

**Resilient Children / Resilient Communities
Tabletop Template**

Facilitator/Evaluator Handbook

Insert Date
Location

How to Use this Template

Bracketed italicized text is meant to be instructional and to be removed before finalization]

[Bracketed unitalicized text are examples that should be edited and used for the final plan.]

Plain text can remain in your final plan.

This template has been developed as part of the Resilient Children/Resilient Communities Initiative (RCRC), a partnership between the National Center for Disaster Preparedness at Columbia University's Earth Institute (NCDP) and Save the Children (STC) funded by a grant from GSK.

This Facilitator-Evaluator Handbook was produced with input, advice, and assistance from the exercise planning team, which followed the guidance set forth in the Federal Emergency Management Agency (FEMA), Homeland Security Exercise and Evaluation Program (HSEEP). The planning team was composed of key community stakeholders including local emergency management, law enforcement, the regional childcare resource and referral agency, and after school program providers.

This guide carefully considers the questions developed to provide productive discussions among the participants and outlines those areas which will be relevant for a successful outcome of the exercise. This exercise is tangible evidence of the commitment of all participating entities to ensure public safety through collaborative partnerships that will prepare Washington County, AR to be a prepared and resilient community and proactively address the specific needs of children in their community in the event of an emergency or disaster.

This is an unclassified exercise. Some exercise material is intended for the exclusive use of exercise planners, facilitators, and evaluators, but participants may view other materials deemed necessary to their performance.

Handling Instructions

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EXERCISE AGENDA

Agenda

| | |
|-----------------|--|
| 10:00 AM | Opening Remarks |
| 10:20 AM | Exercise Overview Scope, Purpose Objectives Assumptions Facilitation/Evaluation Overview |
| 10:30 AM | STARTEX - Module A: Hours 0-1 |
| 11:15 AM | Module B: Hours 2-24 |
| 12:00 PM | Lunch |
| 12:45 PM | Module C: Hours 72+ |
| 1:30 PM | ENDEX - Debrief |
| 2:00 PM | Adjourn |

INTRODUCTION

Purpose

The purpose of this exercise will be to test plans and communication protocols for Washington County in response to a disaster requiring evacuation and/or shelter-in-place of child-serving institutions.

This exercise will explore intra-sector plans as well as cross-sector coordination for child-serving institutions and county agencies/organizations that would be part of the response.

This exercise will have focus on meeting the unique needs of children, including those with special needs.

Exercise Date/Location

[enter date]

[enter location]

Scope/Limitations

The primary scope of the exercise will be on the aspects of response and recovery that impact child-serving institutions.

This includes institutions that work directly with children as well as those whose actions will impact child-serving institutions.

This exercise will also be limited in scope to what is under the control of *[enter applicable jurisdiction]* in the response and recovery phases.

Assumptions

During this exercise, the following assumptions apply:

- The scenario is plausible, and events occur as they are presented
- There are no “hidden agendas” or trick questions
- All Players receive information at the same time
- Departments and organizations not represented at the table are assumed to be cooperating and supporting the response using their standard procedures and policies
- Discussions that occur during this exercise are not necessarily precedent setting

Exercise Objectives

The objectives of this exercise are:

1. Demonstrate that evacuation and/or shelter-in-place plans are developed and operational among child-serving organizations
2. Ensure the effectiveness of communications systems/processes within sectors as well as across sectors
3. Ensure that children with special needs are able to be accommodated with existing response plans
4. Identify existing partnerships and determine new partnerships and/or formalization process to be pursued in ongoing planning efforts
5. Explore issues related to long-term recovery of children after a disaster, and the status of existing plans to meet these needs

Participants Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

- **Players.** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.
- **Facilitators.** Facilitators manage exercise discussions, direct the pace of the exercise, provide key data to players, and may prompt or initiate certain player actions to ensure exercise continuity. In addition, they issue exercise material to players as required, monitor the exercise timeline, and supervise the safety of all exercise participants.
- **Evaluators.** Evaluators evaluate and provide feedback on a designated functional area of the exercise. Evaluators observe and document performance against established capability targets and critical tasks, in accordance with the Exercise Evaluation Guides (EEGs).
- **Observers.** Observers visit or view selected segments of the exercise. Observers do not play in the exercise, nor do they perform any facilitation or evaluation functions. Observers view the exercise from a designated observation area and must remain within the observation area during the exercise.
- **Support Staff.** The exercise support staff includes individuals who perform administrative and logistical support tasks during the exercise (e.g., registration, catering).

Exercise Structure

The Exercise will be conducted in a large room with individual tables organized by sector. Sectors are defined as:

- Schools
- Childcare Centers
- After-School Programs
- Public Health/Healthcare
- Emergency Management/First Responders
- State Agencies
- Other Participants

The exercise will be conducted in three modules. The first two modules will simulate different phases of response, and the third module will simulate recovery related issues. Each module will consist of 1) the presentation of the scenario and discussion questions, 2) a small group (table) conversation about the discussion questions, and finally 3) each table will report out their major discussion points to the full group. A Lead Facilitator will present the scenario elements and discussion questions, and will facilitate the large group report out. For small group discussions, each table will have an assigned facilitator and evaluator to support and record major discussions.

Safety and Security

The following guidelines are in place to ensure the safety and security of all exercise participants:

- Begin and end all external communications with ***“This is an Exercise”***
- Real world events will be identified by the phrase ***“Real World”***
- Exercise may be terminated for real world emergencies
- Communicate any real world safety/security issues to the nearest exercise facilitator/evaluator
- Real world emergency information will be communicated through the exercise facilitator/evaluators
- Panic and aggression are not part of the exercise today
- Any act of aggression will be considered a real-world threat
- Weapons Policy:
 - No weapons of any kind are allowed in the exercise area. The presence of any weapon will be considered a real-world threat
 - Tools (i.e., box cutters) will not be considered a weapon as long as there is a direct need for those tools in completing the exercise objectives
 - On duty law enforcement personnel may carry weapons based on their service requirements

APPENDIX A - PARTICIPANT DEBRIEF SURVEY

**Resilient Children / Resilient Communities Initiative
Participant Debrief Form**

This survey should be completed and returned to the Facilitator. The information contained in this survey will help to generate next step recommendations. Thank you in advance for your input.

Demographics

- a. Name (optional): _____
- b. Title (optional): _____
- c. Agency(optional): _____
- d. Please circle the one that best describes your organization:

Military Local/State Government Federal Government Business University Private Non-profit

Other: _____

Exercise Feedback

| Assessment Factor | Strongly Agree | Agree | Neither Agree Or Disagree | Disagree | Strongly Disagree |
|--|----------------|-------|---------------------------|----------|-------------------|
| The exercise was well structured and organized. | 5 | 4 | 3 | 2 | 1 |
| The facilitator(s) was knowledgeable about the material, kept the exercise on target, and was sensitive to group dynamics. | 5 | 4 | 3 | 2 | 1 |
| The exercise identified existing plans and planning gaps for evacuation/shelter-in place for child-serving institutions | 5 | 4 | 3 | 2 | 1 |
| The exercise tested communications plans/processes in the event of a disaster affecting children | 5 | 4 | 3 | 2 | 1 |
| The exercise tested plans and identified gaps in ensuring children with special needs are accounted for in a disaster | 5 | 4 | 3 | 2 | 1 |
| New and existing partnerships were identified as part of this exercise | 5 | 4 | 3 | 2 | 1 |
| Issues related to the long-term recovery of children and children in disasters were discussed | 5 | 4 | 3 | 2 | 1 |

FACILITATOR/EVALUATOR ANNEX

Facilitator Instructions and Guidelines

As a Facilitator for this tabletop exercise (TTX) you are responsible for coordinating your group's activities throughout the TTX. Facilitators ensure the discussions during the exercise remain relevant to the objectives. They also control the pace of discussion, ensuring that the discussion questions are addressed within the allotted time

Your responsibilities include:

- Directing the movement and flow of the sessions at your assigned table
- Keeping the discussions on track and at the appropriate level
- Following established processes
- Identifying and addressing the appropriate issues

Characteristics of a good Facilitator include the following:

- Ability to keep side conversations to a minimum; keep discussions on track and within established time limits; control group dynamics and strong personalities; and speak competently and confidently about the subject without dominating or steering the conversation
- Functional area expertise or experience
- Awareness of participating organization's current plans, policies, procedures, and capabilities
- Ability to capture the discussion in notes for inclusion in the After Action Report/Improvement Plan (AAR/IP)

Because this exercise is multi-table breakout format, facilitated discussion at each table occurs following a scenario brief. Players should discuss their responses based on their knowledge of current plans, policies, procedures, and capabilities.

After small group discussions, a representative from each breakout table presents the key findings and issues, to all exercise Players. Time allotment for the discussion – both moderated and facilitated – of each breakout session's vignette is factored into the exercise agenda, as are the frequently longer discussions during the conclusion of the exercise. For each breakout table's discussion, the group should be careful to focus only on the material presented.

Facilitators may want to consider using the assistant to be the “flip-chart writer” to capture the major discussion points. The Facilitator is not the briefer during the plenary sessions. Although several people may seek to speak during each report out, only one individual from the group will initially present the group’s views. Select the speaker early as it permits the presenter to develop a “briefing mindset” and to work with members of the group to prepare. A different speaker should be selected for each module.

Evaluator Instructions & Guidelines

Evaluators serve to objectively capture the discussions as they related to measuring the achievement of the exercise objectives. Evaluators should avoid personal conversations with players. Evaluators should not give information to players about event progress or other participants’ methods of problem resolution. Players are expected to obtain information through their own resources. Remember, your experience and expertise are your most important tools.

Experienced evaluators use the following techniques for effective evaluation:

- Use EEGs to confirm that evaluation objectives are met
- Take detailed notes concerning significant activities observed, including the time they were initiated or completed
- When more than one evaluator is assigned to an area, divide responsibilities to ensure detailed evaluation of player activities
- Stay in proximity to player decision-makers at your assigned tables
- Focus on functions and tasks, as specified in the EEGs

Although numerous events may occur simultaneously, evaluators do not need to record all the action. Knowing which events are important helps evaluators eliminate superfluous data and provide the kind of information that is most useful for evaluation. Important events that evaluators should record include the following:

- Initiating scenario events
- Actions of players in relation to the event
- Key decisions made by managers and the times these decisions are made
- Deviations from plans and implementation procedures
- Times when significant actions are completed
- Equipment used

The evaluation will be terminated when the Exercise Director determines that all exercise objectives have been met or enough time has elapsed for exercise objectives to have been demonstrated.

All evaluators are expected to participate in a Hot Wash and take notes on findings identified by players. Before the Hot Wash, evaluators should not discuss specific issues or problems with participants. After the Hot Wash, summarize your notes and prepare for the Controller and Evaluator Debriefing. Have your summary ready for the Lead Evaluator.

Scenario Module A – Hours 0-1

- A major earthquake has just struck Northwest Arkansas and parts of Missouri and Oklahoma. The epicenter is 15 miles outside of Prairie Grove, AR and initial estimates are that the earthquake was a magnitude 6.8 and lasted approximately 90 seconds.
- There is **major damage in Washington County and the surrounding counties** including:
 - Collapsed freeway overpasses
 - Collapsed buildings
 - Widespread power outages
 - Loss of water and sewage to many areas
 - Structural damage to many buildings, with some collapses
 - Cell phones are functioning, but intermittently
 - 911 System is overwhelmed
 - First responder radio systems are functioning, with only sporadic outages
- Your facility is:
 - If your nametag has a green dot, it is not significantly damaged, but is without power and water, and the surrounding roads are not accessible.
 - If your nametag has a red dot, it is severely damaged, with cracks running up the full length of the walls and some areas of the building collapsed.

Module A Discussion Questions

Small Group Discussion:

- What is your current state of preparedness going into this scenario?
 - Organizational/Facility Plans?
 - Personal/Family Preparedness?
- How do you determine whether to stay or go?
 - Of sheltering-in-place, what resources do you have available to support you?
 - If evacuating, where are you evacuating to (assume your primary evacuation location is not damaged)? Does your evacuation location have sufficient supplies to hold you?
 - What if your evacuation location is also damaged?
- What plans/processes are in place to notify others of your situation?
 - Family/loved ones?
 - Staff/co-workers?
 - Parents/guardians of children in your care?
- According to your current plans/processes, how are you receiving information and/or instructions?
 - Is this information trusted/verified?
 - Is there a process to manage “unconfirmed” information?
- Do you have staff/children that have special needs (language, cultural, clinical, development, access/functional)?
 - If so, what impact will this have on them?
 - Are there plans in place to address this?

Large Group Discussion:

- Report on small group discussion by sector
- What are the early priorities and actions from:
 - First Responders?
 - Emergency Management?
- How much do current plans or assumptions rely on external partners?
 - Are those partners prepared to take this on?

Scenario Module B– Hours 2-24

- There is widespread damage throughout the region with reports of the earthquake being felt in as far as 900 miles away in 5 surrounding states
 - The interchange near Washington Regional at 71-B and 49 has significant structural damage and is closed. Other overpasses are closed pending safety inspection. This is affecting all major highways and many surface roads, including I-49 and 71.
 - The Bobby Hopper tunnel on I-49 in Southern Washington County tunnel has reports of some debris falling from the ceiling. It is closed pending safety inspection and repairs. The timeline for closure is not known at this time.
 - Landslides on the Pig Trail have closed that highway.
- The Governor has declared a major disaster for the State of Arkansas and the President is expected to make a similar declaration within the hour
 - State assessment teams are enroute to all affected areas, but may be several days before significant assistance is available
 - Mutual Aid agreements have been activated with surrounding states, although the damage in surrounding counties in Missouri and Oklahoma is severe
 - Federal resources from the Federal Emergency Management Agency (FEMA) and Health and Human Services (HHS) and other agencies have been activated are expected to be functional in approximately 72 hours
- Hospitals are beginning to see surges of patients with minor to severe injuries, including pediatric injuries
 - All facilities are reporting that they are overwhelmed and cannot receive transfers of patients
- People have begun showing up at schools and child-care programs to get their kids. Some are parents/guardians, while others claim to be relatives or family friends and neighbors

Module B Discussion Questions

Small Group Discussion:

- What plans are in place to reunify children with their parents?
 - How is this communicated to parents?
 - What is done if a parent/guardian does not arrive?
- For healthcare facilities, how will you accommodate a surge in pediatric injuries?
 - What plans in place for this?
- What existing partnerships are in place to assist you?
 - Are there new partnerships you have identified? What are they?
 - How are these partnerships formalized?
- Do you have staff/children that have special needs (language, cultural, clinical, development, access/functional)?
 - If so, what is the impact on them at this point in the scenario?
 - Are there plans in place to address this?
- What plans/procedures do you have for assessing the damage to your facility?
 - How will you determine if/when it can re-open?
 - How will this be communicated to:
 - Parents/Guardians?
 - Staff/Co-workers?
 - Who else needs to be notified?
 - What licensing requirements are there?
- What is the status of shelters?
 - What services can be expected to be offered at shelters?
 - How will children be accommodated
 - Special needs?

Large Group Discussion:

- Report on small group discussion
- What existing partnerships are in place to assist you?
 - Are there new partnerships you have identified? What are they?
 - How are these partnerships formalized?

Scenario Module C – Hours 72+

- The acute phase of the response is over, and search and rescue operations are concluding. The majority of the most severe damage is in Northwest Arkansas, although there is moderate to minor damage as far away as Little Rock.
- Initial damage assessments for Washington County estimate 30-45% of the buildings in the county are damaged with 10-15% sustaining major structural damage.
- FEMA has arrived in a limited capacity, along with a Disaster Medical Assistance Team (DMAT) from HHS.
- Shelters have been established and additional functions are being added (medical, mental health, etc.).
- Power is expected to be out for over 80% of the county for at least the next 2 weeks.
- Cell phone communications is intermittent, but expected to be restored partially in the next 24-48 hours. First responder radios are functioning.

Module 3 Discussion Questions

Small Group Discussion:

- What are the plans to meet the needs of children in recovery?
 - What are the factors that are most important for this?
 - How will the recovery of children be monitored/assessed?
- How will you assess your facility for occupancy?
 - What experts are required?
 - Are there licensure requirements?
- If your facility can not be occupied for an extended period of time:
 - How will you continue to provide services?
 - Is there an alternate location you can use?
- What are the plans/procedures for communicating with:
 - Parents/Guardians?
 - Staff/Co-workers?
 - Who else needs to be notified?
- As response transitions into recovery, how does this affect:
 - First Responders?
 - Emergency Management?
 - Hospitals?

Large Group Discussion:

- Report on small group discussion
- What long-term resources could become available?
 - How can organizations access these?
- How should organizations communicate their needs?
- What are the long-term needs of children in recovery?
 - What can be done to support this?

FACILITATOR/EVALUATOR ANNEX: APPENDIX A - EXERCISE EVALUATION GUIDES

Objective 1
Demonstrate that evacuation and/or shelter-in-place plans are developed and operational among child-serving organizations

List evacuation and/or shelter-in-place plans discussed that are ***in place and documented***:

List evacuation and/or shelter-in-place plans discussed that are ***may be place but are not documented or otherwise not reliable***:

List evacuation and/or shelter-in-place plans discussed that are ***not in place***:

Notes/Action Steps:

Circle one:

Objective Met

Objective Partially Met

Objective Not Met

Evaluator Name/Organization:

Table Evaluated:

Objective 2

Ensure the effectiveness of communications systems/processes within sectors as well as across sectors

Describe **notification communication** processes and communications systems used. Are these processes/systems reliable or ad hoc for the event?

Describe **damage assessment communication** processes and communications systems used. Are these processes/systems reliable or ad hoc for the event?

Describe processes to **distinguish from official sources, reliable sources and unreliable sources of information**. Are these processes/systems reliable or ad hoc for the event?

Notes/Action Steps:

Circle one:

Objective Met

Objective Partially Met

Objective Not Met

Evaluator Name/Organization:

Table Evaluated:

| Objective 3 | | | | | | | |
|---|-------------------------|-------------------------|------------------|-----|---------------|-------------------------|-------------------|
| Ensure that children with special needs are able to be accommodated with existing response plans | | | | | | | |
| Describe plans discussed for accommodating the following special needs and check plan status: | Plan in place | Plan partially in place | No Plan in Place | N/A | | | |
| Language: | | | | | | | |
| Cultural: | | | | | | | |
| Clinical: | | | | | | | |
| Developmental: | | | | | | | |
| Access and Functional: | | | | | | | |
| Other: | | | | | | | |
| Notes/Action Steps: | | | | | | | |
| Circle one: <table style="width: 100%; text-align: center; margin-top: 10px;"> <tr> <td style="width: 33%;">Objective Met</td> <td style="width: 33%;">Objective Partially Met</td> <td style="width: 33%;">Objective Not Met</td> </tr> </table> | | | | | Objective Met | Objective Partially Met | Objective Not Met |
| Objective Met | Objective Partially Met | Objective Not Met | | | | | |
| Evaluator Name/Organization: | | | | | | | |
| Table Evaluated: | | | | | | | |

| Objective 4 | | | |
|---|-------------------------|-------------------|-----|
| Identify existing partnerships and determine new partnerships and/or formalization process to be pursued in ongoing planning efforts | | | |
| Describe partnerships discussed | Doc (e.g. MOU) | Not Doc | N/A |
| Existing Partnerships: | | | |
| Planned or Developing Partnerships: | | | |
| Newly Identified Partnerships (as a result of exercise discussions): | | | |
| Other: | | | |
| Notes/Action Steps: | | | |
| Circle one: | | | |
| Objective Met | Objective Partially Met | Objective Not Met | |
| Evaluator Name/Organization: | | | |
| Table Evaluated: | | | |

| Objective 5 Explore issues related to long-term recovery of children from a disaster, and the status of existing plans to meet these needs | | |
|--|-------------------------|-------------------|
| Describe discussion related to <i>mitigating the impact on affected children (e.g., needs assessment, mental health, etc.)</i> | | |
| Describe discussion related to <i>re-opening child-serving institutions (e.g., needs assessment, COOP, Surge Capacity short and long-term, etc.)</i> | | |
| Describe discussion related to <i>communication and information sharing across sectors.</i> | | |
| Notes/Action Steps: | | |
| Circle one: | | |
| Objective Met | Objective Partially Met | Objective Not Met |
| Evaluator Name/Organization: | | |
| Table Evaluated: | | |