



STEP SIX

Plan Implementation and Maintenance

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This facilitator’s guide outlines the content, activities, and handouts that should be used to teach this section. Refer to this document for detailed guidance on how to deliver ReadyCommunity Step Six.

STEP SIX

Plan Implementation and Maintenance

Before Starting Step Six...

Prior to moving on to Step Six, the core and planning teams should complete these activities from Step Five:

- Scenario Assessment of the Emergency Plan (Step Five – Handout 4)
- Approval and Distribution of the Plan
- Develop Community Education Materials (Step Five – Handouts 5 and 6)

Overview

A plan that has incorporated the comments and accounted for the needs of all sectors of a community takes a while to build, but it isn't complete until you establish a schedule for implementing and maintaining the plan. This module helps close the loop in the planning process and establish the base for the next planning cycle.

Objectives

This Module will help facilitate:

- Establishing a strategy for testing the plan
- Creating a schedule for maintaining the plan

Estimated Time to Complete Step Six Activities

Two and a half hours

References to FEMA's CPG 101

Pages 4-2 to 4-6

References

Emergency Planning Exercises for Your Organization <http://www.fema.gov/privatesector/exercises.shtm>

FEMA Lessons Learned Information Sharing: Community Preparedness
<https://www.ilis.dhs.gov/DynamicPage.do?pageTitle=CommunityPreparednessEX>

Emergency exercise and training techniques
[http://www.ema.gov.au/www/emaweb/rwpattach.nsf/VAP/\(3A6790B96C927794AF1031D9395C5C20\)~Emergency_exercise_and_training_techniques.pdf/\\$file/Emergency_exercise_and_training_techniques.pdf](http://www.ema.gov.au/www/emaweb/rwpattach.nsf/VAP/(3A6790B96C927794AF1031D9395C5C20)~Emergency_exercise_and_training_techniques.pdf/$file/Emergency_exercise_and_training_techniques.pdf)

Homeland Security Exercise and Evaluation Program https://hseep.dhs.gov/pages/1001_HSEEP7.aspx

Homeland Security Exercise and Evaluation Program, Volume I HSEEP Overview and Exercise Program Management, pp. 9-12 <https://hseep.dhs.gov/support/Volumel.pdf>

Plan Implementation and Maintenance

This session should include all planning team members if possible. During this session, the coach will lead the planning team through the final step of the planning process. Participants will discuss the importance of training and exercising the plan. They will also develop a schedule for reviewing the plan. All plans need to finally move to implementation. One person usually assumes responsibility for leading this stage of the process. For an emergency plan, the local emergency manager is the most probable person for this role, but that may vary by community.

Advance Preparation

One Week Prior

- Follow up with local point person
 - Confirm final count
 - Discuss any questions/concerns that may have surfaced
 - Discuss homework
- Send reminder to attendees
 - Confirm date, time, location
 - Go over what they should expect, their responsibilities
- Confirm food and beverages, if being provided, with local point person
- Double check logistical arrangements
- Print handouts (See “Supplies Needed” below)
- Add your contact information to Slide 19 in PowerPoint “ReadyCommunity – Step Six”

Day of Event

Arrive at meeting place at least 45 minutes prior to meeting in order to:

- Set up PowerPoint equipment. Have the first slide displayed as participants arrive.
- Arrange tables and chairs so that participants can be face-to-face. A U-shape works well with the projector screen in the opening of the U.
- Prepare a sign-in table so that you can ensure you have accurate contact information for all participants.
- Set up refreshments (optional).

Supplies Needed

Talking Points from Step Five
Copies of the full Emergency Operations Plan
Handout 1 – Implementation in Normal Times: What and When
Handout 2 – Evaluate the Scope of the Plan in Addressing the Needs of Disadvantaged Populations
Handout 3 – Review, Revise and Maintain the Plan
Handout 4a – Flood Scenario Revisited
Handout 4b – Flood Scenario Tear Sheet
Handout 4c – Facilitator Notes for Flood Scenario
Handout 5 – Exercise Your Plan
Handout 6 – Evaluation: Post Exercise or Plan Activation
Handout 7 – Sustain Community Commitment
Handout 8 – Tips for Hosting a Successful Community Fair
Handout 9 – Who to Invite?

Calendar
Computer
Projector
Screen or blank wall
Extension cord
Flipchart & easel
Markers
Sign in sheet
Nametags and name tents (unless all participants are well acquainted)
Calendar
Map of county/community

Support Documents

Comprehensive Planning Guide (CPG 101)

STEP SIX Detailed Instruction

Slide 1

ReadyCommunity

Welcome slide – have up when participants enter the room.

Warm up:

Ask each person to share the following information:

- Name (If they are not already acquainted)
- One thing they learned from the last community open house.



Supplies/Materials

Estimated Time

10-20 min. (depending on size of the group)

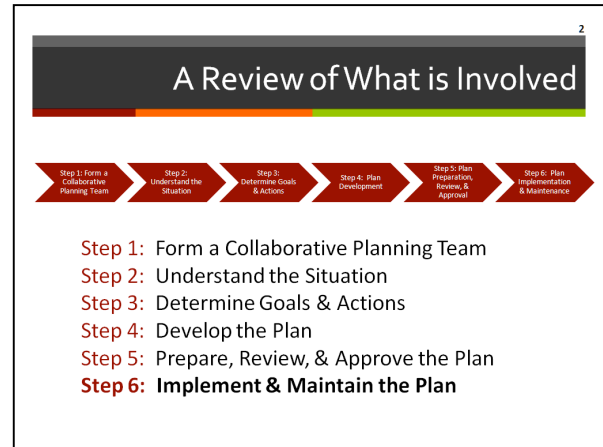
STEP SIX Detailed Instruction

Slide 2

A Review of What is Involved

As discussed earlier, the ReadyCommunity process follows six basic steps as outlined in CPG 101 and shown here.

Today the focus is on Step Six: Implement and Maintain the Plan.



Supplies/Materials

Estimated Time

1 min.

STEP SIX Detailed Instruction

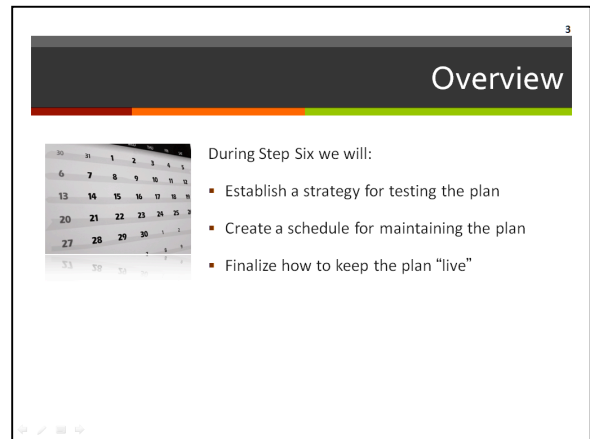
Slide 3

Overview

The purpose of this step is to close the loop in the planning process and establish the base for the next planning cycle.

This will involve:

1. Establishing a strategy for testing the plan
2. Create a schedule for maintaining the plan
3. Finalize how to keep the plan “live”



Supplies/Materials

Estimated Time

1 min.

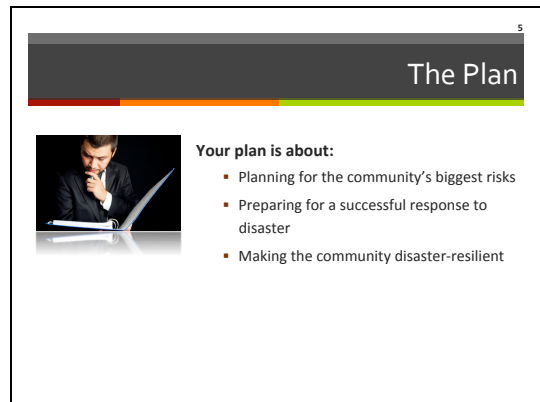
STEP SIX Detailed Instruction

Slide 4

The Plan

Re-orient the team by recapping what the team developed in Steps Four and Five.

Use the Talking Points developed in Step Five (Public Education Worksheet) to guide the recap. Make copies of the community's full plan available for reference.



Slide 4: The Plan

Your plan is about:

- Planning for the community's biggest risks
- Preparing for a successful response to disaster
- Making the community disaster-resilient

The slide features a dark header with the title 'The Plan' and a small number '5' in the top right corner. Below the header is a horizontal bar with red, orange, and green segments. To the left of the text is a small image of a man in a suit looking at a laptop. The text is in a clean, sans-serif font.

Supplies/Materials

Talking Points from Step Five

Copies of the full Emergency Operations Plan

Estimated Time

5 min.

STEP SIX Detailed Instruction

Slide 5

Action: Review, Revise, Maintain


All good plans are “living” plans—they don’t sit unused in a file or on a shelf.

To keep the community’s plan alive, periodically review the plan and compare it to information you’ve captured from:

- Exercises
- Post-disaster critiques
- Self-assessments
- Other activities

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Action: Review, Revise, Maintain



All good plans are “living” plans – they don’t sit unused in a file or on a shelf.

To keep the community’s plan alive, periodically review the plan based on:

- Exercises
- Post-disaster critiques
- Self-assessments
- Other activities

Supplies/Materials

Estimated Time

2 min.

STEP SIX Detailed Instruction

Slide 6

Action: Review, Revise, Maintain (con't)

When should you review and revise?

- Some teams agree to review sections of the plan each month or each quarter, and the full plan once a year.
- All plans should be reviewed at least once every two years. Refer back to your strategy to include the community in the review process. (Reference: Step One–Part A – four touch points in the planning process, Slide 10).

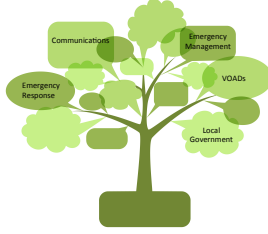
Ask participants:

Please take a few minutes now to decide on how often the plan will be routinely reviewed for revision and who will be responsible.

List responses on the flip chart.

The most effective plans are those that are exercised, reviewed, and revised on a regular basis.

Action: Review, Revise, Maintain



When should the community review and revise the plan?

- Some teams agree to review sections of the plan each month or quarter, and the full plan once a year.
- All plans should be reviewed at least once every two years.

Supplies/Materials

Flip Chart
Markers

Handout 1 – Implementation in Normal Times:
What and When?

Handout 2 – Evaluate the Scope of the Plan in
Addressing the Needs of Disadvantaged
Populations

Estimated Time

15 min.

STEP SIX Detailed Instruction

Slide 7

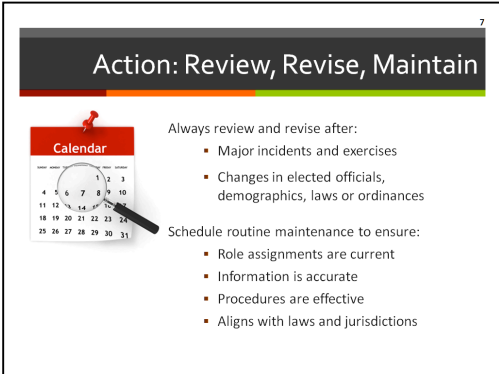
Action: Review, Revise, Maintain (con't)

In addition to the regularly scheduled reviews, consider planning to review and revise after:

- Major incidents and exercises
- Changes in elected officials, demographics, laws or ordinances

Schedule routine maintenance to ensure:

- Role assignments are current
- Information is accurate
- Procedures are effective
- Aligns with laws and jurisdictions



Action: Review, Revise, Maintain

Calendar

Always review and revise after:

- Major incidents and exercises
- Changes in elected officials, demographics, laws or ordinances

Schedule routine maintenance to ensure:

- Role assignments are current
- Information is accurate
- Procedures are effective
- Aligns with laws and jurisdictions

Supplies/Materials

Flip Chart
Markers

Handout 3 – Review, Revise, Maintain Worksheet

Estimated Time

5 min.

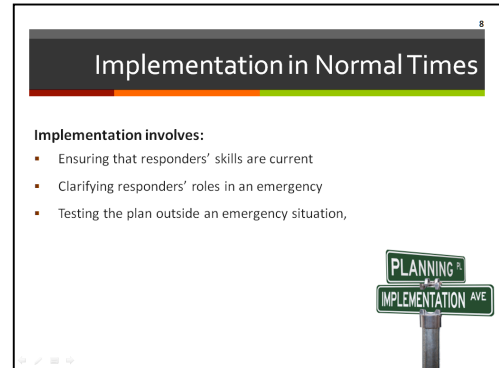
STEP SIX Detailed Instruction

Slide 8

Implementation in Normal Times

Implementing an emergency operations plan involves:

- Ensuring that responders' skills specific to emergencies are current
- Clarifying exactly what each responder's role is in an emergency
- Testing the plan outside an emergency or disaster situation, which increases your ability to respond quickly and efficiently during a real emergency



Supplies/Materials

Estimated Time

3 min.

STEP SIX Detailed Instruction

Slide 9

Action: Exercise the Plan

What's the difference between training and exercising?
Training focuses on individuals while exercises focus on the plan.

Provide training when:

- New people are hired or volunteer
- Job duties/tasks are reassigned
- The plan changes

Exercise the plan to:

- Develop/refresh skills
- Orient partners to their roles
- Assess the plan
- Strengthen cohesion among the various partners

SCENARIO REVISITED:

1. Distribute Handouts 4a and 4b – Flood Scenario Revisited and Flood Scenario Tear Sheet.
2. Next, using Handout 4c – Facilitator Flood Scenario Revisited assign individuals a role to play in the scenario. Ask the group to read the scenario and their role sheet (Handout 4b).
3. Next, discuss how individual's readiness will impact the community's response to the incident and refer to 'Discussion Questions' on Handout 4c – Facilitator Flood Scenario Revisited.

While training is not part of the community team's responsibility, this team can help stress the importance of training to the groups that members represent. The ability of an organization or business to respond to an emergency contributes to the overall community resilience. (Remember our definition of resiliency? [Step Two, p. 18/slide 22] Resiliency is "the ability to resist, absorb, recover from, or adapt to an adverse occurrence.")

In Step Four, you developed an Implementation Plan that you included in the Emergency Operations Plan. (Distribute copies of the implementation Plan.) Review the section for responsibilities, deadlines, and documentation notes. With this in mind, let's look at options for exercising the emergency operations plan.

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Action: Exercise the Plan

training

Provide training when:

- New people are hired or volunteer
- Job duties/tasks are reassigned
- The plan changes

Exercise the plan to:

- Develop/refresh skills
- Orient partners to their roles
- Assess the plan
- Strengthen cohesion

Supplies/Materials

Flip Chart
Markers

Handout 4a – Flood Scenario Revisited

Handout 4b – Flood Scenario Tear Sheet

Handout 4c – Facilitator Flood Scenario Revisited

Copies of the Implementation Plan (developed in Step Four)

Estimated Time

30 min.

STEP SIX Detailed Instruction

Slide 10 Exercise Types

The exercise methodology used is the Homeland Security Exercise and Evaluation Program (HSEEP).

The HSEEP uses seven exercise types with each representing increased complexity.


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Exercise Types

Homeland Security Exercise and Evaluation Program (HSEEP)
https://hseep.dhs.gov/pages/1001_HSEEP7.aspx

HSEEP's seven exercise types listed in increased complexity:

1. Seminars
2. Workshops
3. Tabletop exercises
4. Games/simulations
5. Drills
6. Functional Exercises (FE)
7. Full-scale Exercises (FSE)



Supplies/Materials

Estimated Time

3 min.

STEP SIX Detailed Instruction

Slide 11

Discussion-Based Exercises

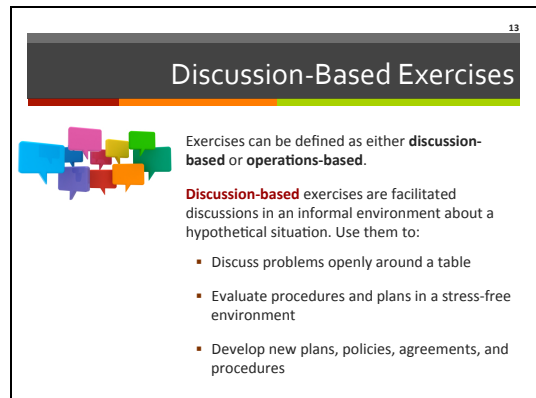
Distribute Handout 5 – Exercise Your Plan.

Review the handout with the group.

The HSEEP exercises are grouped as **discussion-based** or **operations-based**.

The four **discussion-based** exercises are facilitated discussions in informal environments. Review the discussion-based exercises:

- Seminars or lectures are primarily one-way communications in which you provide an orientation or overview of your topic.
- Workshops focus on specific goals—this session is in a workshop setting.
- A tabletop exercise is the next step in complexity. Only key personnel are involved in tabletops. A scenario about an event such as a flood is provided to the group. Then they talk about how they would respond to the event, based on the emergency operations plan.
- Games are more complex, but still conducted without actually using equipment or resources. Games simulate operations and may involve two or more teams.



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Discussion-Based Exercises

Exercises can be defined as either **discussion-based** or **operations-based**.

Discussion-based exercises are facilitated discussions in an informal environment about a hypothetical situation. Use them to:

- Discuss problems openly around a table
- Evaluate procedures and plans in a stress-free environment
- Develop new plans, policies, agreements, and procedures

Supplies/Materials

Flip Chart
Markers

Handout 5 – Exercise Your Plan

Estimated Time

5 min.

STEP SIX Detailed Instruction

Slide 12

Operations-Based Exercises

Handout 5 review continued...

Operations-based exercises are action-oriented and usually include a larger number of people. Discuss the operations-based exercises:

- Drills take the concept of games one step further in complexity. Drills may include activities such as evacuating a building to a designated location, or using new equipment: did the evacuation and report-in work as anticipated? Did the equipment work properly (operators knew what they were doing)?
- Functional exercises are intended to add stress and time constraints to the activity.
- A full-scale exercise is the most complex of exercises and requires multi-agency, multi-jurisdiction, and multi-organization coordination.

Ask participants:

- Do you have any experiences using the exercises?
- Which exercise types can your community most realistically use?

List responses on the flip chart.



It is most beneficial to the community if an exercise plan is adopted and carried out.

They can learn more about establishing an exercise and evaluation program by visiting the HSEEP website.

https://hseep.dhs.gov/pages/1001_HSEEP7.aspx

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Operations-Based Exercises



Operations-based exercises help validate plans, policies, agreements, and procedures; clarify roles; and identify resource gaps. Use operations (field) exercises to:

- Build cohesion among staff and agencies under simulated conditions
- Improve individual and team performance
- Assess emergency operations and reception centers for practicality
- Determine where practical improvements are needed

Supplies/Materials

Flip Chart
Markers

Handout 5 – Exercise Your Plan (con't)

Estimated Time

15 min.

STEP SIX Detailed Instruction

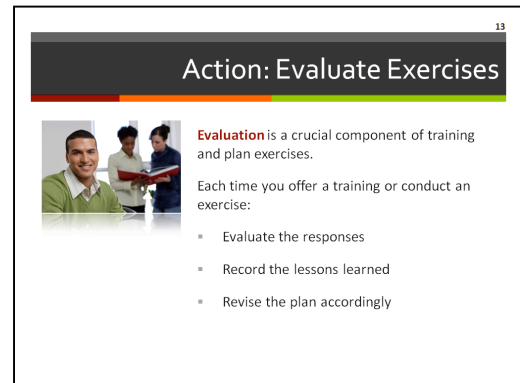
Slide 13

Action: Evaluate Exercises

Evaluation is a crucial component of training and plan exercises. An evaluation will capture information that may identify problems to be addressed when you revise the Emergency Operations Plan.

Each time you offer training or conduct an exercise, record the lessons learned from each. Here are three ways to capture that information.

- Hot wash
- Debrief
- After Action Report/Improvement Plan



Action: Evaluate Exercises

Evaluation is a crucial component of training and plan exercises.

Each time you offer a training or conduct an exercise:

- Evaluate the responses
- Record the lessons learned
- Revise the plan accordingly

Supplies/Materials

Handout 6 – Evaluation: Post Exercise or Plan Activation

Estimated Time

5 min.

STEP SIX Detailed Instruction

Slide 14

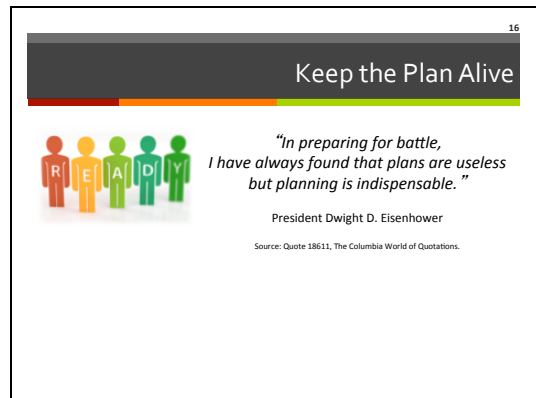
Keep the Plan Alive

Read the quote on the slide (or ask participants to read the quote).

This quote from President Eisenhower sums up the planning process quite nicely, even though we are not talking about going to battle.

Thinking through “what ifs,” talking with constituents and stakeholders, and writing and exercising a plan are extremely valuable steps.

Your plan continues to be a living document when you regularly review, revise, and maintain it. But the plan itself is only as good as those who know it and can quickly put it into action.



Supplies/Materials

Estimated Time

2 min.

STEP SIX Detailed Instruction

Slide 15 Sustainability

In Step Five, the team developed a public education plan that included ways to inform the community about key components of the emergency plan.

Discuss specific ways to sustain community commitment.

This team should consider recommending that a permanent community group be established to support/advise the EMA Director, staff or official designated to maintain the plan.

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Sustainability

The ability to **sustain community commitment** to being a **ReadyCommunity** will require:

- Strong communications network among businesses, agencies and groups
- Organizational commitment
- Visibility within the community



Supplies/Materials

Flip chart
Markers

Handout 7 – Sustain Community Commitment

Estimated Time

10 min.

STEP SIX Detailed Instruction

Slide 16

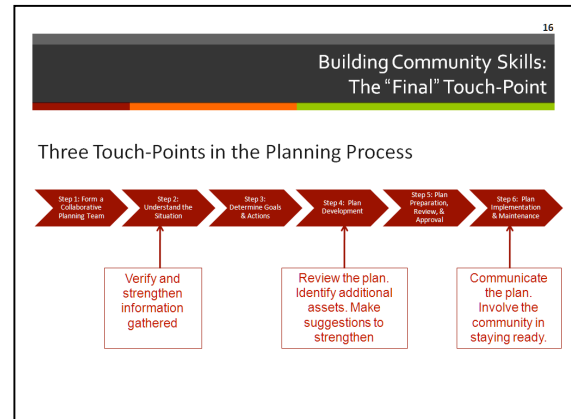
Building Community Skills: The “Final” Touch-Point

The final touch point in the planning process is to involve the community in learning how to be prepared and where they fit within the existing plan effectively.

Similar to the previous community events, this event will take the shape of a community fair.

Notice that “final” is in quotation marks. That is because, as we have discussed throughout this session, there is really no “final” step in emergency planning in that you never put it on the shelf and call it “done.”

Communities need to be always working at keeping the plan alive.



Supplies/Materials

Handout 8 – Tips for Hosting a Successful Community Fair

Estimated Time

5 min.

STEP SIX Detailed Instruction

Slide 17

Goals of the Community Event

The goals of this community event are three-fold.

1. The first is to provide the education and resources the individuals need in order to prepare their own families for disasters.
2. The second is to foster community volunteerism that can be tapped in the face of a disaster.
3. Finally, helping community members link to organizations that provide disaster-related training will strengthen both the individual and community responses.

Who in your community offers these types of educational resources?

Use Handout 9 – Who to Invite? to begin identifying agencies that may be willing to participate.

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Goals of the Community Event



- Provide education and resources to help individuals and families be prepared
- Foster disaster-related volunteerism
- Link community members to training events to strengthen individual and community readiness.

Supplies/Materials

Flip Chart
Markers

Handout 9 – Who to Invite?

Estimated Time

15 min.

STEP SIX Detailed Instruction

Slide 18

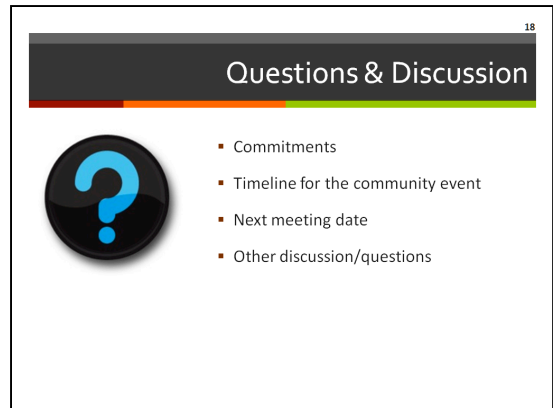
Questions and Discussion

Review any items that the group needs to consider in preparation for keeping the plan “live.”

What planning needs to take place for the community fair?

The slide provides some structure to this discussion, but feel free to add other items that are relevant to the group.

List responses on the flipchart.



Supplies/Materials

Flip Chart
Markers

Estimated Time

5 min.

STEP SIX Detailed Instruction

Slide 19

Contact Information

Thank the team for their great work today.

Be sure to include your contact information as well as the local point person's contact information so that all participants can stay connected to the planning process.



Supplies/Materials

Estimated Time

5 min.

Implementation in Normal Times: What and When?

The community Emergency Operations Plan includes several segments that should be implemented during normal times. Recap those items in a separate document so that you can follow up. Remember that this is a community plan. It is not just EMA’s responsibility.

Sample

Plan Segment	What	Due	Distribution?	Person Responsible
Maintenance				
	Update emergency contacts	Every 6 months, beginning June	Contact list	
	Review MOUs	Every September	Partner agencies	
	Exercise Plan	December	Partner agencies	
	Collect notes from exercises and incidents	See Exercise Plan for dates; following incidents		
	Special Needs Registry update			
Public Education				Education Team
	Talking Points	May 30		
	Brochure	May 30		
	Speaker schedule	July 1		
	Public Forums	March and September		
Revision				
	Assemble team			

Evaluate the Scope of the Plan in Addressing the Needs of Disadvantaged Populations

MDC has developed an assessment tool that can be used to determine if a local Emergency Operations Plan addresses the life situation of disadvantaged people who are especially vulnerable to disasters ("A Guide for Integrating Needs and Capabilities of Disadvantaged People Into Local Disaster Plans," September 2008).

This quality checklist is a modification of the MDC assessment tool and provides another opportunity for the core group to determine how effectively the plan addresses the needs and interests of disadvantaged populations in the community.

Does the plan define disadvantaged people?

- No
 Yes

IF YES, what is the definition of disadvantaged people in the plan?

Place a check by the types of disadvantaged people identified in the plan:

- Elderly
 Physically/mentally disabled
 Homeless
 Special needs
 Low-income single parent household
 Race/ethnic groups (specify)
 Other (specify) _____

Does the plan address the following issues that will influence its effectiveness in meeting the needs of disadvantaged persons?

Please indicate if the plan addresses these topics	Yes √	No √	IF NO, You should move to the following Step in the ReadyCommunity process
Identify and include representatives of disadvantaged groups.			Step One
Explain why the representatives of disadvantaged groups need to be involved in the planning process.			Step One
The current number of disadvantaged people exposed to hazards			Step Two

Please indicate if the plan addresses these topics	Yes √	No √	IF NO, You should move to the following Step in the ReadyCommunity process
Projections of the future number of disadvantaged people exposed to hazards			Step Two
Establish contact registry for people with special needs (e.g., handicapped, medical care).			Step Two
Current capacity and demands for facilities and services that support the disadvantaged (shelters, transportation, medical).			Step Two
Projected capacity and demands for facilities and services that support the disadvantaged (shelters, transportation, medical).			Step Two
Provide maps that visually portray the location of disadvantaged population housing.			Step Two
Provide maps that visually portray the location of facilities that serve the disadvantaged.			Step Two
Specify procedures to coordinate with local agencies that serve disadvantaged groups.			Steps Three and Four
Describe how to set up a center with procedures on roles/responsibilities of local organizations to serve disadvantaged.			Steps Three and Four
Objectives/strategies/tactics included in the plan specifically address the needs and interests of the disadvantaged.			Steps Three and Four
Include the support and involvement of individuals with formal authority and power to make changes that support disadvantaged groups (e.g., elected officials, staff from social service agencies, small-business owners, ministers, and grassroots activists).			Steps Three and Four
Explain the methods that will be used to inform disadvantaged groups of the arrangements to address their needs in the event of an emergency.			Step Five
Identify translators (languages of ethnic groups and deaf).			Step Five

Please indicate if the plan addresses these topics	Yes √	No √	IF NO, You should move to the following Step in the ReadyCommunity process
Set up call-in phone line that offers different languages.			Step Five
Arrangements made to contact ethnic radio/TV stations, and other outlets for disadvantaged.			Step Five
Identify indicators to monitor progress in informing disadvantaged groups (e.g., number of agencies working with disadvantaged that have disaster plans, percentage of disadvantaged aware of evacuation routes, number of homes occupied by low income in hazard areas).			Step Six
Identify individuals or organizations charged with monitoring indicators related to disadvantaged.			Step Six

Review, Revise and Maintain the Plan

Step Six closes the loop in the planning process. It focuses on adding the information gained by exercising the plan to the research collected in Step Two and starting the planning cycle over again. Remember, planning is a continuous process that does not stop when the plan is published. Plans should evolve as lessons are learned, new information and insights are obtained, and priorities are updated.

Planning teams should establish a process for reviewing and revising the plan. Reviews should be a recurring activity. In no case should any part of the plan go for more than two years without being reviewed and revised. Teams should also consider reviewing and updating the plan after key events that may affect the adequacy, feasibility, acceptability or completeness of the plan.

Events that may affect the adequacy, feasibility, acceptability, or completeness of the plan	In the past year, have any of these occurred: Yes/No	Will this affect the adequacy, feasibility, acceptability, or completeness of the plan? Yes/No	Response
A major incident (e.g., flood, tornado, gas line explosion)			
A change in operational resources (e.g., policy, personnel, organizational structures, management processes, facilities, equipment)			
A formal update of planning guidance or standards			
A change in elected officials			
Major exercises			
The jurisdiction’s demographics or hazard or threat profile			
The acceptability of various risks			
The enactment of new or amended laws or ordinances			

Flood Scenario Revisited

Background: It is March in Thomasville and the residents are experiencing a cold spring. Thomasville is a community of about 18,000 persons located in a small valley with a blue line creek running through a portion of the downtown. The community is surrounded by several small crop and livestock farms and a large county park offering camping and hiking trails is about 3 miles outside the city limits. There has been some flooding before, but not in the last 30 years.

Thomasville has grown by about 2,000 persons over the last two decades and most of the new residential development has occurred along the north/south two lane state road that parallels the creek that winds through the valley. Thomasville has its own water treatment and sewage plant; a fire department with two stations and 8 full time and 24 volunteer firemen; and a police department with 6 sworn officers. Thomasville also has access to the county's sheriff's department and two state highway officers. There are three ways to get in and out of Thomasville: the north/south 2 lane state road, a two lane east/west county road that 4 miles from town connects to a 4 lane state highway, and an intersecting county road that also moves traffic from east to west. There are a variety of city streets and smaller county roads throughout Thomasville and its surrounding area. There is a local radio station but the TV station is regional and comes from a larger city about 80 miles away.

The Event: Early in the morning of March 15th, the National Weather Service Doppler radar indicates that thunderstorms producing heavy rainfall and damaging winds in excess of 60 mph are headed towards Thomasville. By 9:00 a.m. that day, runoff from the heavy rain begins to flood low-lying areas in Thomasville and the wind downs power lines, causing power outages throughout the city. By 5:00 p.m., the normally quiet creek has crested its bank, causing more flooding. The strong winds continue to knock down more power lines. There are reports that in some areas of Thomasville, people are trapped in their businesses and homes, many streets and roads are flooded, and there is a concern for several homes that are located on a steep slope to the west of Thomasville.

The Results: Roads are closed, and the bridge that links the northern and southern parts of Thomasville has been washed out. The power is out in many areas across the community. The water and wastewater treatment plants are running on back-up power generators. The elementary and middle schools have decided to keep students at the schools because of concerns about bus safety and the high school students who attend the county high school will not have access to county buses to return home.

At the EOC: The Emergency Operations Center has been activated and the EMA director is in charge. He has delegated responsibility for the other sections. The sections are: Operations (responsible for coordinating with and supporting on-scene responders), Planning (gathers and analyzes information, keeps decision makers informed and tracks resources), Logistics (provides overall communications plan, coordinates transportation, housing, etc.), and Finance/Administration (coordinates financial management process for the incident). In addition, there are representatives from supporting agencies in the EOC.

Scenario adapted from:

<http://www.epa.gov/watersecurity/tools/trainingcd/Simple/Source/Scenario-8/SSc8-0.pdf>
Simple Tabletop Exercise, Interdependency – Natural Disaster Scenario, Scenario #8

Flood Scenario Revisited Tear Sheet

<p>Flood Scenario: Your Role You are the new payroll manager for the Water Resource Management Department. You started two days ago and are still learning the system. You have just been notified that you must track all overtime related to flood response and recovery so that the department can be reimbursed.</p>	<p>Flood Scenario: Your Role You have been employed by the town for about five years and have recently moved to the Water Resource Management Department. You have just been told that you need to assess an area of town for damage and potential damage to the water lines in an area of town you haven't inspected before.</p>
<p>Flood Scenario: Your Role You have been manager of the town's big box hardware store for about three months. You are happy with the employees and are just beginning to re-work the store's layout. You received a call early this morning from the EMA Director with a request for supplies. This was the first time you'd heard about a Memorandum of Understanding between the store and the EMA office. You've never experienced a disaster before, but your home is very near the flooded area and may be next. You want to help but are not sure what to do to keep the home office happy and help locally.</p>	<p>Flood Scenario: Your Role As principal of the elementary school, you are responsible for 150 students and 8 teachers, as well as cafeteria, janitorial and office staff. The superintendent announced on the local radio station that the schools would remain open because of bus safety concerns. However, parents continue to call in, and the teachers and staff are concerned about when the school will close and they can check on their homes. The cafeteria manager just called to say that the food supply truck can't get into town, so the lunch menu is going to comprise of whatever they have on hand – not much since today's truck had the week's supplies on it.</p>
<p>Flood Scenario: Your Role You are the assistant manager for the Sundowner Assisted Living Facility. When you arrived at the facility this morning, you learned that you'd probably have to evacuate the facility before the day is out. Most of the 30 residents are mobile, but you have six who will need assistance. You know there is an evacuation plan, but you haven't seen it – and the manager is on vacation and can't be reached.</p>	<p>Flood Scenario: Your Role</p>

Facilitator Flood Scenario Revisited

Role assignments:

1. The Water Resource Management Department has a new payroll manager. She has been on the job about two days and is still learning the system. Now she is charged with tracking overtime for reimbursement purposes.
2. The Water Resource Management Department is responsible for the town's water and sewer. Several areas need to be assessed for damages and potential damage. The only person available to send out at the moment is an employee who has been with the town for a while, but in another capacity. He isn't familiar with the roads and lines.
3. There is a Memorandum of Understanding with the big box hardware store for supplies, but the manager is new, is not familiar with the MOU, and has never experienced a disaster before.
4. The elementary school principal is maintaining the day's schedule, but parents and teachers are starting to call or drop by to ask about school closing and getting the children home.
5. The local assisted living facility is very near the flooded area and will probably be evacuated before the day is out. The manager knows the evacuation plan, but is on vacation and can't be reached.

Discussion questions:

- How do these situations affect the overall safety of the community's citizens?
- What can be done to improve before another disaster hits the community?
- Where does training fit in any of these situations? What about job aids?

Exercise Your Plan

The **Homeland Security Exercise and Evaluation Program (HSEEP)** serves as the exercise methodology common to all levels of government. The program uses seven exercise types that represent increasing complexity.

Discussion-based exercises are facilitated discussions in an informal environment about a hypothetical emergency situation. Equipment is not used, resources are not deployed, and time pressures are not applied. Use discussion-based exercises to

- Discuss problems openly around a table
 - Evaluate procedures and plans in a stress-free environment
 - Help groups understand agency roles, actions, and limitations
 - Develop new plans, policies, agreements, procedures
1. Seminars are generally used to orient participants or provide an overview of new or current plans, resources, strategies, concepts, or ideas.
 2. Workshops focus on achieving specific goals or building a product such as an emergency operation plan.
 3. Tabletop exercises (TTX) involve key personnel and use hypothetical scenarios to drive the conversation. The hypothetical situation in a *basic* tabletop exercise remains constant, while *advanced* tabletop exercise scenarios are altered through problems introduced during the exercise.
 4. Games are simulations of operations that may involve two or more teams. The simulations use rules, data, and procedures to depict real-life situations. The goal is to explore decision-making processes and consequences of decisions.

Operations-based exercises are used to validate plans, policies, agreements, and procedures; to clarify roles; and identify resource gaps. Use field exercises to

- Build cohesion among staff and agencies under simulated conditions
 - Improve individual and team performance
 - Assess emergency operations and reception centers for practicality
 - Determine where practical improvements are needed
5. Drills are used to validate one specific operation or function in a single agency or organization. They may be used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills.
 6. Functional exercises (FE) present complex and realistic problems requiring rapid and effective responses in a highly stressful, time-constrained environment. Functional exercises may be response- and recovery-focused or prevention-focused.
 7. Full-scale exercises (FSE) are multi-agency, multi-jurisdictional, multi-organizational exercises. They focus on implementing and analyzing plans, policies, procedures, and cooperative agreements. These exercises require critical thinking, rapid problem solving, and effective responses in real time by trained personnel.

Evaluation: Post Exercise or Plan Activation

Evaluating the effectiveness of plans involves a combination of training events, exercise, and real-world incidents to determine whether your goals, objectives, decisions, actions, and timing you outlined in the plan led to a successful response. Use the Lessons Learned Information Sharing website (<http://www.llis.dhs.gov>) as a forum for evaluating your concepts against the experience of others.

Exercise programs are integral to the planning process. Create an exercise program using the Homeland Security Exercise and Evaluation Program (www.hseep.dhs.gov). This program is based on a multi-year training and exercise plan.

An evaluation of any type of exercise or plan activation will capture information that may identify problems to be addressed when you revise the Emergency Operations Plan. Three tools are available for capturing this information:

1. A **hot wash** provides immediate, informal feedback following the activity. It allows evaluators to capture events while they're still fresh. Following an exercise or incident, a hot wash allows evaluators to collect information on players' or responders' level of satisfaction with the exercise or incident and it identifies issues, concerns, and proposed improvements of the exercise or Emergency Operations Plan.
2. A **debrief** is a more formal facilitated discussion. It allows planners, exercise facilitators, and evaluators to review and provide feedback on the exercise. Each person can provide an overview of the functional area observed. Discussions are recorded. Identified strengths and areas for improvement are analyzed for inclusion in the after action report/improvement plan (AAR/IP).
3. The **after action report/improvement plan** summarizes the exercise or event and analyzes performance of the tasks identified as important. It includes corrective actions for improvement, timelines for implementation, and assignment to responsible parties.

Sustain Community Commitment

In Step Five, you developed a public education plan that included ways to inform the community about key components of the emergency plan. This plan is part of the key to sustaining community commitment to being a ReadyCommunity.

The ability to sustain this effort will require:

- Communications network among businesses, agencies and groups
- Organizational commitment from businesses, agencies and other groups
- Visibility within the community

An active and open communications network between EMA, local government, businesses and groups in the community underlies organizational commitment and good visibility. As you implement the public education plan, update email and telephone lists to include new contacts. Contacts within these groups can help educate employees about the emergency plan and their role in preparing for and responding to disaster.

Organizational commitment to a ReadyCommunity will include engaged leaders who support preparedness practices within their organizations, such as:

- Continuity of Operations Plans
- Evacuation Plans
- Employees trained in first aid and work-related emergency operations
- CERT teams

Engaged leaders will also support preparedness practices/exercises with the community.

The exercise plan developed as part of the emergency plan maintenance should incorporate community participation. In addition to these exercises, work with VOAD, Red Cross, and Extension to develop capacity building activities for the community. These might include disaster preparedness fairs, workshops, and community forums.

Provide the Chamber of Commerce, Welcome Wagon, Newcomer's Club, and Real Estate agencies with supplies of your informational brochure. Recruit individuals to host neighborhood socials (potluck, chat session, etc.). During that time, talk about what it means to be a resilient and ready community.

Use media outlets to keep the community informed. Consider writing a regular column in the local paper or become a regular guest on local radio or television stations.

Establish a permanent community group to support and advise the Emergency Management Agency Director or other official designated to maintain the Emergency Operations Plan.

Tips for Hosting a Successful Community Fair

1. Select a Date and Time
 - Refer to the community calendar to avoid conflicts
 - Consider holding the event on a Saturday
2. Secure a Facility
 - Once you have selected some tentative dates, secure a facility
 - Next, based on the facility, determine the number of booths and activities the space will accommodate
3. Engage partners early in the planning process (3—6 months in advance)
 - Your partners may have great ideas to help you with planning, so ask for their input!
4. Interactive Activities (from your exhibitors – see Handout 9 – Who to Invite)
5. Local entertainment
6. Refreshments
 - Have a bake sale!
7. Advertising
 - Local newspapers, radio, television
 - Schools
 - Employment centers
 - Churches, synagogues
 - City/county newsletter
 - Main Street banner
8. Get the kids involved!
 - Work with local Boy and Girl Scout troops, youth city councils, 4-H, FFA, high school sports teams, university clubs, etc. They can bring good ideas to the table for engaging the youth in your community, and they can help facilitate the activities.
 - Contests
 - Poster/coloring
 - Photo Contest
 - Best emergency preparedness kit
 - “I remember when...” a writing contest for youth to share their disaster/emergency memories
 - Activities
 - Hands-on First Aid Clinics
 - Getting your pet ready (disaster/emergency pet care tips)
 - Games
 - Scavenger hunt

Who to Invite?

Use this handout to list those organizations/agencies in your community that could attend the community fair as an exhibitor addressing the information/activities listed below. Also list other topic areas you might want represented.

Family & Individual Needs	Community Organization/Agency Knowledgeable in this Activity
Building a family disaster kit	
Sterilizing water	
Preparing food without electricity	
Designing an emergency communication plan	
Health precautions in a disaster (specific to the disasters your community is most likely to face)	
Weatherizing your home	
Protecting your family’s legal documents for disaster	
Updating your insurance specific to the risks your community faces	
Business Needs	Community Organization/Person Knowledgeable in this Activity
Preparing your business for a disaster	
Updating your insurance specific to the risks your community faces	
Community Response Needs	Community Organization/Person Knowledgeable in this Activity
First aid training	
CPR training	
CERT	