learned. Read "FEMA Failed to Forward Information...," and discuss what went wrong here. Read "Situational Awareness of Louisiana State Officials," and discuss lessons learned.



Student

DIRECTIONS:

1. In your group, read and discuss the below prompts based on the "[Hurricane Katrina - A Nation Still Unprepared - Lack of Situational Awareness](#)" (pages 303-314).

- Manual
2. You will have 40 minutes to complete the prompts.
 3. Choose a group member to take notes and one member to present answers to the class.

Prompts:

What were the explanations for the lack of situational awareness, and how could it have been avoided?

Elaborate on the “fog of disaster.”

How does the situation report (SITREP), issued by HSOC, fail to “connect the dots?”

Discuss the “Analysis of the Failure.”

What happened in the section “During the Day of Landfall...?”
Summarize and share how it may have been prevented.

Read “Continued Failure of Situational Awareness...,” and provide some lessons learned.

Read “FEMA Failed to Forward Information...,” and discuss what went wrong here.

Read “Situational Awareness of Louisiana State Officials,” and discuss lessons learned.

Visual 20: Establish Metrics and Benchmarks for Program Performance and Monitor Progress Through Completion – Exercises

- An exercise is an event or activity, delivered through discussion or action, to develop, assess, or validate plans, policies, procedures, and capabilities that jurisdictions/organizations can use to achieve planned objectives.
- Exercise evaluation assesses the ability to meet the objectives and capabilities by documenting strengths, areas for improvement, capability performance, and corrective actions in an After-Action Report (AAR)/Improvement Plan (IP).



Exercises are an important component of preparedness, by providing the whole community with the opportunity to shape planning, assess and validate capabilities, and address areas for improvement.

- Exercises assess a jurisdiction's/organization's ability to meet its capability targets, or specific and measurable metrics that describe the capabilities. Capability targets establish a benchmark that the whole community can use to track progress over time such as assessing current response to threats and hazards and means of improvement.
- Capability targets, when incorporated into planning and used as exercise evaluation criteria, can measure how effectively a plan meets the goal and how well the participants perform the tasks in the plan.
- The after-action and continuous improvement process can validate current capabilities already in place and describe areas for improvement. The after-action and continuous improvement process can help the whole community identify how to close capability gaps and bring them closer to meeting the target established.

Refer to the [Homeland Security Exercise and Evaluation Program \(HSEEP\)](#) document for more information.



Student
Manual

Visual 21: Establish Metrics and Benchmarks for Program Performance and Monitor Progress Through Completion – Certification

Authorities Having Jurisdiction (AHJ)

– FEMA recommends that AHJs develop and participate in a qualification, certification, and credentialing program that aligns with EOC Skillsets. The AHJ has the final say.



Student
Manual

It is important to understand that certification is not required by FEMA or the Federal government. The AHJ makes the decision on whether they use the certification program.

Visual 22: Establish Metrics and Benchmarks for Program Performance and Monitor Progress Through Completion – Credentialing

1. Why is credentialing important?
2. Do you have a credentialing program for your EOC?



Credentialing is a critical step in the use of personnel resources. By adopting a credentialing process, EOCs can ensure that the personnel that they are getting meet the standards of their EOC.

Questions:

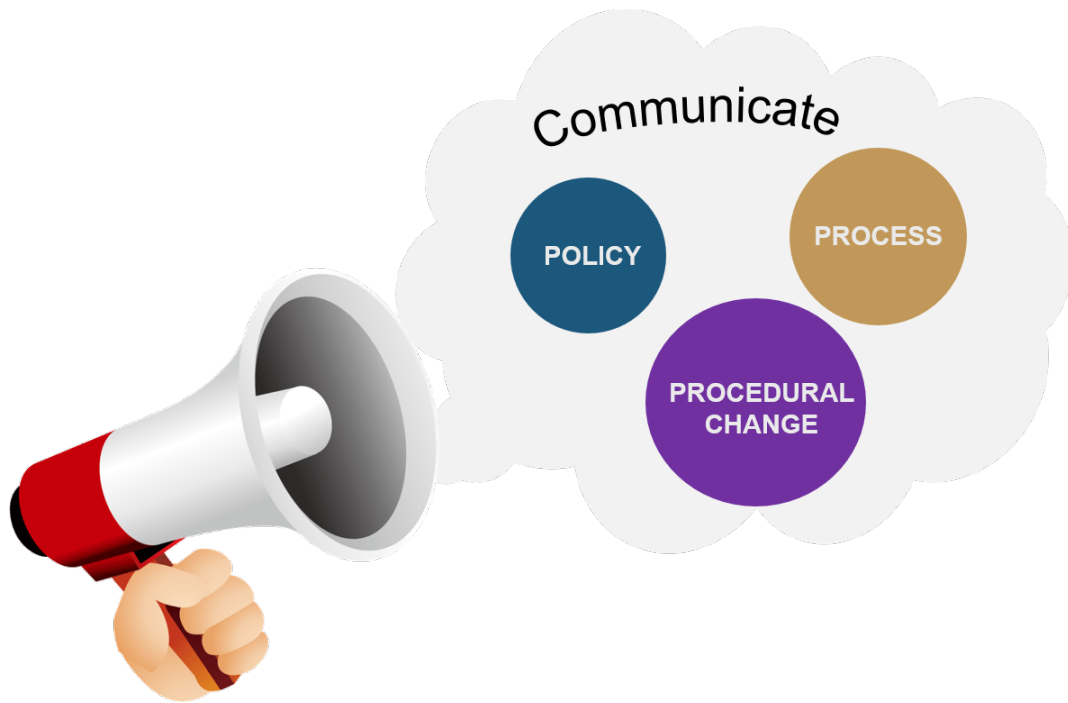
Why is credentialing important?



Student
Manual

Do you have a credentialing program for your EOC?

Visual 23: Monitor and Manage Stakeholder Expectations



The root of monitoring and managing stakeholder change revolves around:



Student
Manual

Factors related to monitoring and managing stakeholder expectations during the COVID-19 event:

Visual 24: Individual Activity: Order and Organize Resources to Achieve Objectives

Working individually, answer the following questions, based on content in the "Unit 6 - Resourcing Activity" handout:

1. Where do you start looking for alternative resources?
2. What non-traditional resources could you use?
3. Where do you and the hazmat team?
4. What factors are you using to prioritize existing and incoming resources?

Take good notes, as you may be called upon to present the highlights of your responses.

Unit 6: Resourcing Activity

Purpose:


As an EOC Leader, it is now your responsibility to prioritize scarce resources and find alternate sources upon request from the Incident Command.

The purpose of this activity is to apply key concepts in a scenario-based activity. The information provided is intentionally short to avoid getting too tactically focused. The intent is to keep the class answers and discussion focused on key activities that the EOC performs in its role of supporting Incident Command and the MAC Group. This activity should take approximately 45 minutes to complete, but time will vary based on class composition and the instructor's approach to the activity.

Liberty County Fair Incident – Initial Response

Background:

Liberty County
The scenario for this activity takes place in Liberty County. Liberty County is in the fictional State of Columbia, on the Atlantic Coast between Canada and Mexico. Liberty County is primarily rural with large tracts of forests, grazing lands and farmlands. Liberty County government includes a Sheriff's Department, Emergency Management Center, Public Health Department, Public Works Department and Board of Schools. The county infrastructure includes a Dam and reservoir, a seaport, and two airports.



DIRECTIONS:

1. Individually, read and note your responses to the below questions based on the "Unit 6 - Resourcing Activity" handout.
2. You will have 30 minutes to answer the questions.

Questions:

Where do you start looking for alternative resources?



Student
Manual

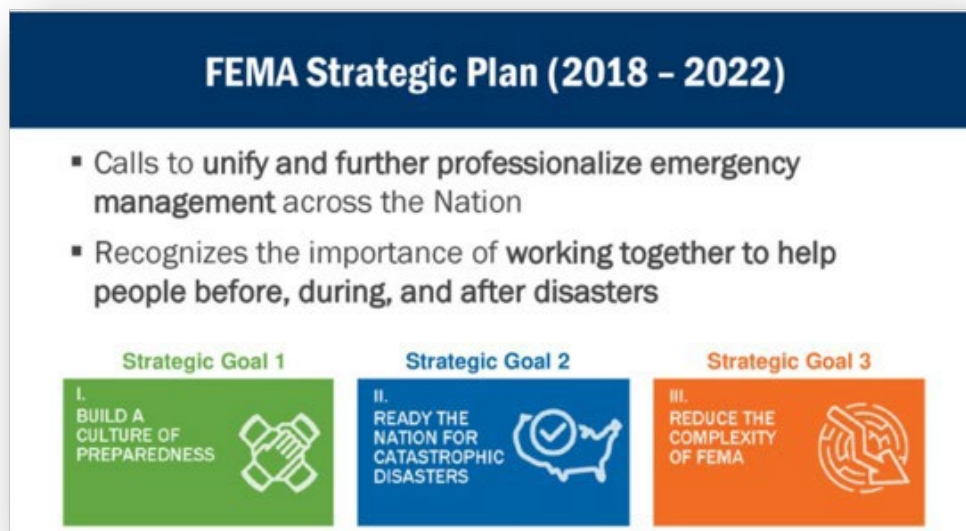
What non-traditional resources could you use?

Where do you send the hazmat team?

What factors are you using to prioritize existing and incoming resources?

Visual 25: Suggest Ways to Improve Processes and Procedures, and Then Help Implement Improvements

Continuous improvement is a cornerstone of FEMA's work. It drives effectiveness of response and recovery efforts.



FEMA Strategic Plan (2018 - 2022): Calls to unify and further professionalize emergency management across the nation; Recognizes the importance of working together to help people before, during, and after disasters. Strategic Goal 1 - Build a culture of preparedness; Strategic Goal 2 - Ready the nation for catastrophic disasters; Strategic Goal 3 - Reduce the complexity of FEMA.



Student
Manual

Continuous improvement is a cornerstone of FEMA's work. It drives effectiveness of response and recovery efforts.

As EOC leaders, you must be comfortable and consistent with facilitating conversations about process performance, assessing processes, determining gaps, and taking the initiative to improve the processes (which will improve performance).

Visual 26: Breakout Group: Updates to Laws & Plans

Recent historical events have revealed many lessons learned from disasters and prompted updates to laws and plans, ensuring preparedness across the nation.

As a group, review and share your responses, by documenting them, based on content in the article assigned by the facilitator

1. Identify the lessons learned and what may have led to updates in disaster laws and plans.
2. Identify best practices in a future incident.
3. Identify mission critical issues.



Visual 27: Unit Summary

- We now understand how to demonstrate tasks that all EOC leaders should use to run an effective and efficient EOC.



References

- [Boss vs Leader: Who is Better:](https://www.youtube.com/watch?v) www.youtube.com/watch?v
- [Why Great Leaders Adapt Their Communication Style to Their Audience:](https://www.groupsixty.com/ideas-blog/2019/1/4/the-best-leaders-tailor-their-communications-style-for-impact#:~:text)
www.groupsixty.com/ideas-blog/2019/1/4/the-best-leaders-tailor-their-communications-style-for-impact#:~:text
- [Incident Action Planning Guide:](https://www.fema.gov/sites/default/files/2020-07/Incident_Action_Planning_Guide_Revision1_august2015.pdf) www.fema.gov/sites/default/files/2020-07/Incident_Action_Planning_Guide_Revision1_august2015.pdf
- [Hurricane Katrina: A Nation Still Unprepared:](https://www.govinfo.gov/content/pkg/CRPT-109srpt322/pdf/CRPT-109srpt322.pdf) www.govinfo.gov/content/pkg/CRPT-109srpt322/pdf/CRPT-109srpt322.pdf
- [NIMS Training Program Summer 2020:](https://www.fema.gov/sites/default/files/documents/fema_nims_training-program-may-2020_0.pdf)
www.fema.gov/sites/default/files/documents/fema_nims_training-program-may-2020_0.pdf
- [NIMS Can Help:](https://www.usfa.fema.gov/downloads/pdf/publications/nims_can_help_credentialing.pdf)
www.usfa.fema.gov/downloads/pdf/publications/nims_can_help_credentialing.pdf
- [Lessons Learned from Hurricanes Irma and María:](https://coastalresiliencecenter.unc.edu/2018/10/lessons-learned-from-hurricanes-irma-and-maria/)
coastalresiliencecenter.unc.edu/2018/10/lessons-learned-from-hurricanes-irma-and-maria/
- [Seven Hard Lessons Federal Responders to Harvey Learned from Katrina:](https://www.nytimes.com/2017/09/07/us/hurricane-harvey-katrina-federal-responders.html)
www.nytimes.com/2017/09/07/us/hurricane-harvey-katrina-federal-responders.html
- [Homeland Security Exercise and Evaluation Program \(HSEEP\):](https://www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf)
www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf

Unit 7: Understanding the Leadership Skillset as EOC Leaders – Part 2

Visual 1: K2302

EOC Leaders Skillset Course

Unit 7: Understanding the Leadership Skillset as EOC Leaders – Part II

Visual 2: Unit 7 Learning Objectives

After this Unit, you will be able to:

- Demonstrate leadership and coordination of EOC staff.
- Create a team environment that fosters unity within an EOC.

Visual 3: Supervise Staff to Ensure Understanding and Accomplishment of Duties and Tasks



Visual 4: Breakout Group: Use Leadership Styles Appropriate to the Situation

Agile leaders are those that can adapt to an ever-changing and uncertain environment.

As a group, discuss and answer the following questions, based on content in the "SR530LC Final Report:"

1. When do you activate your EOC? To what level?
2. Depending on your structure, what skillsets, positions, and ESFs are activated?
3. Which first responder agencies are likely involved?
4. What else would you want to know about the situation?
5. What are your concerns as an EOC leader?
6. How do you need to change your leadership style depending on who you're dealing with (e.g., staff, DOD, volunteer organizations)?



Question:

Why is it important in an EOC to utilize leadership styles appropriate to a situation?



Student
Manual

BREAKOUT GROUP DIRECTIONS:

1. In your group, read and discuss the below questions based on the "SR530LC Final Report."
2. You will have 30 minutes to answer the questions.
3. Choose a group member to take notes and one member to present answers to the class.

Questions (6):

When do you activate your EOC? To what level?

Depending on your structure, what skillsets, positions, and ESFs are activated?

Which first responder agencies are likely involved?

What else would you want to know about the situation?

What are your concerns as an EOC leader?

How do you need to change your leadership style depending on who you're dealing with (e.g., staff, DOD, volunteer organizations)?

Visual 5: Individual Activity: Leadership Pizza

20-minute activity



Leadership Pizza Activity Definitions

Integrity – being honest and having strong moral principles.

Vision & Inspire – ability to think about or plan with imagination and wisdom; encouraging others through modeling behaviors.

Value & Acknowledge People – support others through offering to help and lifting others up through your words (kind and uplifting).

Empathy – the capacity to understand or feel what another person is experiencing from within their frame of reference; ability to put oneself into another person's position.

Passion & Purpose – passion is about emotions, and purpose is the reason behind your emotions; passion is something that excites you, and purpose drives the reason behind emotions.

Self-Awareness – ability to focus on oneself and how one’s actions, thoughts, and emotions do or do not align with one’s internal standards and how they are perceived by others.

Self-Efficiency – a personal judgment of how well one executes courses of action required to deal with potential situations.

Prioritization – process of arranging items or activities in order of importance relative to each other.

Visual 6: Breakout Group: Establish and Communicate Processes and Procedures

Situation Unit Leader

- > Reports to the Intel/Situation Branch Director

Responsibilities:

1. Collect, organize, and analyze all disaster situation information maintaining maximum situational awareness.
2. Build the Situation Unit with appropriate staff including Display Processors and Field Observers.
3. Ensure that information collected from all sources is validated prior to posting or distribution.
4. Ensure that situation reports are developed utilizing forms and displays for dissemination to EOC and to any operational area(s).
5. Serve as the central point for information collection from all operational units within the EOC, including the Citizen's Information Center (CIC).
6. Complete the Situation Report (SITREP) for approval and submission to partner organizations and the State.
7. Ensure appropriate information display in the operation EOC.
8. Provide essential elements of information to the State as required using various communications software such as EM Constellation etc.

Activation Phase:

- Follow the generic Activation Phase Checklist.

Operational Phase:

- Establish or log in on a position/unit log (ICS 214) and maintain other necessary files.
- Ensure all information is displayed correctly in the EOC in accordance with the current display layout.
- Report all appropriate information to the Branch Director as required.
- Prepare and ensure appropriate information for display in the EOC regarding the incident.
- Work with other Sections in the EOC to acquire appropriate information.
- Regularly apprise the Branch Director or Section Chief of the situation of the incident as it progresses as well as provide input to any intelligence function established.
- Track the movement of any tropical/weather system(s) or other threats as necessary.
- Produce wind field timelines in tropical situations and apprise the Branch Director or Section Chief of peak winds timing for emergency response shut down.
- Assist the CIC with continuity issues.
- Work closely with the Damage Assessment Branch to ensure reported damages are collected.

Demobilization Phase:

- Follow the generic Demobilization Phase Checklist.

Recovery Phase:

- Follow generic Recovery Phase Checklist.

Directions:

1. As a group, review the "*Situation Unit Leader Checklist*" and then create a leadership checklist for the EOC Director or Manager with the following sections:
 - Responsibilities
 - Activation Phase
 - Operational Phase
 - Demobilization Phase
 - Recovery Phase
2. Have one group member take notes and a different group member present the highlights of your group's discussion to the class.

Visual 7: Why Expectation Setting is an Essential Tool Within an EOC



Prompt:

Share examples of managing expectations.



Student
Manual

Visual 8: Best Practices for Establishing Expectations

- Establish expectations collaboratively.
- Ensure expectations are communicated clearly.
- Provide personnel with “reach” goals.
- Ensure expectations are aligned with individual's ability and role.



These best practices lay out the format for establishing the expectations in the EOC.



Student
Manual

- It is critical to establish the expectations collaboratively.
- Having the stakeholders play a part, leads to buy-in from all parties concerned.
- Making sure that the parties understand the expectations is also an important part of the process.
- Having discussions regarding the expectations helps to ensure that understanding.
- Giving personnel goals to reach for is just as important as establishing the minimum standards.

Visual 9: Class Discussion

What are some of your experiences with EOC leaders assigning tasks and communicating expectations? Provide 2 examples.



Question:

What are some of your experiences with EOC leaders assigning tasks and communicating expectations?



Student
Manual

Visual 10: Poll: Share a Situation Where Each of These Forms of Communication Would be Appropriate

Assigning tasks and clearly communicating expectations



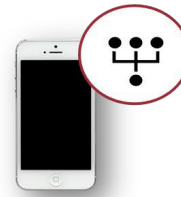
Email



Verbal
Communication



Meetings and/or
Briefings



Information Sharing
Platform
(e.g., RISP)

Visual 11: Central United States Earthquake Consortium (CUSEC) and the Regional Information Sharing Platform (RISP)

Examples of available RISP apps/templates

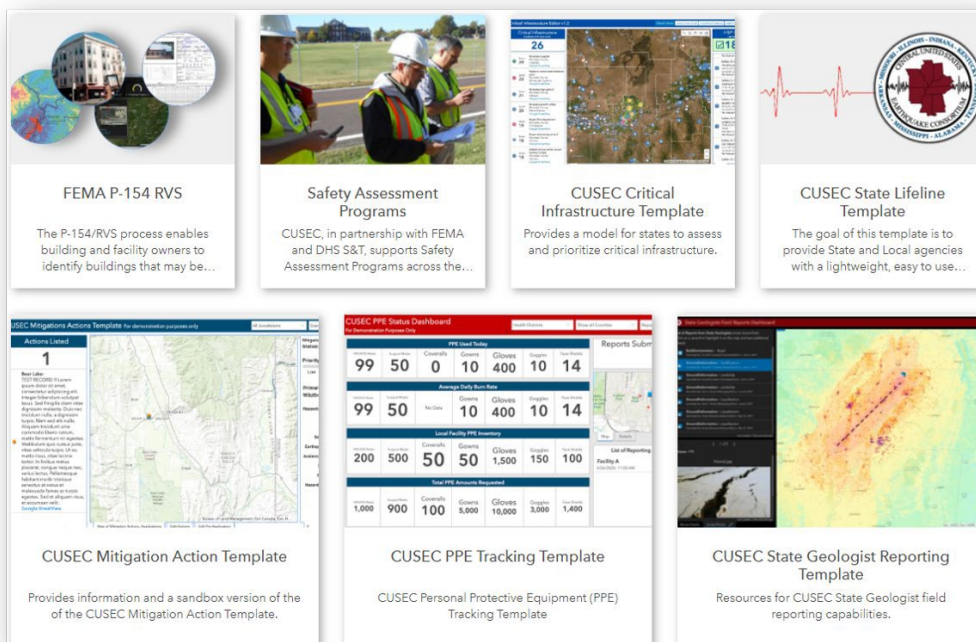


Image is applications and templates that are available on the Regional Information Sharing Platform (aka RISP) to include but not limited to:

- FEMA P-154 RVS
- Safety Assessment Programs
- CUSEC Critical Infrastructure Template
- CUSEC State Lifeline Template
- CUSEC Mitigation Action Template
- CUSEC PPE Tracking Template
- CUSEC State Geologist Template



Student Manual

The Regional Information Sharing Platform (RISP) is managed by the Central United States Earthquake Consortium (CUSEC). Initially designed to promote regional information sharing across the central U.S., the RISP now serves as a model and resource for the nation. In response to the COVID-19 pandemic, states are using the CUSEC RISP to share information across state lines.

Benefits of the RISP:

- Coordinated information sharing
- Innovative information products
- Streamlined processes
- Access to historical data

Refer to the **Error! Hyperlink reference not valid.** one-pager handout for more information.

Visual 12: Role of Effective Communication in Fostering Teamwork



- Leaders must always be aware of their team's communication skills, to provide guidance and coaching as needed.
- Personnel must maintain an open mind while actively listening to other's viewpoints.
- Team communication aides in development of understanding and increased productivity among the team members.
- Leaders should always be alert to poor team communication, avoiding stress and negativity that affects the entire team.

Question:

Share some of your experiences with effective and/or ineffective communication within your EOC?

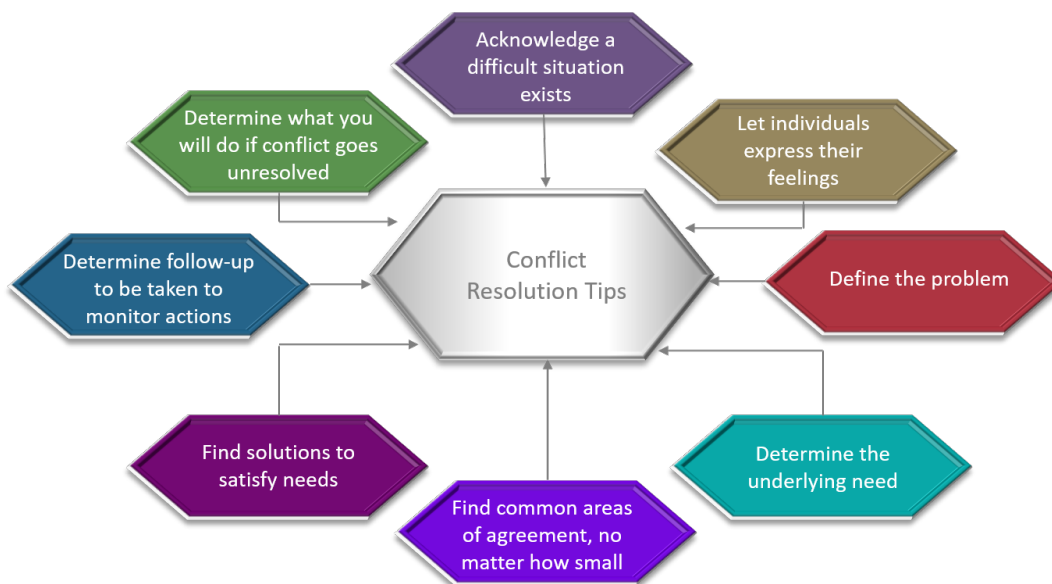


Student
Manual

Strong team communication skills enable:

- Clear and reachable goals that are critical for working within an EOC.
- Greater efficiency and better solutions because the events/disasters, an EOC is managing, are constantly changing.
- Positive work relationships.
- Establishment of a strong culture within the EOC.
- Reduction of conflict that prevents an EOC from being efficient and effective.

Visual 13: Manage Conflict and Coordinate Problem Solving



Conflict Resolution Diagram: Let individuals express their feelings. Acknowledge a difficult situation exists. Define the problem. Determine the underlying need. Find common areas of agreement, no matter how small. Find solutions to satisfy needs. Determine follow-up to be taken to monitor actions. Determine what you will do if conflict goes unresolved.



Student
Manual

Conflict resolution is a large part of leadership's responsibility. Having the ability to follow this diagram is a large part of the process. Additional sources of conflict: stress, fatigue, anxiety, long hours, rapid pace of events, etc.

Tips for managing conflict and coordinating problem solving:

- Manage conflicting viewpoints.
- Assess alternative courses of action.
- Determine and communicate a way forward.
- Ensure follow-through and escalate to appropriate level as necessary.
- Handle difficult conversations.

Visual 14: Class Discussion

Share a story of conflict resolution or problem solving in an EOC.

1. What was the conflict/problem?
2. How was it addressed?
3. What tips from the “Conflict Resolution Diagram” were used or not used?
4. Was it resolved? If so how?



Questions:

What was the conflict/problem?

How was it addressed?



What tips from the “Conflict Resolution Diagram” were used or not used?

Student
Manual

Was it resolved? If so how?

How does conflict affect EOC personnel and EOC objectives?

Visual 15: How to Give Your EOC Team Feedback

- Your job as a leader is to encourage and ensure that your team members are providing constructive feedback to their peers on a regular basis.
- Accountability must come from the entire team and not solely rest on your shoulders as a leader.



Student
Manual

All EOC leaders will have to provide feedback to their team/individuals/groups of people. For individuals to grow and learn, feedback is required.

Tips to prepare and discuss feedback with subordinates:

- Monitor performance and discuss task understanding.
- Evaluate performance and complete personnel performance evaluations.

Visual 16: Leadership Principles to Remember - Do's and Don'ts

| <u>Do's</u> | <u>Don'ts</u> |
|--|---|
| Ensure your team understands that feedback is a shared leadership responsibility. | Start meetings with your own feedback. Allow your team to share feedback first, on how they think they are doing. |
| Schedule timely and consistent check-in meetings with your team. | Avoid performance issues - the sooner they are addressed, the better. |
| Always be aware of your formal and informal communication: <ul style="list-style-type: none"> • Body Language • Tone of voice • Expressions | Allow your team to work through personality conflicts - coach them on difficult conversations. |



Student Manual

Question:

Do you agree/disagree with the lists, and why?

Visual 17: Performance Evaluations

Benefits:



- Employees know your expectations of them in their role.
- It will enable leaders to recognize and reward good personnel and identify and coach workers that may be having difficulty.
- The requirements of the performance evaluation will enable leaders to stay in tune with the needs and concerns of their team.

Question:

What are some problems that can occur if evaluations are not done well?



Student
Manual

Visual 18: Class Activity: Communication

Directions: Gather a piece of paper you can write on. As instructions are being read to you, document them on your paper, per the instructions given by the Instructor.

1. Everyone should have a piece of regular paper and a pen/pencil.
2. The facilitator is the “speaker”, and each class member is the “listener.” Facilitator picks one geometric image to describe to the class (total of 3).
3. The speaker is to describe the geometric image in detail. The listeners will attempt to recreate the image on their blank piece of paper, based upon the instructions provided by the speaker. The listeners cannot communicate with the speaker. Allow 5 – 10 minutes for this portion of the exercise.

After the allotted time, ask the listeners the following questions:

1. What was helpful in your speaker’s instructions?
2. Were any of the instructions difficult to follow?
3. How do you think your results would have been different if you had been able to communicate with the speaker?
4. Communication is as much about being a good listener as it is about being a good speaker. What steps can you take while listening to reduce misunderstandings in real-life situations?

Questions:

What was helpful in your speaker’s instructions?



Student
Manual

Were any of the instructions difficult to follow?

How do you think your results would have been different if you had been able to communicate with the speaker?

What steps can you take while listening to reduce misunderstandings in real-

life situations?

Visual 19: Improving Communication in a Virtual Environment

“Communication is the foundation of good remote work.”

Create a solid remote work strategy:

- Be proactive.
- Schedule huddles.
- Set expectations.
- Seek communication preferences.
- Don’t micromanage.
- Adopt new communication resources.
- Be aware of one’s formal and informal communication.
- Provide ample lead time on tasks.
- Keep the EOC culture alive!



Questions:

What are some ways that communication, for EOCs, has changed since the COVID-19 pandemic?



Student Manual

Who has had the experience of running a virtual EOC? Explain.

Visual 20: Support the Health, Safety, and Welfare of Assigned Personnel

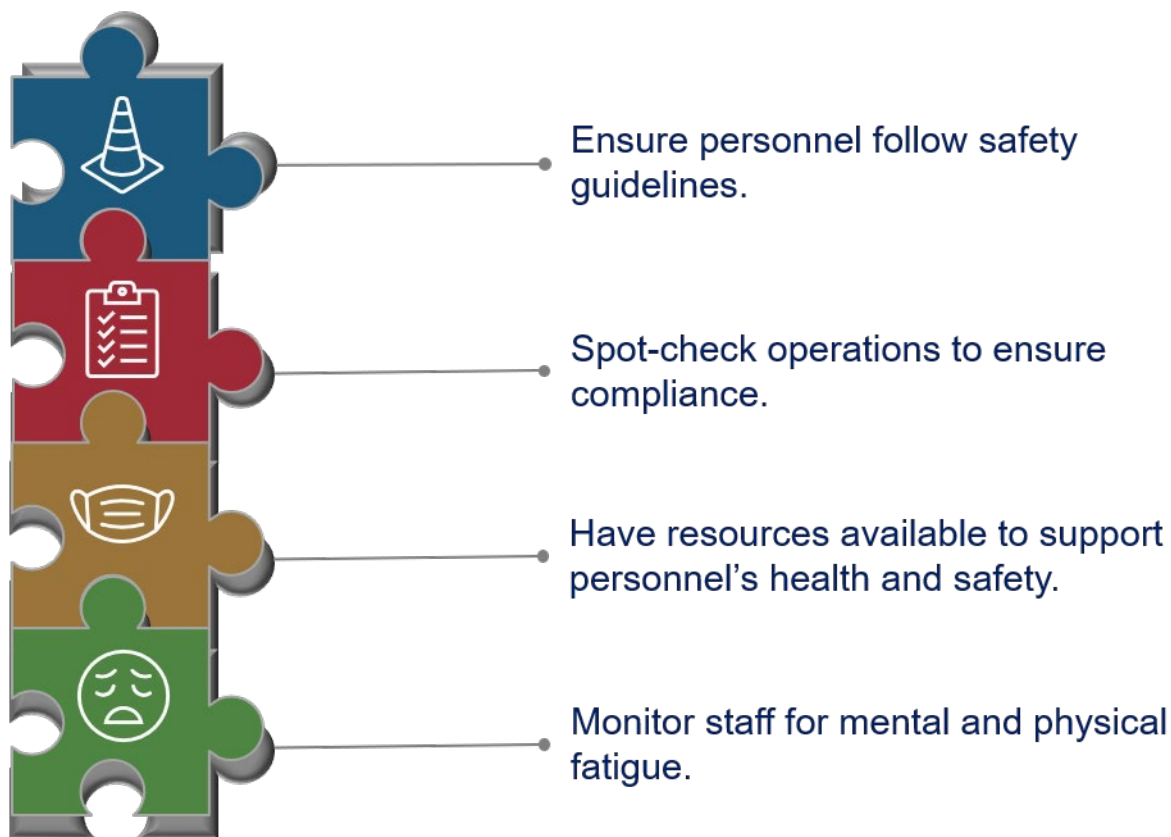


Image is 4 puzzle pieces put together. First puzzle piece with safety cone icon: Ensure personnel follow safety guidelines. Second puzzle piece with check list icon: Spot-check operations to ensure compliance. Third puzzle piece with mask icon: Have resources available to support personnel's health and safety. Fourth puzzle piece with fatigued face icon: monitor staff for mental and physical fatigue.



Student
Manual

As an EOC leader, it is crucial for you to be aware of any personnel that may be showing signs of stress. Signs leaders should look for are stress of themselves' and members of their personnel.

Question:

What are some additional ways you can share that would support the health, safety, and welfare of assigned personnel?



Visual 21: Coordinate and Foster Unity of Effort



Student
Manual

Unity of Effort: A NIMS guiding principle that provides coordination through cooperation and common interests and does not interfere with Federal department and agency supervisory, command, or statutory authorities.

Visual 22: Class Discussion: Ability to Influence Others Outside Your Chain of Command

A “Command Presence” is your appearance, posture, and personal presentation in your gestures, how you walk, and how you speak.

“Walking with **INTEGRITY**” is the essence of Command Presence.

Command Presence is **ALWAYS** a positive perception projected to those around you.

1. What are your thoughts on the meaning of Command Presence?
2. Share some characteristics you see in a Command Presence.
3. Why is Command Presence important for influencing others outside your chain of command?



Questions:

What are your thoughts on the meaning of Command Presence?



Student
Manual

Share some characteristics you see in a Command Presence.

Why is Command Presence important for influencing others outside your chain of command?

Visual 23: Ensure Staff Activities Align With Your EOC's Operational Rhythm

- All EOC personnel should know the objectives, as outlined in the action plan.
- The action plan should be reviewed, at scheduled meetings/briefings, with all EOC personnel, for each operational period.
- Following the action plan helps to ensure operational rhythm.



Student
Manual

All EOC leaders should communicate the EOC's objectives, as outlined in the action plan, for each operational period. Ensuring EOC personnel understand the objectives, enables them to perform the right incident operations to maintain operational rhythm for each operating period.

Visual 24: Unit Summary

- We now understand how to communicate effectively and efficiently within your EOC.
- We now know the importance of providing feedback and giving feedback to maintain a strong team environment.



References

- [Why Agile Leadership is Key in These Uncertain Times](https://techbeacon.com/app-dev-testing/why-agile-leadership-key-these-uncertain-times): techbeacon.com/app-dev-testing/why-agile-leadership-key-these-uncertain-times
- [Leadership Pizza](http://www.sessionlab.com/methods/leadership-pizza): www.sessionlab.com/methods/leadership-pizza
- [Do Employees Really Know What's Expected of Them?:](https://news.gallup.com/businessjournal/195803/employees-really-know-expected.aspx) news.gallup.com/businessjournal/195803/employees-really-know-expected.aspx
- [CUSEC Regional Information Sharing Platform](https://risk-cusec.opendata.arcgis.com/): risk-cusec.opendata.arcgis.com/
- [CUSEC Regional Information Sharing Tools](https://cusec.org/maps-planning-tools/regional-information-sharing-tools/): cusec.org/maps-planning-tools/regional-information-sharing-tools/
- [Information Sharing More Critical Than Ever Amid the Coronavirus |Government Technology](http://www.govtech.com/em/safety/Information-Sharing-More-Critical-Than-Ever-amid-the-Coronavirus.html): www.govtech.com/em/safety/Information-Sharing-More-Critical-Than-Ever-amid-the-Coronavirus.html
- [Importance of Team Communication Skills](http://smallbusiness.chron.com/importance-team-communication-skills-3079.html): smallbusiness.chron.com/importance-team-communication-skills-3079.html
- [Resolving Conflict Situations](http://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/interaction/conflict/resolving): hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/interaction/conflict/resolving
- [How to Give Your Team Feedback](http://hbr.org/2014/06/how-to-give-your-team-feedback): hbr.org/2014/06/how-to-give-your-team-feedback
- [How to Conduct Employee Evaluations](http://www.nolo.com/legal-encyclopedia/employee-evaluations-how-to-conduct-29547.html): www.nolo.com/legal-encyclopedia/employee-evaluations-how-to-conduct-29547.html
- [Back-to-Back Drawing Communication Exercise](http://www.therapistaid.com/worksheets/drawing-communication-exercise.pdf): www.therapistaid.com/worksheets/drawing-communication-exercise.pdf
- [10 Ways Remote Workers Can Improve Communication Skills |US News & World Report](https://money.usnews.com/careers/articles/how-to-communicate-effectively-when-working-with-a-remote-team): money.usnews.com/careers/articles/how-to-communicate-effectively-when-working-with-a-remote-team
- [Work from Home Experience Survey Results |Global Workplace Analytics](https://globalworkplaceanalytics.com/global-work-from-home-experience-survey): globalworkplaceanalytics.com/global-work-from-home-experience-survey
- [6 Rules for Better Communication in Virtual Teams |Computer World](http://www.computerworld.com/article/2519498/6-rules-for-better-communication-in-virtual-teams.html): www.computerworld.com/article/2519498/6-rules-for-better-communication-in-virtual-teams.html
- [6 Ways Connections Create a Sense of Belonging Anywhere with Any Workplace |Entrepreneur](http://www.entrepreneur.com/article/356439?utm_source): www.entrepreneur.com/article/356439?utm_source
- [Response Resources for Leaders](https://emergency.cdc.gov/coping/leaders.asp): emergency.cdc.gov/coping/leaders.asp
- [NIMS Doctrine](https://www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf): www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf
- [What is... "COMMAND PRESENCE?":](http://www.leadership-tools.com/what-is-command-presence.html) www.leadership-tools.com/what-is-command-presence.html
- [CUSEC RISP](https://ago-item-storage.s3.us-east-1.amazonaws.com/e3c99c39c55a4dd19aed7242c4663089/RISP_One_Pager_Final.pdf?X-Amz-Security-Token=IQoJb3JpZ2luX2VjEFAaCXVzLWVhc3QtMSJGMEQCIDPmB8p7uoH7eIe0%2B0ZsgIhHxkAslsSJk1Jda7qqC50YAiAp6OkEBwAcXRA%2B4K77B6bU9%2B%2B6bFAVo5gNDbP%2FV6GxYyq9AwjZ%2F%2F%2F%2F%2F%2F%2F%2F%2F%2F8BEAAaDDYwNdc1ODEwMjY2NSIMI%2BvFbt4kWPXOk2GzKpEDb0OvgP3690E9nyR): ago-item-storage.s3.us-east-1.amazonaws.com/e3c99c39c55a4dd19aed7242c4663089/RISP_One_Pager_Final.pdf?X-Amz-Security-Token=IQoJb3JpZ2luX2VjEFAaCXVzLWVhc3QtMSJGMEQCIDPmB8p7uoH7eIe0%2B0ZsgIhHxkAslsSJk1Jda7qqC50YAiAp6OkEBwAcXRA%2B4K77B6bU9%2B%2B6bFAVo5gNDbP%2FV6GxYyq9AwjZ%2F%2F%2F%2F%2F%2F%2F%2F%2F%2F8BEAAaDDYwNdc1ODEwMjY2NSIMI%2BvFbt4kWPXOk2GzKpEDb0OvgP3690E9nyR

Ge9bRTHUnJ5jqdMiQqztiE6rhd8wsmYq%2BOiImxJYcR18z75Be8i0sw%2FreJpa6xKxS2R18xsfPO%2FPpJ1H5le4tmC22oCH96mdksC%2Bd8VM7Cu4gQj0p9pVjCxktv%2FHW478Q5fC8P1FhAcSre6fTk4xFbiaf%2FfAkBwMxymvBbJet1C2AACUPrwrGz%2Fj74RSByrW5yumuYEhJtDr24MqFsrN0iXNfOmOsvPIU9riTukKIk2VBHQ5zPsWFQQkC4s8b5rfZAcnRbnrYRIneiwHyqI%2BpYqM8K027%2FcmmDqtuZMrHQu3xtvSwBNlo7FD%2F%2FcdEmIL%2BQcCZvCpsIfATqE8RuIX%2BoiiAGTb5WNN8SzQXJfclB9Sh%2BfP14N9K%2F%2BTACRLv4Sb2HNSx1WJqOvn7y0YT2nJfe3Z5qPBHSrFy9JVkg6han1IzNeNy30D0vy4%2BOXrNC0kRf2pwm4tsirRBrwtGLzxv1HhUZAiVW%2BJUO31FXr0EcJcx%2Fu1H25o8vE35a0%2BQtigc4ZNWIAwhoz1hAY67AFJj7yUDAF51w5IgnBB7d%2Ft9O9m8CQxtIrEC9L%2FCv4y0wAQf7Cl1TpXyhxjcUzmls0KVg4mqmBWeXBY1RkzIDysFUU97KwgDJi6vhZpjUa4RGUfjsEMVtcp6Pn0bAINIST%2Bg2NrkJomnwcGtrFDSJO2nkabK4S0URvm7MFewjgF1QLKWQo9jTBkZUljlpFsI1OIFYQmMNfhCZTSigCMpRhLN%2FamXgRqrD7sf6RBLj9JD6QWVjFpzJEPDJsJILDauSoWh2prZxyUSf4YDA8E5nMKQmrEsC5LGP2fGmUIuclAMH63xYapQjQxhEIQ%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20210513T170244Z&X-Amz-SignedHeaders=host&X-Amz-Expires=300&X-Amz-Credential=ASIAYZTTEKKETKWUIJU6%2F20210513%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=82a00e6e690f6225676a331019e82caceb1902d663c01e8871cd51928a67338b

- [EOC References and Resources Tool:](#)

www.fema.gov/sites/default/files/documents/fema_eoc-references-resources-tool_2.pdf

Handout: SR530LC Final Report (1 of 4)

The SR 530 Landslide Commission Final Report December 2014

I. Introduction

On Saturday, March 22, 2014, at 10:37 a.m. a historic landslide, one of the largest in state history occurred between the towns of Arlington and Darrington near the community of Oso in Snohomish County, Washington. Mud and debris slid down into the North Fork Stillaguamish River valley, covering an area of approximately one square mile in less than one minute.¹ The landslide inundated State Route 530, isolating the community of Darrington and blocked the flow of the North Fork of the Stillaguamish River. Forty-three people died and more than 40 homes and structures were destroyed.

Rescue operations were initiated within the first few hours. Fifteen people were rescued by helicopter. On March 22nd, Snohomish County Executive John Lovick proclaimed an emergency and Washington State Governor Jay Inslee proclaimed a State of Emergency that same date. The Washington State Emergency Operations Center (EOC) was activated for 38 days, the longest activation in at least the last 30 years. On April 2nd, President Barack Obama issued a declaration of a “major disaster” under the Stafford Act, making federal disaster aid available to supplement state, tribal, and local recovery efforts in the area. This assistance was in addition to the support provided under the Presidential Emergency Declaration granted on March 24, 2014. More than 900 local, state and federal personnel and trained and untrained volunteers, contractors, families and neighbors were involved in the search, rescue, and recovery operations.²



Aerial photo of the mudslide and backup of Stillaguamish River. Flickr/GovInslee - CC: BY-ND 2.0 <https://www.flickr.com/photos/govinslee/13384148714/in/set-72157642811787053>

1. Norman presentation to Commission September 30, 2014
2. Ezelle Presentation to the Commission 9.10.14

Handout: SR530LC Final Report (2 of 4)

The SR 530 Landslide Commission Final Report December 2014

Appendix B. Timeline

SATURDAY, MARCH 22, 2014

10:37 am - Massive landslide (seismically recorded)

10:41 am - Massive landslide (seismically recorded)

10:45 am - Fire Dispatch Darrington & Oso Fire to slide

10:53 am - Fire Chief 37 on scene, west side SR 530 100% blocked. Local volunteers on scene, remained active throughout the response

10:54 am - Call received by Deputy Bergstrom: power out, slide, person on barn screaming for help

10:58 am - Rescue 38 request SAR helicopter

11:01 am - Darrington Fire Chief requests Navy helicopter

11:03 am - Governor advised by DOT: Snohomish County (SnoCo) lead responder; planning evacuation due to fear of catastrophic flooding

11:04 am - SnoHawk 10 helicopter diverted from training to SAR

11:09 am - WSP Trooper reports house on road

11:15 am - Request for Naval air assistance - Naval SAR respond within 60 minutes

11:28 am - SnoHawk 10 was first aircraft to arrive; survivors observed. SnoHawk 1 called for air management and for DEM assessment of size and damage

11:34 am - Initial slide notification from SnoCo to State Emergency Operations Center. SEOC activated by 6 pm

11:37 am - SnoHawk 10 begins rescue of survivors. Ongoing slide movement

11:59 am - 12:12 pm - SnoHawk 1 launched. Airlift 3 departs Olympia; Naval rescue 75 departs Whidbey

12:13 pm - Civilians assisting fire/rescue on scene. Slide moving. SnoCo tweets: Huge landslide on SR 530 at mileposts 37-38, please avoid area. Update #530slide

12:17 pm - Official activation of Snohomish County EOC (DEM)

Handout: SR530LC Final Report (3 of 4)

The SR 530 Landslide Commission Final Report December 2014

Appendix B. Timeline

SATURDAY, MARCH 22, 2014

12:40 pm - Helicopters transport firefighters to assist with extraction

1:00 pm - Rescue 75 hoists 1 survivors from house 1:00pm

1:05 pm - SnoHawk 1 announce aircraft use 123.1 VHF at site. Rescue 75 transferred 1st survivor in critical condition

1:12 pm - SnoHawk 1 arrives to monitor and control air traffic; request made to SNO PAC 911 for video downlink

1:30 pm - Rescue 75 lifts 2 more survivors from only place for hoisting—using the extraction litter floated on mud slurry

2:00 pm - Ground crew texted for chainsaw & supplies. Commander/SnoCo SAR advises largest slide in 30 years

2:15 pm - SnoHawk 1 flew low level, began detailed visual and thermal search. No evidence/signs of life besides responders and local volunteers. Hand signals given for “ok”

Time Uncertain - Informal request made for Type 2 NWIMT and all-hazard mobilization - denied

3:10 pm - Rescue 3 inserted 3 Federal Firefighters via one wheel landing

3:25 pm - SnoHawk 1 conducted visual, thermal search while pilot in charge managed rescue helicopters

3:35 pm - WSDOT informs Governor’s office of the slide. SnoCo is the lead responder at the command post

3:53 pm - No more survivors located by air or with FLIR. Navy ground team working on last known extraction

4:21 pm - SnoHawk 10 conducting visual search. Ceiling is lowering with mixed rain and snow

4:22 pm - Rescue 75 transfers last survivor to awaiting ambulance

4:26 pm - SnoHawk 10 picks up 2 Darrington Firefighters

4:30 pm - SnoHawk 10 returns to wood pile to hoist 2 firefighters, 1 civilian. Rescue 75 picks up 4 Navy team members

Handout: SR530LC Final Report (4 of 4)

The SR 530 Landslide Commission Final Report December 2014

Appendix B. Timeline

SATURDAY, MARCH 22, 2014

4:30 pm - WS-DOT Emergency Services began set up of Air Branch Arlington EOC

4:35 pm - SnoHawk 10 picked up civilian rescuer

4:45 pm - SnoHawk began video and downlinking. SnoCo DEM announced downlink receiver “on” but no signal. Performed high bird operation & radio signal relay for ground units. Thermal search, “hot spots” confirmed as uninjured civilians looking for loved ones

4:56 pm - SnoHawk 10 attempts to pick up 2 fatalities—diverted to unconfirmed report of survivor

5:01 pm - SnoHawk 10 picked up 2 fatalities. Previous attempt to do so diverted to unconfirmed report of survivor

5:35 pm - SnoHawk 1 continues thermal search, no evidence of signs of life

6:00 pm - State Emergency Operations Center fully activated

6:25 pm - Air search operations concluded for day 1. local volunteers, loggers, contractors, family members, continue ground search until after 10pm. Many local volunteers worked with responders and led recovery efforts for up to 37 days following the slide

10:15 pm - Governor Inslee declares State of Emergency

Handout: Situation Unit Leader Checklist

Situation Unit Leader

- Reports to the Intel/Situation Branch Director

Responsibilities:

1. Collect, organize, and analyze all disaster situation information maintaining maximum situational awareness.
2. Build the Situation Unit with appropriate staff including Display Processors and Field Observers.
3. Ensure that information collected from all sources is validated prior to posting or distribution.
4. Ensure that situation reports are developed utilizing forms and displays for dissemination to EOC and to any operational area(s).
5. Serve as the central point for information collection from all operational units within the EOC, including the Citizen's Information Center (CIC).
6. Complete the Situation Report (SITREP) for approval and submission to partner organizations and the State.
7. Ensure appropriate information display in the operation EOC.
8. Provide essential elements of information to the State as required using various communications software such as EM Constellation etc.

Activation Phase:

- Follow the generic Activation Phase Checklist.

Operational Phase:

- Establish or log in on a position/unit log (ICS 214) and maintain other necessary files.
- Ensure all information is displayed correctly in the EOC in accordance with the current display layout.
- Report all appropriate information to the Branch Director as required.
- Prepare and ensure appropriate information for display in the EOC regarding the incident.
- Work with other Sections in the EOC to acquire appropriate information.
- Regularly apprise the Branch Director or Section Chief of the situation of the incident as it progresses as well as provide input to any intelligence function established.
- Track the movement of any tropical/weather system(s) or other threats as necessary.
- Produce wind field timelines in tropical situations and apprise the Branch Director or Section Chief of peak winds timing for emergency response shut down.
- Assist the CIC with continuity issues.
- Work closely with the Damage Assessment Branch to ensure reported damages are collected.

Demobilization Phase:

- Follow the generic Demobilization Phase Checklist.

Recovery Phase:

- Follow generic Recovery Phase Checklist.

Unit 8: Course Review, Final Exercise, and Post-Assessment

Visual 1: K2302

EOC Leaders Skillset Course

Unit 8: Course Review, Final Exercise, and Post-Assessment

Visual 2: Unit 8 Learning Objective

After this Unit, you will be able to:

- Analyze the tasks aligned to all EOC leaders and implement them within an EOC.

Visual 3: Laying the Foundation for EOC Organizational Structures through NIMS and NQS



Visual 4: Class Discussion



What is NIMS based on, and how does it impact EOCs?

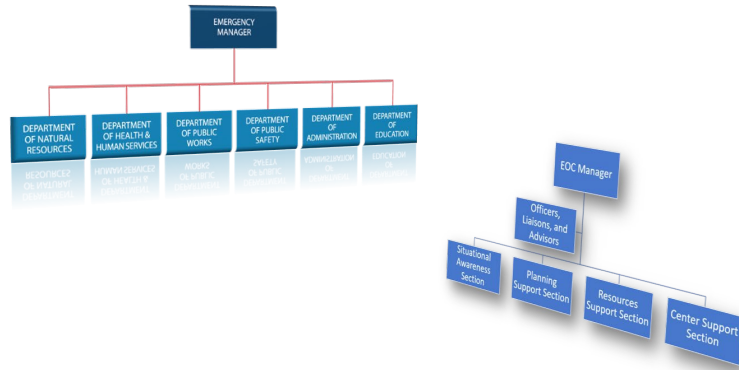


Prompt:

Share some lessons learned regarding NIMS and how it impacts EOCs.

Student
Manual

Visual 5: Class Discussion



1. What two structures are represented here?
2. Who/what determines an EOC structure?

Two organization structures. First - All Departments (Natural Resources, Health & Human Services, Public Works, Public Safety, Administration, Education) directly report to the Emergency Manager. Second - The different Sections (Situational Awareness, Planning Support, Resources Support, Center Support) report to the EOC Manager and to the Officers, Liaisons, and Advisors (who also report to the EOC Manager).

There are many EOC structures. Your EOC’s structure is determined by your community.

Questions:

What two structures are represented on the slide?



Student Manual

Who/what determines an EOC structure?

Visual 6: Class Discussion

How will PTBs enable EOCs to run more efficiently and effectively?



Student
Manual

Question:

How will PTBs enable EOCs to run more efficiently and effectively?

Visual 7: The Role of EOC Skillsets



Visual 8: EOC Skillsets Course – Leaders

Coordination and Individual Contribution

Leaders (and all positions) must act with individual accountability and coordination.

Center Management

Leaders must oversee all center activities.



Visual 9: EOC Skillsets Course – Leaders

Leadership

Leaders must perform generic tasks that apply to anyone in an EOC leadership position.



Policy and Direction

Leaders must support coordinated incident management among their EOC and others (e.g., MAC Group, Policy Group).



Visual 10: EOC Skillsets Course – Planning Support

Performance Improvement

EOCs must collect and analyze information about EOC operations to support process and performance improvements.

Planning

EOCs must develop incident-specific plans.

Recovery Coordination

EOCs must understand an incident's impact on the community and be able to prepare for long-term recovery.



Visual 11: EOC Skillsets Course – Resources Support

Understanding the Resource Requirement

EOCs must gather and understand resource needs in order to communicate resource specifications.

Resource Sourcing

EOCs must understand resource options in order to acquire resources to support incident operations.



Visual 12: EOC Skillsets Course – Resources Support

Resource Ordering and Acquiring Tracking

EOCs must understand how to order and acquire resources.

Resource Tracking

EOCs must track acquired resources from mobilization through demobilization.



Visual 13: EOC Skillsets Course – Resources Support

EOC Facility Management

EOCs must oversee the operational and logistical management of the EOC facility.

Finance

EOCs must oversee EOC procurement policies and fiscal management activities.



Visual 14: EOC Skillsets Course – Operations & Situational Awareness

Action Tracking

EOCs must communicate and track action items through resolution.



Situation Awareness

EOCs must gather and analyze an incident's situational information to inform EOC actions and decision-making.



Visual 15: EOC Skillsets Course – Operations & Situational Awareness

Document and Records Management

EOCs must gather, handle, share, and archive incident documentation.

Organizational Representations

EOCs must represent their organization in the EOC to support incident operations.



Visual 16: Understanding the Center Management Tasks that EOC Leaders Must Know



Question:

What were some of your specific takeaways from the importance of EOC leaders understanding Center Management?



Student
Manual

Visual 17: Opening and Activating Your EOC



Visual 18: Establishing Communications for the EOC

- Ensuring interoperable communication capabilities
- ESF organizational method



Ensuring interoperable communication capabilities



Student
Manual

ESF organizational method

Visual 19: Policy and Direction for EOC Leaders



Visual 20: EOC Guidance on Strategic Priorities and Resource Support



Question:

What are some of your key takeaways on SMART objectives?



Instructor
Note

Visual 21: Understanding the Whole-Community Concept and the Impacted Community’s Cultural Sensitivities



Question:

What are some lessons learned from our conversations on cultural competence?



Student Manual

Visual 22: Establishing and Communicating Policy Decisions

- Policy Group provides EOC leaders with decisions to be executed.
- EOC leaders (or other designated personnel) enable the acquisition of resources to execute the policy decisions.



Policy/MAC Group



Emergency Operations Center (EOC)



Incident Commander

Visual 23: Process for Sharing Information with the Public and Stakeholders

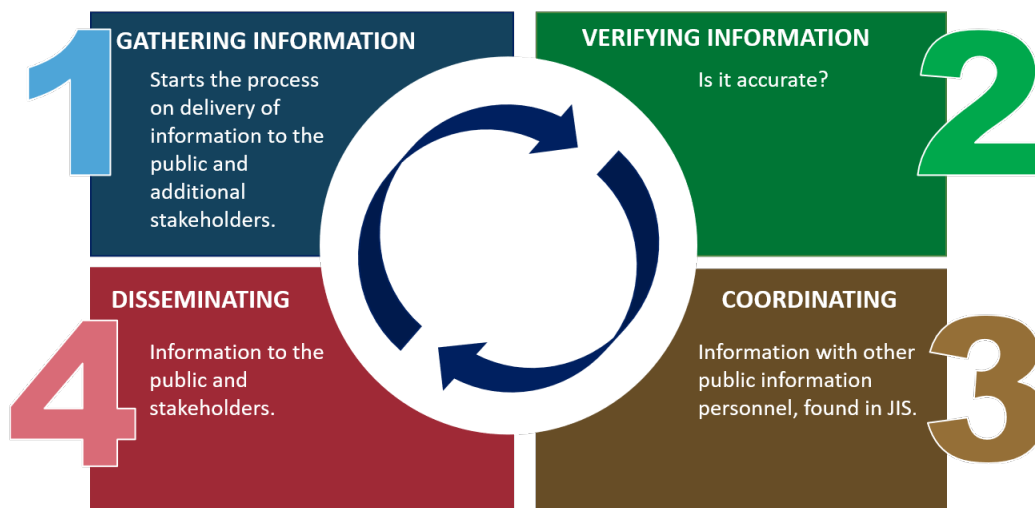


Diagram with 4 steps to the process of sharing information with the Public and Stakeholders: Step 1 - Gathering Information starts the process on delivery of information to the public and additional stakeholders. Step 2 - Verifying Information - Is it accurate? Step 3 - Coordinating information with other public information personnel, found in JIS. Step 4 - Disseminating information to the public and stakeholders.

Visual 24: Understanding the Leadership Skillset as EOC Leaders



Question:

Why is it important to have good leadership skills as an EOC leader?



Student
Manual

Visual 25: Exhibiting Principles of Duty, Respect, and Integrity



- **BRIEFINGS AND MEETINGS** – Include all emergency management personnel.
- **COMMON GOALS** – Everyone working towards same outcome.
- **VOICES BE HEARD** – Ensure everyone’s voice is heard.
- **STRONG COMMUNITY** – Establish and maintain strong relationships.
- **ASK FOR HELP** – Seek guidance and assistance.

Visual 26: The Importance of Understanding Your EOC's and the Policy Group's Roles and Responsibilities



Question:

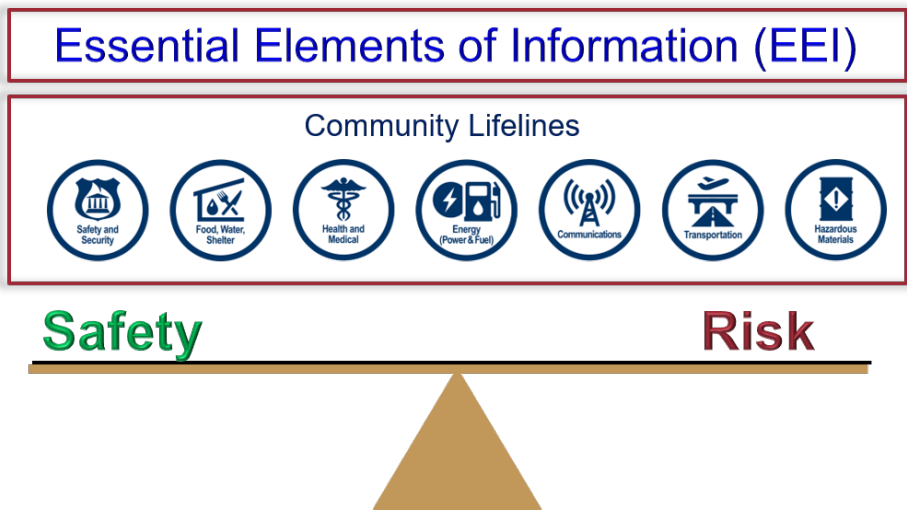
Why is it important to keep the Policy Group and the EOC in their own lanes? What are some examples of difficulties that could arise if everyone plays in the same lane?



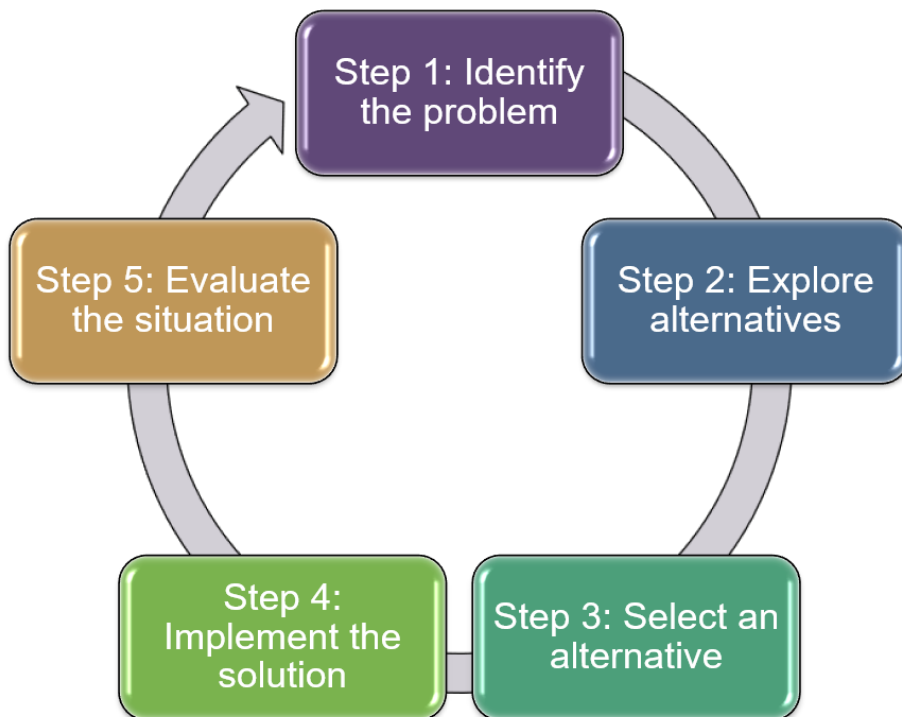
Student
Manual

Visual 27: Informed Decision-Making

INFORMED DECISION-MAKING



Visual 28: When Making Decisions or Solving Problems, Use the Guide Below



Student
Manual

Leaders will be faced with having to make decisions and solve problems. There are steps you can take when doing so:

1. Clearly define the issue/problem at hand and view it from different perspectives.
2. Explore the alternatives.
3. Select the alternative to move forward.
4. Implement the proposed solution.
5. Evaluate the situation and solution.

Visual 29: The Importance of Meetings/Briefings



Student
Manual

It is important to maintain operational rhythm. Operational rhythm relies on:

- Regular meetings/briefing to keep EOC personnel up to date on the EOC objectives across operational periods
- Strong communication within and outside of the EOC

A good resource to guide you on meetings/briefings is the EOC's SOP.

Visual 30: Establishing and Supporting the Health, Safety, and Welfare of Your Personnel

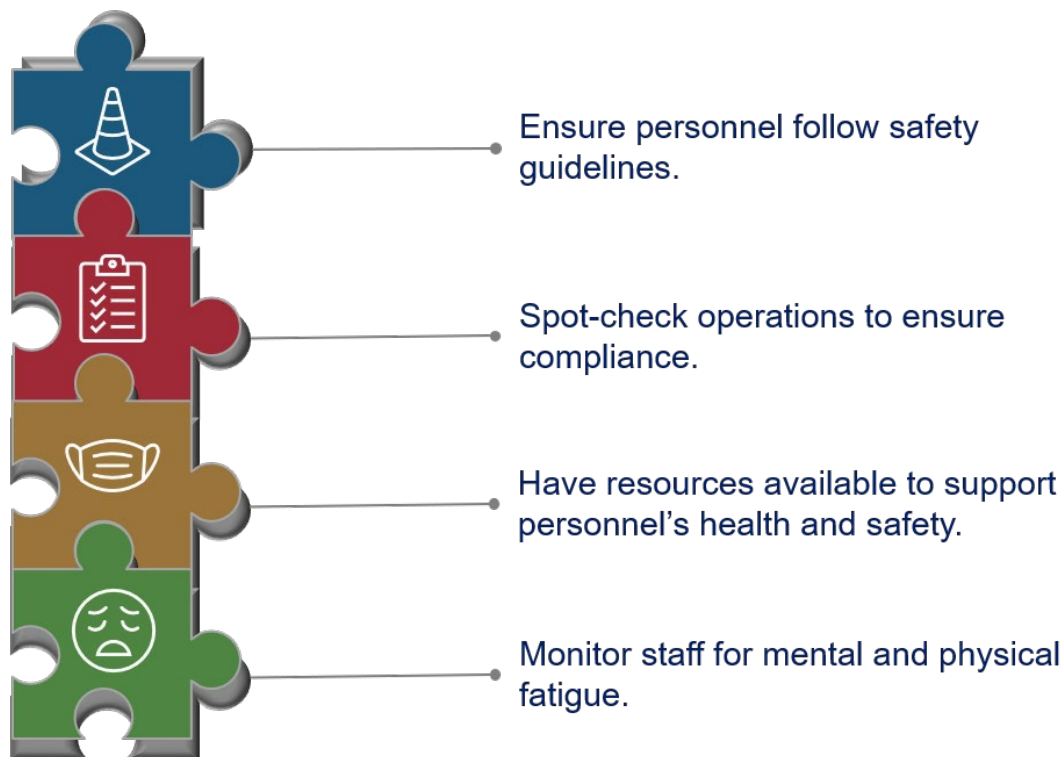


Image is 4 puzzle pieces put together. First puzzle piece with safety cone icon: Ensure personnel follow safety guidelines. Second puzzle piece with check list icon: Spot-check operations to ensure compliance. Third puzzle piece with mask icon: Have resources available to support personnel's health and safety. Fourth puzzle piece with fatigued face icon: monitor staff for mental and physical fatigue.



Student
Manual

Health, safety, and welfare examples:

- COVID has prompted many new guidelines for EOCs, such as room sizes required for personnel (i.e., to allow for six feet apart). This may seem easy enough, however EOCs get crowded quickly. So, leaders have to ensure the EOC can run efficiently and effectively while still following safety guidelines.
- Before releasing EOC personnel (i.e., demobilization), ensure they are well-rested and healthy before driving back home.

Visual 31: Poll: Share Something You Have Learned in This Course



Visual 32: Breakout Group: Final Course Activity (2 hours)

Directions:

1. As a group, review and share your thoughts on the questions listed in the "*Unit 8 - Flood Scenario*." **Note** that more instructions are given in this document. Review the content in the following documents to complete this step and the next:
 - "*Unit 8 - Flood Scenario*"
 - "*1700 SITREP*"
 - "*Community Lifelines Handout*"
2. Develop a slide deck using the "*Final Exercise - Operational Briefing*."
3. Have one group member take notes and a different group member present a part of your group's Operational Briefing to the class.



DIRECTIONS:



Student
Manual

1. In your group, discuss and answer the questions within the "*Unit 8 - Flood Scenario*," and fill out the "*Final Exercise - Operational Briefing*," based on the scenario, the "*1700 SITREP*," and the "*Community Lifelines Handout*."
2. You will have 1 hour to complete the full activity.
3. Choose a group member to take notes and one member to present your assigned operational briefing categories.
 - Briefing Categories (these are agenda actions listed on slide 2 of the "*Final Exercise - Operational Briefing*" PowerPoint; these should already have group numbers assigned to them):
 - Review the agenda and facilitate the briefing.
 - Present the EOC objectives.
 - Provide information on the current situation.

- Provide current assessment, including accomplishments.
- Review applicable maps, weather conditions, diagrams, and other technology references.
- Cover the work assignments and staffing for the upcoming operational period.
- Provide fiscal updates.
- Provide updates on transportation, communication, and supplies.
- Provide information on public information issues.
- Review relevant interagency information
- Cover safety thinking and preview the next operational period.

Visual 33: EMI Course Evaluation Form: Block #3 – Work Location

- Alabama – 02
- Alaska – 01
- American Samoa – 04
- Arizona – 05
- Arkansas – 03
- California – 06
- Canal Zone – 09
- Colorado – 07
- Connecticut – 08
- Delaware – 11
- District of Columbia – 10
- Florida – 12
- Georgia – 13
- Guam – 14
- Hawaii – 15
- Idaho – 17
- Illinois – 18
- Indiana – 19
- Iowa – 16
- Kansas – 20
- Kentucky – 21
- Louisiana – 22
- Maine – 25
- Maryland – 24
- Massachusetts – 23
- Michigan – 26
- Minnesota – 27
- Mississippi – 29
- Missouri – 28
- Montana – 30
- Nebraska – 33
- Nevada – 37
- New Hampshire – 34
- New Jersey – 35
- New Mexico – 36
- New York – 38
- North Carolina – 31
- North Dakota – 32
- Ohio – 39
- Oklahoma – 40
- Oregon – 41
- Other – 58
- Pennsylvania – 42
- Puerto Rico – 43
- Rhode Island – 44
- South Carolina – 45
- South Dakota – 46
- Tennessee – 47
- Texas – 49
- U.S. Trust Territories – 48
- Utah – 50
- Vermont – 53
- Virgin Islands – 52
- Virginia – 51
- Washington – 54
- West Virginia – 56
- Wisconsin – 55
- Wyoming – 57

Visual 34: Post-Assessment (20 minutes)

- Participants will access the link to take the post-assessment.
- Once completed, participants can log off from the course.



References

- [5 Steps to Solving the Problems with Your Problem Solving: www.inc.com/mike-figliuolo/decision-making-process.html](http://www.inc.com/mike-figliuolo/decision-making-process.html)

Handout: Unit 8 - Flood Scenario

Complete the following Flood Scenario document as part of your final exercise.

Handout: 1700 SITREP

Liberty County

Emergency Operations Center

SITUATION REPORT

DATE: March 19, 1700 EST

This is the Situation Report for Friday, March 19. This information is current as of 1700 EST. The next scheduled Level 1 briefing is set for 2021, March 19th.

INCIDENT SYNOPSIS

County and local government agencies are continuing to assess the damage from storms which tracked across the Liberty County over the last 72 hours. There are no reports of injuries, but there have been numerous reports of property losses, road damage, and debris due to flooding. Additional storms moved across the state today, bringing more rain, damaging winds, hail, and an unconfirmed tornado north of Roaring River.

DECLARATIONS

Listing: No State of Emergency declarations have been declared yet.

SHELTERS

There are two shelters in Central City that are open. There is one shelter on standby.

WEATHER & HYDROLOGY

The National Weather Service reports that with the region's heavy rain, snow melt, and saturated soils over the past several days, a flash flood watch that was issued for west central and central Liberty County has been extended until 8 pm. High winds, heavy rain, and localized flooding affected most of the state. Strong gusty winds and 2" hail stones were reported throughout the state.

COUNTY IMPACTS

The State EMA has contacted Liberty County's EMA. The state has no requests for assistance at this time.

After the recent windstorm, the County EMA Director is reporting agriculture damage. Many trees and power lines are down throughout the county. Downtown Central received high winds that downed trees and power lines. A large debris field is reported along State Highway 107.

A state of emergency has been declared in Roaring River. There are reports of a potential tornado passing over the town. There is a damage path approximately one mile in length and National Weather Service reported rotation detected in the area at approximately the same time the town was damaged.

There have been rescues of people from collapsed structures. Injuries have been reported, but there are no known fatalities.

The main Liberty County rail line is blocked by downed trees, which are in the process of being cleared.

No state support has been requested at this time, but this may change as damage assessment progresses.

A stream has flooded into the parking lot behind the Motor Lodge in East Central City. Fifteen homes were flooded and residences will be displaced.

STATE ASSISTANCE ACTIONS BY EMERGENCY SUPPORT FUNCTION

ESF 1 – Transportation

LCDOT reports they have opened the District Operations Center (DOC) to monitor crews working on storm cleanup efforts. They have several routes closed due to flooding, trees, and power lines down on system routes. The State of Columbia will monitor the LCDOT Radio – Main Frequency, while in active response to storm damage.

As of 1530 hours, LCDOT reports 39 flood and storm-related road closures and five restrictions due to the recent storms.

ESF 3 – Engineering and Public Works

State of Columbia EPA has not received any notifications of significant impacts to public works under their regulatory authority relative to this incident, or released reports indicating substantial or imminent threat to public health, safety, or the environment.

All dams are being monitored by State resources. Currently, the Liberty County Dam is at Level 2, the second of three stages. Concern is based on the high level of the water, not on any fear of structural failure.

ESF 6 – Mass Care Shelter

Status Update (As of 0800 hours)

There are 3 shelters open, reporting the populations listed below. There are 2 shelters on standby.

Liberty County - Location: First Nazarene Church - Type: Open and Population 72

Liberty County - Location: Civic Center - Type: Open and Population 112

Liberty County - Location: Old YMCA - Type: Open and Population 0

No mission requests as of this report.

Department of Aging

The State Department of Aging has been in contact with the five area agencies on aging (AAAs) and regional long-term care ombudsman programs (RLTCOP) that serve the impacted counties and asked them to continue to assess and report the impact of the flooding on elders and delivery of senior services. Several AAAs have activated their emergency plans and are contacting consumers, providers, and facilities in the impacted areas. Information about the dam in the Liberty County area has been shared with appropriate AAAs and RLTCOPs to determine if there are consumers and/or facilities at risk. The senior center in Liberty County can be staged to be a shelter if needed. Aging provided weather forecasts and warnings to all AAAs and RLTCOP in advance of potential severe weather this afternoon and evening.

Liberty County VOAD

VOAD reports that Red Cross is currently working six cases in their area due to flooding. No additional assistance is being requested at this time.

ESF 7 – Resource Support

The State EOC has not received any mission support requests. ESF 7 provided an information paper on sandbag availability and use to the field desk for a county request.

ESF 8 – Public Health and Medical Services

The Liberty County Department of Health (LCDH) has maintained contact with local health districts, regional healthcare coordinators, and long-term care facilities in the affected areas. To date, hospitals, health districts, and long-term care facilities have expressed no needs, save one local health district that indicated it may apply for private well water sampling program. The Central City Health Department has been asked to supply tetanus vaccinations to their emergency responders, but they have not asked for any vaccines from LCDH.

ESF 10 – Hazardous Materials and Weapons of Mass Destruction

EPA has not received any release reports for hazardous materials that have a specific, direct relationship to this flash flooding incident.

ESF 12 – Energy and Public Utilities

As of 1630 hours, Liberty County utilities report approximately 29,607 homes and businesses (down from nearly 63,000 at 1430 hours) without power due to this evening's severe storms that swept through the state.

Statewide Approximate Total: 229,607

ESF 15 – Emergency Public Information and External Affairs

The State Joint Information Center is coordinating messages with participating state agencies on preparedness messages and information as the storms pass and we prepare for recovery.

A press release has been issued regarding the activation and status of the State EOC.

Currently, 20 tweets have been issued and no media interviews have been conducted. SITREP DATA/BRIEFING This is the second Situation Report for this incident.

SITREP DATA/BRIEFING

This is the second Situation Report for this incident.

HOURS OF OPERATION

The County EOC's Assessment Room has been staffed the entire day of March 19th and will be staffed until further notice.

Handout: Community Lifelines Handout (1 of 2)

Community Lifelines enable the continuous operation of critical government and business functions and are essential to human health and safety or economic security. These services are organized and aligned to one of seven lifelines: (1) safety and security; (2) food, water, shelter; (3) health and medical; (4) energy; (5) communications; (6) transportation; and (7) hazardous materials.

*During steady-state operations, lifeline services are provided by public, private, and nonprofit entities that are organic within a community. They include a range of critical day-to-day services that communities rely on to protect life and property. While most disruptions to these services are directly resolved by the organic lifeline service providers (e.g., power and utility companies), **the priority of response operations following an incident is to stabilize the lifeline services by the most effective means (e.g., contingency solutions and emergency repairs) available when they are destroyed or significantly disrupted by disasters.***

| Lifeline | Components |
|----------------------|--|
| Safety and Security | <ol style="list-style-type: none"> 1. Law Enforcement/Security 2. Fire Service 3. Search and Rescue 4. Government Service 5. Community Safety |
| Food, Water, Shelter | <ol style="list-style-type: none"> 1. Food 2. Water 3. Shelter 4. Agriculture |
| Health & Medical | <ol style="list-style-type: none"> 1. Medical Care 2. Public Health 3. Patient Movement 4. Medical Supply Chain 5. Fatality Management |
| Energy | <ol style="list-style-type: none"> 1. Power Grid 2. Fuel |
| Communications | <ol style="list-style-type: none"> 1. Infrastructure 2. Responder Communications 3. Alerts, Warnings, and Messages 4. Finance 5. 911 and Dispatch |
| Transportation | <ol style="list-style-type: none"> 1. Highway/Roadway/Motor Vehicle 2. Mass Transit 3. Railway 4. Aviation |

| Lifeline | Components |
|---------------------|---|
| | 5. Maritime |
| Hazardous Materials | <ol style="list-style-type: none">1. Facilities2. HAZMAT, Pollutants, Contaminants |

Handout: Community Lifelines Handout (2 of 2)

Understanding projected or actual impacts to lifeline services at the beginning of an operation is the first step toward developing effective solutions and scoping operational requirements. By establishing a comprehensive understanding of the severity of impacts to lifeline services, the most effective solutions for alleviating threats to life and property can be identified and implemented as early into a disaster response as possible. Community Lifeline reporting tools use four color assessment statuses (grey, red, yellow, and green) for operational reporting on impacted lifelines.

- Grey indicates no clear understanding of the extent of the disruption and impacts.
- Red indicates lifeline services disrupted and no requirements or solution identified.
- Yellow indicates a solution identified and plan of action in progress.
- Green indicates stabilization of the lifeline (e.g., critical lifeline services are available to survivors and responders).

Below is an example of a Community Lifelines analysis:



More information on Community Lifelines, including the Community Lifelines Toolkit, can be found at: [Community Lifelines |FEMA.gov](https://www.fema.gov/community-lifelines).

An example of the Community Lifelines with different colored statuses. Safety and Security has a green circle. Food, Water, Shelter has a red circle. Health and Medical has a green circle. Energy (Power & Fuel) has a yellow circle. Communications has a yellow circle. Transportation has a red circle. Hazardous Materials has a red circle.

Handout: Final Exercise - Operational Briefing

Complete the following Operational Briefing PowerPoint as part of your final exercise.