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Attachment 7

Date: August 22, 2019

To: State Board of Fire Service

From: Andrew Henning, Chief of State Fire Training Specialist

SUBJECT/AGENDA ACTION ITEM:

ICS 300 (2019) and ICS 400 (2019) Course and Instructor Update

Recommended Actions:

Approval of the ICS 300 (2019) and ICS 400 (2019) Course and Instructor Update

Background Information:

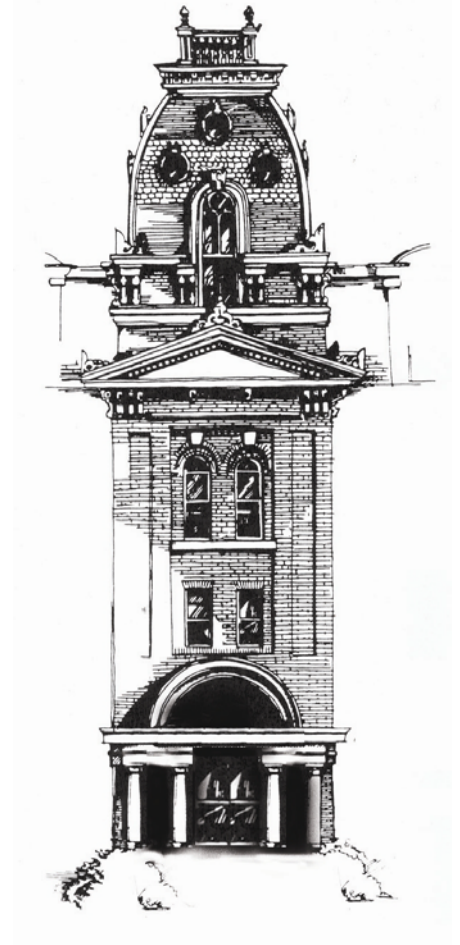
FEMA Emergency Management Institute (EMI) released updated curriculum for ICS 300: Intermediate Incident Command System for Expanding Incidents and ICS 400: Advanced Incident Command System for Complex Incidents in April 2019. The updated curriculum requires that instructors for ICS 300 and/or ICS 400 watch a webinar on the updated curriculum and to review the NIMS 2017 Learning Materials. This is in alignment with California Office of Emergency Services (CAL OES) – California Specialized Training Institute (CSTI).

Analysis/Summary of Issue:

SFT will be adopting the new 2019 ICS 300 and ICS 400 course material and retiring the 2013 ICS 300 and ICS 400 courses on December 31, 2019. This will allow instructors to review and implement the new course material. The implementation plan outlines the key changes that will impact SFT Registered Instructors. Registered Instructors will be required to complete a Web Form through the SFT User Portal to certify that they completed the recorded Rollout-Webinar and reviewed the NIMS 2017 Learning Materials.

FEMA Emergency Management Institute

National Incident Management System (NIMS) 2017 Learning Materials



NIMS 2017 Learning Materials Purpose

- In October 2017 FEMA published a revision of the National Incident Management System (NIMS).
- The 2017 NIMS document replaces the 2008 NIMS.
- This content is to provide information to emergency management practitioners on the key changes contained in the new NIMS 2017 document.
- These learning materials are provided as a “bridge” to deliver interim NIMS 2017 document refresh information until updated NIMS courses are available.
- This is not intended as stand-alone training on NIMS. This content is designed as a supplement to be used in conjunction with existing legacy NIMS/ ICS course materials in order to provide students with additional information on key NIMS 2017 changes.

NIMS 2017 Update Training Topics

- NIMS 2017 History
- NIMS 2017 Overview
- NIMS 2017 Changes
 - NIMS Fundamentals and Concepts of NIMS
 - Resource Management
 - Command and Coordination
 - Communications and Information Management
- NIMS Course Updates
- Sources of Additional NIMS Information

NIMS 2017 – Update History

- FEMA led, whole community effort to update NIMS
- Retains key concepts and principles from 2004 and 2008 NIMS
- Incorporates policy updates from lessons learned from exercises and real-world incidents and disasters
- National engagement to review the NIMS document produced thousands of comments from whole community stakeholders
- Input from local, state, tribal and Federal subject matter experts
- Comments were adjudicated by an interdisciplinary panel
- Approved changes were incorporated into NIMS published in 2017

NIMS 2017 – Overview (1 of 2)

NIMS 2017 strengthens guidance for effective incident management:

- Reflects and incorporates policy updates from lessons learned from exercises and real-world incidents and disasters
- Clarifies the processes and terminology for qualifying, certifying, and credentialing incident personnel, building a foundation for the development of a national qualification system
- Removes the Preparedness component of NIMS to avoid redundancy with the National Preparedness System and Goal
- Clarifies that NIMS is more than just Incident Command System (ICS), and that it applies to all incident personnel, from the incident command post to the National Response Coordination Center
- Demonstrates the applicability of NIMS to all five mission areas (Prevention, Protection, Mitigation, Response and Recovery)
- Adds guidance on the Intelligence and Investigations function

NIMS 2017 – Overview (2 of 2)

- Refines the model for the Operational Period Planning Cycle
- Provides expanded EOC guidance based on input from local, state, tribal and territorial EOC leaders
- Describes common functions and terminology for staff in Emergency Operations Centers (EOC), while remaining flexible to allow for differing missions, authorities, and resources of EOCs across the Nation
- Explains the relationship among Incident Command Structure (ICS), Emergency Operation Centers (EOCs), and senior leaders/ policy groups (Multiagency Coordination Group)
- Enhances guidance on information management processes

NIMS 2008-2017 Comparison

NIMS	2008
Component	Contents
1	Preparedness
2	Communications and Information Management
3	Resource Management
4	Command and Management
	<ul style="list-style-type: none"> Incident Command System (ICS)
	<ul style="list-style-type: none"> Multiagency Coordination System (MACS)
	<ul style="list-style-type: none"> Public Information
5	Ongoing Management and Maintenance

Elements of both the structure and content of NIMS have been changed in the NIMS 2017 update

NIMS	2017
Component	Contents
1	Fundamentals and Concepts of NIMS
2	Resource Management
3	Command and Coordination
	<ul style="list-style-type: none"> Incident Command System (ICS)
	<ul style="list-style-type: none"> Emergency Operations Centers (EOC)
	<ul style="list-style-type: none"> Multiagency Coordination Group (MAC Group)
	<ul style="list-style-type: none"> Joint Information System (JIS)
4	Communications and Information Management

NIMS 2017 Component 1: Fundamentals and Concepts

Component includes:

- High-level summary of NIMS
- Brief history of NIMS
- NIMS guiding principles:
 - Flexibility
 - Standardization
 - Unity of Effort (new NIMS Guiding Principle)
- Overview of the NIMS components

2008 NIMS

- Flexibility
- Standardization

2017 NIMS

- Flexibility
- Standardization
- Unity of Effort

NIMS Guiding Principles – Unity of Effort

- Flexibility and Standardization should be familiar to you from NIMS 2008.
- Unity of Effort is a third NIMS Guiding Principle added in NIMS 2017.
- Unity of effort means coordinating activities among various organizations to achieve common objectives. Unity of effort enables organizations with specific jurisdictional responsibilities to support each other while maintaining their own authorities.



Overview of NIMS Components (1 of 2)

NIMS 2008 defined five NIMS Components: Preparedness, Communications and Information Management, Resource Management, Command and Management, and Ongoing Management and Maintenance.

NIMS 2017 defines three NIMS framework components which enable diverse organizations to integrate capabilities and achieve shared goals:

- Resource Management
- Command and Coordination
- Communications and Information Management

Overview of NIMS Components (2 of 2)

Definitions of the three NIMS framework components:

- **Resource Management** describes standard mechanisms to systematically manage resources, including personnel, equipment, supplies, teams, and facilities, both before and during incidents in order to allow organizations to more effectively share resources when needed.
- **Command and Coordination** describes leadership roles, processes, and recommended organizational structures for incident management at the operational and incident support levels and explains how these structures interact to manage incidents effectively and efficiently.
- **Communications and Information Management** describes systems and methods that help to ensure that incident personnel and other decision makers have the means and information they need to make and communicate decisions.

NIMS 2017 Component 2: Resource Management

- Reorganizes key resource management activities to address resource planning (pre-incident) resource management activities (during incidents), and mutual aid
- Establishes a foundation for a national qualification system by clarifying processes for qualifying, certifying and credentialing incident personnel
- Emphasizes the role of the Authority Having Jurisdiction (AHJ)

2008 NIMS

- Concepts and Principles
- Managing Resources

2017 NIMS

- Resource Management Preparedness
- Resource Management During an Incident
- Mutual Aid

Resource Typing

Resource typing establishes common definitions for capabilities of personnel, equipment, teams, supplies, and facilities. Typing definitions include the following information:

- **Capability:** the core capability for which the resource is most useful
- **Category:** the function for which a resource would most likely be used such as firefighting, law enforcement, health and medical, etc.
- **Kind:** a broad classification such as personnel, teams, facilities, equipment and supplies
- **Type:** a resource's level of minimum capability to perform its function; based on size, power, capacity (for equipment) or experience and qualifications (for personnel or teams)

The Resource Typing Library Tool (RTL) is an online catalog of NIMS resource typing definitions and job titles/position qualifications available through the FEMA website (link provided at the end of this presentation).

Credentialing

Qualifying, certifying and credentialing are essential steps, led by an Authority Having Jurisdiction (AHJ) to help ensure that deploying emergency management personnel can perform their assigned role.

- **Qualification:** personnel meet minimum established criteria - training, experience, physical and medical fitness, capability – to fill specific positions
- **Certification/Recertification:** recognition from an AHJ or a third party stating that an individual is qualified for a specific position
- **Credentialing:** documentation from an AHJ or a third party, usually in the form of an identification card or badge, that identifies personnel and verifies their qualifications for a particular position

Authority Having Jurisdiction (AHJ)

- The AHJ is a public or private sector entity that has the legal authority to establish and administer processes to qualify, certify, and credential personnel for incident-related positions.
- The AHJ may be a state or Federal agency, training commission, NGO, private sector company, or a tribal or local agency such as a police, fire, or public health department.
- The AHJ derives authority to credential from the elected official or, in the private sector, from the senior executive.

NIMS Qualification, Certification and Credentialing Process

- The NIMS qualification, certification and credentialing process supports sharing of personnel resources for mutual aid.
- Nationally standardized criteria and minimum qualifications for positions provide a consistent baseline for qualifying and credentialing the incident workforce.
- This is a decentralized process that relies on Authorities Having Jurisdiction (AHJ).
- Each jurisdictional authority develops, implements, maintains, and oversees the qualification, certification, and credentialing process within its organization or jurisdiction.

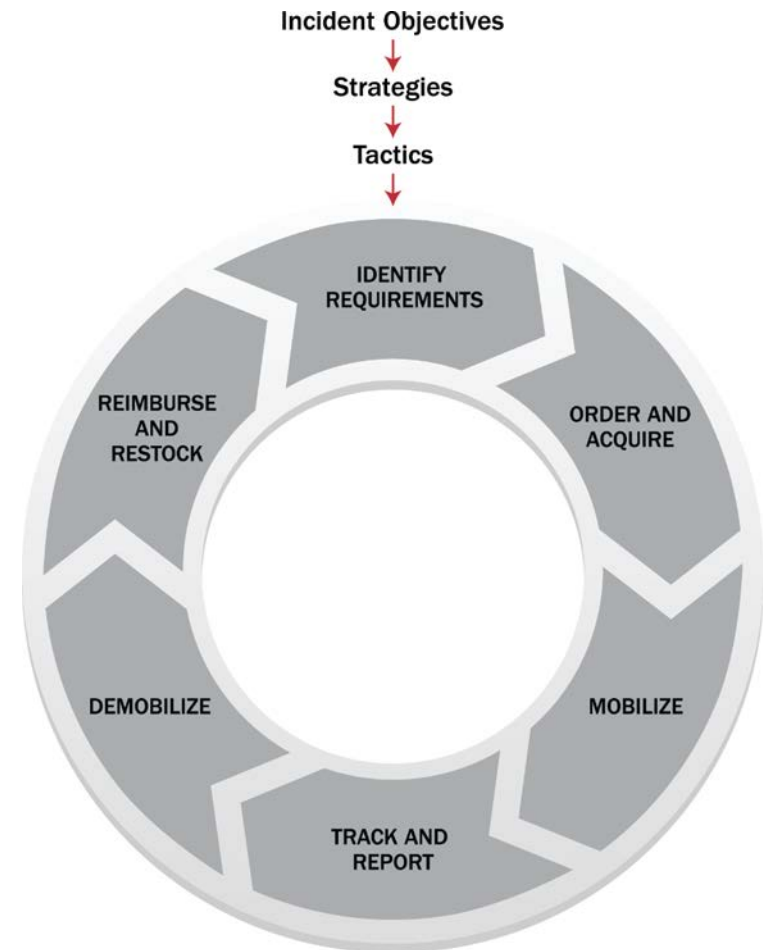


Resources - Preparedness Activities

- Before an incident jurisdictions and organizations develop resource plans.
- This resource planning includes identifying resource requirements based on an assessment of threats and vulnerabilities and developing strategies to obtain the needed resources.
- Resource management strategies include stockpiling resources, establishing mutual aid agreements to obtain resources from neighboring jurisdictions, determining approaches to reassigning resources from non-essential tasks, and developing contracts to rapidly acquire resources from vendors when needed.
- A resource inventory is used to track resource availability and enables organizations to acquire resources promptly when needed for an incident.

Resources - Activities During an Incident

- The resource management process is the six resource management tasks performed in an incident.
- The resource management process includes methods to identify requirements, order and acquire, mobilize, track and report, demobilize and reimburse and restock resources in an incident.



Mutual Aid

Mutual Aid Agreements and Compacts

- Establish the legal basis for two or more entities to share resources
- Address issues including liability, compensation and procedures
- Exist between communities, tribal governments non-governmental organizations and the private sector, within a state, between states, between Federal agencies, and internationally

Mutual Aid Process

- A request for resources is received from requesting jurisdiction.
- The request is evaluated by the providing jurisdiction to determine if they can accommodate a temporary loss of the resource.
- If the providing jurisdiction can accommodate the request, they deploy the resource to the requesting jurisdiction.

NIMS 2017 Component 3: Command and Coordination

- Defines the fourteen NIMS Management Characteristics
- Describes four NIMS Command and Coordination structures:
 - Incident Command System (ICS)
 - Emergency Operations Centers (EOCs)
 - Multiagency Coordination Group (MAC Group)
 - Joint Information System (JIS)

2008 - Command and Management

- Incident Command System (ICS)
- Multiagency Coordination System (MACS)
- Public Information

2017 – Command and Coordination

- Multi-Agency Coordination Systems (MACS):
 - ICS
 - EOCs
 - MAC Group
 - JIS

NIMS Management Characteristics

NIMS bases incident management and coordination on fourteen **NIMS Management Characteristics** (formerly called ICS Management Characteristics)

- Common Terminology
- Modular Organization
- Management by Objectives
- Incident Action Planning
- Manageable Span of Control
- Incident Facilities and Locations
- Comprehensive Resource Management
- Integrated Communications
- Establishment and Transfer of Command
- Unified Command
- Chain of Command and Unity of Command
- Accountability
- Dispatch/ Deployment
- Information and Intelligence Management

The name is new but the 14 characteristics remain the same

NIMS Command and Coordination Structures – Incident Command System (ICS)

- The Incident Command System (ICS) is used for on-scene Management of Incidents
- When an incident occurs or threatens, local emergency personnel manage response using ICS



Incident Command System Changes

- Revised description of the Intelligence/ Investigations function
- Revised “Manageable Span of Control” guidance
- Made revisions to the incident planning process to align with processes in use within the emergency management community
- Consistent use of the term “Incident Management Team” to refer to pre-rostered teams that may be assigned to an incident.
- Includes list of possible command advisors, including Legal Counsel, Medical Advisor, and Access and Functional Needs Advisor.
- Added “resource team” as an alternative law enforcement term for a “strike team”.

Manageable Span of Control

NIMS 2008 states that “in ICS, the span of control of any individual with incident management supervisory responsibility should range from 3 to 7 subordinates, with 5 being optimal. During a large-scale law enforcement operation, 8 to 10 subordinates may be optimal.”

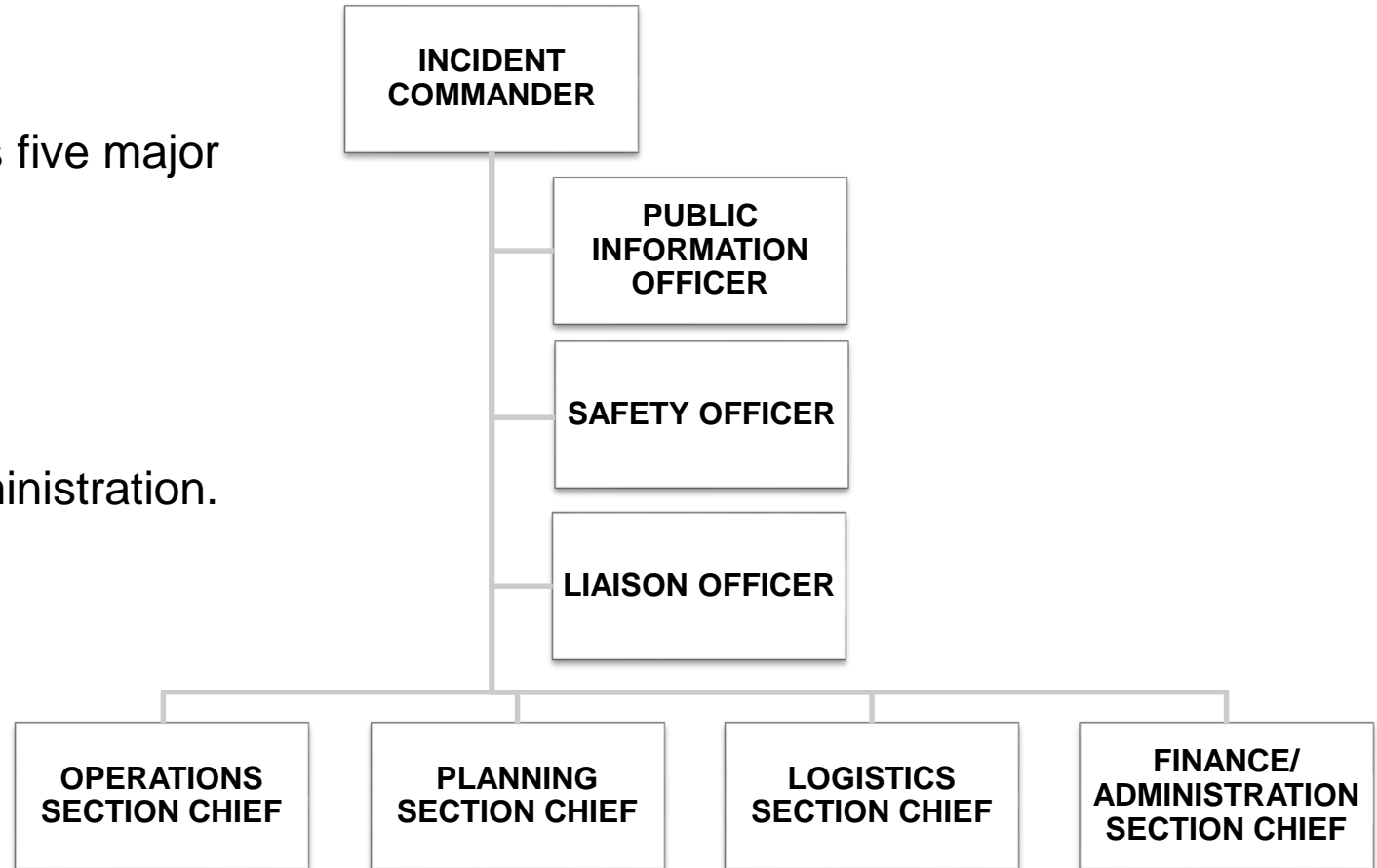
NIMS 2017 adjusts this guidance to provide more flexibility and allow for factors such as supervisory experience and the nature of the work.

“The optimal span of control for incident management is one supervisor to five subordinates; however, effective incident management frequently necessitates ratios significantly different from this. The 1:5 ratio is a guideline, and incident personnel use their best judgment to determine the actual distribution of subordinates to supervisors for a given incident or EOC activation.”

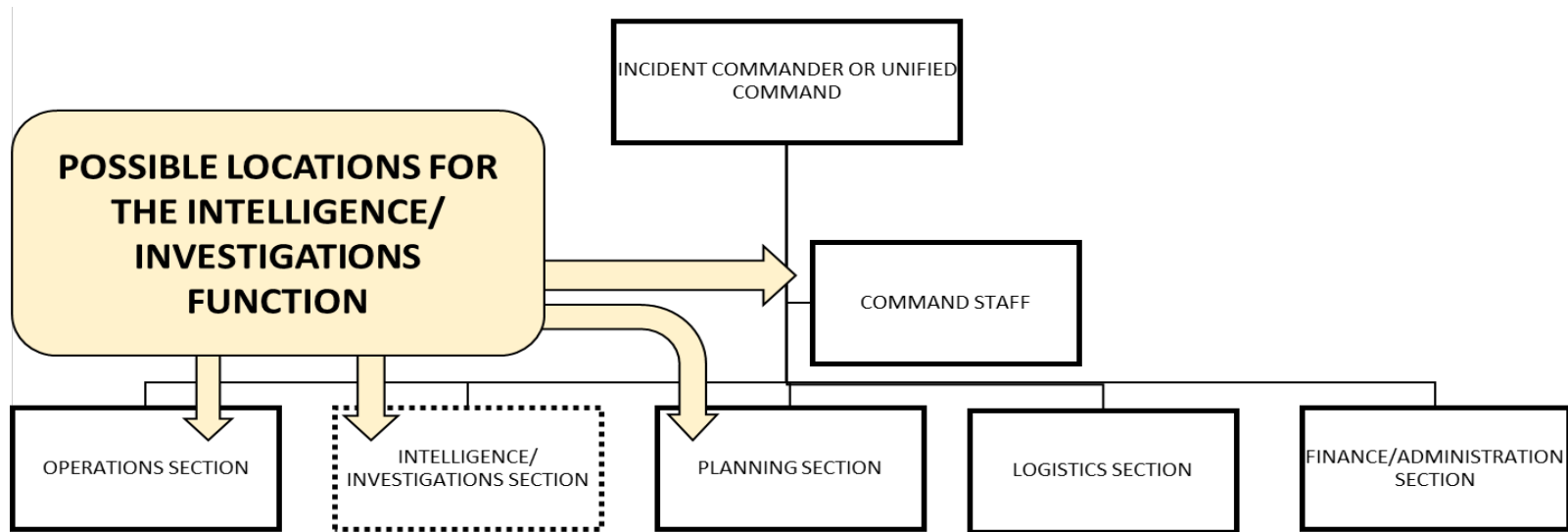
Incident Command System Structure

ICS still includes five major functional areas:

- Command
- Operations
- Planning
- Logistics
- Finance/Administration.



Intelligence/ Investigations Placement in ICS



The Intelligence/ Investigations (I/I) function *may* be used for incidents involving intensive intelligence gathering and investigative activities. The IC/UC can place the I/I function in multiple locations within the incident command structure based on factors such as the nature of the incident, the level of I/I activity, and the relationship of I/I to other incident activities. The I/I function can be placed in the Planning Section, in the Operations Section, within the Command Staff, as a separate General Staff section, or in some combination of these locations.

Incident Management Team (IMT)

Incident Management Assistance Team (IMAT)

IMT: IMTs are rostered groups of ICS-qualified personnel, consisting of an Incident Commander, other incident leadership, and personnel qualified for other key ICS positions. IMTs exist at local, regional, state, tribal, and national levels and have formal notification, deployment, and operational procedures in place. IMTs can be delegated the authority to act on behalf of the affected jurisdiction or organization.

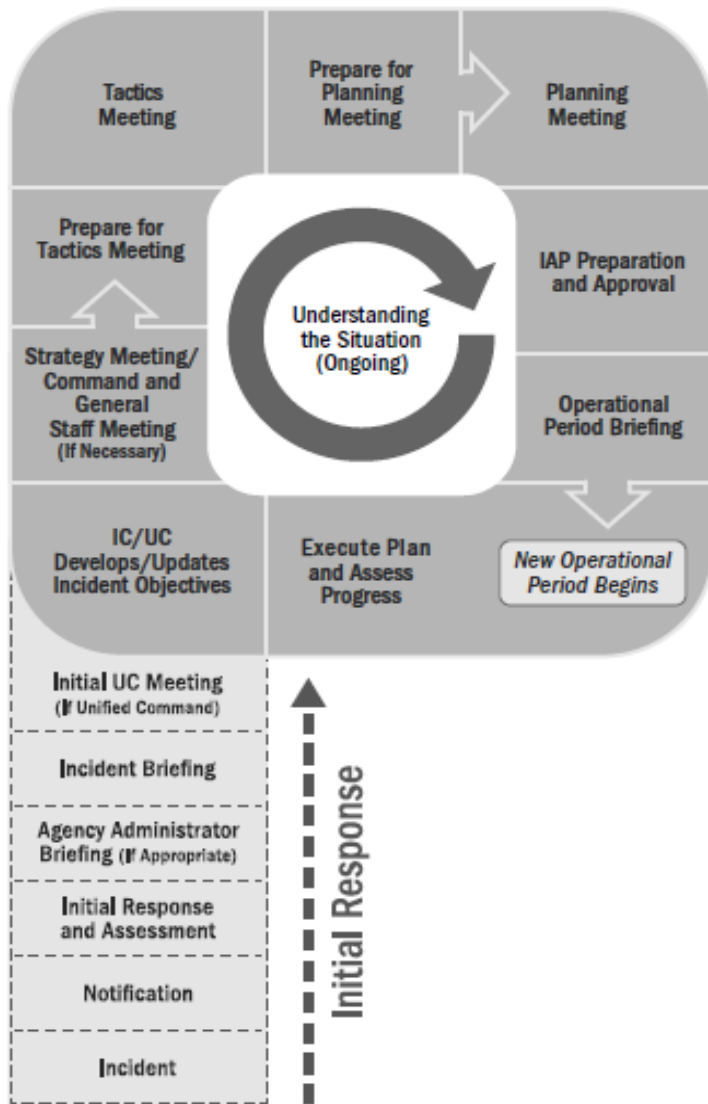
IMAT: Some IMTs are referred to as Incident Management *Assistance* Teams (IMAT) to clarify that they *support* on-scene personnel and/or the affected jurisdiction(s). IMATs exist at various levels of government and within the private sector. As an example, FEMA IMATs deploy to incidents to help identify and provide Federal assistance, and coordinate and integrate inter-jurisdictional response in *support* of an affected state or tribe.

Incident Action Planning

The Operational Period Planning Cycle is a formal planning cycle with established meetings and deliverables for an operational period.

NIMS 2017 Planning “P” Changes:

- Adds “Agency Administrator Briefing (If Appropriate)”
- Adds “Strategy Meeting/ Command and General Staff Meeting (if necessary)”
- Adds “Understanding the Situation (Ongoing)” to the center of the graphic



Operational Period Planning Cycle

The Planning "P"

NIMS Command and Coordination Structures – Emergency Operations Centers (EOCs)

- Emergency Operations Centers (EOCs) are used for the offsite support to on-scene ICS operations.
- If the incident is large or complex, local Emergency Operations Centers activate.
- **NIMS 2017** provides expanded guidance on EOC structures and activation levels.



Emergency Operations Centers (EOCs)

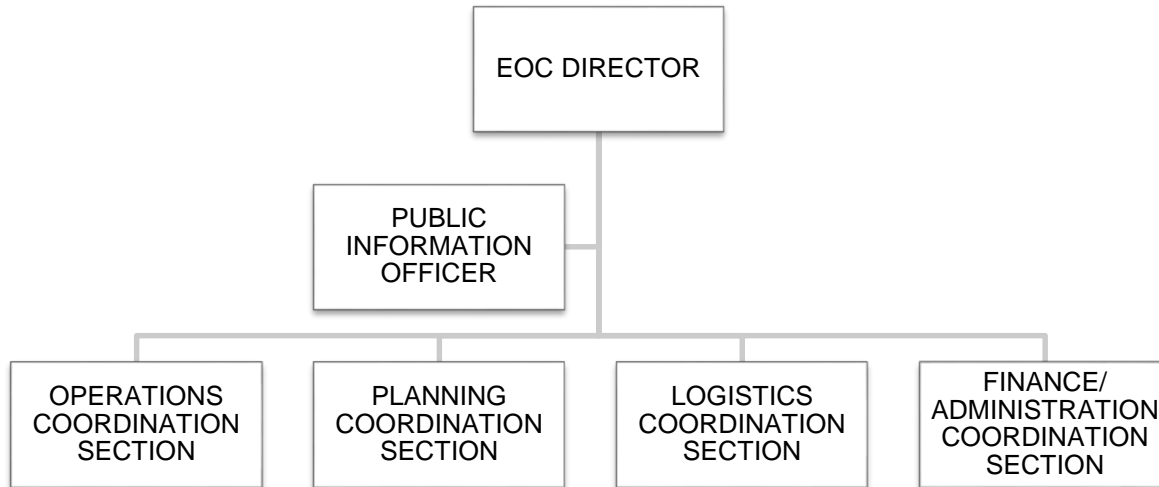
- **NIMS 2017** EOC content was developed with input from EOC leaders across the nation.
- **NIMS 2017** describes common functions, examples of organizational structure and terminology for staff in EOCs.
- ICS is used to manage on-scene, tactical-level response; EOCs are used to manage off-scene support to ICS.
- Common EOC functions include information management, resource management, and communicating policy decisions.

Emergency Operations Centers (EOCs) – Expanded NIMS 2017 EOC Content

- Jurisdictions and organizations across the Nation use EOCs
- EOCs are locations where staff from multiple agencies assemble to provide coordinated support to incident command, on-scene personnel, and/or other EOCs.
- The purpose, authorities, and composition of the teams that staff EOCs vary widely, but generally, the teams consolidate and exchange information, support decision making, coordinate resources, and communicate with personnel on scene and at other EOCs.
- **NIMS 2017** identifies three common ways of organizing EOC Teams:
 1. ICS or ICS-like structure
 2. Incident Support Model structure
 3. Departmental structure

EOC Structures (1 of 3)

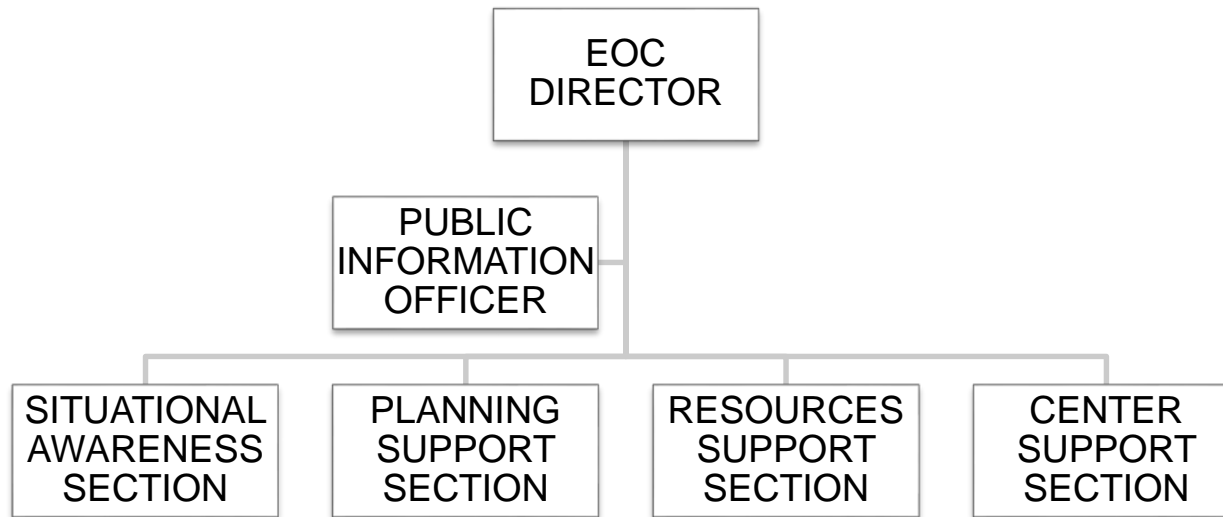
ICS or ICS-like EOC Structure



Many jurisdictions/organizations configure their EOCs using the standard ICS organizational structure. The structure is familiar to many people, and it aligns with the on-scene incident organization.

EOC Structures (2 of 3)

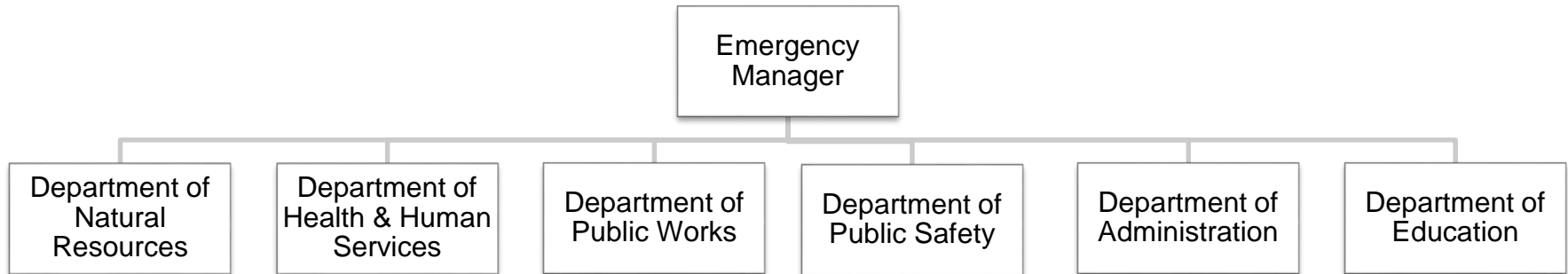
Incident Support Model (ISM) EOC Structure



Jurisdictions/organizations that focus their EOC team's efforts on information, planning, and resource support may choose to separate the situational awareness function from planning and combine operations and logistics functions into an incident support structure.

EOC Structures (3 of 3)

Departmental EOC Structure



Jurisdictions/organizations may opt instead to use their day-to-day departmental/agency structure and relationships in their EOC. By operating in the context of their normal relationships, department/agency representatives can function in the EOC with minimal preparation or startup time.

EOC Activation and Deactivation

- EOCs are activated for various reasons based on the needs of a jurisdiction, organization, or Incident Commander; the context of a threat; the anticipation of events; or in response to an incident.
- EOCs frequently have multiple activation levels to allow for a scaled response, delivery of the needed resources, and a level of coordination appropriate to the incident.
- The next slide outlines the three activation levels in NIMS 2017:

EOC Center Activation Levels

<u>Level</u>	<u>Activation Level Title</u>	<u>Description</u>
3	Normal Operations/ Steady-State	<ul style="list-style-type: none">• Activities that are normal for the center, when no incident or specific risk or hazard has been identified, are underway.• This includes routine watch and warning activities if the center normally houses this function.
2	Enhanced Steady State/ Partial Activation	<ul style="list-style-type: none">• Certain EOC Team members/ organizations are activated to monitor a credible threat, risk or hazard and/or to support the response to a new and potentially evolving incident.
1	Full Activation	<ul style="list-style-type: none">• EOC team is activated, including personnel from all assisting agencies, to support the response to a major incident or credible threat.

NIMS Command and Coordination Structures – Multiagency Coordination Group (MAC Group)

- Multiagency Coordination Groups (MAC Group) are composed of agency administrators, executives or their designees.
- Also referred to as policy groups
- MAC Groups provide offsite support of ICS and EOC organizations through:
 - ✓ High level strategic policy guidance
 - ✓ Scarce resource allocation



Describing the MAC Group

- Multi Agency Coordination (MAC) Groups are part of the off-site incident management structure of NIMS.
- MAC Group members are typically agency administrators or senior executives from stakeholder agencies impacted by and with resources committed to the incident.
- The MAC Group may also include representatives from non-governmental organizations.
- During incidents MAC Groups act as a policy-level body, support resource prioritization and allocation, make cooperative multi-agency decisions and enable decision making among elected and appointed officials with those managing the incident (IC/UC).
- MAC Groups do not perform incident command functions.
- MAC Groups do not replace the primary functions of operations, coordination, or dispatch organizations.

NIMS Command and Coordination Structures – Joint Information System (JIS)

- The Joint Information System (JIS) is the fourth NIMS Command and Coordination structure.
- JIS integrates incident information and public affairs to provide consistent, coordinated, accurate, accessible, timely and complete information to the public and stakeholders during incident operations.
- JIS operates across and supports the other NIMS structures: ICS, EOCs and MAC Group



JIS Activities

JIS activities include:

- Coordinating interagency messaging
- Developing, recommending and executing public information plans and strategies
- Advising the Incident Commander or Unified Command, MAC Group and EOC director on public affairs issues
- Addressing and managing rumors and inaccurate information

A Joint Information Center (JIC) manages these JIS activities

What Happened to Multiagency Coordination Systems (MACS)?

- **NIMS 2008** defined MACS as “the architecture to support coordination for incident prioritization, critical resource allocation communications systems integration and information coordination.” EOCs and MAC Groups were elements of MACS.
- **NIMS 2017** defines MACS as “an overarching term for the NIMS Command and Coordination systems: ICS, EOCs, MAC Group/ policy groups and JISs.”

This broadens the definition of MACS to include the Command and Coordination architecture for tactical coordination (ICS), operational support coordination (EOCs), policy level coordination (MAC Group) and their support through coordinated information (JIS).

NIMS 2017 Component 4: Communications and Information Management

2008 NIMS

- Concepts and Principles
- Management Characteristics
- Organization and Operations

2017 NIMS

- Communications Management
- Incident Information
- Communications Standards and Formats

- Enhances information management processes:
 - Expands guidance on data collection plans
 - Integrates social media considerations
 - Highlights the use of geographic information systems (GIS)



Communications and Information Management

NIMS 2017 adds “Security” as a fourth key principle of communications and information systems.

- The four key principles are now (1) Interoperability; (2) Reliability, Scalability, and Portability; (3) Resilience and Redundancy; and (4) Security.
- *Security*: Some information is sensitive... Incident personnel should work with IT and security experts to incorporate data, network, and systems protection best practices into incident communications and data sharing.

NIMS 2017 provides enhanced guidance on information management processes to improve data collection plans, social media integration and the use of geographic information systems.

NIMS Training Updates

- Core EMI NIMS, ICS and EOC courses are in revision based on the NIMS 2017 publication
- Current NIMS/ ICS courses will remain active until revised courses are available
- EMI courses affected by changes in the NIMS 2017 are scheduled for revision during 2018

Sequence of NIMS Course Updates

The first three EMI courses with updated NIMS content will be:

- IS 0100: ICS-100 Incident Command System (ICS)
- IS 0700: National Incident Management System (NIMS)
- IS 0800: National Response Framework (NRF)

Revision of additional courses for ICS and EOCs will follow.

Incident Command System (ICS) Training

Recommended Sequence of ICS Training

All Emergency Management Practitioners

- IS 0100: Introduction to the Incident Command System, ICS 100
- IS 0700: National Incident Management System (NIMS), An Introduction

Emergency Management Supervisors add

- IS 0200: Incident Command System for Single Resources and Initial Action Incidents
- IS 0800: National Response Framework, An Introduction

Advanced NIMS Training for ICS Leaders/ Supervisors

- G 0191: ICS/EOC Interface
- E/L/G 0300: Intermediate ICS for Expanding Incidents
- E/L/G 0400: Advanced ICS for Command and General Staff
- NIMS ICS All Hazards Position Specific Courses (E/L/G 0949-0991)

Emergency Operations Center (EOC) Training

Recommended Sequence of EOC Training

All Emergency Management Practitioners

- IS 0100: Introduction to the Incident Command System, ICS 100
- IS 0700: National Incident Management System (NIMS), An Introduction

Emergency Management Supervisors add

- IS 0775 or *IS 2200 (in development)* Basic EOC Management and Operations
- IS 0800: National Response Framework, An Introduction

Advanced NIMS Training for EOC Leaders/ Supervisors

- G 0191 ICS/EOC Interface Workshop
- E/L/G 0775 or *E/L/G 2300 (in development)* Intermediate EOC Management and Operations

LEARN MORE ABOUT NIMS

- **FEMA National Incident Management System**
- **The Resource Typing Library Tool (RTLTL)**
- **The Intelligence and Investigations Guide**
- **NIMS Reusable Learning Objects**
- **NIMS/ ICS Resources and Section 508 Compliant NIMS Forms**
- **FEMA NIMS Training**

Questions? Send us e-mail: FEMA-NIMS@fema.dhs.gov

Stay informed! Sign up for **NIMS Alerts**

Extended Alt Text slides for 508 Compliance

Alternative Text Slide 18

The graphic depicts the NIMS Resource Management process. The Resource Management Process defines the six resource management tasks performed in an incident. At the beginning of the cycle incident objectives, strategies and tactics are used to identify resource requirements. In the second step these resource requirements are ordered and acquired. In the third step the resources are mobilized. In the fourth step these resources are tracked and reported on during utilization. In the fifth step the resources are demobilized when no longer required for the incident. Finally, the cost of using the resource is reimbursed to the resource's owner, and any depleted items are restocked for future requirements.

[Return to Previous slide](#)

Alternative Text Slide 29

The graphic depicts the Planning “P” chart. The Planning “P” process begins with the initial response and the information gathering and sharing. The steps in these processes are incident/threat, notification, initial response and assessment, agency administrator briefing (if appropriate), incident briefing ICS 201, initial UC meeting (if Unified Command), IC/UC sets initial incident objectives, and initial strategy meeting and information sharing. After this initial step the process moved to being a cycle of tactics meeting, preparing for planning meeting, planning meeting, IAP preparation and approval, operational period briefing, begin operational period, execute plan and assess progress, IC/UC validate or adjust objectives, strategy meeting if objectives adjusted, and then back to tactics meeting to begin the cycle over again. Information gathering and sharing is happening continuously throughout this process.

[Return to Previous Slide](#)



FEMA

NIMS Alert

April 22, 2019

NA: 09-19

National Integration Center

FEMA RELEASES: *ICS 0300: Intermediate Incident Command System for Expanding Incidents and ICS 0400: Advanced Incident Command System for Complex Incidents*

FEMA is pleased to announce the release ICS 0300 and ICS 0400 during the week of April 22, 2019.

- **E/L/G 0300, *Intermediate Incident Command System for Expanding Incidents, ICS 300***
This course is designed to provide training on and resources for overall incident management skills for personnel who require intermediate application of the Incident Command System (ICS).
- **E/L/G 0400, *Advanced Incident Command System for Complex Incidents, ICS 400***
This course is designed for an audience of experienced responders and other senior emergency management personnel who may perform in a management capacity for major or complex incidents (Type 1 or Type 2 incidents).
- **Updated Operational Period Planning Cycle (The “Planning P”) Video**

EMI will be hosting a series of rollout webinars for our Stakeholders, Training Partners, and Instructors. The dates and times of the webinars are:

- April 23, 2019 at 11:00 am (EST)
- April 23, 2019 at 3:00 pm (EST)
- April 25, 2019 at 11:00 am (EST)
- April 25, 2019 at 3:00 pm (EST)

The webinars will be presented in our NIMS ICS Training Forum - Adobe Connect platform here:

- [NIMS ICS Training Forum](#)

Note: If you are not logging on to Adobe Connect with login and password, press cancel at the popup to log on as a Guest.

- ***Guests should log on with the following format for reporting: Full First Name Full Last Name – Two Letter State (e.g. Russell Flick – PA)***

The Adobe Connect platform is for displaying visuals and for chatroom only. Audio will be provided using the following conference call line and PIN #:

- Conference Telephone #: 800-320-4330
- PIN #: 884976

More information can be found here: [National Preparedness Course Catalog](#)



FEMA

NIMS *Alert*

April 22, 2019

NA: 09-19

National Integration Center

Please note that the ICS 300 and ICS 400 2019 versions are replacements for the 2013 versions. If you have successfully completed a previous version of these courses, there is no FEMA requirement to take the revised version of the course. However, because these courses contain new information based on the Third Edition of NIMS (October 2017), you may find it informative to review the new version. As part of our effort to “Build a Culture of Preparedness”, the student materials for the updated courses are available continuously with FEMA Student ID and last name at:

[ICS 300 Student Materials](#)

[ICS 400 Student Materials](#)

The Operational Period Planning Cycle (The “Planning P”) video is available here: [Updated Planning P Video](#)

Thank you for your continued support. Together, we will continue to make the nation more resilient.



E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS 300



FEMA

Plan of Instruction (POI)

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Version 1.0

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RATIONALE

The National Incident Management System (NIMS) Training Program defines a national baseline of training to guide and promote NIMS training. It provides recommendations to assist organizations in meeting their training plan development responsibilities. The NIMS Training Program document is available for download from the NIMS training homepage: <https://www.fema.gov/training-0>.

The model NIMS ICS curriculum organizes four levels of training:

- IS-0100 An Introduction to the Incident Command System, ICS 100
- IS-0200 Basic Incident Command System for Initial Response, ICS 200
- E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS 300
- E/L/G 0400 Advanced Incident Command System for Complex Incidents, ICS 400

ICS training provided by EMI, NFA, NWCG, the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), and the U.S. Coast Guard (USCG) follow this model.

The NIMS Training Program does not require that students complete the most recent version of each course. Refresher training is important since skills, abilities, and knowledge lapse when not directly and frequently applied. FEMA recommends that incident personnel should refresh NIMS training every three years. However, this is ultimately up to the organization to determine, considering resource limitations.

Building on the prerequisite ICS 100 and ICS 200 courses, this ICS 300 course focuses on ICS for supervisors in expanding incidents. ICS 300 outlines how the NIMS Command and Coordination component supports the management of expanding incidents as well as describes the incident management processes as prescribed by ICS. This course has a threaded activity that will give students the opportunity to practice implementing the incident management process and create an Incident Action Plan (IAP) for a simulated expanding incident.

This course, ELG0300, may be delivered by the Emergency Management Institute (EMI) as E0300 or L0300, or by a State as G0300. When delivered by EMI (course code prefix – E & L), this course receives the benefit of EMI accreditation and the student may receive Continuing Education Units (CEUs) or recommended college credits. When delivered by a State (course code prefix – G), the course is not accredited in this manner.

GOAL

The goal of this professional development course, ICS 300 Intermediate Incident Command System for Expanding Incidents, is to provide training on and resources

for overall incident management skills for personnel who require intermediate application of the Incident Command System (ICS).

OVERALL COURSE OBJECTIVE

By the end of this course, students will be able to demonstrate through activities and a final exam, the duties, responsibilities, and capabilities of an effective ICS in expanding incidents.

UNIT TERMINAL OBJECTIVES

Upon completion of this course, students will be able to:

- Identify the course scope, objectives, and classroom logistics.
- Given a simulated situation, identify roles and reporting relationships under a Unified Command that involves agencies within the same jurisdiction and under multijurisdictional conditions.
- Develop incident objectives for a simulated incident.
- Create an ICS Form 215, Operational Planning Worksheet, and an ICS Form 215A, Incident Action Plan Safety Analysis, using a given scenario.
- Create a written IAP for an incident/event using the appropriate ICS forms and supporting materials and use the IAP to conduct an Operational Period Briefing.
- Explain the principles and practices of incident resources management.
- Identify demobilization considerations for a given scenario.
- Summarize the course objectives.

TARGET AUDIENCE

The target audience for this course is individuals who may assume a supervisory role in expanding incidents. This includes Command and General Staff positions as well as Division/Group Supervisor and/or Unit Leader level positions that may be activated during an expanding incident that typically extend into multiple Operational Periods.

EMERGENCY MANAGEMENT COMPETENCIES

The EMI Emergency Management Competencies supported by the units in this course are listed below. The competencies are identified in the Emergency Management Core Competencies Training webpage on the EMI website (available at <https://training.fema.gov/competencies/>).

Unit Number and Title	Competency Area	Specific Competencies Supported
Unit 2: ICS Fundamentals Review	Response-1	<ul style="list-style-type: none"> • Describe the roles and responsibilities of the Incident Commander. • Explain the concept of Unified Command. • Explain when Unified Command should be established. • Identify and describe the command and general staff positions. • Identify and describe the five major management functions within the ICS. • Identify and describe the intelligence/investigations function.
	SS-1	<ul style="list-style-type: none"> • Describe the purpose of the National Incident Management System (NIMS). • Identify the structure and components of NIMS. • Describe the key benefits of NIMS.
Unit 3: Initial Actions for Unified Command	Response-5 24/7 Operational Readiness	<ul style="list-style-type: none"> • Discuss how to ensure that the facilities, personnel, equipment, and procedures are ready to support safe conduct of response activities.
	PL-3 Planning	<ul style="list-style-type: none"> • Describe potential strategies/courses of action for achieving the goals and objectives established during the planning process, and how to select the appropriate options.
	SS-3 Response Operations	<ul style="list-style-type: none"> • Explain situational awareness and its importance during response operations.

Unit Number and Title	Competency Area	Specific Competencies Supported
	Response-3 Situational Awareness	<ul style="list-style-type: none"> • Discuss the actions required to maintain situational awareness during the response to an incident. • Describe how to identify the loss of situational awareness during the response to an incident. • Discuss the barriers to situational awareness during the response to an incident. • Describe the process of distributing information and creating a common operating picture.
	PL-4 Resource Management	<ul style="list-style-type: none"> • Describe why the pre-positioning of resources may be needed to efficiently and effectively respond to an incident.
Unit 4: Implementing an Operational Planning Process	PL-3 Planning	<ul style="list-style-type: none"> • Describe potential strategies/courses of action for achieving the goals and objectives established during the planning process, and how to select the appropriate options. • Describe how to conduct threat and hazard assessments and risk assessments in preparation for the planning process.
	PL-4 Resource Management (including developing and managing budget and resources)	<ul style="list-style-type: none"> • Describe why the pre-positioning of resources may be needed to efficiently and effectively respond to an incident.
Unit 5: Planning Process, IAP, and Operations Brief	PL-3 Planning	<ul style="list-style-type: none"> • Describe the role each type of stakeholder plays in the planning process. • Identify the members and describe the functions of a core planning team. • Discuss how to use the planning process to set priorities for addressing hazards. • Describe potential strategies/courses of action for achieving the goals and objectives established during the planning process, and how to select the appropriate options. • Identify and discuss the criteria used by decision makers to assess the effectiveness and efficiency of plans. • Describe approaches to exercising a plan. • Explain why a plan should be continually reviewed and updated.

Unit Number and Title	Competency Area	Specific Competencies Supported
Unit 6: Incident Resource Management	PL-4 Resource Management (including developing and managing budget and resources)	<ul style="list-style-type: none"> • Discuss resource management as it relates to internal resources/budgets. • Describe strategies used for managing donations and “spontaneous” volunteers. • Discuss the need for plans and procedures that address activation of the resource management system. • Describe why the pre-positioning of resources may be needed to efficiently and effectively respond to an incident.
	Response-2 Resource Management and Logistics	<ul style="list-style-type: none"> • Discuss how to identify the resources needed during an incident. • Discuss the process of mobilizing and tracking resources during an incident. • Describe the development and maintenance of a resource inventory and management process, to include resource allocation and prioritization.
	DF-9 Resource Management, including Mutual Aid	<ul style="list-style-type: none"> • Define resource management. • Identify and describe resource management concepts. • Describe the resource management planning process.
Unit 7: Demobilization, Transfer of Command, Closeout, and Transition to Recovery	Response-8 Demobilization	<ul style="list-style-type: none"> • Identify and discuss the required elements of a demobilization plan. • Identify when the demobilization process should begin. • Discuss the roles and responsibilities of key personnel and stakeholders during the demobilization process. • Describe the challenges that may occur during demobilization (e.g., the inability to replace expendable resources, damaged equipment). • Discuss the procedures for closing out an incident.
	Response-2 Resource Management and Logistics	<ul style="list-style-type: none"> • Define expendable and non-expendable resources. • Describe the demobilization process for expendable and non-expendable resources.

COURSE DESIGN/METHODOLOGY

FEMA EMI's methodology for instructional design is based on Gagne's Nine Levels of Instruction. This course is designed for delivery in the classroom. Lecture, discussion, and multiple application activities have been designed to enable students to learn, practice, and demonstrate their knowledge.

REQUIRED INSTRUCTOR QUALIFICATIONS

The National Integration Center (NIC) is responsible for "facilitating the development of national guidelines for incident management training and exercises at all jurisdictional levels, while individual agencies and organizations are responsible for establishing and certifying instructors." The NIC provides guidelines for ICS instructors.

While individual agencies and organizations are responsible for establishing and certifying instructors, the NIC urges those agencies and organizations to follow these guidelines.

The NIC recommends the following ICS general instructor guidelines:

Instructor Levels

- **Lead instructors** must be capable of last-minute substitution for unit instructors.
- **Unit instructors** must be experienced in the lesson content they are presenting.
- **Adjunct instructors** may provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient, and knowledgeable of current issues in their field of expertise.

Adult Education recommendations for E/L/G 300 Intermediate Incident Command System for Expanding Incidents, ICS 300 Lead and Unit Instructors

- Instructors will be experienced Emergency First Responders with expertise in the subject matter, which will include:
 - Prior completion of the course they will be teaching
 - Prior completion of the Train the Trainer (E 449) for the course they will be teaching is preferred but not required.
 - Recent, relevant and response focused service
 - Relevant - related to the course they will be instructing
 - Recent – preferably within the past five years

- Response Focused – experience is during real-world incidents, planned events, or accredited exercises that required a written IAP and/or went more than one operational period
- Instructors are expected to possess a thorough knowledge and understanding of the Incident Command System (ICS) to include:
 - ICS Command, General Staff, and Unit Leader functions
 - National Incident Management System (NIMS)
 - National Response Framework (NRF) concepts and principles
 - Local, State, Tribal and Federal interagency cooperation and coordination
 - Incident Management Team organization, roles and responsibilities
- Instructors should hold certification as instructors from a recognized program of study such as State Fire Instructor (NFPA 1041, Level II or above), or hold another recognized qualification in techniques of instruction and adult education methodologies. Certification is normally gained through recognition of training and qualification by an Authority Having Jurisdiction.
- At least two instructors are recommended to conduct E/L/G 300 Intermediate Incident Command System for Expanding Incidents, ICS 300 classes;
- Lead instructor should have successfully completed E/L/G 400: Advanced Incident Command System for Complex Incidents, ICS 400 and its required prerequisite courses;
- Unit instructors should have successfully completed E/L/G 300 Intermediate Incident Command System for Expanding Incidents, ICS 300 and its required prerequisite courses.

COURSE SUPPLIES AND EQUIPMENT

Listed below are the materials that you will need to conduct this course:

- Instructor Guide and resource materials (downloaded or CD): Obtain one copy of the Instructor Guide and resource materials for each instructor.
- Student Manual: Secure one copy of the Student Manual for each person attending the session. The preferred method is an electronic copy of the Student Manual.

- Applied Activity Materials: Some activities in this course are based on continuing scenarios, with each unit building on the work completed in prior units. Select one scenario to start at the beginning of the course and continue it through the end of the course. For the scenario you select you will need to make enough copies of the Student Handouts for each student.
- Scenario Options: Select a scenario for the course. You may choose to use one of the following provided scenarios or may choose to develop your own scenario:
 - Central City HazMat
 - Basketball Game
 - School Fire
 - Roaring River Wildfire
 - Extreme Weather
 - East Lake Dam Failure
 - Central City Flood
- The following scenarios were **not** updated in the latest course revision. If instructor decides to use, the scenario **must be** adjusted to fit the new activities in the revised unit.
 - Avian Influenza
 - Coqui Frog
 - Hospital
 - Pet Food Recall
- Course Visuals: The course visuals are available as a downloadable file from the Authority Having Jurisdiction. A common method is to transfer the course visuals to the hard drive of a computer because the visuals may operate more effectively if they are accessed from the computer's hard drive:
- Course Evaluation Forms: Secure one copy of the course evaluation form for each person attending the training. Course evaluation forms are typically provided by the organization sponsoring the course.
- Pretest and Final Exam
 - A copy of the instructor version of the Pretest and Final Exam, with answer keys, will be provided by the Authority Having Jurisdiction.
 - Prior to course delivery, make enough copies of the Pretest and Final Exam for all students enrolled in the course.
 - Authorities Having Jurisdiction may collect pre and post test data to measure training outcomes.

- Blank ICS Forms: Ensure enough copies for each student.
 - ICS Form 201, Incident Briefing
 - ICS Form 202, Incident Objectives
 - ICS Form 203, Organization Assignment List
 - ICS Form 204, Assignment List
 - ICS Form 205, Incident Radio Communications Plan
 - ICS Form 206, Medical Plan
 - ICS Form 207, Incident Organization List
 - ICS Form 208, Safety Message/Plan
 - ICS Form 211, Incident Check-in List
 - ICS Form 213RR, Resource Request Message
 - ICS Form 214, Activity Log - Ensure enough copies of the blank ICS Form 214 for each table group to have one for each day of the course.
 - ICS Form 215, Operational Planning Worksheet
 - ICS Form 215A, Incident Action Plan Safety Analysis
 - ICS Form 221, Demobilization Check-Out
- Blank Check-In sheet
 - Students will be expected to check-in each day of the course. Each day, before the students arrive, instructors should post a check in sheet, so students may check-in as they arrive. Some instructors may choose to accomplish this through the ICS Form 211. If using an ICS Form 211, it is important to explain to students that on an incident, this form is used for initial check in to an incident, not for daily accountability.
- Handout and Activity Support Materials
 - Answers for activities that are to be provided by the Instructors are available in the Instructor Guide, “Supplemental Materials” tab
 - Unit 1: Course Introduction
 - Pretest
 - Activity 1.1: Group Formation
 - Handout 1-1: Course Agenda
 - Unit 2: ICS Fundamentals Review
 - Activity 2.1: Unified Command Roles and Relationships
Facilitated Activity
 - Handout 2-1: Operational Period Planning Cycle (Planning P)
 - Handout 2-2: Incident Complexity

- Unit 3: Initial Actions for Unified Command
 - Activity 3.1: ICS Form 201
 - Activity 3.2: SMART Objectives
 - Activity 3.3: Applied Activity
 - Handout 3-1: ICS Form 201
 - Handout 3-2: Sample Initial Unified Command Meeting Agenda
- Unit 4: Implementing an Operational Planning Process
 - Activity 4.1: Applied Activity
 - Handout 4-1: ICS Form 215, Sample Operational Planning Worksheet
 - Handout 4-2: ICS Form 215A, Incident Action Plan Safety Analysis
- Unit 5: Planning Process, IAP, and Operations Brief
 - Activity 5.1: Applied Activity (Parts 1 and 2)
 - Planning P video – Planning Meeting and Operational Period Briefing segments
 - Handout 5-1: Preparing for the Planning Meeting
 - Handout 5-2: Planning Meeting Agenda
 - Handout 5-3: ICS Form Descriptions
 - Handout 5-4: Sample Operations Briefing Agenda
- Unit 6: Incident Resource Management
 - Activity 6.1: Improving Performance Effectiveness
 - Activity 6.2: Applied Activity
 - Handout 6-1: Incident Management Teams
 - Handout 6-2: ICS Form 211
- Unit 7: Demobilization, Transfer of Command, and Closeout
 - Activity 7.1: Applied Activity
 - Handout 7-1: Sample Demobilization Plan
 - Handout 7-2: After-Action Review (AAR) Tips
 - Handout 7-3: Recovery Continuum
- Unit 8: Course Summary
 - Final Exam
- Appendices
 - Appendix – Contains general information on National Incident Management System, ICS History and Features, Unified Command, ICS Forms, and a Glossary of terms and commonly used acronyms.
 - Applied Activity Materials - Contains eleven separate scenarios that are threaded for use during course delivery. Note: Seven of these scenarios have been revised and expanded. Select one scenario to start at the beginning of the course and continue it through the end of the course.

COURSE DEPLOYMENT

The course is designated for three days of instruction. This time includes instructor presentation of all material and student participation of Level I and Level II evaluations as well as adequate time for breaks and lunch:

- Lunch Breaks (1 hour each day).
- Regular Breaks (schedule adheres to a 50/10 break timetable: for every 50 minutes of instruction, there should be a 10-minute break).
- Daily Expectations Review (Instructors may take 30 minutes at the end of each day to review students' expectations for the course).

This course is designed as a FEMA EMI classroom training to be primarily delivered in the field at various regional, state, local, and tribal locations and at the National Emergency Training Center in Emmitsburg, MD.

COURSE SCHEDULE

Table 1: Course Schedule

Unit	Duration	Unit Title
Day 1		
Unit 1:	1 hour 30 minutes	Course Introduction
Unit 2:	3 hours	ICS Fundamentals Review
Unit 3:	2 hours 15 minutes	Initial Actions for Unified Command
Day 2		
Unit 4:	2 hours 15 minutes	Implementing an Operational Planning Process
Unit 5:	5 hours	Planning Process, IAP, and Operations Brief
Day 3		
Unit 6:	3 hours	Incident Resource Management
Unit 7:	2 hours	Demobilization, Transfer of Command, Closeout, and Transition to Recovery
Unit 8:	2 hours	Course Summary
Total	21 hours	

REQUIRED STUDENT PREREQUISITES

The required prerequisites to this course are:

- IS-100.c An Introduction to the Incident Command System, ICS 100
- IS-200.c Basic Incident Command System for Initial Response, ICS 200
- IS-700.b An Introduction to the National Incident Management System
- IS-800: National Response Framework (NRF)

Other recommended (not required) courses:

- E/L/G 0191 Emergency Operations Center/Incident Command System Interface
- E/L/G 0400 Advanced Incident Command System for Complex Incidents, ICS 400

EVALUATION PLAN

EMI course evaluations are an integral part of an evaluation process established to gauge the effectiveness of both the course materials and the instructors. To accomplish this, EMI employs Levels I, II, and III of the Kirkpatrick Model of Course Evaluation process as noted below.

Level I: For EMI deliveries of E/L 300, a standard EMI Scantron® Evaluation Sheet will be used to document student reaction and feedback on overall quality of content, instruction, and facilities. The evaluation sheet uses a 1–5 rating system, with 5 being the highest. G 300 deliveries by Authorities Having Jurisdiction are encouraged to complete a Level I evaluation for their deliveries.

Level II: This evaluation consists of two parts: a knowledge-based written examination and a performance-based assessment. The assessments will evaluate each student's learning of course material. Students will be able to demonstrate their proficiency by applying knowledge and/or skills learned. Hands-on activities and multiple-choice tests have been chosen as assessment tools for this course. A minimal passing score of 75% must be achieved on the knowledge-based final assessment. Instructors will provide feedback to students following the activities and the final assessment.

Level III: A Level III evaluation survey will be mailed to each student 90 days after the course offering to determine the extent to which the knowledge and/or skills obtained from training have been beneficial and applicable to the student's job.

For E/L deliveries, Level I evaluations should be completed at the end of each course offering and returned to NETC Admissions within 2 weeks following completion of the course. Instructors may collect the evaluations while the final examinations (Level II evaluations) are collected. The complete package for the

course (course evaluations as well as examinations and FEMA application forms as required) can then be batched together to NETC Admissions for processing as noted.

For G courses, the state will implement Level I and Level III evaluations according to their state jurisdictional process. Level II evaluations will be implemented in accordance with EMI standards, the NIMS Training Program, and their state jurisdictional requirements.

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UNITS OF INSTRUCTION

Unit 1: Course Introduction

Table 2: Unit 1: Course Introduction

Section	Description
Time	1 hour 30 minutes
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to identify the course scope, objectives, and classroom logistics.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Identify the course scope and objectives. 2) Explain how assigned groups will function during the course activities.
Scope	<ul style="list-style-type: none"> • Instructor Introductions • Unit Objectives • Course Objectives • Course Structure • Student Introductions <ul style="list-style-type: none"> ▪ Pretest • Instructor Expectations • Course Logistics • Successful Course Completion • Activity 1.1: Group Formation • Objectives Review

Section	Description
Methodology	<p>This unit uses lecture, handouts, an activity, and discussion to identify the course scope, objectives, and logistics. The instructor welcomes the students to the class and reviews the course objectives. The instructor introduces the instructional team and prompts the students to introduce themselves. The instructor then distributes the course pretest and informs the students they will have 20 minutes to complete it. Once the students have finished, the instructor collects the tests and grade privately to gain a sense of how familiar the students are with the content.</p> <p>Following the pretest, the instructor outlines the classroom considerations to include safety, break areas, restroom locations, and smoking areas. Next the instructor reviews the instructional team's expectations of the students, and in turn, ask the students to share their expectations of the course.</p> <p>Finally, the instructor presents the course objectives, structure, and design. The instructor explains the course completion requirements, including the final exam. As the unit activity, the instructor directs the students to form groups to work together on the unit activities for the duration of the course. Group members will be given the opportunity to introduce themselves, choose a group leader, and decide how they will operate during the activities of the course.</p>
References	<ul style="list-style-type: none"> • None
Development Material	<ul style="list-style-type: none"> • Daily Check-in sheet – one copy per table group • Pretest – one copy per student • Materials for Activity 1.1: Group Formation • Handout 1-1: Course Agenda

Unit 2: ICS Fundamentals Review

Table 3: Unit 2: ICS Fundamentals Review

Section	Description
Time	3 hours
Objective	<p>Terminal Objective Upon completion of this unit, given a simulated scenario, students will be able to identify roles and reporting relationships under a Unified Command that involves agencies within the same jurisdiction and under multijurisdictional conditions.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Explain how ICS fits into the Command and Coordination component of NIMS. 2) Explain reporting relationships and information flow within the organization. 3) Identify ICS supervisory positions and titles. 4) Explain considerations for developing an organizational structure that supports the incident and delegating authority to the lowest practical level. 5) Identify the primary features of Unified Command. 6) Explain how Unified Command functions on a multijurisdictional or multiagency incident.

Section	Description
Scope	<ul style="list-style-type: none"> • Unit Introduction and Objectives • Incident Action Planning Process • NIMS Components & ICS • NIMS Management Characteristics • Unity of Command • Chain of Command • Formal Communication • Informal Communication • Incident Management Roles • Common Terminology • Modular Organization • ICS Expansion and Contraction • Delegation • Incident Complexity and Resource Needs • ICS Organizational Components • Intelligence/Investigations Function • ICS Supervisory Position Titles • Facilitated Activity: Matching Position Titles • Operational Period Planning Cycle (Planning P) and Unified Command • Definition of Unified Command <ul style="list-style-type: none"> ▪ Features ▪ Elements ▪ Advantages ▪ Multiple Jurisdictions ▪ Single Agencies/Single Jurisdiction ▪ Multi Agency/Single Jurisdiction ▪ Multi Agency/Multi Jurisdiction • Activity 2.1: Unified Command Roles and Relationships

Section	Description
Methodology	<p>This unit uses lecture, activities, and group discussion to identify roles and reporting relationships under a Unified Command that involves agencies within the same jurisdiction and under multijurisdictional conditions. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content.</p> <p>The instructor begins the unit by reviewing key NIMS and ICS structures and principles learned in prerequisite courses (IS-100.c An Introduction to the Incident Command System, ICS-100 and IS-200.c Basic Incident Command System for Initial Response, ICS-200). After a thorough NIMS and ICS review of the planning cycle, organizational structures, communication chain, and model flexibility, the instructor gives the students an opportunity to participate in a group activity. To build on this previously learned content, the instructor attempts to engage the students with a facilitated group activity designed to recall and match organizational levels, titles, and support positions of ICS personnel.</p> <p>Next, the instructor begins an in-depth explanation of Unified Command to include its definition, components, and advantages. Because Unified Command encompasses multiple agencies and jurisdictions, the balance of the unit focuses on the inclusion of such authorities. The instructor emphasizes that knowing how to align, leverage, and govern the different legal, geographic, and functional responsibilities of various agencies and jurisdictions is key to managing a successful expanding incident. The instructor finishes the lecture by outlining proven strategies for effective Unified Command coordinating, planning, and interacting.</p> <p>To reinforce the key concepts of the unit, the instructor asks the students to participate in Activity 2.1, which gives students an opportunity to apply key Unified Command principles by reviewing a chosen scenario, answering questions about command structure, drawing an organizational chart, and identify challenges and safety issues.</p>
References	<ul style="list-style-type: none"> • Appendix

Section	Description
Development Materials	<ul style="list-style-type: none">• Instructor Guide• Visuals and equipment to display the presentation• Student Manual• Materials for Activity 2.1: Unified Command Roles and Relationships (found in Applied Activity Materials)• Materials for Facilitated Activity (found in Supplemental Materials)• Handout 2-1: Operational Period Planning Cycle (Planning P)• Handout 2-2: Incident Complexity

Unit 3: Initial Actions for Unified Command

Table 4: Unit 3: Initial Actions for Unified Command

Section	Description
Time	2 hours 15 minutes
Objective	<p data-bbox="418 455 704 485">Terminal Objective</p> <p data-bbox="418 489 1393 558">Upon completion of this unit, students will be able to develop incident objectives for a simulated incident.</p> <p data-bbox="418 600 724 630">Enabling Objectives</p> <p data-bbox="418 634 1230 663">To support the terminal objective, students will be able to:</p> <ol data-bbox="418 667 1450 951" style="list-style-type: none"> 1) Identify the importance of planning for incidents/events. 2) Contrast the differences between planning for incidents and events. 3) Identify methods and tools used to assess incident/event complexity. 4) Identify agency policies and guidelines that influence management of incident or event activities. 5) Explain the process for developing incident objectives, strategies, and tactics. 6) Identify the steps in transferring and assuming incident command.

Section	Description
Scope	<ul style="list-style-type: none"> • Unit Introduction and Objectives • Operational Period Planning Cycle (Planning P) and Unified Command • Incidents vs. Events <ul style="list-style-type: none"> ▪ Planning for Incidents ▪ Planning for Events • Agency Administrator Briefing • Authorities, Policies, and External Stakeholders <ul style="list-style-type: none"> ▪ Agency Policies and Guidelines ▪ Examples • Initial Response Actions • Planning P and Incident Briefing <ul style="list-style-type: none"> ▪ Incident Briefing (ICS Form 201) ▪ Activity 3.1: ICS Form 201 • Transfer of Command <ul style="list-style-type: none"> ▪ Steps in Transfer of Command ▪ Transfer of Command Briefing Checklist ▪ Transfer of Command Pitfalls ▪ Transfer of Command Considerations • Initial Unified Command Meeting • What's an Operational Period • Incident Priorities • Situational Awareness Skills <ul style="list-style-type: none"> ▪ Situational Awareness (Personal) ▪ Situational Awareness (Agency) ▪ Common Operating Picture ▪ Tunnel Vision • Complexity Analysis Factors • Considerations for Developing Objectives <ul style="list-style-type: none"> ▪ Objectives, Strategies, and Tactics ▪ Writing SMART Objectives ▪ Sample Objectives ▪ Activity 3.2: SMART Objectives • The Start of Each Planning Cycle • Activity 3.3: Applied Activity • Objectives Review

Section	Description
Methodology	<p>This unit uses lecture, activities, and group discussion to develop incident objectives for a simulated incident. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content.</p> <p>The instructor begins the unit by describing two approaches for planning for a known upcoming incident and organizing for an unplanned event. Next, the instructor explains the responsibilities of the Incident Commander that are communicated during the Agency Administrator Briefing. The instructor then discusses agency policies and guidelines that influence management of incident or event activities. The next discussion topic focuses initial management decisions and use of the ICS Form 201: incident situation (maps), objectives, current actions, and resource status. To reinforce key concepts of the discussion topic, the instructor asks the students to complete Activity 3.1, which gives the students an opportunity to practice in filling out an ICS Form 201, using a provided scenario.</p> <p>After Activity 3.1, the instructor transitions to explaining steps, concerns, and considerations when transferring command. Next, the instructor outlines the next discussion topic, Initial Unified Command Meeting, and its relevance to the Operational Period and incident priorities. The instructor emphasizes assessing proper Situational Awareness for both personal and agency-level use. The instructor also explains the skills associated with Situational Awareness, the challenges when faced with losing Situational Awareness and the parameters when sharing the Incident Information with agencies, organizations, jurisdictions, and the public. Next, the instructor describes what complexity analysis involves and the several factors that affect the probability of incident control.</p> <p>While providing examples, the instructor presents instruction on establishing incident objectives and how to write “SMART” objectives. To reinforce key concepts of the discussion topic, the instructor asks the students to complete Activity 3.2, which gives an opportunity to recognize well written, SMART objectives. To wrap up the unit, the instructor asks the students to participate in the Applied Activity (Activity 3.3) which gives students an opportunity to organize their groups into Incident Management Teams, review and complete ICS Form 201 (Incident Briefing), and identify issues related to the simulated incident.</p>
References	<ul style="list-style-type: none"> • None

Section	Description
Development Materials	<ul style="list-style-type: none"> • Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Materials for Activity 3.3: Applied Activity (found in Applied Activity Materials) • Handout 3-1: ICS Form 201 (found in the Appendix) • Handout 3-2: Sample Initial Unified Command Meeting Agenda

Unit 4: Implementing an Operational Planning Process

Table 5: Unit 4: Implementing an Operational Process

Section	Description
Time	2 hours 15 minutes
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to create an ICS Form 215, Operational Planning Worksheet, and an ICS Form 215A, Incident Action Plan Safety Analysis, using a given scenario.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Explain the operational planning steps including logistical concerns, cost-benefit analysis, and appropriate strategies and tactics to meet incident objectives. 2) Identify the scope and results of the Tactics Meeting. 3) Explain the purpose and use of ICS Form 215, Operational Planning Worksheet. 4) Explain the purpose and use of ICS Form 215A, Incident Action Plan Safety Analysis.

Section	Description
Scope	<ul style="list-style-type: none"> • Unit Introduction and Objectives • The Tactics Meeting: Overview • Assessing Current Objectives <ul style="list-style-type: none"> ▪ Strategies, Objectives, and Tactics ▪ Developing Appropriate Strategy ▪ Executing Tactical Direction ▪ Sample Strategy and Tactics • Logistics Support Factors • Cost-Benefit Analysis • Tactics Meeting Documentation • Operational Planning Worksheet (ICS Form 215) • Resource Impact on Tactics • Incident Safety • Aviation Safety • Incident Safety Analysis • ICS Form 215A, Incident Action Plan Safety Analysis • Activity 4.1: Applied Activity • Objectives Review
Methodology	<p>This unit uses lecture, an activity, and group discussion to create an ICS Form 215, Operational Planning Worksheet, and an ICS Form 215A, Incident Action Plan Safety Analysis, using a given scenario. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content.</p> <p>The instructor begins the unit by emphasizing that the incident action planning process is critical to a successful response because it provides a system for dividing incident objectives into tactical assignments for specific Operational Periods. The instructor explains the purpose of the Tactics Meeting, with an emphasis on how to assess objectives as well as logistic and cost factors that affect tactical operations and assignments. The instructor outlines the interdependence between incident objectives, strategies, and tactics by using a sample objective and mapping the associated strategies and tactics.</p> <p>Next, the instructor begins an in-depth explanation of the role and use of ICS Forms 215 and 215A to ensure resources are planned and safety is evaluated. To reinforce the key concepts of the unit, the instructor asks the students to participate in Applied Activity 4.1, which gives students an opportunity to select tactics for the next Operational Period and complete ICS Forms 215 and 215A, for the threaded scenario leveraged in the two previous unit activities.</p>

Section	Description
References	<ul style="list-style-type: none"> • None
Development Materials	<ul style="list-style-type: none"> • Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Materials for Activity 4.1: Applied Activity (found in Applied Activity Materials) • Handout 4-1: ICS Form 215, Operational Planning Worksheet (found in the Appendix) • Handout 4-2: ICS Form 215A, Incident Action Plan Safety Analysis (found in the Appendix)

Unit 5: Planning Process, IAP, and Operations Brief

Table 6: Unit 5: Planning Process, IAP, and Operations Brief

Section	Description
Time	5 hours
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to create a written IAP for an incident/event using the appropriate ICS forms and supporting materials and use the IAP to conduct an Operational Period Briefing.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Explain the purpose of the Planning Meeting. 2) Identify the role and use of ICS forms and supporting materials included in an Incident Action Plan. 3) Explain the purpose of the Operational Period Briefing.

Section	Description
Scope	<ul style="list-style-type: none"> • Unit Introduction and Objectives • Preparing for the Planning Meeting • Planning Meeting Displays • The Planning Meeting • The Planning Meeting Agenda • Planning P Video – Planning Meeting segment • IAP Preparation and Approval • Forms and Supporting Documents Overview <ul style="list-style-type: none"> ▪ Facilitated Activity: Review of an IAP ▪ ICS Form 202, Incident Briefing ▪ ICS Form 203, Organization Assignment List ▪ ICS Form 204, Assignment List ▪ ICS Form 205, Incident Communications Plan ▪ ICS Form 206, Medical Plan ▪ ICS Form 208, Safety Messages ▪ Additional Supporting Documents ▪ Are All Forms Used? • Operations Briefing • Sample Operations Briefing Agenda • Executing and Assessing the Plan • Other Types of Meetings • Activity 5.1: Applied Activity • Objectives Review

Section	Description
Methodology	<p>This unit uses lecture, segment(s) of the Planning P video, an activity, and group discussion to create a written IAP for an incident/event using the appropriate ICS forms and supporting materials; and then, using the IAP, conduct an Operational Period briefing. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content.</p> <p>The instructor begins the unit by explaining how to prepare for the Planning Meeting. Next, the instructor outlines the scope of the Planning Meeting to include its purpose, attendees, and participants. The instructor shows the Planning Meeting segment of the Planning P video as an example of how the meeting should be conducted to give the students a picture of how to conduct their own Planning Meetings.</p> <p>Transitioning to the next discussion topic, the instructor summarizes key points in IAP preparation. The instructor emphasizes criteria for determining when the IAP should be prepared in writing as well as the role and use of ICS forms and supporting materials. To engage the student's in a group discussion, the instructor facilitates a class analysis of a sample IAP. During class collaboration, each ICS form of the plan is introduced, reviewed, and analyzed for completeness and accuracy.</p> <p>After the facilitated activity, the instructor continues the lecture to include the scope and purpose of the Operations Briefing. A sample agenda for the Operations Briefing is provided as a handout for reference. To reinforce the key concepts of the unit, the instructor asks the students to participate in the Applied Activity 5.1, which gives students an opportunity to continue the preparation of an IAP (started in the previous unit) and outline an agenda for their Operations Brief.</p>
References	<ul style="list-style-type: none"> • None
Development Materials	<ul style="list-style-type: none"> • Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Planning P video – Planning Meeting and Operational Period Briefing segments • Materials for Activity 5.1: Applied Activity (found in Applied Activity Materials) • Handout 5-1: Preparing for the Planning Meeting • Handout 5-2: Planning Meeting Agenda • Handout 5-3: ICS Form Descriptions • Handout 5-4: Sample Operations Briefing Agenda

Unit 6: Incident Resource Management

Table 7: Unit 6: Incident Resource Management

Section	Description
Time	3 hours
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to explain the principles and practices of incident resources management.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Identify the progression and associated considerations involved in the Incident Resource Management Process. 2) Recall the authorities or organizational elements that can order resources. 3) Contrast the differences and motives between single-point and multipoint resource ordering. 4) Explain the scope and purpose of an Incident Management Team. 5) Explain the evaluation process for resources. 6) Choose interventions for common resource performance issues.

Section	Description
Scope	<ul style="list-style-type: none"> • Unit Introduction and Objectives • NIMS Resource Management Principles • Resource Management Practices • Incident Resource Management Process • Inventory <ul style="list-style-type: none"> ▪ Credentialing ▪ Incident Security ▪ Resource Typing • Identify Requirements <ul style="list-style-type: none"> ▪ Tactics Meeting ▪ Incident Management Team ▪ IMT Purpose • Order and Acquire <ul style="list-style-type: none"> ▪ Order and Acquire Resources ▪ Small Incidents ▪ Authority to Order ▪ Single-point Ordering ▪ Multipoint Ordering ▪ Information Elements ▪ Resource Order Form • Mobilize <ul style="list-style-type: none"> ▪ Mobilization: Check in Process ▪ Status of Tactical Resources ▪ Direct Assignment on Scene ▪ Available Resources in Staging Area ▪ Out-of-Service to Base or Camp • Track and Report <ul style="list-style-type: none"> ▪ Accounting for Responders ▪ Tracking Resources ▪ Resource Status Responsibilities ▪ Resource Status-Keeping System ▪ Monitoring and Assessing Resources ▪ Resource Evaluation ▪ Management Actions and Poor Performance • Activity 6.1: Improving Performance Effectiveness • Recover, Demobilize, and Reimburse <ul style="list-style-type: none"> ▪ Evaluating Resource Needs ▪ Resource Demobilization • Activity 6.2: Applied Activity • Objectives Review

Section	Description
Methodology	<p>This unit uses lecture, an activity, and group discussion to explain the principles and practices of incident resources management. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content.</p> <p>The instructor begins the unit by reviewing NIMS resource management principles and practices. Because this unit is organized by the six primary tasks for Resource Management during the incident. The instructor briefly discusses resourcing activities prior to an incident and then introduces the model and then details each step (identify requirements, order and acquire, mobilize, track and report, demobilize, reimburse, and restock) and the associated tasks and activities that occur in each step of the process.</p> <p>Incorporated within each task’s description, the instructor introduces relative resource management concepts, such as how an Incident Management Team functions as a resource to support an incident, who has authority to order resources, the variations between single-point and multipoint resource ordering and reasons for using each, etc.</p> <p>Next, the instructor explains that key resource activities begin prior to an incident. This includes determining the status of resources and when to designate as assigned, available, and out-of-service. The instructor emphasizes that performance evaluations of resources are a critical task that is performed at demobilization. While no system or method is recommended, the instructor introduces several status-keeping methods or systems can be used to keep track of resources at incidents. To reinforce the key concepts of the discussion topic, the instructor asks the students to participate in Activity 6.1, which gives students an opportunity to review a performance issue and answer questions related to evaluation. After Activity 6.1, the instructor explains the timing of evaluating resource needs as well as the planning considerations when demobilizing resources.</p> <p>As a wrap up to the unit, the instructor the instructor asks the students to participate in Activity 6.2, which gives students an opportunity to order resources and to experience the challenges and strategies for managing resources during the threaded scenario they have been using for the course.</p>
References	<ul style="list-style-type: none"> • None

Section	Description
Development Materials	<ul style="list-style-type: none">• Visuals and equipment to display the presentation• Instructor Guide• Student Manual• Activity 6.1: Improving Performance Effectiveness• Materials for Activity 6.2 (found in Applied Activity Materials)• Handout 6-1: Incident Management Teams• Handout 6-2: ICS Form 211 (found in the Appendix)

Unit 7: Demobilization, Transfer of Command, Closeout, and Transition to Recovery

Table 8: Unit 7: Demobilization, Transfer of Command, Closeout, and Transition to Recovery

Section	Description
Time	2 hours
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to identify demobilization considerations for a given scenario.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Explain the importance of demobilization planning. 2) Identify the impact of agency-specific policies, procedures, and agreements upon demobilization planning. 3) Identify the ICS titles of personnel who have responsibilities in developing and implementing the Demobilization Plan. 4) List the major sections in a Demobilization Plan. 5) Identify the need for transfer of command or closeout. 6) Explain the process involved in a closeout meeting. 7) Explain the transition from Response to Recovery.

Section	Description
Scope	<ul style="list-style-type: none"> • Unit Introduction and Objectives • Demobilization <ul style="list-style-type: none"> ▪ Nonexpendable and Expendable Resources ▪ Challenges ▪ Planning Benefits • Agency Policies and Procedures • Demobilization: Who Does What? • Demobilization Plan Information Needs • Demobilization Plan Sections • ICS Form 221, Demobilization Check-out • Stabilizing or De-escalating Incidents • Incident Command and Closeout <ul style="list-style-type: none"> ▪ Agency Administrator Closeout Meeting ▪ Team Closeout Meeting ▪ Conducting an After-Action Review • Activity 7.1: Applied Activity • Transition to Recovery <ul style="list-style-type: none"> ▪ Definition for Recovery ▪ Recovery Core Capabilities ▪ Recovery Support Functions ▪ Whole Community Partnership • Objectives Review

Section	Description
Methodology	<p>This unit uses lecture, an activity, and group discussion to identify demobilization considerations for a given scenario. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content</p> <p>The instructor begins by describing the importance of demobilization planning and explaining the impacts of agency-specific policies, procedures, and agreements on demobilization planning. Next, the instructor identifies the ICS titles and duties of personnel who have responsibilities for developing and implementing the Demobilization Plan, and the ICS Form 221, Demobilization Check-Out.</p> <p>Next, the instructor details the major sections of the Demobilization Plan. Transitioning to the discussion topic of closeout, the instructor explains the procedure for transfer of command of a de-escalating incident, details the procedure for incident closeout, and describes the process involved in conducting an after-action review. The final discussion topic focuses on the transition to recovery to include critical tasks and incorporating the whole community in the phase. To reinforce the key concepts of the unit, the instructor asks the students to participate in Applied Activity 7.1, which gives students an opportunity to determine demobilization considerations using their threaded scenario.</p>
References	<ul style="list-style-type: none"> • None
Development Materials	<ul style="list-style-type: none"> • Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Materials for Activity 7.1 (found in Applied Activity Materials) • Handout 7-1: Sample Demobilization Plan • Handout 7-2: After-Action Review (AAR) Tips • Handout 7-3: Recovery Continuum

Unit 8: Course Summary

Table 9: Unit 8: Course Summary

Section	Description
Time	2 hours
Objective	<p>Terminal Objective Upon completion of this unit, students will be to summarize the course objectives.</p> <p>Enabling Objectives To support the terminal objective, students will be able to: 1) Identify key discussion topics from the course.</p>
Scope	<ul style="list-style-type: none"> • Unit Introduction and Objectives • Review Course Objectives • Final Exam • Feedback and Certificate Distribution
Methodology	<p>The instructor begins the unit with a review of the course objectives. The instructor reviews each objective asking the students if they have questions, comments, or general observations. The instructor also gives the students ample time to review their Student Manual prior to the Final Exam.</p> <p>Because this unit is the last unit of the course, instructor administers the Final Exam and gives the students an hour to complete it. Once students have completed the Final Exam, or an hour has passed (whichever comes first), the instructor reviews the Final Exam with the class by using the instructor copy (contains answers) found in the Instructor Guide. Following Final Exam, the instructor asks the students to evaluate the course. As the final wrap-up, the instructor distributes student Certificates of Completion.</p>
References	<ul style="list-style-type: none"> • None
Development Materials	<ul style="list-style-type: none"> • Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Final Exams (one for each student) • Course Evaluation Forms (one for each student) • ICS Form 214 (one for each student)



E/L/G 0400 Advanced Incident Command System for Complex Incidents, ICS 400



FEMA

Plan of Instruction
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RATIONALE

The National Incident Management System (NIMS) Training Program defines a national baseline of training to guide and promote NIMS training. It provides recommendations to assist organizations in meeting their training plan development responsibilities.

The model NIMS ICS curriculum organizes four levels of training:

- IS-0100 An Introduction to the Incident Command System, ICS 100
- IS-0200 Basic Incident Command System for Initial Response, ICS 200
- E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS 300
- E/L/G 0400 Advanced Incident Command System for Complex Incidents, ICS 400

ICS training provided by EMI, NFA, NWCG, the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), and the U.S. Coast Guard (USCG) follow this model.

The NIMS Training Program does not require that students complete the most recent version of each course. Refresher training is important since skills, abilities, and knowledge lapse when not directly and frequently applied. FEMA recommends that incident personnel should refresh NIMS training every three years. However, this is ultimately up to the organization to determine, considering resource limitations.

Building on the prerequisite ICS 100, ICS 200, and ICS 300 courses, this ICS 400 course focuses on ICS for Command and General Staff in complex incidents. This advance ICS 400 course focuses on senior personnel who are expected to perform in a management capacity in an Area Command or Multiagency Coordination System, or as part of an Incident Management Team.

This course, ELG0400, may be delivered by the Emergency Management Institute (EMI) as E0400 or L0400, or by a State as G0400. When delivered by EMI (course code prefix – E & L), this course receives the benefit of EMI accreditation and the student may receive Continuing Education Units (CEUs) or recommended college credits. When delivered by a State (course code prefix – G), the course is not accredited in this manner.

GOAL

ICS 400 is intended for an audience of experienced responders and other senior emergency management personnel who may perform in a management capacity for major or complex incidents (Type 1 or Type 2 incidents). Large and complex incidents that require the application of area command don't happen often. Although this is an advanced ICS course, it is not intended to develop mastery of

area command. The purpose of this course is to expose students to the concepts of utilizing area command in major and complex incidents.

OVERALL COURSE OBJECTIVE

Through activities and a Final Exam, students will be able to demonstrate the duties, responsibilities, and capabilities required to perform in a management capacity for major and complex incidents/events using Area Command.

Although this is an advanced ICS course, it is not intended to develop mastery of area command. The purpose of this course is to expose ICS and other incident management practitioners to the concepts of using area command in major and complex incidents. The course expands upon information covered in the ICS 100, ICS 200, and ICS 300 prerequisite courses.

UNIT TERMINAL OBJECTIVES

Upon completion of this course, students will be able to:

- Identify the course scope, objectives, and classroom logistics.
- Given a scenario and review materials, apply key NIMS doctrine concepts (NIMS Management Characteristics, Unified Command, Incident Command System structure and functional area responsibilities, IAP Preparation and the Operational Period Planning Cycle, and incident complexity) to the management of a complex incident or event.
- Apply the appropriate structural option to manage a complex incident.
- Given a scenario, develop an Area Command organization.
- Identify the complex incident management issues that can result from a lack of multiagency coordination.
- Summarize the course objectives.

TARGET AUDIENCE

The target audience for this course includes experienced senior emergency management personnel who may perform in a management capacity for major or complex incidents. This group includes individuals who may serve as the Incident Commander, as a member of a Unified Command, or as members of the Command or General Staff, or Multiagency Coordination Group/Emergency Operations Center (EOC) management for incidents that may use an Area Command.

The audience may include students from a variety of agencies and functional disciplines, including fire service, law enforcement, emergency management, public works' departments, as well as public health organizations, medical emergency teams, and hospitals.

EMERGENCY MANAGEMENT COMPETENCIES

The EMI Emergency Management Competencies supported by the units in this course are listed below. The competencies are identified in the Emergency Management Core Competencies Training webpage on the EMI website (available at <https://training.fema.gov/competencies/>).

Unit Number and Title	Competency Area	Specific Competencies Supported
Unit 2: Fundamentals Review for Command and General Staff	Response-1	<ul style="list-style-type: none"> Describe the Incident Command System. Describe the roles and responsibilities of the Incident Commander. Explain the concept of Unified Command. Explain when Unified Command should be established. Identify and describe the command and general staff positions. Identify and describe the five major management functions within the ICS. Identify and describe the intelligence/investigations function.
	SS-1	<ul style="list-style-type: none"> Describe the purpose of the National Incident Management System (NIMS). Identify the structure and components of NIMS. Describe the key benefits of NIMS.
Unit 3: Complex Incident Management	PL-2 Organizational Preparation	<ul style="list-style-type: none"> Discuss how emergency managers should incorporate continuity planning into organizational planning and preparation.
Unit 4: Area Command	Response-1	<ul style="list-style-type: none"> Define and explain Area Command. Identify and discuss the responsibilities of Area Command.
Unit 5: Interconnectivity of NIMS Command and Coordination Structures	Response-1	<ul style="list-style-type: none"> Identify and discuss the elements and authorities involved in multiagency coordination.
	SS-3 Response Operations	<ul style="list-style-type: none"> Identify and describe the use of the Emergency Support Functions (ESFs) during response operations. Describe command and control issues.
	Recovery-2 Long-Term Recovery Strategies	<ul style="list-style-type: none"> Describe the long-term recovery process.

COURSE DESIGN/METHODOLOGY

The methodology for instructional design is based on Gagne's Nine Levels of Instruction. This course is designed for delivery in the classroom. Lecture, discussion, and multiple application activities have been designed to enable students to learn, practice, and demonstrate their knowledge.

REQUIRED INSTRUCTORS QUALIFICATIONS

The National Integration Center (NIC) is responsible for "facilitating the development of national guidelines for incident management training and exercises at all jurisdictional levels, while individual agencies and organizations are responsible for establishing and certifying instructors." The NIC provides guidelines for ICS instructors.

While individual agencies and organizations are responsible for establishing and certifying instructors, the NIC urges those agencies and organizations to follow these guidelines.

The NIC recommends the following ICS general instructor guidelines:

Instructor Levels

- **Lead instructors** must be capable of last-minute substitution for unit instructors.
- **Unit instructors** must be experienced in the lesson content they are presenting.
- **Adjunct instructors** may provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient, and knowledgeable of current issues in their field of expertise.

Adult Education recommendations for ICS 400 Lead and Unit Instructors

Instructors will be experienced Emergency First Responders with expertise in the subject matter, which will include:

- Prior completion of the course they will be teaching
- Prior completion of the Train the Trainer (E 0449) for the course they will be teaching is preferred but not required.
- Recent, relevant and response focused service
 - Relevant - related to the course they will be instructing
 - Recent – preferably within the past five years
 - Response Focused – experience is during real-world incidents, planned events, or accredited exercises that required a written IAP and/or went more than one operational period

Instructors are expected to possess a thorough knowledge and understanding of the Incident Command System (ICS) to include:

- ICS Command, General Staff, and Unit Leader functions
- National Incident Management System (NIMS)
- National Response Framework (NRF) concepts and principles
- Local, State, Tribal and Federal interagency cooperation and coordination
- Incident Management Team organization, roles and responsibilities

Instructors should hold certification as instructors from a recognized program of study such as State Fire Instructor (NFPA 1041, Level II or above), or hold another recognized qualification in techniques of instruction and adult education methodologies. Certification is normally gained through recognition of training and qualification by an Authority Having Jurisdiction.

Additional Qualifications:

- At least two instructors are recommended to conduct ICS 400 classes;
- Lead instructor should have successfully completed ICS 400 and its required prerequisite courses;
- Unit instructors should have successfully completed ICS-400 and its required prerequisite courses.

COURSE SUPPLIES AND EQUIPMENT

The following is a list of all materials necessary for the facilitation and delivery of the course. Ensure that these materials have been secured prior to the delivery of the course.

Listed below are the materials that you will need to conduct this course:

- Instructor Guide and resource materials (downloaded or CD): Obtain one copy of the Instructor Guide and resource materials for each trainer.
- Student Manual: Secure one copy of the Student Manual for each person attending the session. The preferred method is an electronic copy of the Student Manual.
- Course Visuals: The course visuals are available as a downloadable PowerPoint from the Authority Having Jurisdiction. A common method is to transfer the course visuals to the hard drive of a computer because the visuals may operate more effectively if they are accessed from the computer's hard drive.
- Computer, screen, and other equipment as necessary for Visual presentations.
- Course Evaluation Forms: Secure one copy of the course evaluation form for each person attending the training. Course evaluation forms are typically provided by the organization sponsoring the course.
- Pretest and Final Exam

- A copy of the instructor version of the Pretest and Final Exam, with answer keys, will be provided by the Authority Having Jurisdiction.
- Prior to course delivery, make enough copies of the Pretest and Final Exam for all students enrolled in the course.
- Authorities Having Jurisdiction may collect pre and post test data to measure training outcomes.
- Blank ICS Forms: Ensure enough copies for each student.
 - ICS Form 213, General Message
 - ICS Form 214, Activity Log - Ensure enough copies for each table group to have one for each day of the course.
- Blank Check-In sheet
 - Students will be expected to check-in each day of the course. Each day, before the students arrive, instructors should post a check in sheet, so students may check-in as they arrive. Some instructors may choose to accomplish this through the ICS Form 211, Incident Check-In. If using an ICS Form 211, it is important to explain to students that on an incident, this form is used for initial check in to an incident, not for daily accountability.
- Handout/Activity copies
 - Answers for activities that are to be provided by the Instructors are available in the Instructor Guide, "Supplemental Materials" tab

Supplemental Materials (Handout and Activity Support)

- Unit 1: Course Introduction
 - Pretest
 - Handout 1-1: Course Agenda
- Unit 2: Fundamentals Review for Command and General Staff
 - Activity 2.1: Review Activity, includes the following:
 - Instructions
 - Debrief
 - Scenario
 - Assignments
 - Review Materials
- Unit 3: Complex Incident Management
 - Handout 3-1: Option 1: Establish an Incident Complex by Combining Several Incidents
 - Handout 3-2: Option 2: Divide Incident into Two or More Single Incidents
 - Handout 3-3: Option 3: Expand the Planning Capability
 - Handout 3-4: Option 4: Add a Second Operations or Logistics Section
 - Handout 3-5: Option 5: Placement of the Intelligence/Investigations Function

Activity 3.1: Create an Incident Complex Structure, includes the following:

Instructions

Debrief

Scenario

- Unit 4: Area Command

Handout 4-1: Katrina Area Command Scenario

Handout 4-2: Location of Area Command

Handout 4-3: Area Commander: Checklist of Actions

Handout 4-4: Roles of Area Command Positions

Handout 4-5: Consolidating the Management of Multiple Incidents

Activity 4.1: Design an Area Command Organization and Process for a Simulated Incident, includes the following:

Instructions

Debrief

Scenario

Resource Orders

Map

- Unit 5: Multiagency Coordination

Handout 5-1: List of Common Multiagency Coordination Organizations

Handout 5-2: Emergency Support Function Teams and ESF Coordinators

Capstone Activity Materials:

Instructions

20 copies of ICS Form 213 General Message

Problem Statements:

- Central City Complex for Group 1
- Turtle River Area Command for Group 2
- Liberty County EOC for Group 3
- Columbia State EOC (MAC Group) for Group 4

Scenario – use for all groups

Organizational Chart – use for all groups

Maps: – use for all groups

- Central City
- Liberty County Map
- State of Columbia Map

Answer Key - Possible Responses:

- Central City Complex for Group 1
- Turtle River Area Command for Group 2
- Liberty County EOC for Group 3
- Columbia State EOC (MAC Group) for Group 4

- Unit 6:

Final Exam

Activity Materials - Additional materials are required for the facilitation of the course activities and are listed below:

- Easel pad and markers (one set for every break-out group)
- Copies of forms and handouts as directed in Instructor Guide Supplemental Materials

COURSE DEPLOYMENT

The course is designated for two days of instruction. This time includes instructor presentation of all material and student participation of Level I and Level II evaluations as well as adequate time for breaks and lunch:

- Lunch Breaks (1 hour each day)
- Regular Breaks (schedule adheres to a 50/10 break timetable: for every 50 minutes of instruction, there should be a 10-minute break)
- Daily Expectations Review (Instructors may take 30 minutes at the end of each day to review students’ expectations for the course)

This course is designed as a FEMA EMI classroom training to be primarily delivered in the field at various regional, state, local, and tribal locations and at the National Emergency Training Center in Emmitsburg, MD.

Suggested time plan is based on the experience level of the group and number of attendees. The time plan is based on 25 attendees in groups of five (5) for group activities and associated report outs.

COURSE SCHEDULE

Table 1: Course Schedule

Unit	Duration	Unit Title
Day 1		
Unit 1:	1 hours	Course Introduction
Unit 2:	3 hours	Fundamentals Review for Command and General Staff
Unit 3:	3 hours	Complex Incident Management
Day 2		
Unit 4:	3 hours	Area Command
Unit 5:	3 hours	Interconnectivity of NIMS Command and Coordination Structures
Unit 6:	2 hours	Course Summary
Total	15 hours	

REQUIRED PREREQUISITES

The prerequisites to this course include:

- Prerequisite Courses (Most current variants of all IS courses and ICS 300/400)
 - IS-0100.c An Introduction to the Incident Command System, ICS 100
 - IS-0200.c Basic Incident Command System for Initial Response, ICS 200
 - E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS 300
 - IS-0700.b An Introduction to the National Incident Management System
 - IS-0800 National Response Framework (NRF)
- Recommended (not required) Courses
 - Experience using ICS 100/200/300 principles and concepts in a real-world event or full-scale exercise
 - E/L/G 0191 Emergency Operations Center/Incident Command System Interface

EVALUATION PLAN

EMI course evaluations are an integral part of an evaluation process established to gauge the effectiveness of both the course materials and the instructors. To accomplish this, EMI employs Levels I, II, and III of the Kirkpatrick Model of Course Evaluation process as noted below.

Level I: A standard EMI Scantron® Evaluation Sheet will be used to document student reaction and feedback on overall quality of content, instruction, and facilities. The evaluation sheet uses a 1–5 rating system, with 5 being the highest.

Level II: This evaluation consists of two parts: a knowledge-based written examination and a performance-based assessment. The assessments will evaluate each student's learning of course material. Students will be able to demonstrate their proficiency by applying knowledge and/or skills learned. Hands-on activities and multiple-choice tests have been chosen as assessment tools for this course. A minimal passing score of 75% must be achieved on the knowledge-based final assessment. Instructors will provide feedback to students following the activities and the final assessment.

Level III: A Level III evaluation survey will be mailed to each student 90 days after the course offering to determine the extent to which the knowledge and/or skills obtained from training have been beneficial and applicable to the student's job.

Level I evaluations should be completed at the end of each course offering and returned to NETC Admissions within 2 weeks following completion of the course. The best way to accomplish this is for the instructors to collect the evaluations while the final examinations (Level II evaluations) are collected. The complete package for the course (course evaluations as well as examinations and FEMA application forms as required) can then be batched together to NETC Admissions for processing as noted.

For G courses, the state will implement Level I and Level III evaluations according to their state jurisdictional process. Level II evaluations will be implemented in accordance with EMI standards, the NIMS Training Program, and their state jurisdictional requirements.

UNITS OF INSTRUCTION

Unit 1: Course Overview

Table 2: Unit 1: Course Overview

Section	Description
Time	1 hour
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to identify the course scope, objectives, and classroom logistics.</p> <p>Enabling Objectives To support the terminal objective, students will be able to: 1) Explain the course structure. 2) Explain the requirements for completion of the course.</p>
Scope	<ul style="list-style-type: none"> • Instructor Introductions • Unit Objectives • Administrative Considerations • Introductions • Pretest • Expectations • Course Goals • Course Structure • Course Design • Successful Course Completion
Methodology	<p>This unit uses lecture, handouts, an activity, and discussion to identify the course scope, objectives, and classroom logistics. The instructor welcomes the students to the class, reviews the course objectives, and outlines the classroom considerations to include safety, break areas, restroom locations, and smoking areas.</p> <p>The instructor then introduces the instructional team and prompts the students to introduce themselves. The instructor then distributes the course pretest and informs the students they will have 20 minutes to complete it. Once the students have finished, the instructor collects the tests and grade them privately to gain a sense of how familiar the students are with the content.</p> <p>Following the pretest, the instructor reviews the instructional team's expectations of the students, and in turn, ask the students to share their expectations of the course. Finally, the instructor presents the course objectives, structure, and design. The instructor explains the course completion requirements, including the final exam.</p>
References	<ul style="list-style-type: none"> • None

Section	Description
Development Material	<ul style="list-style-type: none"> • Instructor Guide • Student Manual • Visual presentation • Equipment to display visual presentation • Blank ICS Form 214, Activity Log – one copy per table group, found in ICS Forms folder • Pretest – one copy per student • Handout 1-1: ICS 400 Course Agenda

Unit 2: Fundamentals Review for Command and General Staff

Table 3: Unit 2: Fundamentals Review for Command and General Staff

Section	Description
Time	3 hours
Objective	<p>Terminal Objective Upon completion of this unit, given a scenario and review materials, students will be able to apply key NIMS doctrine concepts (NIMS Management Characteristics, Unified Command, Incident Command System structure and functional area responsibilities, IAP Preparation and the Operational Period Planning Cycle, and incident complexity) to the management of a complex incident or event.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Describe types of agency(ies) policies, guidelines, and agreements that influence management of incident or event activities. 2) Describe issues that influence incident complexity and the tools available to analyze complexity. 3) Describe the process for transfer of command. 4) Describe the primary guidelines and responsibilities of the Command and General Staff positions. 5) List the major steps in the planning process. 6) Describe the purposes and responsibilities of Agency Representatives or technical specialists, reporting relationships, and how they can be used effectively within the incident organization. 7) Define the advantages of Unified Command and list the kinds of situations that may call for a Unified Command organization. 8) Describe how Unified Command functions on a multi-jurisdiction or multiagency incident.

Section	Description
Scope	<ul style="list-style-type: none"> • Unit Objectives • Incident Complexity and Types • Incident Complexity, Complex Incidents, and Incident Complex • Activity 2.1: Review Activity
Methodology	<p>This unit uses group discussion and an activity that uses a scenario and related review materials to apply key NIMS doctrine concepts (NIMS Management Characteristics, Unified Command, Incident Command System structure and functional area responsibilities, IAP Preparation and the Operational Period Planning Cycle, and incident complexity) to the management of a complex incident or event. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit.</p> <p>This unit consists solely of a review activity which leverages students' recall and retention of the ICS 100, ICS 200, and ICS 300 courses. By using previously learned and proven ICS principles and concepts in a practically applied group activity, the students gain valuable insight into the roles and, more importantly, the connected relationships of each role to the other ICS positions.</p>
References	<ul style="list-style-type: none"> • National Incident Management System (NIMS)
Development Materials	<ul style="list-style-type: none"> • Instructor Guide • Student Manual • Visual presentation • Equipment as necessary for Visual presentation • Wall-sized Operational Period Planning Cycle (Planning P) optional • Materials for Activity 2.1: Review Activity: <ul style="list-style-type: none"> ▪ Instructions ▪ Debrief ▪ Scenario ▪ Assignments ▪ Review Materials

Unit 3: Complex Incident Management

Table 4: Unit 3: Complex Incident Management

Section	Description
Time	3 hours
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to apply the appropriate structural option to manage a complex incident.</p> <p>Enabling Objectives To support the terminal objective, students will be able to: 1) Identify the characteristics of a complex incident. 2) Explain the expansion options for complex incident organization and the conditions under which each would be applied.</p>
Scope	<ul style="list-style-type: none"> • Unit Objectives • Facilitated Group Activity: Complex Incident Management • What are Complex Incidents? • Incidents Requiring Coordinated Federal Response • Determining Size & Structure of the ICS Structure • Characteristics: ICS Organization • Characteristics: Resources and Planning • ICS Organizational Options • Option 1: Combining into an Incident Complex <ul style="list-style-type: none"> ▪ Definition ▪ Structure • Option 2: Divide Incident into Two or More Single Incidents <ul style="list-style-type: none"> ▪ Dividing a Single Incident ▪ Considerations in Dividing an incident • Option 3: Expand the Planning Capability <ul style="list-style-type: none"> ▪ Tactical Planning within Branches ▪ Branch Planning Examples ▪ Accomplishing Branch Planning ▪ Separate Advanced Incident Planning ▪ Advanced Planning Considerations • Option 4: Add a Second Operations or Logistics Section <ul style="list-style-type: none"> ▪ Adding an Operations Section ▪ Adding an Operations Section – Considerations ▪ Adding an Logistics Section ▪ Adding an Logistics Section – Considerations • Option 5: Establish the Intelligence/Investigations Function <ul style="list-style-type: none"> ▪ I/I Function and Purpose • Activity 3.1: Create an Incident Complex Structure

Section	Description
Methodology	<p>This unit uses lecture, an activity, and group discussions to apply the appropriate structural option to manage a complex incident. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content</p> <p>The instructor begins the unit with a facilitated group discussion relating incidents they are familiar that were complex. This activity enables the students to connect real life situations with the course content. Next, the instructor explains how complex incidents can create special problems related to incident organization. The instructor emphasizes how anticipating these potential problems can result in increased organizing options for the incident that will lead to more effective management. For most of the unit, the instructor details four models of how to structure incidents for more effective management.</p> <p>To reinforce the key concepts of the unit, the instructor directs the students to participate in Activity 3.1, which gives students an opportunity to create an organizational structure for managing a complex incident.</p> <p>Homework Assignment – read Handout 4-1: Katrina Area Command.</p>
References	<ul style="list-style-type: none"> • National Incident Management System (NIMS)
Development Materials	<ul style="list-style-type: none"> • Instructor Guide • Student Manual • Visual presentation • Equipment as necessary for Visual presentation • Handout 3-1: Option 1: Establish an Incident Complex by Combining Several Incidents • Handout 3-2: Option 2: Divide Incident into Two or More Single Incidents • Handout 3-3: Option 3: Expand the Planning Capability • Handout 3-4: Option 4: Add a Second Operations or Logistics Section • Handout 3-5: Option 5: Placement of the Intelligence/Investigations Function • Activity 3.1: Create an Incident Complex Structure materials: <ul style="list-style-type: none"> ▪ Instructions, Debrief, Scenario

Unit 4: Area Command

Table 5: Unit 4: Area Command

Section	Description
Time	3 hours
Objective	<p>Terminal Objective Upon completion of this unit, given a scenario, students will be able to develop an Area Command organization.</p> <p>Enabling Objectives To support the terminal objective, students will be able to:</p> <ol style="list-style-type: none"> 1) Define the Area Command organization. 2) Identify six primary functional responsibilities of Area Command. 3) List the principal advantages of using Area Command. 4) Explain considerations (when, where and how) for establishing an Area Command.
Scope	<ul style="list-style-type: none"> • Definition of Area Command • Area Command: Primary Functions • Responsibilities and Relationships • Unified Command vs. Area Command • Advantages of Area Command • Chain of Command & Reporting Relationships • Area Command: Best Practices • Activity 4.1: Katrina Area Command Scenario • When Should Area Command Be Established? • Area Command <ul style="list-style-type: none"> ▪ Organization ▪ Storm ▪ July 4th Celebration/Terrorist Threat ▪ Overall Responsibilities ▪ Critical Activities ▪ Officers • Assistant Area Commander – Planning • Assistant Area Commander – Logistics • Area Command Aviation Coordinator • Area Command Technical Specialists • Agency Administrator In-Briefing • Area Commander In-Briefing with IC/UC • Incident Commanders & Critical Priorities • Area Command Meeting Agenda • Demobilization Procedures and Transition to Recovery • Activity 4.1: Design an Area Command Organization and Process for a Simulated Incident

Section	Description
Methodology	<p>This unit uses lecture, an activity, and group discussions to develop an Area Command organization. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content.</p> <p>The instructor begins the unit by defining and describing the primary functions of an Area Command. Next, the instructor will describe the considerations when, where, and how of establishing Area Command. This will include the discussion of organization, facilities, advantages (why), and communications. The instructor gives the students a case study group activity (Activity 4.1) which gives them an opportunity to read an article and analyze how the U.S. Coast Guard adapted Area Command to manage the response efforts after Hurricane Katrina. The instructor facilitates a group discussion regarding situational assessment, the overall company’s concerns, how a solution was introduced, and the benefits of the decision.</p> <p>The instructor also covers the organizational relationships between Area Command and incidents, and between Area Command and jurisdictional authorities. The instructor describes the demobilization process under an Area Command organization in the final discussion topic.</p> <p>To reinforce the key concepts of the unit, the instructor asks the students to participate in Activity 4.2, which gives students an opportunity to design an Area Command for a simulated incident by reviewing a scenario, map, and ordered resources and answering appropriate organization and process questions.</p>
References	<ul style="list-style-type: none"> • National Incident Management System (NIMS)
Development Materials	<ul style="list-style-type: none"> • Instructor Guide and Student Manual • Visual presentation • Equipment as necessary for Visual presentation • Handout 4-1: Katrina Area Command Scenario • Handout 4-2: Location of Area Command • Handout 4-3: Area Commander: Checklist of Actions • Handout 4-4: Roles of Area Command Positions • Handout 4-5: Consolidating the Management of Multiple Incident • Activity 4.1: Design an Area Command Organization and Process for a Simulated Incident materials: <ul style="list-style-type: none"> ▪ Instructions ▪ Debrief ▪ Scenario ▪ Resource Orders ▪ Map

Unit 5: Interconnectivity of NIMS Command and Coordination Structures

Table 6: Unit 5: Interconnectivity of NIMS Command and Coordination Structures

Section	Description
Time	3 hours
Objective	<p data-bbox="418 415 706 449">Terminal Objective</p> <p data-bbox="418 449 1421 554">Upon complete of this unit, students will be able to identify the complex incident management issues that can result from a lack of multiagency coordination.</p> <p data-bbox="418 596 722 630">Enabling Objectives</p> <p data-bbox="418 630 1226 663">To support the terminal objective, students will be able to:</p> <ol data-bbox="418 663 1453 1016" style="list-style-type: none"> 1) Define essential terms related to multiagency coordination. 2) Identify examples of the different levels at which multiagency coordination is commonly accomplished. 3) Explain the NIMS functional groups within a Multiagency Coordination System. 4) Identify examples of organizations that may provide multiagency coordination. 5) List the responsibilities of EOCs and MAC Groups. 6) Describe the respective roles of the Incident Command, Area Command, Unified Command EOCs and MAC Groups.

Section	Description
Scope	<ul style="list-style-type: none"> • Response Coordination Challenges • NIMS Components Review • Command vs. Coordination • NIMS: Command • NIMS: Coordination • Terminology Overview • Unity of Command vs Unity of Effort • Multiagency Coordination • Common Coordination Organizations • Interconnectivity of NIMS Command and Coordination Structure • Emergency Operations Centers (EOC) • EOCS vs DOCS: What is the Difference? • Modular EOC Organizations • EOC Activations • Primary EOC Coordination Functions • Enhanced Situational Awareness and Decision Support • Multiagency Coordination Group (MAC Group) • Prioritization Considerations FOR MAC Groups • Role of the MAC Group • MAC Group Organization Example • Joint Information System (JIS) • JIS: Public Information Officer • Joint Information Center • Federal Support to Response and Recovery Activities • National Response Framework • NRF Emphasizes Partnerships • Federal Support to Response Activities • Mutual Aid and Assistance Agreements • National Operations Center (NOC) • National Response and Coordination Center (NRCC) • Regional Response and Coordination Center (RRCC) • Joint Field Office • Emergency Support Function • Recovery Support Function • Capstone Activity: Organize a Complex Incident

Section	Description
Methodology	<p>This unit identifies the interconnectivity between NIMS Command and Coordination Structures. It uses lecture and group discussion to identify the incident/event management problems that can occur due to a lack of multiagency coordination. Students will discover barriers to coordination and complexity of coordination and develop solutions to overcome the barriers. Communication across groups is a key component to the success of this activity.</p> <p>A capstone activity encapsulates all course content and discussion topics into an activity that gives students the opportunity to use the full range of NIMS command and coordination options in a complex incident.</p> <p>The instructor begins the unit by describing the importance of multiagency coordination. The instructor also covers Multiagency Coordination Systems, including ICS, EOCs, MAC Groups, and JIS. Additional operations centers examples are presented, including incidents that include coordination by the Federal Government.</p> <p>Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content.</p>
References	<ul style="list-style-type: none"> • National Incident Management System (NIMS)

Section	Description
Development Materials	<ul style="list-style-type: none"> • Instructor Guide • Student Manual • Visual presentation • Equipment as necessary for Visual presentation • Handout 5-1: List of Common Multiagency Coordination Organizations • Handout 5-2: Emergency Support Function Teams and ESF Coordinators • Capstone Activity Materials: <ul style="list-style-type: none"> ▪ Instructions ▪ 20 copies of ICS Form 213, General Message ▪ Problem Statements: <ul style="list-style-type: none"> - Central City Complex for Group 1 - Turtle River Area Command for Group 2 - Liberty County EOC for Group 3 - Columbia State EOC (MAC Group) for Group 4 ▪ Scenario – use for all groups ▪ Organizational Chart – use for all groups ▪ Maps: – use for all groups <ul style="list-style-type: none"> - Central City - Liberty County Map - State of Columbia Map ▪ Answer Key - Possible Responses: <ul style="list-style-type: none"> - Central City Complex for Group 1 - Turtle River Area Command for Group 2 - Liberty County EOC for Group 3 - Columbia State EOC (MAC Group) for Group 4

Unit 6: Course Summary

Table 7: Unit 6: Course Summary

Section	Description
Time	2 hours <ul style="list-style-type: none"> • 15 minutes – Unit 6 • 1 hour – Final Exam • 45 minutes – Final Exam Review; Course Evaluations; Certificate Distribution
Objective	<p>Terminal Objective Upon completion of this unit, students will be able to summarize the course objectives.</p> <p>Enabling Objectives To support the terminal objective, students will be able to: 1) Identify key discussion points/topics and expectations from the course.</p>
Scope	<ul style="list-style-type: none"> • Review Course Objectives • Review Course Expectations • Final Exam • Feedback
Methodology	<p>The instructor begins the unit with a review of the course objectives. The instructor reviews each objective asking the students if they have questions, comments, or general observations. The instructor also gives the students ample time to review their Student Manual prior to the Final Exam.</p> <p>Because this unit is the last unit of the course, instructor administers the Final Exam and gives the students an hour to complete it. Once students have completed the Final Exam, or an hour has passed (whichever comes first), the instructor reviews the Final Exam with the class by using the instructor copy (contains answers) found in the Instructor Guide. Following Final Exam, the instructor provides feedback on the exams and asks the students to evaluate the course. As the final wrap-up, the instructor distributes student Certificates of Completion.</p>
References	<ul style="list-style-type: none"> • None
Development Materials	<ul style="list-style-type: none"> • Instructor Guide • Student Manual • Visual presentation • Equipment as necessary for Visual presentation • Final Exams (one for each student) • Course Evaluation Forms (one for each student)



ICS 300 / ICS 400 CURRICULUM AND INSTRUCTOR UPDATE Implementation Plan

Issued: August 2019

OVERVIEW

FEMA Emergency Management Institute (EMI) released updated curriculum for *ICS 300: Intermediate Incident Command System for Expanding Incidents* and *ICS 400: Advanced Incident Command System for Complex Incidents* in April 2019. The updated curriculum requires that instructor watch a webinar on the updated curriculum and to review the NIMS 2017 Learning Materials. This is in alignment with California Office of Emergency Services (CAL OES) – California Specialized Training Institute (CSTI).

IMPLEMENTATION

New ICS 300 and ICS 400 (2019) Curriculum Available September 2, 2019

ICS 300: Intermediate Incident Command System for Expanding Incidents (2019 Edition)
ICS 400: Advanced Incident Command System for Complex Incidents (2019 Edition)

Old ICS 300 and ICS 400 (2013) Curriculum Phase out December 31, 2019
Effective December 31, 2019, the 2013 curriculum for *ICS-300: Intermediate ICS for Expanding Incidents* and *ICS-400: Advanced ICS Command and General Staff - Complex Incidents* will be retired from the SFT course catalog and no longer available.

INSTRUCTOR UPDATE REQUIREMENTS

Instructor Update Available September 2, 2019
Current registered Instructors for ICS 300 and/or ICS 400 will be required to log into their SFT User Portal and complete an ICS 300 / ICS 400 Web Form to maintain their instructor registration for the courses. The Instructor Update will require currently registered instructors to review the NIMS 2017 Learning Materials and to watch a recorded Rollout-Webinar. Instructors who do not complete the SFT Webinar on or before June 30, 2020, will lose their instructor status for ICS 300 and/or ICS400.

New Instructor Requirements Available September 2, 2019
Instructor applicants who received the previous versions of ICS 300 and/or 400 will be required to review the NIMS 2017 Learning Materials and to watch a recorded Rollout-Webinar. They will need to complete the Instructor Update Web Form on the SFT User Portal, prior to applying to SFT.

POTENTIAL AGENCY IMPACTS



ICS 300 / ICS 400 CURRICULUM AND INSTRUCTOR UPDATE Implementation Plan

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), fire agencies, and all other local delivery venues will need to review the curriculum and ensure instructors perform the instructor update requirements.

DRAFT