



## ANNEX P: Appendix 2 Exercise and Incident Evaluation Program

### I. EXERCISE AND INCIDENT PROGRAM

- A. Success in real emergencies is measured by performance. Government, public safety, and response agencies are tasked with public safety and should prepare to ensure the safety of the community and its citizens. The public expects Government to respond to and recover from disasters quickly and effectively, mitigate the associated hazards, care for victims, and protect the public. This is done through implementing the five (5) phases of emergency management – Prevention, Mitigation, Preparedness, Response, and Recovery.
- B. Exercises or simulated emergencies are designed to provide a “risk-free” environment for Government and responders to train and practice prevention, response, and recovery activities through the demonstration and application of knowledge, skills, and abilities. Additionally, this “risk-free” environment provides an opportunity to test plans, procedures, policies, mutual aid agreements, etc.
- C. An effective exercise program evaluates performance against standard criteria, plans, procedures, and policy analysis and focuses on the identification of areas requiring improvement or corrective action recommendations and to implement improvements, therefore enhancing the community’s ability and capability to mitigate, prepare for, respond to, and recover from incidents.

### II. METHODOLOGY

The LEPC After Action Review Sub-Committee implements the exercise and incident evaluation process that will validate the strengths and identify areas of improvement. This process, therefore, increases the overall level of preparedness in the community. The most critical step in the exercise process is the implementation of corrective action recommendations. The evaluation process is designed to analyze performance at three levels, depending on the complexity of the exercise or event.

- A. Task Level Performance – the ability of individual players or teams to perform a required task.
- B. Agency/Discipline/Function Level Performance – performance of agencies or disciplines and functions (i.e. hazmat teams, ICS, EOC operations, etc.).
- C. Mission Level Performance – the overall ability of the intergovernmental community as a whole to achieve the expected mission outcome.

The after action process should be included in the exercise development. In the event of an actual occurrence the same process should take place immediately upon the conclusion of the event. In some instances the after action process may begin during the event i.e., identification.



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### III. PURPOSE

The purpose of this program is to use training exercises and real-time events to identify areas that need improvement, develop corrective action recommendations, and implement the appropriate corrective actions to increase the community's response capability, identify gaps in resources, improve responder safety, and enhance public safety and citizens' peace of mind. Corrective action recommendations include, but are not limited to the following: development and revisions to plans and procedures, development of new policies, implementation of training programs, and equipment needs.

This program describes the procedures and processes for the following:

- A. Identification of issues, lessons learned, and smart practices resulting from the conduct of emergency management operations, for both actual events and exercises.
- B. Management of subsequent remediation of identified operational issues.
- C. Distribution of lessons learned and smart practices.

### IV. EXERCISE AND INCIDENT EVALUATION

- A. Carrying out a successful All-Hazards exercise program requires that all relevant entities throughout the Parish participate in exercises and support the Parish-wide goals and preparedness mission. Exercise program maintenance depends on finding ways of making the program sustainable. The overall exercise program will be unsuccessful if exercises are conducted independently of one another. They must be integrated into overall preparedness efforts, and evaluation and improvement efforts should be built into planning, training, and exercising efforts to ensure sustainability. East Baton Rouge Parish supports the State of Louisiana the United States Office of Domestic Preparedness (ODP) and the Nation's efforts to augment preparedness by establishing an exercise program that incorporates evaluation and improvement components into planning.
- B. To get the maximum benefit from an exercise, planners and evaluators must look at how participants implemented plans and made decisions in response to the event. The focus should be on positive outcomes as well as areas for improvement. The evaluation results should be viewed by the participating agencies and jurisdictions as an opportunity to identify ways to build on strengths and improve capabilities. Because planning and conducting an exercise requires a significant commitment of resources, it is important to maximize the benefits gained from the exercise through the evaluation and improvement process.
- C. The goal of exercise evaluation is to validate strengths and identify improvement opportunities for the participating organization(s). This is accomplished by observing the



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exercise and collecting supporting data, analyzing the data to compare performance against expected outcomes, and determining what changes need to be made to the procedures, plans, staffing, equipment, organizations, and interagency coordination. The focus of the evaluation for tabletop and other discussion-based exercises is on plans, policies, and interagency/inter jurisdictional relationships, whereas the focus for operations-based exercises is on assessing performance in preventing or responding to any incident whether natural, man-made, or a simulated attack.

- D. **Evaluation Components.** After-Action Reports (AARs) and Improvement Plans (IPs) provide valuable input into strategy development and program planning at the Local, State, and Federal levels, as well as lessons learned that should be shared with other jurisdictions within a region, state, and across the country to raise the preparedness of the Nation. Therefore, the ODP and the State of Louisiana will require that copies of the AAR/IP for all exercises implemented with grant funds and/or ODP contractor support be forwarded to the State Administrative Agency (SAA) and to the ODP.
- E. **After-Action Report (AAR).** An AAR describes what happened during the exercise, issues that need to be addressed, and recommendations for improvements. There are different methods for compiling information for the AAR. However, all should contain certain key elements, including the following:
1. **Date, Time, and Place of Exercise.**
  2. **Type of Exercise** (e.g., tabletop, functional, or full-scale).
  3. **Focus of the Exercise.** Is it oriented toward prevention, response, or recovery and what type of event? What initiating event is being highlighted?
  4. **Participants.** Who were the participants, how many were there, what agencies were involved, and what type of responders or officials was involved in the play?
  5. **Objectives.** Exercises should be based on objectives that exercise participants need to accomplish in order to improve preparedness, as opposed to scenarios they want to play out. For example, if a community feels that evaluating notification systems between hospitals and EMS is important, then emphasizing this response element should be incorporated into the scenario. Agencies involved in the exercise should identify the objective to test within their organization.
  6. **Discussions or Observations with Corresponding Recommendations.** Discussions are summarized by evaluators for a discussion-based exercise. Observations are captured by evaluators for operations-based exercises. These discussions or observations should be broken down functionally (e.g., law enforcement, Incident Command, medical response) in the AAR, and for each issue discussed or observed (e.g., gross decontamination, agent identification,



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surveillance procedures) there should be corresponding recommendations included that help distill lessons learned from the exercise.

7. **Lessons Learned.** Lessons learned are gained from an innovation or experience that provides valuable evidence, positive or negative, recommending how to approach a similar problem in the future. Lessons learned are not just summaries of what went right or wrong; rather, they should provide insight into the situation to describe a change that was made to address a particular issue. Although every finding and recommendation that comes out of the analysis process may result in lessons learned for the participating jurisdictions, those that may have applicability to other jurisdictions should be highlighted in the AAR.
8. **Principal Findings or Significant Observations.** Principal findings are the most important issues discerned from a discussion-based exercise. Significant observations are the most important observations recognized by one or more evaluators during an operations-based exercise. These generally cut across functional disciplines or are areas within a function that are found to be extremely important for elevating preparedness in a community, region, or the State overall. These often relate directly to the objectives for the exercise.

F. **Improvement Plan (IP).** The IP is the means by which the lessons learned from the exercise are turned into concrete, measurable steps that result in improved response capabilities. It will be developed by the local jurisdiction. When complete, it specifically details what actions will be taken to address each recommendation presented in the draft AAR, who or what agency(s) will be responsible for taking the action, and the timeline for completion.

1. The IP should be realistic and should establish priorities for the use of limited resources. Every effort should be made to address recommendations related to performance of critical tasks. Other recommendations should also be addressed, as appropriate. When the availability of resources may not be immediate, short-term and long-term solutions should be discussed. For example, if one of the recommendations identified the need to improve communications among the various city agencies, but the jurisdiction determines that new equipment is needed, they are not likely to receive needed funds from the jurisdiction or the State this year. Therefore, the IP should indicate that the emergency management agency will request funds to purchase new equipment and will also implement interim measures to improve communication in the short term, such as providing cellular telephones to essential personnel. In this fashion, IPs can serve as the basis for future Parish and regional assessments.

G. **Sharing Lessons Learned.** The goals and benefits of sharing the AAR/IP include the following:



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1. For local jurisdictions, the IP will provide a workable and systematic process to initiate and document improvements to plans, policies, and procedures and to identify and secure needed training, equipment, and other resources. It is developed by local officials to address local needs. The AAR/IP should be shared with officials from the agencies and jurisdictions that participated in the exercise.
  2. For the Parish, AARs/IPs provide methods for collecting information about corrective actions from local agencies and regional agencies so the needs identified can be integrated into local, regional, and statewide strategy process and resource allocation plans.
- H. **Exercise Plan Review.** On an annual basis, MOHSEP will meet with the LEPC Planning Committee and review the Parish exercise plan. The primary purpose of this review is to ensure the goals and objectives of the plan are meeting the current needs of the Parish. Any required changes to the plan will be made at this time. Beyond an annual review, the Parish and/or its LEPC will conduct periodic reviews of the exercise schedule. Numerous factors can impact a projected exercise schedule, and changes to the schedule are expected.

### V. SUMMARY

East Baton Rouge Parish is moving forward with considerable effort to better prepare its citizens for all hazards including the threat of terrorism.

### VI. EXERCISE TYPES

#### A. SEMINARS

Seminars are generally held to orient participants to, or provide an overview of, authorities, strategies, plans, policies, procedures, protocols, response resources, or concepts and ideas. Seminars provide a good starting point for jurisdictions that are developing or making major changes to their plans and procedures. They offer the following attributes:

1. Low-stress environment employing a number of instruction techniques, such as lectures, multimedia presentations, panel discussions, case study discussions, expert testimony, and decision support tools.
2. Informal discussions led by a seminar leader.
3. Atmosphere that is not constrained by real-time portrayal of events.
4. Effectiveness with small and large groups.



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### B. WORKSHOPS

Workshops usually focus on development of a product by the attendees. Organization of attendees into functional groups, aided by facilitators and the use of breakout sessions, is common. Final results are often presented and approved in a plenary session. In conjunction with exercise development, workshops are most useful in planning specific aspects of exercise design, such as the following:

1. Developing exercise scenario and key events listings.
2. Determining evaluation elements and standards of performance.
3. Determining program or exercise objectives.

### C. TABLETOP EXERCISES (TTX)

Tabletop exercises (TTXs) involve senior staff, elected or appointed officials, or other key staff in an informal setting to discuss simulated situations. This type of exercise is intended to stimulate discussion of various issues regarding a hypothetical situation. It can be used to assess plans, policies, and procedures, or to assess the types of systems needed to guide the prevention of, response to, and recovery from the defined event. TTXs are typically aimed at facilitating the understanding of concepts, identifying strengths and shortfalls, and/or achieving a change in attitude. Participants are encouraged to discuss issues in depth and develop decisions through slow-paced problem solving, rather than rapid, spontaneous decision making that occurs under actual or simulated emergency conditions. In contrast to the scale and cost of exercises and games, TTXs can be cost-effective tools when used in conjunction with more complex exercises. The TTX's effectiveness is derived from the energetic involvement of participants and their assessment of recommended revisions to current policies, procedures, and plans. There are two categories of TTXs: basic and advanced. In a basic TTX, the scene set by the scenario materials remains constant. The scene describes an event or emergency incident and brings participants up to the simulated present time. Players apply their knowledge and skills to a list of problems presented by the leader/moderator. Problems are discussed as a group and resolution is generally agreed on and then summarized by the leader. In an advanced TTX, play revolves around delivery to players of pre scripted messages that alter the original scenario. The exercise controller (moderator) usually introduces problems one at a time in the form of a written message, simulated telephone call, videotape, or other means. Participants discuss the issues raised by the problem using appropriate plans and procedures. Activities in a TTX may include the following:

1. Practicing group problem solving.
2. Familiarizing senior officials.



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3. Conducting a specific case study.
4. Examining personnel contingencies.
5. Testing group message interpretation
6. Participating in information sharing.
7. Assessing interagency coordination.
8. Achieving limited or specific objectives.

### D. **GAMES**

1. A game is a simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or assumed real-life situation. It does not involve the use of actual resources, but the sequence of events affects, and, is in turn, affected by the decisions made by players.
2. Players are commonly presented with scenarios and asked to perform a task associated with the scenario episode. Each episode then moves to the next level of detail or complexity, taking into account the players' earlier decisions. The decisions made by game participants determine the flow of the game. The goal is to explore decision making processes and their consequences. In a game, the same situation can be examined from different perspectives by changing variables and parameters that guide player actions. Large-scale games are multi-jurisdictional and can include active participation from local to national levels of government. Games stress the importance of the planners' and players' understanding of interrelated processes.
3. The evolving complexity and sophistication of current simulations brings increased opportunities to provide enhanced realism for game participants. The use of computer-generated scenarios and simulations can provide a more realistic and time-sensitive method of introducing situations for analysis. Planner decisions can be input and models run to show the effect of decisions made during a game. Games are excellent vehicles for the following:
  - a. Gaining policy or process consensus.
  - b. Conducting "what-if" analyses of existing plans.
  - c. Developing new plans.



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### E. DRILLS

A drill is a coordinated, supervised activity usually used to test a single, specific operation or function in a single agency. Drills are commonly used to provide training in the use of new equipment, to develop or test new policies or procedures, or to practice and maintain current skills. Typical attributes include the following:

1. A narrow focus of performance, measured against established standards.
2. Instant feedback.
3. Realistic environment.
4. Performance in isolation.
5. Performance as a subset of full-scale exercises (FSEs).

### F. FUNCTIONAL EXERCISES (FE)

The functional exercise (FE) is designed to test and evaluate individual capabilities, multiple functions or activities within a function, or interdependent groups of functions. It is generally focused on exercising the plans, policies, procedures, and staffs of the direction and control nodes of Incident Command and Unified Command. Events are usually projected through an exercise scenario, with event updates that drive activity at the management level. The movement of equipment and personnel is simulated.

The objective of the FE is to execute specific plans and procedures and apply established policies, plans, and procedures under crisis conditions, within a particular function or by a specific team. The FE simulates the reality of operations in a functional area by presenting complex and realistic problems that require rapid and effective responses by trained personnel in a highly stressful environment. Activities in an FE include the following:

1. Evaluating functions
2. Evaluating emergency operations centers (EOCs), headquarters, and staff.
3. Reinforcing established policies and procedures.
4. Measuring the adequacy of resources.
5. Examining inter jurisdictional relationships.



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### G. FULL-SCALE EXERCISES (FSE)

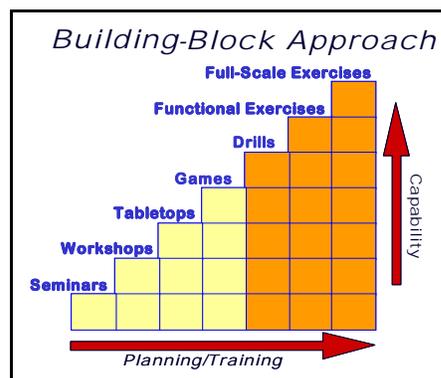
In a FSE, response elements are required to mobilize and deploy to a designated site or locate in response to a simulated emergency/incident, generally for an extended period. Actual mobilization and movement of personnel and resources are required to demonstrate coordination and response capability. EOCs and field command posts are activated. The FSE is the largest, costliest, and most complex exercise type and may involve participation at the Federal, State, regional, and local levels. Although pre-scripted events may be used, the exercise is primarily driven by player actions and decisions.

The FSE is used to evaluate the operational capabilities of systems, functional interfacing, and interaction during an extended period. It involves testing a major portion of operations plans and overall organization under field conditions. Activities in an FSE may include the following:

1. Assessing organizational or individual performance.
2. Demonstrating interagency cooperation.
3. Allocating resources and personnel.
4. Assessing equipment capabilities.
5. Activating personnel and equipment locations.
6. Assessing inter jurisdictional cooperation.
7. Exercising public information systems.
8. Testing communications systems and procedures.
9. Analyzing memorandums of understanding (MOUs), standard operating guidelines (SOGs), plans, policies, and procedures.

## VII. EXERCISE AND INCIDENT EVALUATION PROCESS

East Baton Rouge Parish will use a “Building-Block” approach in the design and overall exercise program. This approach will aid in the successful progression in the exercise design process, complexity and execution of the exercises. Additionally, it allows for appropriate training and preparation in the community and within agencies participating in the exercises. Using this approach will ensure the levels of exercise scope; scale and complexity are tailored to each specific agency in the parish or jurisdiction within the region while maintaining a consistent development and delivery exercise program. The Building Block approach and the cycle of complexity enhance the likelihood of success. This program allows for the logical

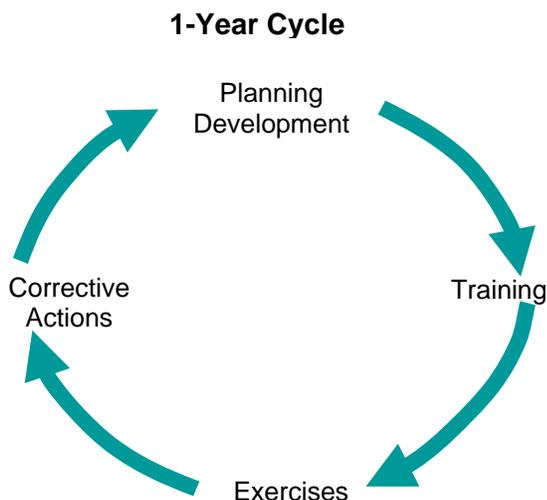




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progression of local and jurisdictional preparedness by increasing the size, complexity and stress factor over time, while allowing for the signification learning opportunities that complement, build on, and directly lead into one another. The program remains flexible enough to allow for the inclusion of other desired exercise types that agencies and/or jurisdictions may require. As the timeline moves forward, exercises can be developed to reflect different aspects of any hazard as required as required by participating agencies or jurisdictions. The East Baton Rouge Parish Exercise Program will allow for a cyclical approach to parish and regional exercises and a sustainable program for achieving higher degrees of overall preparedness for response and recovery to any type of event.

Sample of the logical progression of the exercise program - Tabletop Exercise – Functional Exercise – Full Scale Exercise....each level should provide information to be built on in preparation for the next level. Each exercise will increase in scope, scale and complexity.



The exercise program is integrated into the overall preparedness program. This program follows an annual cycle to include the following:

Planning and Development  
Training and Preparation  
Exercises  
Improvement Plan and Corrective Actions.

### A. Planning and Development

#### 1. Establish an Exercise Baseline.

\_\_\_\_\_ a. Conduct assessment of capabilities and needs as it relates to:

- \_\_\_\_\_ 1. Plans
- \_\_\_\_\_ 2. Policies
- \_\_\_\_\_ 3. Procedures
- \_\_\_\_\_ 4. Equipment
- \_\_\_\_\_ 5. Training



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- \_\_\_\_\_ b. Develop Baseline based on the above assessment. An appropriate exercise baseline is essential to the development of a successful exercise program.
2. Planning Team
- \_\_\_\_\_ a. Appoint a Planning Team Leader. This should be done by the Director of MOHSEP.
  - \_\_\_\_\_ b. Assemble planning team. The MOHSEP Director and Planning Team Leader will appoint team members. The team should consist of representation from agencies participating in the exercises.
  - \_\_\_\_\_ c. Establish goals and objectives for the overall exercise program.
  - \_\_\_\_\_ d. Identify and establish short term (one year) and long term (two - five years) exercise schedules.
  - \_\_\_\_\_ e. Identify types of exercises to be conducted based on the established exercise schedules.
  - \_\_\_\_\_ f. Establish standing meeting dates.
  - \_\_\_\_\_ g. Monitor the progress of the Implementation Plan for corrective actions from previous exercises or actual events.
3. Exercise/Scenario Development
- \_\_\_\_\_ a. Identify type of Exercise (refer to VI. Types of Exercises).
  - \_\_\_\_\_ b. Establish goals and objectives to be incorporated into the scenario.
  - \_\_\_\_\_ c. Develop scenario based on the identified goals and objectives of the participating agencies (and jurisdictions) and the needs of the community.
  - \_\_\_\_\_ d. Identify extent of play.
  - \_\_\_\_\_ e. Determine what information should be collected, who will collect it and how it be collected.



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### B. Training and Preparation

#### 1. Training

- \_\_\_\_\_ a. Identification of training needs prior to the actual exercise by the community or by specific agencies or jurisdiction.
- \_\_\_\_\_ b. Coordinate training needs with the MOHSEP Training and Exercise Coordinator.
- \_\_\_\_\_ c. Maintain detailed training documentation.

#### 2. Preparation

- \_\_\_\_\_ a. Identify specific resources needed for the exercise and make appropriate arrangements (i.e. location, facilities, meals, etc.).
- \_\_\_\_\_ b. Update plans, procedures, policies, etc.
- \_\_\_\_\_ c. Obtain all necessary approvals from public officials, department heads, volunteer organizations, etc.
- \_\_\_\_\_ d. Identify individuals for the following:
  - \_\_\_\_\_ 1.) Observers
  - \_\_\_\_\_ 2.) Controllers
  - \_\_\_\_\_ 3.) Facilitators
  - \_\_\_\_\_ 4.) Evaluators
  - \_\_\_\_\_ 5.) Scribe
  - \_\_\_\_\_ 6.) Logistics
  - \_\_\_\_\_ 7.) Other
- \_\_\_\_\_ e. Coordinate activities with Media.



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### C. Exercises

- \_\_\_\_\_ 1. Based on predetermined scenario and goals and objectives, the exercise should begin on time and conducted according to schedule.
- \_\_\_\_\_ 2. All communications should begin and end with “this is an exercise”.
- \_\_\_\_\_ 3. Maintain accurate documentation of all activities.
- \_\_\_\_\_ 4. Exercise staff (observers, controllers, evaluators, etc.) should:
  - \_\_\_\_\_ a. Collect data by recording their observations during the exercise.
  - \_\_\_\_\_ b. Collect additional data from records, logs, etc.
  - \_\_\_\_\_ c. Record information from discussions, plans, procedures, etc.
  - \_\_\_\_\_ d. Maintain written, logs, notes, and records of the exercise.
- \_\_\_\_\_ 5. At the termination of all exercises, conduct a “player hot wash” with participants and exercise personnel – observers, controllers, evaluators, etc.
  - \_\_\_\_\_ a. Conduct a short discussion session to get player feedback.
  - \_\_\_\_\_ b. Allow exercise staff to offer observations made during the exercise.
  - \_\_\_\_\_ c. Ensure scribe is present to capture and document all discussions, comments, questions, and concerns.

### D. Evaluation Process

- \_\_\_\_\_ 1. Analyze Data – using information obtained during the exercise and the hot wash, the exercise staff should analyze all data. This data will be used in the development of the “After Action Report”.
  - \_\_\_\_\_ a. Tabletop Exercise
    - \_\_\_\_\_ 1.) How would response personnel perform critical tasks?
    - \_\_\_\_\_ 2.) What decisions would need to be made? Who would make them?



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- \_\_\_\_\_ 3.) Are personnel adequately trained to perform tasks?
- \_\_\_\_\_ 4.) Are additional resources needed? How will they be obtained?
- \_\_\_\_\_ 5.) Do plans, procedures, and policies support the performance of tasks?
- \_\_\_\_\_ 6.) Are personnel familiar with plans, procedures, and policies?
- \_\_\_\_\_ 7.) Are personnel from multiple disciplines and/or jurisdictions required to work together?
- \_\_\_\_\_ 8.) Are agreements (MOUs) in place to support operations?
- \_\_\_\_\_ 9.) What should be learned from the exercise?
- \_\_\_\_\_ 10.) What improvements or corrective actions should be recommended?
- \_\_\_\_\_ b. Operations- Based (FE & FSE)
  - \_\_\_\_\_ 1.) Reconstruct timeline of events as they occurred.
  - \_\_\_\_\_ 2.) Identify the differences between what happened and what should have happened.
  - \_\_\_\_\_ 3.) Determine root causes for the differences.
- \_\_\_\_\_ 2. Develop draft After Action Report (AAR) – the report should provide:
  - \_\_\_\_\_ a. Description of what happened.
  - \_\_\_\_\_ b. Identify exemplary practices.
  - \_\_\_\_\_ c. Identify issues that need to be addressed.
  - \_\_\_\_\_ d. Recommendations for improvement:



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- \_\_\_\_\_ 1.) Course of action will be clear and can be defined.
- \_\_\_\_\_ 2.) Additional information may be needed to determine the appropriate course of action.
- \_\_\_\_\_ 3. Develop an Improvement Plan (IP) – developed by the local jurisdiction; provides the means by which the lessons learned from the exercise are turned into concrete, measurable steps that result in improved response capabilities.
  - \_\_\_\_\_ a. The IP should identify:
    - \_\_\_\_\_ 1.) Specific details and what actions will be taken to address each recommendation presented in the draft AAR.
    - \_\_\_\_\_ 2.) Who or what agency will be responsible for taking the action and the timeline for completion.
  - \_\_\_\_\_ b. Recommendations for improvement that will require additional information should at least be reflected in the IP showing the first step in the improvement process. These recommendations will be incorporated into the annual exercise cycle and will be monitored for progress during the planning team’s regularly scheduled meetings. (See diagram “1-Year Cycle” page P-2-9).
  - \_\_\_\_\_ c. The IP should be:
    - \_\_\_\_\_ 1.) Realistic and establish priorities for the use of limited resources.
    - \_\_\_\_\_ 2.) Address recommendations related to performance of critical tasks.
    - \_\_\_\_\_ 3.) Address other recommendations, as appropriate.
    - \_\_\_\_\_ 4.) Identify long-term and short-term solutions.
- \_\_\_\_\_ 4. Conduct an Exercise debrief meeting with exercise planning team, officials, and evaluation team. Evaluators share the assessment information with jurisdiction’s officials and may, if appropriate, facilitate the identification of



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improvements that can be made. (This should be scheduled within several weeks after the exercise.)

- \_\_\_\_\_ a. Evaluation team will present their:
  - \_\_\_\_\_ 1.) Analysis findings.
  - \_\_\_\_\_ 2.) Recommendations.
  - \_\_\_\_\_ 3.) Solicit feedback and validation from exercise planning team, officials, etc.
- \_\_\_\_\_ b. Discussions
  - \_\_\_\_\_ 1.) Specific actions to address opportunities for improvement to be included as recommendations in the draft After Action Report (AAR).
  - \_\_\_\_\_ 2.) Recommendations identified in the IP.

### E. AAR and Implementation Plan

- \_\_\_\_\_ 1. Distribute Draft AAR to participating agencies and allow for comments to the draft. This time period should not exceed thirty (30) days.
- \_\_\_\_\_ 2. Final AAR and Implementation Plan
  - \_\_\_\_\_ a. Compile all comments and suggestions to the draft AAR and finalize the report to be distributed.
    - \_\_\_\_\_ 1.) AAR should include recommendations for corrective actions and an IP.
  - \_\_\_\_\_ b. Distribute AAR/IP to officials from participating agencies in the exercise. (within 30 days) The IP is developed by local officials to address local needs and should:
    - \_\_\_\_\_ 1.) Approve or revise recommendations for corrective actions.
    - \_\_\_\_\_ 2.) Task the appropriate agency, group or individuals to address specific corrective action recommendation in the IP.



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- \_\_\_\_\_ 3.) Provide a workable systematic process to initiate and document improvement to plans, policies and procedures.
- \_\_\_\_\_ 4.) Identify and secure needed training, equipment and other resources.
- \_\_\_\_\_ c. Refer the completed Implementation Plan to the Local Emergency Planning Committee's After Action Report (AAR) Corrective Action Plan (CAP) / Improvement Plan (IP) review subcommittee. The subcommittee will follow the CAP/IP process and track each task until resolved or completed.
- \_\_\_\_\_ d. Issues identified in the Implementation Plan should be incorporated into the exercise program to insure that the issues are or have been addressed during the planning and development phase and the training and preparation phase, following the annual exercise cycle. (Refer to diagram "1-Year Cycle" page P-2-9).

### F. Corrective Action/Implementation Plan Tracking

This process shall be used for the identification of lessons learned, areas requiring improvement, best practices, etc. for all actual events and exercises.