

INDIVIDUAL ACTIVITY: ORGANIZATION INVOLVEMENT (SM p. 125)

The purpose of this activity is to emphasize the importance of obtaining input from the public- and private-sector organizations in developing your emergency plan. Working individually, you will have 25 minutes to complete the following activities:

- Estimate the degree of participation from the public- and private-sector organizations that were involved in the development of your emergency plan by completing Part 4 of the evaluation instrument on page 143.
- List the organizations that were not but should have been involved in developing the plan.

Public Sector

Private Sector

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Using Action Planning Framework 2 on pages 127 and 128, develop a list of objectives and activities that will involve the public- and private-sector organizations.

INDIVIDUAL ACTIVITY: SECTIONS OF THE PLAN (SM p. 126)

The purpose of this activity is to evaluate the sections of your basic plan. This activity depends on the evaluation criteria and the information presented in Section IB, Comprehensive Emergency Management Plan Format.

Using your plan, the evaluation criteria, and the information about planning format in the Student Manual, complete the following tasks:

- Rate the adequacy of each section of the plan and state the corrective actions required to improve the plan.
- Using Action Planning Framework 2 on the next page, list the objectives and associated activities required to improve your plan.

ACTION PLANNING FRAMEWORK 2

Objectives	Activities	Target Completion Dates

ACTION PLANNING FRAMEWORK 2 (Continued)

Objectives	Activities	Target Completion Dates

PAIRED ACTIVITY: PEER EVALUATION (SM p. 129)

The purpose of this activity is to assist you in improving your emergency plan. Your instructor will divide the participants into pairs. You will review each other's emergency plan and plan of action. By comparing your plans with those from a similar community, you will have an opportunity to improve your own.

You will then have 45 minutes to review the plans and 15 minutes to discuss the results of the concurrent plan reviews.

This will be a student-to-student activity; the instructors will become involved only when requested.

ACTION PLANNING FRAMEWORK 2

Objectives	Activities	Target Completion Dates

ACTION PLANNING FRAMEWORK 2 (Continued)

Objectives	Activities	Target Completion Dates

USE OF PLAN EVALUATION INSTRUMENT (SM p. 132)

PART 1—HAZARD ANALYSIS

A hazard/vulnerability analysis provides a basis for emergency planners to estimate the probability, controllability, duration, and potential impact of specific hazard threats. In addition, a hazard/vulnerability analysis is of great value to emergency operations personnel because it provides information and statistics that you can use to determine courses of action. To complete this evaluation, you must become familiar with the definitions used in the hazard/vulnerability analysis.

Prediction of a possible disaster is based on the logical affirmation of a forecast on the basis of observation, experience, scientific reason, or historical evidence from past events.

Frequency of disasters is based on past experience, historical events, and prediction of possible events to come. Frequency of disasters can be broken down into four categories: frequent, infrequent, rare, and extraordinary.

Controllability of disasters is generally limited to the power or authority of the local, state, or federal government to guide or manage direction, regulation, or coordination of activities through mitigation and preparedness measures taken before the incident and through response and recovery measures taken after the incident.

Duration of a disaster may include increased readiness, watch, warning, evacuation, onslaught, mass care, recovery—both short- and long-term—and the long-term residual effects of the disaster.

Scope of damages may be either wide and varied or limited, according to the severity of the disaster, the season of the year, and the time of day. All variables should be considered in the final analysis.

Intensity of impact may be either limited in nature or widespread, if not nationwide. Life, property, and the economy may be at risk.

These terms are used with the following forms to organize your evaluation of your own hazard/vulnerability analysis.

INSTRUCTIONS

Evaluate each element of your plan as indicated on the appropriate forms by rating them on a scale of 1 to 5, with 5 being the highest rating. The criteria rating the plans follow.

You will be asked to apply the 1-5 rating scale to selected sections of the plan evaluation instrument. Throughout this course, references have been made to the criteria to be used in assessing the adequacy at a given element. For example, when evaluating the extent to which a hazard analysis covers the duration of a disaster, you are asked to look for such indicators as readiness, watch, warning, evacuation, mass care, and recovery. In the area of prediction, you want to look for such indicators as observation, experience, scientific data, or historical evidence.

As you apply the evaluation instrument to a given plan, recall the criteria used in that portion of the course. Make your judgment as follows:

- 1 = None of the criteria indicated in the course are present.
- 2 = Few of the criteria are present.
- 3 = Some of the criteria are present.
- 4 = Most of the criteria are present.
- 5 = All of the criteria are present.

If, when evaluating a plan element, you encounter an element not addressed in the course instruction, make the rating based on your experience and best judgment.

Finally, keep in mind that this plan evaluation instrument is one method for evaluating a plan, not the method. Its purpose is to encourage you to focus, in a general sense, on the desirable elements of a strong emergency plan.

NATURAL HAZARD ANALYSIS EVALUATION

	Drought	Extreme Cold	Urban Fire	Range Fire	Forest Fire	Flood	Earthquake	Land Shift	Mudslide
Predictability of disaster has been stated									
Frequency of disaster has been stated									
Controllability measures have been completed for:									
Mitigation activities									
Preparedness activities									
Response activities									
Recovery activities									
Duration of disaster has been analyzed									
Analytic data on scope of damage have been completed									
Intensity of impact has been completed for:									
Life									
Property									
Economy									

NATURAL HAZARD ANALYSIS EVALUATION

(continued)

	Snow & Ice	Tsunami Sea Surge	Volcanic Eruption	Tornado	Hurricane	Typhoon	Cyclone	Sand/Dust Storms	Fog or Severe Smog	Agricult. Blight
Predictability of disaster has been stated										
Frequency of disaster has been stated										
Controllability measures have been completed for: Mitigation activities										
Preparedness activities										
Response activities										
Recovery activities										
Duration of disaster has been analyzed										
Analytic data on scope of damage have been completed										
Intensity of impact has been completed for: Life										
Property										
Economy										

ATTACK HAZARD ANALYSIS EVALUATION

	Biological	Chemical	Nuclear	Conventional
Predictability of disaster has been stated				
Frequency of disaster has been stated				
Controllability measures have been completed for:				
Mitigation activities				
Preparedness activities				
Response activities				
Recovery activities				
Duration of disaster has been analyzed				
Analytic data on scope of damage have been completed				
Intensity of impact has been completed for:				
Life				
Property				
Economy				

MANMADE HAZARD ANALYSIS EVALUATION

	Epidemic	Manmade Fire	Hazardous Materials Fixed-Site	Hazardous Materials Incident Transport	Nuclear Incident Fixed-Site Transport	Pollution	Resource & Energy Disruptions
Predictability of disaster has been stated							
Frequency of disaster has been stated							
Controllability measures have been completed for:							
Mitigation activities							
Preparedness activities							
Response activities							
Recovery activities							
Duration of disaster has been analyzed							
Analytic data on scope of damage have been completed							
Intensity of impact has been completed for:							
Life							
Property							
Economy							

MANMADE HAZARD ANALYSIS EVALUATION

(continued)

	Dam & Reservoir Breaks	Major Gas & Water Main Breaks	Major Transport. Accident	Mine Disasters	Pipe Line Explosions	Terrorism	Civil Disorders & Strikes
Predictability of disaster has been stated							
Frequency of disaster has been stated							
Controllability measures have been completed for:							
Mitigation activities							
Preparedness activities							
Response activities							
Recovery activities							
Duration of disaster has been analyzed							
Analytic data on scope of damage have been completed							
Intensity of impact has been completed for:							
Life							
Property							
Economy							

PART 2—VULNERABILITY ANALYSIS

A vulnerability analysis provides emergency personnel with an in-depth look at those areas in the community most vulnerable to the devastating effects of disasters. Therefore, the analysis is a useful tool for emergency personnel to consider the impacts of disaster on special facilities and populations within a community. If yes, score = 1; if no or N/A, score = 0.

	<u>Yes</u>	<u>No</u>	<u>N/A</u>
1. Population, based on ten-year census increments, 1980-1950	()	()	()
2. Transportation systems			
a. Highways	()	()	()
b. Railroads	()	()	()
c. Airports	()	()	()
d. Waterways	()	()	()
e. Pipelines	()	()	()
3. Major recreation areas			
a. Type of facilities	()	()	()
b. Populations during maximum use	()	()	()
4. Employment statistics (census data)	()	()	()
5. Major employers			
<div style="display: flex; justify-content: space-between; width: 80%;"> <u>Employer</u> <u># Employees</u> <u>Products</u> </div>			
a. Government	()	()	()
b. Private sector	()	()	()
6. Educational facilities			
a. Type	()	()	()
b. Enrollment	()	()	()
7. Day care centers			
a. Names and locations	()	()	()
b. Approximate number of children in each	()	()	()
8. Hospitals/Nursing homes			
a. Name of hospitals/nursing homes	()	()	()
b. Location of hospitals/nursing homes	()	()	()
c. Approximate number of patients in each	()	()	()

	<u>Yes</u>	<u>No</u>	<u>N/A</u>
9. Special facilities			
a. Prison facilities	()	()	()
• Approximate number of prisoners	()	()	()
b. Mental health facilities	()	()	()
• Approximate number of patients	()	()	()
c. Senior citizens' homes	()	()	()
• Approximate number of patients	()	()	()
10. Weather conditions to include prevailing winds	()	()	()
11. Mobile home parks	()	()	()
a. Names and locations	()	()	()
b. Approximate number of families in each	()	()	()

Corrective actions needed: _____

PART 3—HAZARD MAP

A hazard map is a useful tool to depict the results of a community hazard/vulnerability analysis in brief, readily understood form. The map consists of a series of acetate overlays, each depicting one of the major areas of a hazard/vulnerability analysis. To complete this activity, check your community's hazard map to determine if the map covers the following areas. List the necessary corrective actions. If yes, score = 1; if no or N/A, score = 0.

	<u>Yes</u>	<u>No</u>	<u>N/A</u>
1. Earthquake risk areas	()	()	()
2. Flood plain areas	()	()	()
3. Hurricane, tornado, and other wind storm alleys	()	()	()
4. Landshift and subsidence hazard areas	()	()	()
5. Livestock, seafood, crop, and forest areas subject to drought, blight, infestation, freeze, contamination, and other adverse conditions	()	()	()
6. Dams—federal, state, local, private—with those above population centers specially keyed	()	()	()
7. Transportation system—airports, railroads, highways, waterways	()	()	()
8. Mines, with their products and hazard areas	()	()	()
9. Pipelines—crude oil, natural gas	()	()	()
10. Manufacturing plants, refineries, industrial parks—chemical, petroleum, other	()	()	()
11. Toxic substances and low-/high-level radiation dump sites	()	()	()
12. Recurring pollution, epidemic, health problem zones	()	()	()
13. Potential internal disturbance zones—colleges, prisons, population concentration areas, labor strikes	()	()	()

	<u>Yes</u>	<u>No</u>	<u>N/A</u>
14. Nuclear power plants—planned, licensed, operating—hydroelectric power plants, electric generating plants, and high-voltage transmission lines	()	()	()
15. Strategic military targets—blast, fallout, and combination areas	()	()	()
16. Recent disaster sites, symbolized	()	()	()
17. Hospitals, nursing homes, schools	()	()	()
18. Special care facilities—prisons, mental health, senior citizens' homes	()	()	()
19. Toxic substance—waste storage sites	()	()	()
20. Mobile home parks	()	()	()

Corrective actions needed: _____

PART 4—GROUP INVOLVEMENT

Emergency management planning receives support and directions from many team players. Rate these using a scale of 1 to 5. Figure 4, "Total Teamwork for Planning," provides a basis for assessing group involvement.

	<u>Points</u>
1. Local Government	_____
2. State Government	_____
3. Federal Government	_____
4. Private Sector	_____
5. Institutions of Higher Learning	_____
6. Special Interest Groups	_____
Total points:	_____

Corrective actions needed: _____

PART 5—BASIC PLAN FORMAT

Rate these using a scale from 1 to 5.

	<u>Points</u>
Documents that precede the basic plan:	
1. Promulgation Statement	_____
2. Record of Changes	_____
3. Foreword	_____
4. Table of Contents	_____
Total points:	_____

Corrective actions needed: _____

PART 6—BASIC PLANS/ELEMENTS

The basic plan establishes a broad conceptual view of the jurisdiction's entire emergency management program. Using the Student Manual and the review/evaluation checklist, complete the review/evaluation of your basic plan. Rate these using a scale from 1 to 5.

	<u>Points</u>
1. Purpose	_____
Corrective actions needed: _____	

2. Situation and Assumptions	_____
Corrective actions needed: _____	

3. Concept and Organization	_____
Corrective actions needed: _____	

4. Organization and Assignment of Responsibilities	_____
Corrective actions needed: _____	

5. Direction and Control	_____
Corrective actions needed: _____	

	<u>Points</u>
6. Continuity of Government	_____
Corrective actions needed: _____	

7. Administration and Logistics	_____
Corrective actions needed: _____	

8. Plan Development and Maintenance	_____
Corrective actions needed: _____	

9. Authorities and References	_____
Corrective actions needed: _____	

Total points: _____	

PART 7--ANNEXES

The focus of an annex is on operations, what the function is, how it is carried out, and so on. Using the pertinent job aid, evaluate the annexes assigned to your group. Rate these by using a scale from 1 to 5.

- | | <u>Points</u> |
|---|---------------|
| A. The <u>emergency operating center</u> provides for the assignment and coordination of responsibilities for immediate and continued response to an emergency situation and to direct initiation of actions required to carry out emergency management. | _____ |
| B. The <u>communications and warning annex</u> provides warning to the public, capability for direction and control for emergency operations, and emergency information and guidance to the public. | _____ |
| C. The <u>evacuation annex</u> provides evacuation procedures for people when natural or manmade disasters or their impending danger may necessitate such action. | _____ |
| D. The <u>shelter annex</u> provides mass shelter or other shelters that may continue on a limited basis immediately following a disaster until repair of owned dwellings, or assignment and movement to temporary housing. | _____ |
| E. The <u>RADEF annex</u> provides for an effective radiological defense program designed to protect the jurisdiction from the potentially devastating effects of a nuclear attack. Included are procedures for monitoring and predicting nuclear weapons effects as well as operational plans for decontamination if needed. | _____ |
| F. The <u>law enforcement annex</u> provides for sufficient resources to maintain civil order. | _____ |
| G. The <u>fire service annex</u> provides for firefighting services including the use of mutual aid agreements with neighboring jurisdictions and supplemental assistance when appropriate. | _____ |
| H. The <u>search and rescue annex</u> provides ground, water, and airborne activities to locate, identify, and remove persons lost, trapped, or stranded from a stricken area and to treat the injured and make them ready for transport. | _____ |

Points

- I. The damage assessment and repair annex ensures procedures and expertise to provide preliminary estimates and descriptions, based on actual observations by engineers and assessment teams, of the nature and extent of damage resulting from a disaster. Assessments further provide a basis for determining the types of assistance needed and the assignment of priorities to these needs. _____
- J. The resource management provides coordination of the materials, personnel, equipment, funds, and information that support emergency preparedness, response, and recovery activities. _____
- K. The social services provides emergency public services during a disaster situation including, but not limited to, food, water, clothing, and counseling. _____
- L. The public information and education annex increases public awareness of the types of emergency conditions that could develop; provides active channels for educating the public on actions to take before and during emergency conditions; and provides for effective collection, control, and dissemination of information in order to adequately inform the general public on the status of conditions and assistance available, to minimize the possibility of misinformation, rumors, etc., in time of actual emergency. _____
- M. The health and medical services annex provides medical and dental care to the civilian population, in all specialist and adjunct therapeutic fields, and plans for the operation of first-aid stations, hospitals, emergency ambulance services, and regional health centers under emergency conditions. _____
- N. The public works annex provides for the coordination of personnel and resources necessary to effectively make emergency repairs and maintenance of critical public works facilities, including expedient construction that becomes prudent. _____

Total points: _____

Corrective actions needed: _____

PART 8—BASIC PLAN PRESENTATION

Information within an emergency plan must be clear and concise. This will help ensure that information contained within the plan means the same thing to anyone using the plan. This series of evaluation criteria focuses on the information contained in a plan—its clarity, organization, and quality. Rate the plan using a scale from 1 to 5 and the following criteria.

<u>Content</u>	<u>Points</u>
1. Is the information presented complete?	_____
2. Does the sequence of ideas make the organizational logic apparent?	_____
3. Are subjects treated adequately and completely?	_____
4. Are the presentation and development of ideas adequately proportioned (i.e., important ideas treated at greater length and in greater detail than subordinate ideas)?	_____
5. Does the plan read smoothly or is it choppy and disjointed?	_____
6. Are abbreviations and acronyms clear and adequately defined?	_____
7. Are technical or unfamiliar terms adequately defined in context?	_____
8. Can simple terms be substituted for complex ones without losing clarity?	_____
 <u>Format</u>	
9. Are numbering systems consistent, complete, and clear throughout the text?	_____
10. Are all visuals titled or labeled and appropriately included in the text?	_____
11. Is page layout consistent and appropriate?	_____
12. Are all pages numbered?	_____

ORGANIZATION

The close, sentence-by-sentence examination of a plan will often solve initial, large-scale problems. For instance, in eliminating repetitions, one often clarifies overall structure and organization. Eliminating unfamiliar terms can enhance clarity, and visuals can add emphasis. Still, at some point (depending upon the reviewer and the state of the plan), most documents will also require separate readings for organization, clarity, economy, and emphasis.

<u>Organization</u>	<u>Points</u>
13. Do sections and paragraphs adequately and completely develop their subjects without adding needless information? Is some information better placed elsewhere?	_____
14. Are transitions among sentences, paragraphs, and sections clearly indicated so that the text reads smoothly?	_____
15. Do format and layout—especially the positioning of visuals—disrupt the reader's attention?	_____
<u>Clarity</u>	
16. Does the plan say exactly what it must say?	_____
17. Has previous editing degraded or distorted technical points?	_____
18. Are all quantitative data clearly presented?	_____
<u>Economy</u>	
19. Have all redundant words or phrases been eliminated or condensed?	_____
20. Have unnecessary transitional words, phrases, and paragraphs been eliminated?	_____
21. Do visuals unnecessarily duplicate information in the plan?	_____

<u>Emphasis</u>	<u>Points</u>
22. Do the beginnings and endings of sentences, paragraphs, and sections consistently focus on important matters?	_____
23. Do layout and visuals emphasize important matters?	_____
24. Are underlining, different type face, type size, and color used sparingly and appropriately?	_____
25. Do structure and length of sentences enhance important points?	_____
Total points:	_____

SUMMARY OF EVALUATION FINDINGS

ELEMENT	CORRECTIVE ACTIONS NEEDED
HAZARD/VULNERABILITY	<div data-bbox="732 512 1399 705"></div>
GROUP INVOLVEMENT	<div data-bbox="732 791 1399 984"></div>
BASIC PLAN FORMAT	<div data-bbox="732 1071 1399 1264"></div>
BASIC PLAN	<div data-bbox="732 1350 1399 1543"></div>
ANNEXES	<div data-bbox="732 1629 1399 1822"></div>

GROUP ACTIVITY: REVIEW OF A JOB AID (SM p. 169)

This activity has two purposes—to expose you to the contents of a job aid and to demonstrate the utility of a job aid in developing a given functional area in your community.

Part 1: Review of the Job Aid

For this activity, your instructor will assign you to a group of three or four participants with similar experience and expertise. For example, law enforcement personnel should be in the same group, fire service personnel should be in another. To ensure that all functional areas are covered, it may be necessary to assign to some groups participants who have only limited experience in a particular functional area. If you find yourself in this situation, approach it as an opportunity to learn more about a different area of emergency planning.

This activity will introduce you to the contents of the Job Aid Manual. The first task for your group is to review the assigned job aid. Your review should cover the following areas:

- Phases of emergency management
 - Mitigation activities
 - Preparedness activities
 - Response activities
 - Recovery activities
- Appendices
 - The nature of the information contained in each appendix
- Reference material
 - The nature of the information contained in the reference material
- Planning activity
 - The tasks covered in the planning activity

Part 2: Presentation to Course Participants Summarizing Job Aid

Using the outline below, present a five- to seven-minute summation of your group's review of the job aid.

- Identify two of the most critical activities for each phase of emergency management for your assigned planning activity.
 - Mitigation activities _____

- Preparedness activities _____

- Response activities _____

- Recovery activities _____

- Appendices _____

- Planning activity _____

- Utility of job aid in developing functional area

- Recommended improvements to job aid _____

