Mission Base Staff Tasks

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Developed as part of the
National Emergency Services Curriculum Project

NATIONAL EMERGENCY SERVICES CURRICULUM
<u>MISSION BASE STAFF TASKS</u>

The following tasks are included in this task guide.

Task # Task Title

Command Tasks

C-0002 MISSION SAFETY INSPECTION
C-0003 ANALYZE SAFETY OF MISSION OPERATIONS
C-0004 CONDUCT GROUND TEAM SAFETY BRIEFING
C-0005 CONDUCT AIRCREW SAFETY BRIEFING
C-0006 REPORTING AND HANDLING MISHAPS INVOLVING CAP PERSONELL
C-0007 PREPARING SAFETY GUIDANCE FOR NON-PARTICIPANTS
C-0008 MONITOR CREW REST, FATIGUE, AND STRESS
C-1000 DEMONSTRATE KNOWLEDGE OF THE ROLE OF THE MISSION CHAPLAIN ON SAR/DR MISSIONS INCLUDING CRISIS MINISTRY SKILLS
C-2000 DEMONSTRATE THE ABILITY TO COORDINATE EXTERNAL AGENCY ACTIVITIES
C-3000 DEMONSTRATE THE ABILITY TO PREPARE INITIAL AND FOLLOW-UP NEWS RELEASES
C-3001 DEMONSTRATE THE ABILITY TO MAINTAIN A COMPLETE MEDIA CONTACT LIST
C-3002 DEMONSTRATE THE ABILITY TO COORDINATE VISITS OF NEWS MEDIA TO MISSION SITES
C-4000 DEMONSTRATE THE ABILITY TO SELECT AN INCIDENT STAFF
C-4001 DEMONSTRATE ABILITY TO COMPLETE AN ICS FORM 201
C-4002 DEMONSTRATE ABILITY TO DEVELOP AND APPROVE AN INCIDENT ACTION PLAN (ICS FORMS 202-206 WITH ATTACHMENTS)
C-4003 DEMONSTRATE ABILITY TO CLOSEOUT A MISSION INCLUDING COMPLETION OF ICS FORM 115
C-4004 DEMONSTRATE THE ABILITY TO CONDUCT A MAJOR INCIDENT BRIEFING
C-4005 DEMONSTRATE THE ABILITY TO COORDINATE WITH OTHER AGENCIES
C-4130 DEMONSTRATE THE ABILITY TO SELECT AND ESTABLISH A SUITABLE INCIDENT COMMAND POST OR STAGING AREA

Operations Tasks

O-4050 DEMONSTRATE THE ABILITY TO COORDINATE WITH THE AIR OPERATIONS BRANCH
O-4051 DEMONSTRATE ABILITY TO PREPARE GROUND TEAM BRIEFING PACKETS
O-4052 DEMONSTRATE ABILIITY TO ESTABLISH BRIEFING AND DEBRIEFING AREAS FOR CREWS/TEAMS
O-4054 DEMONSTRATE ABILITY TO COMPLETE APPLICABLE PORTIONS OF CAPF 109
O-4056 DEMONSTRATE THE ABILITY TO BRIEF CREWS AND TEAM FOR MISSIONS
O-4057 DEMONSTRATE ABILITY TO VERIFY THAT TEAMS ARE PROPERLY EQUIPPED
O-4058 DEMONSTRATE ABILITY TO MONITOR GROUND OPERATIONS
O-4060 DEMONSTRATE ABILITY TO UPDATE MISSION STATUS BOARD
O-4062 DEMONSTRATE THE ABILITY TO PROCESS A CLUE
O-4063 DEMONSTRATE THE ABILITY TO LOCATE OR PROCESS AN OVERDUE GROUND TEAM OR AIRCREW
O-4070 DEMONSTRATE THE ABILITY TO COORDINATE WITH THE GROUND BRANCH
O-4071 MONITOR WEATHER THROUGHOUT THE OPERATING AREA
O-4073 DEMONSTRATE THE ABILITY TO PREPARE APLICABLE PORTIONS OF THE CAPF 104
O-4074 DEMONSTRATE THE ABILITY TO COMPLETE A CAPF 107
O-4077 DEMONSTRATE THE ABILITY TO VERIFY THAT TEAMS ARE PROPERLY EQUIPPED

O-4078 DEMONSTRATE THE ABILITY TO MONITOR AIR OPERATIONS

Task #	**Task Title**
O-4082	DEMONSTRATE THE ABILITY TO PREPARE AN ICS FORM 220
O-4110	DEMONSTRATE THE ABILITY TO MANAGE TACTICAL OPERATIONS
O-4111	DEMONSTRATE THE DEVELOPMENT OF THE OPERATIONS PORTION OF THE INCIDENT ACTION PLAN
O-4112	DEMONSTRATE THE EXECUTION OF THE OPERATIONS PORTION OF THE INCIDENT ACTION PLAN

Planning Tasks

P-0101	DEMONSTRATE THE ABILITY TO KEEP A LOG
P-1001	DEVELOP AIRCRAFT AND GROUND OPERATIONS SAFETY PLAN
P-2002	DEMONSTRATE THEABILITY TO ESCORT DIGNITARIES AND VISITORS AT MISSION SITES
P-2003	DEMONSTRATE THE ABILITY TO PROCESS INCOMING RESOURCES FOR USE ON MISSIONS
P-2005	DEMONSTRATE COLLECTION AND UPDATING OF INCIDENT STATUS INFORMATION
P-2006	DEMONSTRATE KNOWLEDGE OF MISSION STAFF ASSISTANT RESPONSIBILITIES
P-3113	DEMONSTRATE REQUESTING ADDITIONAL RESOURCES TO SUPPORT OPERATIONS
P-3120	DEMONSTRATE THE COLLECTION AND PREPARATION OF THE INCIDENT ACTION PLAN
P-3121	DEMONSTRATE CONDUCTING PLANNING MEETINGS
P-3122	DEMONSTRATE REASSIGNMENT OF MISSION PERSONNEL, INCLUDING THE ABILITY TO ASSEMBLE AND DISASSEMBLE TASK FORCES AND STRIKE TEAMS NOT ASSIGNED TO OPERATIONS
P-3123	DEMONSTRATE ESTABLISHMENT OF DATA COLLECTION SYSTEMS LIKE PERSONNEL TRACKING AND WEATHER SYSTEMS
P-3124	DEMONSTRATE REPORTING, COMPILING AND DISPLAYING OF INCIDENT STATUS INFORMATION
P-3125	DEMONSTRATE PREPARATION OF THE DEMOBILIZATION PLAN
P-3126	DEMONSTRATE RELEASING RESOURCES FROM ACTIVE ASSIGNMENTS

Logistics Tasks

L-0001	BASIC COMMUNICATIONS PROCEDURES FOR ES OPERATIONS
L-0002	PERFORM RADIO OPERATING PROCEDURES
L-0003	EMPLOY APPROPRIATE RADIO FREQUENCIES AND REPEATERS
L-0004	MESSAGE HANDLING PROCEDURES
L-0005	CHOOSE A GOOD COMMUNICATIONS SITE
L-0006	TAKE STEPS TO REGAIN COMMUNICATIONS
L-0007	CONDUCT SCHEDULED RADIO CHECKS
L-0008	SEND A POSITION REPORT
L-0009	REPORT A CLUE OR FIND
L-0010	COMMUNICATIONS SAFETY PROCEDURES
L-0011	RUNNING AN EMERGENCY COMMUNICATIONS NETWORK
L-0012	HANDLE AN OVERDUE RADIO CHECK-IN
L-0013	PREPARE AN EMERGENCY COMMUNICATIONS PLAN
L-0014	SETUP COMMUNICATIONS EQUIPMENT AT MISSION BASE
L-0015	COMMUNICATIONS PLANNING
L-0016	MANAGE RADIO OPERATIONS FOR A GROUND NET

Task #	Task Title
L-1000	DEMONSTRATE THE ABILITY TO REQUEST ADDITIONAL RESOURCES
L-1001	DEMONSTRATE THE ABIILTY TO DEVELOP THE COMMUNICATIONS, MEDICAL AND TRAFFIC PLANS FOR THE OVERAL INCIDENT ACTION PLAN

Finance/Administrative Tasks

F-4100	DEMONSTRATE THE ABILITY TO PROVIDE FINANCIAL AND COST ANALYSIS INFORMATION AS REQUESTED
F-4102	DETERMINE THE NEED TO SETUP AND OPERATE AN INCIDENT COMMISSARY
F-4103	ENSURE THAT ALL PERSONNEL AND EQUIPMENT TIME RECORDS ARE ACCURATELY COMPLETED AND TRANSMITTED TO APPROPRIATE AGENCIES
F-4104	DEMONSTRATE THE ABILITY TO PROVIDE FINANCIAL INPUT TO THE DEMOBILIZATION PLAN
F-4105	ENSURE THAT ALL OBLIGATION DOCUMENTS INITIATED AT THE INCIDENT ARE PROPERLY PREPARED, COMPLETED, AND PROVIDED TO THE IC

C-0002
MISSION SAFETY INSPECTION

CONDITIONS

You are the Safety Officer at a mission base.

OBJECTIVE

Prepare general analysis of CAP mission base mishap potential.

TRAINING AND EVALUATION

Training Outline

1. The Safety Officer is responsible to check the base's location, weather, and facilities as they relate to risk of mishaps and accident prevention. The base could range from being ideal to totally unacceptable for the mission from a safety standpoint. That determination may be made considering just weather and facilities. Any operation which demands unusual pilot skill due to weather, available runway length, surface or runway direction is cause for rejecting the facility for the mission at that time. Coordinate with the Air Branch Director for flying requirements the airport may need to meet.

2. Once the facility is determined safe for the operations of the mission, the Safety Officer is responsible to inspect the facility for safety problems. The facilities portion of the safety survey checklist can be found in CAPR 62-1. The initial part is a quick check of obvious hazards which can lead to injured personnel. Some of these include loose steps, planks and other surfaces upon which people move; unmarked or unguarded obstructions, frayed electrical wiring and loose electrical equipment and plumbing fixtures. Any of these conditions should be dealt with in an appropriate manner (repaired, warning signs, blocked off, etc. as appropriate) prior to beginning base operations. Once that checklist has been completed, make a similar check for hazards of the airfield-parking ramp, visible portions of taxiing routes, and the relevant vehicle parking area.

3. An important task to accomplish during the safety evaluation process is determining the closest emergency facilities and telephone numbers. Although "911" may be the simplest number to post, actual telephone numbers of local fire, law enforcement and medical facilities should be posted along with driving directions to the medical facilities.

4. A regularly used CAP mission base should have an evacuation plan posted in plain view. Likewise, fire extinguisher type and location should be readily known. Some bases may not have such information posted-particularly those not normally occupied by commercial occupants. The Mission Safety Officer should obtain an assistant to help determine and mark exits, fire extinguisher location and provide hand-drawn evacuation route plan and accompanying signs.

Additional Information

Additional information may be found in CAPR 62-1 and CAPR 62-2.

Evaluation Setup

Setup: A facility must be inspected for suitability in mission use. An actual facility is best for this task. qualified Mission Safety Officer or other qualified supervisor is required as the evaluator.

Brief trainee: A mission is to be run from the given facility. The Incident Commander is expecting 75 personnel, 10 aircraft and 23 corporate and personal vehicles. Given the current weather conditions, facilities, and a runway(s), determine if the facility can be safely used as a mission base.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Preliminary check:		
a. List at least three different sources for current weather information.	P	F
b. Explain to the evaluator what areas you are evaluating in your initial assessment and why.	P	F
c. Using the facility provided by the evaluator, is the facility suitable for safe operation?	P	F
2. Perform an inspection according to the checklist in CAPR 62-1 and determine any safety issues that might impact the mission facility.	P	F
3. Find the closest emergency room and emergency numbers for the area of the facilities.	P	F
4. Develop an evacuation plan for the facility.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-0003
ANALYZE SAFETY OF MISSION OPERATIONS

CONDITIONS

You are a Mission Safety Officer during an active mission. Aircraft and ground teams are already dispatched and actively performing assigned tasks.

OBJECTIVE

Prepare general analysis of CAP mission operational risk management

TRAINING AND EVALUATION

Training Outline

1. Any CAP mission operation has mishap potential – that is an accident can result. This potential arises from the movement of people and machines over varying terrain and climate and the presence of energy sources – electricity and fuels – and natural threats: severe storms, high winds and flooding. Each of these factors may combine with others to increase the effects of either acting alone. An example would be flooding and high winds occurring together is a significantly greater problem than either occurring separately.

2. CAP Search and Rescue missions are motivated by our desire to save lives and minimize human suffering in a timely manner. Our people are motivated to do their preparation rapidly and launch into the search activity. In the desire to move quickly, some may not fully or correctly complete their preparation duties. Also there is a human tendency to take chances or cut corners in the interest of getting this work done. These short cuts or straying from standards can easily lead to mishaps. It is very important that mission management monitor mission personnel activities to spot and correct when established procedures and safe practices are not followed.

3. In our desire to save lives, we must also evaluate the probability of finding survivors in terms of operational risk. The statistical probability of locating live survivors declines with every day following their presumed crash. Thus weather which might be considered marginally acceptable the first day of a search might well be unacceptable the tenth day of a search.

4. Flight operations are affected by winds, moisture and density altitude. Each airplane and crew brings a different situation to be considered and evaluated by mission management. Some evaluation factors include crew experience in the search area, aircraft suitability for the terrain and crew familiarity with the aircraft. There may be many variations and few 'hard' rules can be made.

5. Wing management depends upon the CAP Incident Commander to provide guidance as to the continuing suitability of a particular base for the mission. The Mission Safety Officer can assist the SMC to perform an evaluation of the continuing risk management of the mission and the base. He/She does this by helping insure all areas of the mission are being continually evaluated; elapsed time since incident, existing/forecast weather at the base and in the operational area, personnel capability and fatigue are considered during the process.

Additional Information

Additional information may be found in CAPR 62-1 and CAPR 62-2.

Evaluation Preparation

Setup: A specific facility is used as the mission base and specific search areas should be provided to the trainee to determine the ability to continue the search under the current conditions.

Brief the Trainee: The trainee is to obtain current and forecast weather for the mission base and the search areas. From that information the trainee is to provide a recommendation to the Incident Commander to continue, suspend, or move the operations. Weather conditions may be simulated by the evaluator.

Evaluation

Performance measures	Results	
1. Provide recommendation and why for the following for the next 24 hours:		
a. Operations from the mission base (continue, suspend, or move)	P	F
b. Flight operations in the current search areas (continue, suspend, move)	P	F
c. Ground team operations in the current search areas (continue, suspend, move)	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-0004
<u>CONDUCT GROUND TEAM SAFETY BRIEFING</u>

CONDITIONS

You are a Mission Safety Officer at a mission base. Ground teams must be briefed on safe operations in the field.

OBJECTIVE

Prepare a safety briefing for ground teams participating in the mission.

TRAINING AND EVALUATION

Training Outline

1. Ground teams should be properly briefed before they are dispatched from a mission base. The Ground Branch Director, Resource Unit Leader, or other assigned individual is responsible for briefing mission-related tasks such as staging areas, communications, and recall. Ground teams are under the direction of the Ground Team Leader. That person is entrusted with the safety and operation of his/her team. The Mission Safety Officer can assist the Leader in reminding the team personnel of safety related items. You may need to brief teams about safe vehicle operation per the laws of the host state (especially for out of state personnel), local hazards; controlling fatigue and dehydration; dangerous or poisonous animals, insects, plants, etc; traffic or driving hazards; impending weather, etc.

2. Ground Teams clothing and equipment should offer protection for the weather and terrain of operation. One concern is adequate visibility and at least orange vests on every team member are mandatory. See the Ground and Urban Direction Finding Team Reference Text for equipment. The Team Leader or Ground Branch Director will generally be responsible for team equipment inspections.

Additional Information

Additional information can be found in the Ground and Urban Direction Finding Team Reference Texts and Task Guides.

Evaluation Preparation

Setup: A setup for ground search should be established to provide the trainee sufficient information to conduct and develop the required briefing. Among the ground team personnel are members from out of state.

Brief the trainee: As the Mission Safety Officer, you must provide the Ground Branch Director a safety briefing for the ground teams. It should cover vehicle, field, travel, and clothing safety issues.

Evaluation

Performance measures	Results	
Using your ground team safety briefing, provide the following information:		
1. What dangerous/poisonous animals can they expect to find in the area?	P	F
2. What is the expected weather and any severe weather problems expected?	P	F
3. What specific vehicle safety issues should they be briefed?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-0005

CONDUCT AIRCREW SAFETY BRIEFING

CONDITIONS

You are the Mission Safety Officer at a mission base preparing a safety briefing for aircrew.

OBJECTIVE

Prepare a safety briefing for use by the Air Operations Branch Director in briefing aircrews.

TRAINING AND EVALUATION

Training Outline

1. Taxiing and other airport safety factors should be included in this briefing. These were probably also included in the taxi plans. Other factors such as current or forecast adverse weather conditions should also be included in the briefing.

2. You may need to help remind crews of proper crew rest requirements, importance of following established procedures and regulations, and any local flying hazards.

Additional Information

Additional information can be found in CAPR 60-1 as well as current mission scanner and observer training materials.

Evaluation Preparation

Setup: Provide a taxi, fueling, and ground operations plan to the trainee. Current and forecast weather conditions should be provided to the trainee.

Briefing the Trainee: Brief the trainee on the plans listed, weather, and provide answers to any questions for additional information that might be necessary for the aircrew safety briefing.

Evaluation

Performance measures	Results	
1. Develop an aircrew safety briefing for this mission.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-0006

REPORTING AND HANDLING MISHAPS INVOLVING CAP PERSONNEL

CONDITIONS

You are the Mission Safety Officer at a mission base where a mishap has occurred.

OBJECTIVE

Properly fill out the required mishap reporting paperwork.

TRAINING AND EVALUATION

Training Outline

CAP Forms 78 and 79 are the primary reporting mechanism for CAP incidents and mishaps. The guidance for completing them is found in CAPR 62-1/62-2. Should you have to report a CAP incident or mishap, follow that guidance carefully and completely. If the incident is serious, such as involving serious injury, loss of life, or a destroyed vehicle or aircraft you should receive significant assistance from the Wing Command section. Do **not** investigate mishaps which the directives tell you not to unless cleared or directed to do so by National HQ/GC.

Additional Information

Additional information is found in CAPR 62-1 and CAPR 62-2.

Evaluation Preparation

Setup: Prepare a scenario involving a mission related mishap for either an aircraft, a vehicle, or at the mission base. Act as the subject for the interview and provide the necessary information.

Briefing the Trainee: Brief the scenario to the trainee.

Evaluation

Performance measures	Results	
1. Conduct an interview and complete the incident reporting forms.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-0007

PREPARING SAFETY GUIDANCE FOR NON-PARTICIPANTS

CONDITIONS

You are the Mission Safety Officer at a mission base where non-participants arrive to be close to the search of their loved one.

OBJECTIVE

Brief the non-participants on the safety items critical to them and the safety of their visit.

TRAINING AND EVALUATION

Training Outline

1. Non-participants – such as family members, Media and friends – bring special challenges to the base. These people are frequently not knowledgeable of the tools with which we work and the safety challenges they bring. It is neither practical nor possible to exclude non-mission personnel from a mission base, therefore it is desirable that a concise safety briefing be generated to insure they are aware of and stay away from areas and activities that could prove hazardous.

2. The Mission Safety Officer must assume that any potential hazard on the base will trigger a mishap if not specifically briefed. This includes all the hazards called out in the mission base briefing plus any identified since then. While communications cables and power cords may be obvious to ES workers, they may be invisible to those whose minds are totally focused on the incident.

3. Many of these items can be called out during a courtesy tour of the base – an excellent task for the Mission Safety Officer as it affords him the opportunity to make another informal base inspection.

4. As a general rule, try to help the Information Officer tactfully keep visitors out of at least three places: the ICs office, the communications center, and the flight line. While none of these are "restricted areas" in the classic sense, they are sensitive or hazardous areas and non-qualified visitors there can add to confusion or interfere with mission operations. In family visitation, it is also desired to avoid family members from overhearing any negative news from the search not coming from official channels.

Additional Information

Additional information is available from Chaplain Services on Family Liaison Duties.

Evaluation Preparation

Setup: Supply an individual or individuals to be briefed by the trainee. Also, a "mission base" must be supplied.

Briefing the Trainee: Some family members arrive to see the operations. Provide them with a tour of the facility while briefing them on safety items.

Evaluation

Performance measures	Results	
1. Using the mission base briefing as a guide, conduct a tour and safety briefing.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-0008
MONITOR CREW REST, FATIGUE, AND STRESS

CONDITIONS

You are the Mission Safety Officer at a mission base.

OBJECTIVE

Learn the symptoms of fatigue and stress. Also monitor that participants are receiving sufficient crew rest.

TRAINING AND EVALUATION

Training Outline

1. The most significant safety hazard to CAP mission operations is fatigue. Fatigue is a problem as it tends to occur all or much of the time. Fatigue is more than being physically tired. It is also reflected in being mentally tired. Mental fatigue can be more serious than physical fatigue as it leads to errors and faulty judgment. Either of these may not be obvious to the individual nor his co-workers. Faulty judgment and the resulting errors are arguably the largest single cause of accidents involving moving vehicles, air or ground. Fatigue is a problem, which is intensified with aging. It is believed that as we age, we tire more easily and cognitive ability may diminish. These area some of the reasons for the FAA's Age 60 Retirement rule for airline pilots.

2. Many people attempt to counter the effects of fatigue with stimulants such as coffee or caffeine-laden beverages – which will hasten dehydration. These are only 'Band-Aids' or short-term interventions. They may result in a brief period of enhanced alertness but the fatigue level will soon return at even a higher level. The sole cure for fatigue is adequate, uninterrupted rest.

3. Fatigue leads to stress as the individual recognizes he/she is not up to his usual standards of performance and starts 'pushing' to regain normal performance. This stress will dissipate when adequate rest resolves the fatigue issue.

4. Monitoring participant fatigue and stress is both difficult – due to the changing participants -- and necessary. The Mission Safety Officer should help watch for indications of fatigue and assist section heads in monitoring duty hours. There are some signs of fatigue and stress which are subtle and others with which you can easily see. An obvious indicator is the inability of a crewmember to focus or concentrate on a task.

5. The Best remedy is the above-cited cure: rest. That is frequently easier to preach than to enforce and the Mission Safety Officer may have to intervene directly with the Incident Commander or Operations Section Chief and suggest that the crew is in need of crew rest.

Additional Information

Additional information may be found in CAPR 60-1.

Evaluation Preparation

Setup: Develop a scenario that requires flying over several days with several aircraft and crews (there should be more crews than aircraft).

Briefing the Trainee: Brief the scenario to the trainee and ask the trainee to assist the Incident Commander by developing a plan that will allow sufficient crew rest and maximum sorties per day.

Evaluation

Performance measures	Results	
1. Describe two symptoms of fatigue	P	F
2. Develop a plan to provide crew rest and maximum sorties over the required number of days.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-1000

DEMONSTRATE KNOWLEDGE OF THE ROLE OF THE MISSION CHAPLAIN ON SAR/DR MISSIONS INCLUDING CRISIS MINISTRY SKILLS

CONDITIONS

You are a new Mission Chaplain and have been asked to report to a mission base to serve as the Mission Chaplain.

OBJECTIVES

1. Take actions to minister to CAP members staffing the SAR mission.
2. Take actions to minister to family members of the search subject.

TRAINING AND EVALUATION

1. The Mission Chaplain must provide a comprehensive ministry to CAP members and families affected by the SAR mission. This must be done in a pluralistic setting that recognizes personal ministry limitations while ensuring religious needs of all parties are accommodated as much as possible.

a. The Mission Chaplain should first report to the Incident Commander for a situation report. The Mission Chaplain should also try to find additional local religious resources from a variety of religious backgrounds (Catholic, Jewish, Protestant, Orthodox) in case referrals are necessary or circumstances require additional resources.

b. The Mission Chaplain should contact family members affected by the SAR mission. Any religious preferences should be noted for possible referral to local religious resources. The chaplain should set up times and procedures for giving the family regular progress reports.

c. The Mission Chaplain should begin a visitation ministry that includes all functional work areas.

2. The Mission Chaplain should function as an observer of the people he interacts with. The chaplain may observe people that are hampered by fatigue or frustration. There may be emotional or psychological issues that may interfere with effective action on the mission. The chaplain should minister to those he believes he can assist, or refer to other resources if he cannot. If the chaplain believes there to be a significant mission impact, he should inform the Incident Commander of relevant issues while maintaining confidentiality of all privileged communications.

a. The Mission Chaplain should provide for the religious needs of the CAP team. This could include conducting worship or prayer services, as well as publicizing dates and times of local religious activities or arranging for visits from a variety of local religious resources. Arrangements should ensure that services or visits do not interfere with the search processes.

b. The Mission Chaplain should also be observing the Incident Commander for signs of fatigue and frustration. No one is immune to stress, and the IC is usually the focal point for every stressful situation.

c. The Mission Chaplain should offer his services to the family, but should not do so in a way that competes or interferes with any existing pastoral relationship the family may have. The best way to assist the family is to support any local religious resources the family may have. Someone in the family should be selected as the “point of contact”, so that a consistent communication process can be established and miscommunication minimized. If family members want to visit the mission base, the chaplain should serve at the point of contact with the family, and minimize the contact between the family and the rest of the mission base staff to prevent interference to the search operations.

Additional Information

More detailed information on this topic is available in the current CAPP 265-4 and CAPP 221.

Evaluation Preparation

Setup: This evaluation is best done as part of a daylong SAR exercise. Actual visitation with CAP members can be done, and visits or phone calls to and from the search subject's family can be simulated.

Brief Student: The student is the only chaplain who was able to respond to serve as Mission Chaplain. Provide a comprehensive ministry during the day to all CAP members and family members.

Evaluation

Performance measures:	Results	
1. Use and follow the checklist for Mission Chaplains?	P	F
2. Visit the Mission Base and assess its members morale and welfare?	P	F
3. Visit all functional areas of the mission? (Air Ops, Comm, etc.)	P	F
4. Assess team member's morale and welfare?	P	F
5. Meet at least once daily with the Incident Commander to report the assessment of mission member's morale and welfare?	P	F
6. Offer to set up Critical Incident Stress Management debriefings for team members?	P	F
7. Provide worship opportunities at times that did not interfere with search activities?	P	F
8. Establish a "point of contact" within the affected families?	P	F
9. Explore the use of local clergy resources familiar to the family?	P	F
10. Set up regular times to give the families a "progress report"?	P	F
11. Minimize contact between visiting family members and the mission base staff?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-2000
DEMONSTRATE THE ABILITY TO COORDINATE EXTERNAL AGENCY ACTIVITIES

CONDITIONS

You are a new/old member on a mission, and have been assigned as the Agency Liaison for a CAP lead mission.

OBJECTIVES

1. Understand the role of the Agency Liaison.
2. Demonstrate the ability to coordinate the activities of other agencies.

TRAINING AND EVALUATION

Training Outline

1. Incidents that are multi-jurisdictional, or have several agencies involved, may require the establishment of the Agency Liaison (AL) position on the Command Staff. The AL is the primary contact point between the lead agency for an incident and any participating agencies.

a. The AL is the point of contact for Agency Representatives.

b. The AL needs to maintain a list of assisting and cooperating contacts and assist in setting those contacts. The agency representatives may not be located at the Command Post throughout the Incident, or may be on standby if needed.

c. The AL must monitor incident operations to identify current or potential inter-agency problems.

d. The AL must participate in Planning Meetings and provide current resource status including limitations and capabilities of agency resources.

e. Assist in working any agency demobilization needs.

2. The AL not only represents assisting agencies at planning meetings, but must also ensure that information is fed back to those agencies as necessary. A good two-way flow of information is essential.

a. Once agency representatives have checked in and the their capabilities have been identified, the AL will ensure that the resource information is passed to the Planning Section. It is also important to make sure that those agencies are kept abreast of any mission requirements, and of the status of the mission.

b. Advise agencies that have resources engaged or on standby if demobilization is being considered or it the resource is no longer required.

c. If the situation permits, introduce the agency representatives to the IC and the mission staff as appropriate.

Additional Information

More detailed information on this topic is available in ICS training manuals and the CAP Mission Staff Reference Manual.

Evaluation Preparation

Setup: Select a mission scenario that involves multiple agency participation. This may work best on a tabletop training exercise. The scenario must be one that CAP is the lead agency. Identify what agencies might likely be involved in supporting CAP. Red Cross may be supporting food, the Sheriff may be helping with ground assistance, Coast Guard Auxiliary with boats, County EMA, etc.

Brief Student: You will be representing your self as the Agency Representatives of the participating agencies.

Evaluation

Performance measures	Results	
1. Did the AL collect the contact information?	P	F
2. Did the AL determine what the agency capabilities are?	P	F
3. Was the AR introduced to the staff as appropriate?	P	F
4. Did the AL keep the agencies informed as the situation changed?	P	F
5. Did the AL advise resources that were not needed or that demobilization was being considered?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-3000

<u>DEMONSTRATE THE ABILITY TO PREPARE INITIAL AND FOLLOW-UP NEWS RELEASES</u>

CONDITIONS

You are the Information Officer for a missing aircraft mission and the Incident Commander has asked you to prepare an opening press release for the media.

OBJECTIVES

1. Gather all pertinent information about the current mission.
2. Create an initial press release to be approved by the Incident Commander for release to the media.
3. Demonstrate the ability to continually update press releases with the most current information

TRAINING AND EVALUATION

Training Outline

1. One of the Information Officer's most important tasks at the start of any mission is creating an opening news release. The opening news release informs the news media that there is a Civil Air Patrol mission underway and gives them basic information about the reason for the mission. It is the IO's responsibility to keep the public and the media informed with up to date and timely news releases.

a. First, gather all information about the mission, including resources being used, information about the search target and current activity. <u>Do not</u> include speculations, opinions or any other information that cannot be verified as being accurate.

b. When creating a news release make sure to include the mission base phone number, the incident commanders name and your name as a point of contact for the media. Ask yourself, is the information current? Is it verified and accurate? Is it laid out in a professional format? Be sure to put a time and date on your news releases and update them throughout the mission. This helps to keep track of the order you release information and also let's the media know that they have the most current information available,

c. Once your opening news release is ready, the Incident Commander or his designee must approve it and any other information that is being released to the media. The IC may ask you to make changes or approve your press release as it is given to him. Do not distribute any information to the media with the express approval of the IC. The IC may also ask that your coordinate your news release with the governing agency, for example the AFRCC on a missing aircraft mission, or the IC may do that task. News releases should always be coordinated through the agency that CAP is reporting to, if applicable.

2. Update your news releases throughout the mission!

a. Follow the 3-5 rule. A good MIO will release an average of 3-5 News releases a day. A fresh news release should be created every 3-5 hours or as new information is uncovered. This let's the media know that you are informed and will limit the amount of call's you receive asking when a new update will be available.

b. Keep in touch with the IC, Ground Branch Director and Air Operations Branch Director for any changes in the search or any new information that can be included on the next news release.

c. Finally, the last part of your news release should always include a brief overview of Civil Air Patrol and what we do. This helps to inform the person who knows nothing about Civil Air Patrol about who we are.

Additional Information

More detailed information on this topic is available CAPR 190-1, Volumes 1 & 2

Evaluation Preparation

Setup: Although this evaluation can be accomplished at a unit level it is best done at a wing-training mission or a tabletop exercise. If done as a training mission, make sure all releases clearly state TRAINING MISSION to avoid a miscommunication with the media

Brief Student: An opening and follow up news release needs to be created. Provide the student with a scenario to be used to create the news releases.

Evaluation

Performance measures	Results	
1. Correctly identify all procedures for creating an opening and follow up news release.	P	F
2. Create an opening and follow up news release.	P	F
3. Properly identifies that all information must be approved by the IC.	P	F
4. Understands some information may be withheld from the media to help evaluate leads	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-3001

DEMONSTRATE THE ABILITY TO MAINTAIN A COMPLETE MEDIA CONTACT LIST

CONDITIONS

You arrive at mission base and need to establish a media contact list.

OBJECTIVES

1. Gather information to create a media contact list to be used for mission news releases.

TRAINING AND EVALUATION

Training Outline

1. A media contact list is one of the most important and useful tools for the Information Officer to have. It let's the IO distribute news releases to a consistent number of media organizations without having to look up the information each and every time. It is also vital to have a current media list during a mission to be sure you can get these same organizations current information about the mission. The best time to establish a media contact list is before a mission. A good IO establishes a list and has it always available in the event of need.

   a. First, determine major television and radio networks for your state. Accomplish this by contacting the state branch of the FCC as they are required to keep a copy of all licensed radio and news stations in the state on file.

   b. Contact Unit Information Officers to obtain any media sources they may have to contribute.

   c. Be sure to contact each agency to verify the accuracy of the information specifically the fax number.

2. Create a list using a word processor program or database such as Microsoft Word or Microsoft Access.

   a. Create an easy to use format, displaying all necessary information

   b. Include, name, number, fax number and type of agency. Also include any contacts you might have at these agencies

   c. Once completed, devise a method to maintain the media list to insure it is accurate.

Additional Information

More detailed information on this topic is available CAPP 190-1, Volumes 1 & 2

Evaluation Preparation

Setup: None. The student can create the media list at a place of their choosing. No initial setup information other then this task list and the briefing is required.

Brief Student: Give the student the name of a city in your state and ask them what media contacts they would use if there were an emergency services mission taking place at that location.

Evaluation

Performance measures	Results	
1. Gather accurate information for a media contact list.	P	F
2. List at list three media contacts, local or state, that releases could be sent to.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-3002
DEMONSTRATE THE ABILITY TO COORDINATE VISITS OF NEWS MEDIA TO MISSION SITES

CONDITIONS

You are the Information Officer for a missing aircraft mission and the Incident Commander has asked you to escort the media to the mission base and on a ground team sortie.

OBJECTIVES

1. Describe proper procedures for dealing with media visits to mission sites.
2. Coordinate media visits to mission sites.

TRAINING AND EVALUATION

Training Outline

1. Often the media will want to get an up close and personal look at the functions of a working mission. They will often request a visit to the mission base or ask to be allowed to travel along with an aircrew or a ground team on a sortie. It is the job of the IO to setup and coordinate these visits, provide assistance to the media and to minimize the interference to the mission.

    a. Authorize all media visits and activities with the Incident Commander. Ensure they will not interfere with the operation of the mission in any way.

    b. Verify credentials of any and all media personnel to be involved in the visit. Make a note of the names of the reporters and the agency they represent.

    c. Have copies of the latest press release to give the media upon arrival.

2. Plan your visit ahead. Most media agencies appreciate a well thought out and professional presentation

    a. Verify ahead of time the places you are authorized to take the media.

    b. Inform any ground teams and aircrews that will have media accompanying them on sorties. Assist them on how to deal with the media and what they are authorized to speak about. Make sure all members have your contact information.

    c. At the end of the visit, thank the media for their time and make sure they have a way to contact you later

Additional Information

More detailed information on this topic is available CAPR 190-1, Volumes 1 & 2

Evaluation Preparation

Setup: This evaluation should be conducted during a mission, preferably a practice mission.

Brief Student: That they have been instructed by the Incident Commander to conduct media visits of several mission sites

Evaluation

Performance measures	Results	
1. Student must demonstrate the ability to properly record media visits.	P	F
2. Student must demonstrate the ability to coordinate media visits to mission sites.	P	F
3. Demonstrate a briefing to an aircrew or ground team prior to media accompanying them	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-4000
DEMONSTRATE THE ABILITY TO SELECT AN INCIDENT STAFF

CONDITIONS

You are an Incident Commander (IC) and must select your incident staff.

OBJECTIVES

1. Determine the command staff required to support the current incident
2. Determine the general staff required to support the current incident
3. Demonstrate knowledge of the requirements for deputies and assistants in key positions on an incident.
4. Demonstrate knowledge of the reasons not to combine positions on an incident.

TRAINING AND EVALUATION

Training Outline

1. The primary command staff functions are information, safety, liaison, and chaplain services. These functions are the responsibility of the Incident Commander should these positions not be filled. To properly understand their requirements, it is necessary to review the basic responsibilities of these personnel:

a. The Information Officer will be the point of contact for the media or other organizations seeking information directly from the incident or event. Although several agencies may assign personnel to an incident as information officers, there will only be one incident Information Officer. Others will serve as assistants.

b. The Mission Safety Officer monitors safety conditions and develops measures for insuring the safety of all assigned personnel.

c. The Agency Liaison is the primary contact for representatives from other agencies (usually called agency representatives) that may be assigned to the incident to coordinate their agency's involvement.

d. The mission Chaplain ministers to both spiritual and emotional needs of all individuals, families, and mission staff alike. The chaplain arranges for religious services or observances on Sundays and other holy days of obligation. During the mission, the chaplain may serve as a liaison for victim's families, providing information on the progress of the mission and coordinating the families' needs with the Logistics Section Chief or other mission personnel and agencies as necessary. When serious injury or loss of life has occurred, the mission Chaplain may provide pastoral care to the mission staff, victims, survivors, and their families.

2. The primary direct line management functions of an ICS organization have been established as the operations, planning, logistics, and finance/administration sections. The Incident Commander has responsibility for these functional activities if a general staff position is not activated. To properly understand their requirements, it is necessary to review the basic responsibilities of these personnel:

a. The Operations Section Chief is responsible for managing all tactical operations at an incident. The number of tactical resources involved and span of control considerations generally dictate the build-up of the operations section. There is no precise guideline for when the operations section will be established on an incident, but incident commanders should consider that the operations section is responsible for ground or surface based tactical resources, aviation resources (both helicopters and fixed-wing aircraft), and staging areas.

b. The Planning Section Chief is responsible for providing planning and status services for the incident. The planning section collects situation and resource status information, evaluates it, and processes the information for use in developing action plans. Dissemination of this information is then provided to key staff members through the incident action plan, formal briefings, or through map and status board displays.

c. The Logistics Section Chief provides all incident support needs with the exception of air logistics support. Logistics provides facilities, transportation, communications, supplies, equipment maintenance and fueling, food services for responders, medical services for responders.

d. The Finance Administration Section Chief is responsible for managing all financial aspects of an incident including but not limited to cost analysis, compensation and claims, and even determining if there is a need for an incident commissary. Not all incidents will require a finance/administration section. Only when the involved agencies have a specific need for finance services will the section be activated. Due to the specialized nature of the administration and finance function, the finance/administration section chief is usually a member of the jurisdiction or agency requiring financial services, but that is not an absolute requirement.

3. Deputy and assistant positions may be established for general and command staff positions respectively, but must meet some basic guidelines prior to assignments.

a. Deputies are individuals fully qualified to fill the primary positions as section chiefs. Assistants may not be fully qualified to fill the position on the command staff, but ideally will be qualified to step in if needed.

b. Deputies and assistants can be designated from other jurisdictions or agencies as appropriate.

c. Deputies and assistants must understand that only one person will be designated to lead each general or command staff position at a time.

4. Though staffing may be limited and it may often seem easier to combine staff positions initially, it does not normally work out as well in the long-term. It is better to initially create two separate functions, and if necessary for a short time place one person in charge of both. That way the transfer of responsibility can be made easier when it happens. Additionally, there are two main reasons to not combine positions:

a. If the positions need to be separated at a later time, this could cause confusion due to mix of assignments, staffing, etc.

b. This creates a "non-standard" organization that would be confusing to incoming agencies.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: Prepare a list of potential staff members for the incident commander to choose from when selecting his staff for an incident scenario you provide.

Brief Student: Given the list and scenarios prepared above, ask the student to select their staff for the next operational period. The student should be prepared to defend their decisions.

Evaluation

Performance measures	Results	
1. Based on the list and scenario provided, was the student able to assign staff members to the incident so that the mission objectives could be accomplished.	P	F
2. Can the student explain the guidelines for employing deputies and assistants?	P	F
3. Can the student explain the two main reasons not to combine staff positions?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-4001

Demonstrate the ability to complete an ICS Form, 201 (Incident Briefing)

CONDTIONS

You are the Incident Commander of a new or continuing incident.

OBJECTIVE

Using the information received from the requesting agency or your predecessor, complete the Incident Briefing Form, ICS 201, for this incident.

TRAINING AND EVALUATION

Training Outline

The incident briefing form provides the Incident Commander (and the command and general staffs assuming command of the incident) with basic information regarding the incident situation and the resources allocated to the incident. It also serves as a permanent record of the initial response to the incident.

Instructions for Completing the Incident Briefing (ICS Form 201). The following steps should be followed to complete ICS Form 201:

Item

1. Incident Name - Print the name assigned to the incident.
2. Date Prepared - Enter date prepared (month, day, year).
3. Time Prepared - Enter time prepared (24-hour clock).
4. Map Sketch - Show perimeter and control lines, resources assignments, incident facilities, and other special information on a sketch map or attached to the topographic/other appropriate map.
5. Prepared By - Enter the name and position of the person completing the form.
6. Summary of Current Actions - Enter the strategy and tactics used on the incident and note any specific problem areas.
7. Current Organization - Enter on the organization chart the names of the individuals assigned to each position. Modify the chart as necessary.
8. Resources Summary - Enter the following information about the resources allocated to the incident. Enter the number and type of resource ordered. Resources Ordered - Enter the number and type of resource ordered. Resource Identification - Enter the agency three-letter designator, S/T, Kind/Type and resource designator. ETA/On Scene - Enter the estimated arrival time and place the arrival time or a checkmark in the "on scene" column upon arrival. Location/Assignment - Enter the assigned location of the resource and/or the actual assignment.

NOTE: Additional pages may be added to ICS Form 201 if needed.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: Workspace with form ICS201, pens, pencils etc

Brief Student: Enter briefing information received on the ICS201 form.

Evaluation

Performance measures	Results
1. Completely fill out items 1-8 on the ICS Form 201	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-4002

Demonstrate the ability to Develop and Approve an Incident Action Plan (ICS Forms 202-206) with attachments

CONDTIONS

You are the Incident Commander of a new or continuing incident.

OBJECTIVE

Using the information received from the requesting agency or your predecessor, complete the Incident Action Plan, ICS 202-206 with attachments, for this incident.

TRAINING AND EVALUATION

Training Outline

An incident action plan documents the actions developed by the Incident Commander and command and section staffs during the planning meeting. When all attachments are included, the plan specifies the control objectives, tactics to meet the objectives, resources, organization, communications plan, medical plan, and other appropriate information for use in tactical operations. The incident action plan should at least contain the following:

a. Incident Objectives (ICS Form 202)

b. Organization Assignment List (ICS Form 203)

c. Incident Map (topographic section or sketch)

d. Assignment List (ICS Form 204)

e. Radio Communications Plan (ICS Form 205)

f. Traffic Plan (internal and external to the incident)

g. Medical Plan (ICS Form 206)

Preparation. An incident action plan is completed following each formal planning meeting conducted by the incident commander and the command and general staff. The incident commander must approve the plan prior to distribution.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: Workspace with form ICS Forms 202, 203, 204, 205, 206 pens, pencils, a topographic section or other mission maps, traffic plans, etc.

Brief Student: Given a scenario, enter information on the forms provided to complete the Incident Action Plan.

Evaluation

Performance measures | Results

Complete and compile an Incident Action Plan using the provided material for the scenario presented.

1.	ICS Form 202	P	F
2.	ICS Form 203	P	F
3.	ICS Form 204	P	F
4.	ICS Form 205	P	F
5.	ICS Form 206	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-4003

Demonstrate ability to closeout a mission including completion of CAP Form 115

CONDTIONS

You are the Incident Commander of a new or continuing incident.

OBJECTIVE

Using ICS forms and information provided by your evaluator, complete the CAPF 115 Mission Folder with the information provided.

TRAINING AND EVALUATION

Training Outline

1. The CAPF 115 is used as a folder for all mission documents of record.

2. The form is initiated by the Incident Commander at the opening of the mission, updated throughout the mission, and forwarded to the wing headquarters at the close of the mission.

3. The CAPF 115 is provided to the wing headquarters at the close of the mission to be kept as part of the official records of all missions conducted by the wing.

4. Instructions for Completing the CAP Emergency Services Mission Folder (CAPF 115).

Item

1. Summary Information: Fill-in the mission number, the agency supported, the name of the IC or Agency Liaison, when the mission was opened and when the mission was closed.

2. Opening Actions: Initial when the IC or Agency Liaison has been briefed; when the ICS 201 is completed; when resources have been alerted; when the Incident Action Plan is complete; when press releases have been accomplished; and any other information required.

3. Closing Actions: Initial when the lead agency has been briefed; when the CAPF 122 is complete; when situation reports (SITREPs) are submitted; when resources have been released; and any other information required.

4. Post-Mission Processing: After the mission is completed the wing staff should initial when support letters have been sent, after action reports are completed, press releases accomplished, CAPFs 108 compiled, and any other information required completed. Additionally, the form should be initialed by the key incident and wing staff members appropriately upon their reviewing and approving the folder.

5. Mission Resources: When resources are alerted or released should be noted in the folder with their contact information.

6. Organizational Contacts: List the agencies or personnel that are key points of contact on this mission so that they can be referred to again if necessary either on this mission or added to a contact database for future missions.

7. Page 3 has been left blank so that forms can be stapled or otherwise bound into the folder for the future. For each mission, the folder should contain any sign-in sheets, briefing forms, mission reports, after action reports, press releases, reimbursement requests, accident or incident reports, and any other pertinent information that might be needed in the future.

8. Mission Summary: List the personnel results, resources used, and any specific mission remarks necessary.

5. This form is available in accordance with CAPR 5-4, *Publications and Blank Forms Management* and at the NHQ CAP Website.

6. This form will be used on all missions for storage of CAP mission records, and supporting agency documents if applicable.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: Workspace with form CAP Form 115 pens, pencils, etc.

Brief Student: Given an Incident Action Plan, sortie information, and results complete a CAPF 115 Mission Folder.

Evaluation

Performance measures	Results
1. Completely fill in all relevant portions of the CAPF 115.	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-4004

DEMONSTRATE THE ABILITY TO CONDUCT A MAJOR INCIDENT BRIEFING

CONDITIONS

You are an incident commander or agency liaison and must brief the incident staff on critical issues.

OBJECTIVES

1. Prepare the student to brief the incident staff on critical issues.

TRAINING AND EVALUATION

Training Outline

1. Formal and complete briefings are extremely important for safe and effective mission accomplishment. They must be comprehensive, concise, and specific. Inadequate briefings may lead to complacency, incomplete mission accomplishment, and compromise of safety. Briefings should present important information and bring the varied incident staff up-to-date on developments in the mission. Participating personnel must be kept fully informed of operational plans and status of the mission so that individual aircrews and ground teams may make sound decisions and assist in providing information to the incident commander.

2. Briefings and debriefings should be conducted in a formal atmosphere and in a suitable briefing room if possible. It may or may not be appropriate to conduct the briefing at the incident command post. It may be more appropriate for briefings to be done at a major staging area or other reserved location. Also consider who will hear the briefing. Depending on the location, you may not only have staff listening, but also interested bystanders like the press or members of the community, and it may not be appropriate for them to hear sensitive or even classified information.

3. The incident commander or appropriate staff members will establish the actual time of the briefing and who must or should attend. In selecting a time for a briefing consider the following:

   a. A general group briefing is normally accomplished at the beginning of especially resource intensive missions. Some personnel may not be available unless directed otherwise.

   b. Briefings must be scheduled to allow crews ample time for pre-departure activities.

   c. Periodic updates will most likely be necessary for resource intensive missions.

4. When developing and delivering the briefing, several items need to be reviewed and emphasized:

   a. Key points of the current incident action plan should be reviewed. If necessary, copies of the formal plan and other handouts should be provided to important staff areas.

   b. Professionalism and compliance with directives will be stressed.

   c. Detailed checklists should be used by all staff members to prevent mishaps and mistakes that can lead to mission failure.

   d. The briefer must emphasize the importance of safety and the need to incorporate risk management in decision-making. Our missions can be hazardous, but hazards should be minimized to avoid injury, or worse loss of life.

5. Updates to briefings must be provided in the most appropriate manner to communicate mission essential information. It may not be necessary to provide updates in a formal briefing environment, but the information still needs to get to those that need to make decisions. Verbal briefings by a clearance officer, or written orders posted to a status board in a common area of the incident base may suffice.

Additional Information

More detailed information on this topic is available in the mission base staff reference text.

Evaluation Preparation

Setup: Prepare an incident action plan with supporting materials for the student to review.

Brief Student: Based on the requirements established, ask the student to decide when and where the student will brief the staff, and then review the briefing when given.

Evaluation

Performance measures	Results	
1. Student selects an appropriate time and area to brief the incident staff.	P	F
2. Student reviews the current situation and briefs appropriate portions to the staff.	P	F
3. Student identifies where staff members can find updates to the information provided throughout the mission.	P	F
4. Student emphasizes the importance of the following:		
a. Safety and managing risk	P	F
b. Professionalism	P	F
c. Compliance with directives	P	F
d. Use of checklists	P	F

Student must receive a pass on performance measure number one or number two to qualify in this task. If the individual fails a measure, show what was done wrong and how to do it correctly.

C-4005
DEMONSTRATE THE ABILITY TO COORDINATE WITH OTHER AGENCIES

CONDITIONS

You are an Agency Liaison and must be able to coordinate and plan with various other agencies.

OBJECTIVES

1. Demonstrate a knowledge of responsibilities and capabilities of various SAR, DR, public safety, and other agencies
2. Demonstrate knowledge of the general capabilities and types of support requests CAP can assist
3. Demonstrate knowledge of CAP MOU's and joint operating agreements

TRAINING AND EVALUATION

Training Outline

1. Accomplishment of CAP missions may require the cooperation and assistance of many various agencies. These agencies may have a variety of missions and may be local, state, regional, or national. At times, you may be dealing with civilian, military, governmental, or even foreign agencies. Coordination is important to prevent duplication of services and confusion at times of joint operations. At times, CAP may be a support agency and you may be receiving request for mission support tasks. Still other times, you may be reaching out for assistance to other agencies for support of the CAP mission and tasks.

2. Direct liaison and coordination with other agencies is essential. Tact and courtesy is essential to developing strong working relationships and should be exercised to the fullest extent. The Agency Liaison is representing CAP to other agencies and professionalism and courtesy cannot be emphasized too much.

3. It is important for the AL to have a working knowledge of the agencies CAP more commonly works with. There are national MOU's with a number or organizations and agencies. You should also become familiar with any state agreements that may have been facilitated by the wing or local units.

4. Remember the decision to use CAP resources remains with CAP at all times. The Incident Commander must exercise judgment with a thorough assessment of risk and be capable to put appropriate controls in place to ensure safe operations. It is the AL job to coordinate and pass on to the IC requests for CAP resources with recommendations. Gather all information and pursue a decision in a timely manner, but be cautious to not commit CAP in the minds of the requestor for items not approved by the IC or that do not fall into the scope of the CAP mission. Once again, professionalism and tact are essential skills of an AL.

Additional Information

More detailed information on this topic is available in mission base staff reference text.

Evaluation Preparation

Setup: The evaluator will present the student with several scenarios involving coordination with other agencies.

Brief Student: Respond to questions as an AL assigned to a DR mission within your state.

Evaluation

Performance measures	Results	
1. Name at least two resources CAP may coordinate with for food or housing during a mission.	P	F
2. Name at least two agencies that have a national MOU with CAP.	P	F
3. As the AL is representing CAP to other agencies, name two important qualities the AL should have.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

C-4130

DEMONSTRATE THE ABILITY TO SELECT AND ESTABLISH A SUITABLE INCIDENT COMMAND POST OR STAGING AREA

CONDITIONS

You are an incident commander and must select and establish a suitable incident command post or staging area to support the current incident.

OBJECTIVES

1. Prepare the student to establish a suitable incident command post.
2. Prepare the student to establish a suitable staging area.

TRAINING AND EVALUATION

Training Outline

Incident Command Posts

1. The Incident Command Post (ICP) is the location at which the primary command functions are performed. The Incident Commander will be located at the ICP. All incidents must have a designated location for the ICP. There will only be one ICP for each incident, even multi-agency or multi-jurisdictional incidents operating under a single or a unified command. The ICP can be located with other incident facilities.
The initial location for the ICP should consider the nature of the incident, whether it is growing or moving, and whether the ICP location will be suitable in size and safe for the expected duration of the incident.
The ICP may be located in a vehicle, trailer, tent, or within a building, to name just a few examples. On long-term incidents, it is desirable to provide an ICP facility that will provide adequate lighting and/or protection from the weather.

2. Larger and more complex incidents will often require larger ICP facilities. Examples of incidents that usually require an expanded ICP facility include:

a. Multi-agency incidents run under a Unified Command

b. Long-term incidents

c. Incidents requiring an on-scene communications center

d. Incidents requiring a separate planning function

e. Incidents requiring the use of Command Staff and Agency Representative positions

3. ICPs will be designated by the name of the incident, e.g., Woodstock ICP. Some incidents may be large enough to have an on-site communications center to dispatch assigned resources. The communications center is often associated with or adjacent to the ICP. Also, some incidents will require space at the ICP to allow for various Command Staff and Planning Section functions.

4. The following are some general characteristics of the ICP that should be known and understood:

a. There is only one ICP per incident, even if the incident is multi-jurisdictional.

b. The incident communications center, if established at an incident, is often located with or adjacent to the ICP.

c. The Incident Command function is carried out at the ICP.

d. The ICP may be located with other incident facilities such as the Incident Base.

e. The planning function is normally done at the ICP.

f. The ICP should be large enough to provide adequate working room for assigned personnel.

g. The ICP should contain situation and resource status displays necessary for the incident, and other information necessary for planning purposes.

h. Agency Representatives are normally located at the ICP.

i. Once established, the ICP will normally not be relocated. On expanding incidents it would be appropriate to move the ICP if an improved location is required or would facilitate command operations.

5. The following are general guidelines to be used in establishing the ICP:

a. Position the ICP away from the general noise and confusion associated with the incident.

b. Position the ICP outside of the present and potential hazard zone.

c. Position the ICP within view of the incident (when appropriate).

d. Have the ability to expand the ICP as the incident grows.

e. Have the ability to provide security and control access to the ICP as necessary.

f. Identify the location of the ICP with a distinctive banner or sign.

g. Announce the activation and location of the ICP via radio or other communications media so that all appropriate personnel are notified.

Staging Areas

1. A Staging Area is a temporary location at an incident where personnel and equipment are kept while awaiting tactical assignments. An incident may have more than one Staging Area.

2. Staging Areas can be set up to meet specific functional needs. For example: for ambulances, fire equipment, police cars, etc. Some incidents may use the Staging Area(s) for only certain kinds of resources. For example, all police vehicles or all ambulances may be located in one Staging Area. A Staging Area could even be established in a harbor location for boats used in a water incident.

3. In locations where major incidents are known to occur frequently, it is advisable to designate possible Staging Area locations, and to plan their layouts in advance. Staging Areas may and probably will include temporary fueling and sanitation facilities.

4. Resources in a Staging Area are always in or on an available status, which means they are ready for assignment within three minutes. Staging Areas should be located within five minutes travel time to the area of expected need. These are important considerations for resource use planning and should be closely adhered to.

5. All Staging Areas will have a Staging Area Manager. The Staging Area Manager reports to the Operations Section Chief, or to the Incident Commander if an Operations Section has not been established.

6. Staging Areas will be given a name that describes their general location, e.g., Webster Park Staging Area. A Staging Area may be in the same general area or adjacent to other incident facilities; however, it should have its own separate location and name to avoid confusion should the staging area need to be moved in the future.

7. Staging Areas should have the following characteristics:

a. Be close to the location of tactical assignments (within five minutes).

b. Be located out of any possible line of direct hazard effects to minimize risk.

c. Be relocated if necessary.

d. Have different access routes for incoming and outgoing resources.

e. Be large enough to accommodate available resources and have room for growth.

f. Be clearly marked.

g. Be located to minimize environmental damage.

h. Have necessary security controls.

8. Listed below are several, but probably not all, of the benefits from the use of Staging Areas at an incident. Staging Areas:

a. Provide locations for immediately available resources to await active assignments.

b. Provide locations to allow resources to be formed into operational units such as task forces and strike teams.

c. Provide for greater accountability by having available personnel and resources together in one location.

d. Provide safe locations for personnel and equipment to await assignments.

e. Prevent resources from freelancing or "doing their own thing."

f. Minimize excessive communications of resources calling for assignments.

g. Control and assist the check-in of personnel who arrive at the incident via privately owned vehicles or other private means.

h. Allow the Operations Section Chief or IC to properly plan for resource use, and to provide for contingencies.

Additional Information

More detailed information on this topic is available in the mission base staff reference text.

Evaluation Preparation

Setup: Prepare a narrative describing the incident resources and requirements available so that the student can adequately decide how to establish an incident command post or staging area for an incident.

Brief Student: Based on the requirements established, ask the student to establish a suitable incident command post or staging area.

Evaluation

Performance measures	Results
1. Student selects and establishes a suitable incident command post as outlined in the incident command post section of this task.	P F
2. Student selects and establishes a suitable staging area as outlined in the staging area section of this task.	P F

Student must receive a pass on performance measure number one or number two to qualify in this task. If the individual fails a measure, show what was done wrong and how to do it correctly.

O-4050

DEMONSTRATE THE ABILITY TO COORDINATE WITH THE AIR OPERATIONS BRANCH

CONDITIONS

You are a new/old member on a mission, and are assigned as the Ground Branch Director (GBD).

OBJECTIVES

1. To be able to coordinate between air and ground activities.

TRAINING AND EVALUATION

Training Outline

1. Good coordination between the Ground and Air Branches is essential to the effective prosecution of the mission.

a. During a search mission, the Ground Operations Branch needs to be aware of where in general the aircraft are searching.

b. Aircraft should be aware of any ground teams working in their assigned areas.

c. Both aircraft and ground teams need to know the communications capabilities of the other in the event air/ground coordination is required. Ground Teams need to be advised if a High Bird (airborne communications relay) is operational and if it goes off station.

d. The Air Branch should be updated periodically if Ground Teams are in the field and the GBD should be aware if the mission is being narrowed to a smaller location. By each staying aware of the others situation, Ground teams can be moved to areas where the aircraft can locate and communicate with them quickly if needed.

e. It would be advisable for the GBD and the AOBD to have a short interchange prior to the regular meeting of the Operations Section. In this way, any coordination issues can be worked before the meeting with the Section Chief.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: This examination is best accomplished during a training or tabletop mission. Have the student contact you anytime that he/she is meeting with the Air Branch

Brief Student:.That you need to be included in any discussions with the Air Branch. You will be looking to see if coordination takes place and that an open channel of communications is maintained.

Evaluation

Performance measures	Results	
1. Is the GBD keeping the AOBD informed of ground team activities?	P	F
2. Is the GBD aware of aircraft and ground teams working in the same area?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4051
DEMONSTRATE ABILITY TO PREPARE GROUND TEAM BRIEFING PACKETS

CONDITIONS

You are working at an incident and the Planning Section gives tasks to you for the ground/UDF teams.

OBJECTIVES

1. Prepare items that are standard to any ground/UDF team briefing.
2. Prepare task specific items for a ground/UDF team briefing.

TRAINING AND EVALUATION

Training Outline

1. For any ground/UDF team briefing, several items must always be completed for the briefing. There are also items that are usually completed.

a. The items that must always be completed are the CAPF 109 and an Operational Risk Management (ORM). Depending on your preference, you can complete the parts of the CAPF 109 that you can first or have the Ground Team Leader (GTL) fill out the parts that he/she can before the briefing. Different wings and regions use different ORMs. The ORM form should be filled out by the GBD and the GTL during the briefing.

b. Usually, a map will need to be included with a briefing packet. If the team has to travel long distances over roads, or is an unfamiliar area, a street map should be included. During the briefing, it would be wise to highlight the recommended course during the briefing to help reinforce the information. If the team is looking for a downed aircraft, or has to conduct air-to-ground coordination, then an aeronautical chart should also be included. The chart should be marked to indicate the last known point, the point last seen, the route, and/or the search area. If the team is conducting ground searching then a topographic map should be included. On the map, the search area should be outlined.

2. In addition to the above items, it may be necessary to add other items to the briefing packet. These items may include pictures of an airplane or a missing person. NTAP data may also be available and descriptions from witnesses may also be included. If any of this type of information is available, make sure to also include it. Also make sure to include any region or wing specific forms.

3. After all of the forms for the packet are compiled, try to complete as much information prior to the briefing. Make sure you know what you want to brief the team on before they actually sit down with you. This will prevent you from wasting both your time and the team's time.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Although this evaluation can be accomplished in a one on one situation, it is best done as part of a tabletop training exercise. If it is done on a training exercise with actual flying, ensure that the evaluation does not create any safety hazards. Give the trainee and ground/UDF team task and have them prepare a briefing packet.

Student Brief: Direct the student to prepare a ground team briefing packet for evaluation.

Evaluation

Performance measures	Results	
1. Did the trainee properly prepare all of the required items?	P	F
2. Did the trainee prepare extra information to make the team's task easier?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4052

DEMONSTRATE ABILITY TO ESTABLISH BRIEFING AND DEBRIEFING AREAS FOR CREWS/TEAMS

CONDITIONS

You are a new Ground Branch Director on an incident that is just starting, and you have several ground teams. Before you can get operations going, you need to establish areas where you can brief and debrief crews.

OBJECTIVES

1. Be able to establish briefing areas.
2. Be able to establish debriefing areas.

TRAINING AND EVALUATION

Training Outline

1. Depending on the size of the incident, you may or may not have the assistance of briefing officers and debriefing officers. If you have both, and the available space, it would be beneficial to establish separate areas for briefings and debriefings.

2. These areas should be in as quiet a location as possible. You should also have some sort of table and chairs available to you. Have all the paperwork needed present in the area. Also have a map available. Avoid any possible distractions. If an aircrew will be working with the ground team, try to have both present during a brief and debrief if possible.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Although this evaluation can be accomplished in a one on one situation, it is best done as part of a tabletop training exercise

Brief Student: Direct the trainee to establish briefing and debriefing areas.

Evaluation

Performance measures	Results	
1. Did the trainee successfully establish a briefing area?	P	F
2. Did the trainee successfully establish a debriefing area?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4054

DEMONSTRATE ABILITY TO COMPLETE APPLICABLE PORTIONS OF CAPF 109

CONDITIONS

You are a Ground Branch Director at an incident and are briefing or debriefing a ground/UDF team.

OBJECTIVES

1. To complete the front side of the CAPF 109 during the briefing.
2. To complete the reverse side of the CAPF 109 during the debriefing.

TRAINING AND EVALUATION

Training Outline

1. Completing paperwork during an incident is of extreme importance. Incomplete or incorrectly filled out paperwork not only leads to confusion, but can also lead to liability issues. Forms and logs are legal documents. Therefore, as the Ground Branch Director, you MUST ensure that you correctly fill out all of the paperwork. The most common form used in the Ground Branch is the CAFP 109. Different Ground Branch Directors may have different preferences. Some Branch Directors prefer to have the CAPF 109 filled out entirely during the briefing. Others prefer for the Team Leader (TL) to fill out basic information before the briefing. The items that the Team Leader can easily fill out prior to the briefing are indicated. However, the choice is yours. Below are the different blocks of the CAPF 109.

a. Mission Number. This may be a USAF-assigned training number, an AFRCC issued number, a FEMA tasking number, or any other identification number issued by paying agency. The team leader can fill this out ahead of time.

b. Mission Base. This is the location from which the team is responding. This may be the same place as the Incident Command Post, may be a forward operating location, or may be the home unit of the team. The team leader can fill this out ahead of time.

c. Team Leader's Name. Self-explanatory. The team leader can fill this out.

d. Date. The date of the sortie. The team leader can fill this out.

e. Team Leader's Call Sign. This can be the team leader's normal call sign or the call sign assigned to the team during the incident.

f. Destination. Give the location that the team is going to for its sortie. This could be a grid number, a city or any other identification method. Try to avoid coordinates. This should be an easy way to reference the location of the team.

g. Sortie number. This number is be issued by the Planning Section or the Ground Branch Director and serves as a reference to track what sorties have been completed.

h. Vehicle. This block is self-explanatory. Make sure that the call sign is the one that the Branch Director wants, as it may not be the call sign attached to the radio in the vehicle. The Team Leader can fill most of this section out ahead of time if a vehicle is already assigned.

i. Team Members. List out the last name and first initial of the team members. It is helpful to include the team leader in this section so you can easily reference the total number on the team. Under ES Qualification, list the qualification they are filling out on the team, i.e. GTM, UDFT, MRO, Driver, EMT, etc. Under personal equipment list what they have, i.e. 24-hour pack, 72-hour pack, etc. Avoid saying LBE, backpack, etc. It is best if the Team Leader can fill this out.

j. Under briefing, you may write the team's instructions or allow the team leader to fill out that portion during the briefing. The GBD and the TL should both check the form to assure information is correct. The team leader should write in the time reached the area when they arrive. Use the blocks on the right to make sure you have given the team needed information.

k. Code Words are usually covered in the Communications Plan. However, you may want to note the important ones here or possibly specify some so that many people do not know them. This prevents the media from getting the code words.

l. ETD. This is the team's estimated time of departure from their base.

m. ATD. This is the team's actual time of departure from their base.

n. ETA. This is the team's estimate time of arrival to their destination.

o. ATA. This is the team's actual time of arrival to their destination.

p. As the briefing officer sign and have the team leader sign the form.

q. Before the team leaves, you MUST have a copy of the front side of the form.

2. When the team arrives back for debriefing, most of the reverse side should be filled out. Ask any additional questions that you need to and make sure all of the top section is completed. After the debriefing, you should sign it and the team leader should sign it.

3. The completed CAPF 109 should be kept with all other paperwork from the team.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Although this evaluation can be accomplished in a one on one situation, it is best done as part of a tabletop training exercise. Have a sortie and a team leader ready for the trainee.

Brief Student: Tell the trainee the sortie and have them fill out the CAPF 109.

Evaluation

Performance measures	Results
1. Did the trainee properly fill out the CAPF 109?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4056
DEMONSTRATE THE ABILITY TO BRIEF CREWS AND TEAM FOR MISSIONS

CONDITIONS

You are a new/old member on a mission, and are assigned as an Operations Branch Director.

OBJECTIVES

1. To be able to thoroughly brief an aircrew or ground team prior to a sortie.

TRAINING AND EVALUATION

Training Outline

1. In addition to the general mission briefing, an individual detailed briefing for each aircrew and ground team will be given prior to each sortie.

2. This briefing will include areas to be covered, type of mission, altitudes, search patterns, communications frequencies and procedures, actions to be taken, hazards to operations, and other information considered pertinent.

3. Individual briefing folders including the above information should be prepared for each aircrew and ground team.

   a. Aircrew briefing kits, which are maintained by each mission pilot, should contain:

   1) CAPF 104, Mission Flight Plan/Briefing Form. The front side of this form must be complete prior to release of the flight. A sample CAPF 104 can be found in CAPR 60-4, Volume I, Part I.

   2) Appropriately gridded aeronautical sectional charts. Current charts must be used for navigation and obstruction clearance but these need not be gridded.

   3) Specialized briefing checklists (as applicable).

   4) Any other appropriate material considered necessary to successful accomplishment of the mission.

   b. Ground team briefing kits, which are maintained by each ground team leader, should contain:

   1) CAPF 109, Ground Team Clearance. The front side of this form should be complete prior to release of the team. A sample CAPF 109 can be found CAPR 60-4, Volume I, Part I.

   2) CAPF 106, Ground Interrogation Form. Sample CAPF 106 can be found CAPR 60-4, Volume I, Part I.

   3) Appropriate maps and charts.

   4) Gridded aeronautical sectional charts for the area (need not be current).

   5) Specialized briefing checklists (as applicable).

   6) Any other appropriate material considered necessary to successful accomplishment of the mission.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: This examination is best accomplished during a training or tabletop mission. Have the student brief at least one air crew (for AOBD trainees) or one ground team (GBD trainees).

Brief Student: All relevant mission information and requirements should be addressed during this time.

Evaluation

Performance measures	Results	
1. Does the trainee conduct a thorough and efficient briefing?	P	F
2. Are the necessary parts of the CAPF 104 or 109 filled out before the team departs?	P	F
3. Is the search area indicated on an appropriate map?	P	F
4. Are hazards briefed?	P	F
5. Are check in times assigned and frequencies verified?	P	F
6. Is a weather briefing provided?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4057
DEMONSTRATE ABILITY TO VERIFY THAT TEAMS ARE PROPERLY EQUIPPPED

CONDITIONS

You are working at an incident and need to ensure that your teams are properly equipped for their tasking.

OBJECTIVES

1. Be able to check for proper equipment for ground and UDF teams.

TRAINING AND EVALUATION

Training Outline

1. As the Ground Branch Director you are responsible for the resources assigned to your branch. One of those responsibilities is to ensure that the team is properly equipped. It is not necessary to physically check each individual team member for every piece of specified equipment. That is the job of the team leader and the home unit. Instead, you simply want to verify individual and team equipment.

2. Individual equipment can be checked in a variety of ways. The method you choose will depend largely on your familiarity with the individual team. While you can check everyone as mentioned above, this is a very inefficient method (and could delay the team members who have to unpack all of their equipment). Instead, it would be better to conduct some sort of spot check. You can have one member of the team unpack their gear, or ask all of the team members to show a couple of key items that you pick of the list. Whatever method you choose, make sure that you are comfortable and confident with your decision. Also make sure that if there is any equipment that is task/sortie specific, that the team members have that.

3. Team equipment can be checked in much the same way as individual equipment. Use the checklists in the Ground/UDF Task Book, but keep in mind your wing specific operating procedures. Primary items that you will likely want to check are direction finding equipment, roadside emergency kit, communications gear, and first aid kit.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: This task is best completed during some type of hands on situation. If it is done during an exercise, ensure that the evaluation does not create any safety concerns.

Brief Student: Direct the student to assess teams prior to departing mission base to assure they are properly equipped.

Evaluation

Performance measures	Results	
1. Do the team members have the required equipment for their mission?	P	F
2. Is the team carrying the required team equipment to operate in the field?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4058
DEMONSTRATE ABILITY TO MONITOR GROUND OPERATIONS

CONDITIONS

Given a radio and a map, monitor ground operations and maintain CAPF 109s for all deployed elements.

OBJECTIVES

Keep track of the location/status of deployed elements.

TRAINING AND EVALUATION

Training Outline

1. It is the Ground Branch Director's responsibility to monitor ground operations. This includes ground teams from the time they leave mission base until the time they return.

    a. If you keep track of where your teams are and what they are doing, you can more easily coordinate their actions. For example, if you have to divert a team to a new search area, it helps to know which teams are nearby, and not currently deep in the woods! Additionally, you have to ensure your teams remain safe. Teams can become lost, or sustain injury or may lose their radio communications with mission base. If you are tracking your units, you will know which ones are overdue for a check-in or may require assistance.

    b. You cannot rely on the communications personnel to perform this task for you. Communications personnel may not be trained in ground operations. When your teams call in with questions or reports, time may be critical. It is helpful for the GBD to be part of the communications net to facilitate faster communications. Monitoring communication between the base and ground teams also helps detect any errors or time delays in message relays.

2. To monitor deployed ground teams

    a. Preparation:

        1) Prepare a "current operations area". You will need the following items.

            a) A radio on the ground team frequency. It's good to have a dedicated radio operator (on loan from the Communications Officer) to monitor it, but it must be where you can hear and talk on it.

            b) A Ground Operations log. This can be as simple as a notebook of lined paper.

            c) A map of the search area, and some way to mark team locations (alcohol pens, grease pencils, or small markers to stick on the map. In the best situation, this will be a "joint map" used for both air and ground branch element tracking.

            d) A folder/envelope to keep the current sortie forms (CAPF 109) in, and one for completed sortie forms.

            e) A status chart. This can be a small chart, or a big wall chat for recording team data. The minimum categories on the sheet should be Team Name, Sortie Number, Task Description, Call sign, Location, Time Of Last Check-In, and Remarks.

        2) To run the operation:

            a) After a team is briefed, update the status chart with the information listed above, and record the CAPF 109 for that sortie in the current sortie folder (if you have a lot of teams, you may want to also keep a log for all sorties listing the Team Name, Sortie Number, Task Description, and whether the task is pending, completed, or currently active).

            b) The team should report leaving mission base. Note the time on the status chart, and list the location as "Leaving Mission Base." Mark the map a symbol (or sticker) for that team. Normally, use the team name or the active sortie number. That way, it's easy to correlate the map to the Status Chart.

c) The team should be making radio checks on a regular basis as per the instructions of the briefing officer. Often, check-ins is at one-hour intervals. Each time the team calls in, update the map and the Status Chart with the new location and time. Any time a team calls in, get an updated position from them, and treat it as a radio check in.

d) If the team calls in something unusual (reports a clue, runs into trouble, etc.), update the Remarks section of the Status Chart AND write it in the log (Team, event, time of event, and your initials). Pass the information to other staff as needed (For example, report clues to the Plans Section - see separate task). Log pertinent information.

e) If a team misses a scheduled radio check-in:

(a) Attempt to call the team. If you can't get them, try relaying through other teams and aircraft in the area. Try cell phone numbers as well, if you have them.

f) If the team misses a second check-in in a row and still cannot reach them, begin a search for that team. You need to assume they are in trouble and cannot call you.

g) When a team returns to base, log their return, clear them off the map and the Status Chart and hand off the CAPF 109 to the team de-briefer.

3) If there are other deployed elements not under your control (aircraft, state police, etc), coordinate at least hourly to track these units on your map as well.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: This task is tested during a practice mission. Set up the current operations center as listed above.

Brief Student: Tell the student that he/she is responsible for tracking the status of deployed ground teams. At the end of the 4 hour evaluation block, quiz the student on the actions he/she would take if a team missed their first communications check-in, and then later their second.

Evaluation

Performance measures	Results
For a minimum of 4 hours, the student:	
1. Correctly fills out the Status Chart for departing teams	P F
2. Keeps the map updated with the current positions of the teams as of their last radio message	P F
3. Keeps the Status Chart updated	P F
4. Correctly and efficiently handles incoming information and queries	P F
5. Keeps an accurate log of critical events	P F
6. Correctly handles teams returning from sorties	P F
7. Describes the procedures to be used if and team misses radio check in	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4060

DEMONSTRATE ABILITY TO UPDATE MISSION STATUS BOARD

CONDITIONS

You are Ground Branch Director on an incident. You have several ground/UDF teams assigned to your branch and you have to keep track of them.

OBJECTIVES

1. Be able to describe the three different status levels of resources.
2. Be able to know the status and location of all ground/UDF teams assigned to your branch.

TRAINING AND EVALUATION

Training Outline

1. It is essential to know where all of your resources are at all times. A resource that is unaccounted for must be located immediately which draws resources away from the true purpose of the incident. Additionally, the Planning Section and Operations Section must be able to know what resources you have available. Therefore, keeping a status board is an easy way to track your resources so that others will also know there status.

2. A status board will vary from incident to incident, wing to wing, and Branch Director to Branch Director. Different persons and groups will find different techniques that will work best for what they are doing. However, all status boards need to have certain information. A status board should contain at a minimum: the team ID, call sign, status, time last checked-in, location at last check-in, and task.

a. Team ID. This can be a numerical ID, a location name, or a code name.

b. Call sign. The call sign is sometimes the same as the team ID. Having this information available makes it easy to reference the team when communications come in and go out.

c. Status. Resources can have one of only three status categories: assigned, available, out-of-service. Assigned units have been assigned to a task. They may or may not be in the field. Available units are units that are in the staging area and are awaiting assignment. Out-of-service units are units that are not available for tasking. They may be out-of-service for many reasons, some of which are resting and eating.

d. Time last checked-in. It is important to know when the team last checked-in. This way you 1) how recent your information on the team is and 2) will know if your team is overdue.

e. Location at last check-in. It is always important to know where your teams are.

f. Task. If the unit is assigned, this should indicate what that assignment is. It could be searching grid 2 or forward deployed at such and such place awaiting aircraft or going to pick up food.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Given radio or communication messages and a status board, update mission progress for multiple sorties.

Brief Student: Direct the student to update mission status board with information from scheduled check-ins and the staff.

Evaluation

Performance measures	Results	
1. Did the student collect information from check-ins and post it in the appropriate place?	P	F
2. Did the student coordinate with the staff for additional mission related information?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4062
<u>DEMONSTRATE THE ABILITY TO PROCESS A CLUE</u>

OBJECTIVES

1. As the ground branch director on a mission, you must assure that all clues to a missing aircraft or person are properly processed and investigated.

TRAINING AND EVALUATION

Training Outline

1. The Ground Branch Director's responsibility is to process all clues brought to his/her attention. Clues can be:

    a. Tangible objects such as clothing, food wrappers, pieces of wreckage broken foliage etc

    b. Observations by the general public, airfield employees, park rangers, etc.

    c. Comments made by family and friends.

2. Clues can be gathered by:

    a. Ground teams / UDF teams

    b. Information Officer

    c. Mission Chaplain

Mission participants should be briefed on the importance of clues. No clue should be disregarded until it is investigated. Clues that may seem insignificant at first may provide useful information when other information is provided later.

3. The ground branch director should investigate all possible clues and pass on information to the planning and operations sections. Ground teams may need to be dispatched as interview teams to follow-up on information.

Ground teams can be dispatched to family or friends of missing aircrews to interview them about the person. They should be aware of the clues found (article of clothing, food wrappers, etc) but should ask the questions in such a manner as to not "put words in the mouths" of those being interviewed. Interviewing teams should transmit their findings as soon as possible.

The Information Officer can also be asked to assist by calling persons who may be able to provide information on clues brought to his/her attention.

4. Write down each clue on an index card. This card should include where clue was found, when found, etc. Post these cards on a bulletin board so that they are seen and not forgotten. **Caution:** This area should be accessible by mission base staff only and these clues should be given to those who have a need to know. Advise the IC or planning division of these hypotheses and advise them to act on them.

Additional Information

Additional information on interviewing techniques can be found in Chapter 14 of the Ground Team Member Reference Manual.

Evaluation Preparation

Brief Student: Tell the student he is a ground branch director for a missing aircraft mission and he has been advised that he will need to process clues found by ground teams in the field. He should be able to answer the following questions.

Evaluation

Performance measures	Results	
1. Name the three categories of clues.	P	F
2. Who can gather clues for the GBD?	P	F
3. Who are the primary investigators for the GBD?	P	F
4. Describe a process to organize clues.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4063

DEMONSTRATE THE ABILITY TO LOCATE OR PROCESS AN OVERDUE GROUND TEAM OR AIRCREW

CONDITIONS

You are a new Branch Director (GBD or AOBD) and see from the status board that one of your units is overdue and has not reported in to the mission base.

OBJECTIVES

1. Take actions to locate the ground team or aircrew.
2. Take actions to begin locating the overdue ground team or aircrew.

TRAINING AND EVALUATION

Training Outline

1. Branch Directors must maintain an awareness of the status of all members on the mission. This includes inbound and outbound as well as those assigned to sorties. The Ground Branch Status Board should show when teams last checked-in. The Air Branch Status Board should show when aircrews last checked-in. There are circumstances that will keep a team or crew from checking-in exactly on time. The Branch Director must decide how long a sortie may go without a check-in. A good rule of thumb is that a sortie should never be allowed to go longer than 30-60 minutes without a check-in, but this time may vary depending on the tempo and area of operations. If a ground team or aircrew becomes overdue, the Branch Director must take action.

FOR GROUND BRANCH:

2. The first action is to determine if in fact the ground team is overdue. Has it arrived and not been updated on the Status Board? Has it called in with a new arrival time? First check your messages delivered from communications. Then check with the communications unit to see if you possibly missed a communication. Have someone check the parking lot(s), staging areas, and camps to see if the team returned and possibly not checked in.

a. Notify the Operations Section Chief.

b. Use the team's last location and estimate where they should have been at the missed check-in and where they are now. Determine if the team's position would prevent them from making contact.

c. Use communications to call the ground team on CAP frequencies. Contact CAP aircraft in the area and request their radio assistance on various CAP frequencies. Try to contact ground team by pager and cell phone if they have one or more members with them.

d. If there is a CAP aircraft in the area, ask Operations or Air Operations Branch to check the last know position of the team, check the probable position at the missed check-in time, and any other probable locations if the aircraft is available to be pulled from its tasking.

e. Check with local police departments to see if the vehicle has been reported to them. Has there been obstacles back to base such as traffic jams or road closures? Has the ground team been detained by police or been involved in accident, etc.?

f. If the ground team has not been located by a reasonable time, work with Plans to develop the search process.

FOR THE AIR BRANCH:

3. The first action is to determine if in fact the aircraft is overdue. Has it arrived and not been updated on the Form 107? Has it called in with a new arrival time? Have a check of the ramp accomplished. Check with CAP communications and with airport communications such as UNICOM or tower for any possible missed communications. Attempt to contact the aircrew by radio. Contact other aircraft or ground teams in the area of the overdue aircraft and ask them to attempt contact or if they have had recent contact.

a. Notify the Operations Section Chief immediately.

b. Determine if the aircraft actually departed at the scheduled time. Was the takeoff time noted by observation or from radio communications? Were radio check-ins briefed and were they accomplished with ground or an airborne communications platform?

c. Determine if a flight time extension was requested or granted. Have the estimated time in route and estimated time of arrival checked for calculation or annotation errors? How much estimated flight time was there for fuel aboard? Check times listed on the CAPF 104.

If a ground team or aircrew is overdue, take action!

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Although this evaluation can be accomplished in a one on one situation, it is best done as part of a tabletop training exercise. If it is done on a training exercise with actual flying, ensure that the evaluation does not create any safety considerations. Instruct the trainee that a selected ground team has not arrived or reported in by radio to the base at the expected arrival time.

Brief Student: A selected ground team is overdue. Develop a scenario to fit the situation. Are radio check-ins required, is there a high bird, etc.

Evaluation

Performance measures	Results	
1. Takes all obvious actions to determine if the ground team or aircraft is actually overdue.	P	F
2. Notifies Operations.	P	F
3. Makes all reasonable efforts to locate the team or aircrew.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4070

DEMONSTRATE THE ABILITY TO COORDINATE WITH THE GROUND BRANCH

CONDITIONS

You are a new/old member on a mission, and are assigned as the Air Operations Branch Director.

OBJECTIVES

1. To be able to coordinate between air and ground activities.

TRAINING AND EVALUATION

Training Outline

1. Good coordination between the Ground and Air Branches is essential to the effective prosecution of the mission.

a. During a search mission, the Air Operations Branch needs to be aware of the general location that ground teams are positioned and staging.

b. If ground teams are following clues in the vicinity of where aircraft are searching then aircraft should be made aware.

c. Both aircraft and ground teams need to know the communications capabilities of the other in the event air/ground coordination is required. Aircrews need to be advised if a ground asset is operational and when it is off station should it need to leave.

d. The Air Branch should be updated periodically if Ground Teams are in the field. The AOBD should be aware if the mission is being narrowed to a smaller location. By each staying aware of the ground operations, aircrews can provide eyes over a target and communications support.

e. It would be advisable for the GOBD and the AOBD to have a short interchange prior to the regular meeting of the Operations Section. In this way, any coordination issues can be worked before the meeting with the Section Chief.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: This examination is best accomplished during a training or tabletop mission. Have the student contact you anytime that he/she is meeting with the Air Branch

Brief Student: The evaluator needs to be included in any discussions with the Air Branch. You will be looking to see if coordination takes place and that an open channel of communications is maintained.

Evaluation

Performance measures	Results
1. Is the AOBD maintaining good communications with the GOBD?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4071
<u>MONITOR WEATHER THROUGHOUT THE OPERATING AREA</u>

CONDITIONS

You are assigned to a flight crew for a mission. Collect weather data to ensure safe flight planning.

OBJECTIVES

Be able to utilize multiple systems for collecting updated weather reports to aid in flight planning.

TRAINING AND EVALUATION

Training Outline

1. There are a number of factors that impact safe flight. Crew training, rest, and proper flight planning are essential.
2. Weather is a key factor to safe flight in most parts of the country through most of the year. There are several systems available where you can obtain updated weather information for your flight planning.
   a. Flight Services
   b. FAA phone in requests
   c. Base weather briefings where available
3. There are several kinds of weather that can impact safe flight.
   a. Icing
   b. Reduced Visibility (due to fog or overcast conditions)
   c. Wind and Thunderstorms
4. Determine with the pilot what constitutes safe flight conditions for the type of aircraft you'll be operating in and level of experience of the crew.

Additional Information

More detailed information on this topic is available in the Aircrew Reference Text.

Evaluation Preparation

Setup: Provide access to weather information systems.

Brief Student: This task is best accomplished at a flying event, mission, or mission base. No setup is required. Utilize local systems to identify at least two methods of obtaining up-to-date weather information and describe how those systems are accessed and identify three weather conditions to consider during flight planning.

Evaluation

Performance measures	Results	
1. Did the student correctly identify two weather information systems and how to use them?	P	F
2. Did the student correctly identify three weather hazards to safe flight?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4073
DEMONSTRATE THE ABILITY TO PREPARE APPLICABLE PORTIONS OF THE CAPF 104

CONDITIONS

You are the Air Operations Branch Director on a mission, and need to brief aircrews for sorties.

OBJECTIVES

1. To understand how to prepare a CAP Form 104.
2. To evaluate the completeness of the CAP Form 104 when briefing or debriefing aircrews.

TRAINING AND EVALUATION

Training Outline

1. The Mission Flight Plan/Briefing Form CAP Form 104 provides the aircrew information required for the assigned personnel to complete their mission. The form provides mission base staff the information that they need upon the completion of the sortie. The Air Branch Director, usually through briefers and debriefers, is ultimately responsible for the completeness and accuracy of the Form 104. During the briefing prior to the sortie check the following points.

a. Initially the aircrew will start the form by completing the aircraft and aircrew portions. Check this section during briefing to ensure completeness.

b. Ensure all parts on the front side of the form are covered in the briefing and that correct annotations are made to the form. If an item is not applicable in the briefing, note so on the form. Provide the aircrew with as much information as possible.

c. This side of the form is important to both the aircrew and the mission staff as it confirms the where and the when of the sortie. Where exactly was the sortie planned, and when was the expected take off and return.

2. The second part of the form is just as important.

a. Ensure that the flight information is correct on the form and included on the CAP Form 107. This is necessary to facilitate the reimbursement process.

b. Ensure that the exact area covered during the sortie is annotated on the Form 104. This information may be used later to determine the areas that were missed or effectiveness of search operations.

c. Ensure that the probability of detection calculations is done correctly. This will be needed to determine what areas need to be searched additional times.

Additional Information

More detailed information on this topic is available in the Mission Aircrew Reference Text.

Evaluation Preparation

Setup: This evaluation is best accomplished during an actual or training mission. However, it can be accomplished by obtaining CAPF 104s from old missions that have omissions that the trainee can point out and suggest corrections.

Brief Student: Direct student to present the CAPF 104 with appropriate information to you as the briefer for review.

Evaluation

Performance measures	Results	
1. Can the trainee find errors in the POD calculations?	P	F
2. Can the trainee find and recommend corrections for errors on the form?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4074

DEMONSTRATE THE ABILITY TO COMPLETE A CAPF 107

CONDITIONS

You are a new/old member on a mission, and are filling the position of Air Branch Director.

OBJECTIVES

1. Correctly fill out the CAP Form 107, Flight Operations Log.
2. Track and record aircraft movements and flying time.

TRAINING AND EVALUATION

Training Outline

1. The CAP Form 107, Flight Operations Log provides the Air Operations Branch a method to track aircrew sorties in progress or that have been completed. The Log is also used to record the flying hours and is used for validation of CAP Forms 108 for reimbursements for aircraft utilization.

a. Currency and accuracy are of the utmost importance.

b. The Form must be kept current, as any event happens, it is most be recorded. The sortie is entered as soon as the aircrew is briefed. Both estimated and actual sortie events are to be recorded as they happen. It is from the Form 107 that an overdue aircraft is determined.

c. Accuracy is important as the Form is used by the State Director to validate the requests for reimbursement for hours flown.

Additional Information

More detailed information on this topic is available in CAPR 60-4, volume 1, part 1.

Evaluation Preparation

Setup: The preferred method of evaluation for this task is on an actual or training mission where the trainee can be observed maintaining the Form 107 under actual mission conditions. If observing the trainee under mission conditions cannot be arranged, then obtain six to ten CAP Forms 104 from an actual or training mission. Provide a steady input of the Forms 104 intermixed with updates of actual take off and landing times to insure the trainee is entering the information correctly. A request for enroute extension or an overdue aircraft may be added to the scenario.

Brief Student: "You are a member of the Air Operation Branch and you have been assigned to track the air sorties."

Evaluation

Performance measures	Results	
1. The trainee enters all data to the Form in a timely manner.	P	F
2. The accuracy of the data entered is better than 95% correct.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4077
DEMONSTRATE THE ABILITY TO VERIFY THAT TEAMS ARE PROPERLY EQUIPPED

CONDITIONS

You are working at an incident and need to ensure that your crews are properly equipped for their tasking.

OBJECTIVES

1. Be able to check for proper equipment for teams assigned to mission.

TRAINING AND EVALUATION

Training Outline

1. As an Operations Branch Director you are responsible for the resources assigned to your branch. One of those responsibilities is to ensure that aircrews have necessary equipment. It is not necessary to check each individual crewmember for every piece of specified equipment. That is the job of the PIC and the home unit. Instead, you need to verify individual and crew equipment.

2. Individual equipment can be checked in a variety of ways. The method you choose will depend largely on your familiarity with the individual team or crew. While you can check everyone as mentioned above, this is a very inefficient method (and would delay the team members who have to unpack all of their equipment). Instead, it would be better to conduct some sort of spot check. You can have one member of the team unpack their gear, or ask all of the team members to show a couple of key items that you pick off the list. Whatever method you choose, make sure that you are comfortable and confident with your decision. Also, make sure that if there is any equipment that is task/sortie specific, that the team members have it available.

3. Team equipment can be checked in much the same way as individual equipment. Use the checklists present in the Aircrew/Flight line Task Book, but keep in mind your wing specific operating procedures. Primary items that you will likely want to check are direction-finding equipment, emergency kit, communications gear, and first aid kit.

Additional Information

More detailed information on Ground Team Member, Leader, and Urban Direction Finding Team equipment can be found in the Ground and Urban DF Team Task Guide and Reference Text. Detailed information on aircrew equipment needs and requirements can be found in the Aircrew Reference Text.

Evaluation Preparation

Setup: This task is best completed during some type of hands on situation. If it is done during an exercise, ensure that the equipment being carried is appropriate for safe execution of the mission.

Brief Student: Utilizing the checklist mentioned in this task, verify that teams are properly equipped.

Evaluation

Performance measures	Results	
1. Does the student utilize checklists for individual and team or crew equipment	P	F
2. Does the student document deficiencies or brief the team leader or PIC of equipment needs?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4078
DEMONSTRATE THE ABILITY TO MONITOR AIR OPERATIONS

Given a radio and map, use the CAPF 109s for all deployed elements.

OBJECTIVES

Keep track of the location/status of deployed elements.

TRAINING AND EVALUATION

Training Outline

1. It is the Air Branch Director's responsibility to monitor aircraft status from the time they leave mission base on a sortie until the time they return.

   a. If you keep track of where your aircraft are and what they are doing, you can more easily coordinate their actions. For example, if you have to divert an aircraft to a new search area, it helps to know which aircraft are closest, which are engaged in search, which ones are out of service, or need to be rotated for fuel or crew rest. Additionally, you have to ensure the aircrews remain safe. Aircraft are complex machines and can be affected by mission, environment, and maintenance issues. Aircrews periodically lose their radio communications with mission base due to location and atmospheric conditions. If you are tracking your units, you will know which ones are overdue for a check-in or may require assistance.

   b. You cannot always rely on the communications personnel to perform this task for you. Communications personnel may not be trained in air operations. When your crews call in with questions or reports, time may be critical. It is helpful often if the ABD can monitor radio communications and be available by radio.

2. To monitor deployed aircrews

   a. Preparation:

      1) Prepare a "current operations area". You will need the following items.

         a) A radio on the aircrew frequency. It's good to have a dedicated radio operator (on loan from the Communications Officer) to monitor it, but it is best be where you can hear and talk on it.

         b) A radio log or Air/Ground point-to-point log. This can be as simple as a notebook of lined paper.

         c) A map of the search area, and some way to mark aircraft working areas (alcohol pens, grease pencils, or small markers to stick on the map. This will be a "joint map" used for both air and ground branch element tracking.

         d) A folder/envelope to keep the current sortie forms (CAPF 104) in, and one for completed sortie forms.

         e) A status chart. The minimum categories on the sheet should be Team Name, Sortie Number, Task Description, Call sign, Location, Time Of Last Check-In, and Remarks.

      2) To run the operation:

         a) After a crew is briefed, annotate the status chart with the information listed above. Then put the CAPF 104 for that sortie in the current sortie folder (if you have a lot of aircraft, you may want to also keep a log for all sorties listing the Team Name, Sortie Number, Task Description, and whether the task is pending, completed, or currently active).

         b) The crew should report leaving mission base. Note the time on the status chart and list the location as "Leaving Mission Base." Mark the map with a symbol (or sticker) for that team. Normally, use the aircraft number or the active sortie number. That way, it's easy to correlate the map to the Status Chart.

         c) The aircraft should be making radio checks on a regular basis, as per the instructions the briefing officer gave. Often, check-in is at one-hour intervals. Each time the aircraft calls in, update the map and the Status Chart with the new location and time. Any time an aircraft calls in, get an updated position from them, and treat it as a radio check in.

d) If the aircraft calls in something unusual (reports a clue, runs into trouble, etc.), update the Remarks section of the Status Chart AND write it in the log (Team, event, time of event, and your initials). Pass the information to an appropriate staff member (For example, report clues to the Plans Section - see separate task) by writing it down on a message form or piece of paper and passing it to them. Log what you did with the information and what happened.

e) If an aircraft misses a scheduled radio check-in:

(a) Attempt to call the aircraft. If you can't contact them, try relaying through ground teams and aircraft in the area. Try cell phone numbers as well if you have them.

f) If the crew misses a second check-in in a row and you still cannot reach them, begin a search for that aircraft. You need to assume they are in trouble and cannot call you.

g) When a crew returns to base, log their return, clear them off the map and the Status Chart and hand off the CAPF 104 to the team debriefer.

3) If there are other deployed elements not under your control (aircraft, state police, etc), coordinate at least hourly to track these units on your map as well.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: This task is tested during a practice mission. Set up the current operations center as listed above.

Brief Student: Tell the student that he is responsible for tracking the status of deployed aircrews. At the end of the 4-hour evaluation block, quiz the student on the actions he would take if a crew missed their first communications check-in, and then their second.

Evaluation

Performance measures	Results	
For a minimum of 4 hours, the student:		
1. Correctly fills out the Status Chart for departing teams	P	F
2. Keeps the map updated with the current positions of the crews as of their last radio message	P	F
3. Keeps the Status Chart updated	P	F
4. Correctly and efficiently handles incoming information and queries	P	F
5. Keeps an accurate log of critical events	P	F
6. Correctly handles crews returning from sorties	P	F
7. Describes the procedures to be used if a crew misses radio check in	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4082
DEMONSTRATE THE ABILITY TO PREPARE AN ICS FORM 220

CONDITIONS

You are a new/old member on a mission, and are assigned as the Air Operations Branch Director.

OBJECTIVES

1. Complete the Air Operations Summary.

TRAINING AND EVALUATION

Training Outline

1. All CAP mission personnel know that the mission is not truly over until the paperwork is done. In the case of Air Operations documenting everything that happens to aircraft and aircrews is the key to successful closure and debrief.

2. ICS forms are gridded and labeled for incident command. It may be necessary to focus on one section to the exclusion of others and more than one sheet may be needed.

3. The following information needs to be tracked on the ICSF 220.

   a. Preparer's name, date, and time
   b. Incident name in Block 1.
   c. Operational period in Block 2.
   d. Significant remarks in Block 3.
   e. Call sign and status of any MEDEVAC A/C in block 4.
   f. Information concerning any Temporary Flight Restrictions in Block 5.
   g. Air Operations personnel are listed in Block 6.
      1. AOBD is the only ICS position listed that is mirrored in CAP.
      2. If you are working an ICS event, fill in the names of personnel filling the appropriate roles.
   h. Frequencies assigned for Air Branch, Air/Ground, and Command are listed in Block 7.
   i. Information about all fixed-wing assets is listed in Block 8. More than one sheet may be needed.
   j. Information about any helicopters on station for the mission goes in Block 9.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text and ICS/NIIMS Air Operations section.

Evaluation Preparation

Setup: This examination is best accomplished during a training or tabletop mission. Direct the student to prepare the ICSF 220 for the air assets assigned to the mission.

Brief Student: Fill out the appropriate sections. It may be necessary to leave some areas blank if that type of resource is not available. Print neatly.

Evaluation

Performance measures	Results
1. Does the student mark each of the appropriate sections for the air assets at the mission?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4110
DEMONSTRATE THE ABILITY TO MANAGE TACTICAL OPERATIOLNS

CONDITIONS

You are a new/old member on a mission, and are assigned the position of Operations Section Chief.

OBJECTIVES

1. Demonstrate the ability to manage the deployment of air and ground resources in prosecution of the assigned tasks.

TRAINING AND EVALUATION

Training Outline

1. The primary job of the Operations Section Chief is to manage the tactical operations for the mission. This is accomplished through the supervision of the Air Branch Director and the Ground Branch Director. The OSC receives the tasks from the Plans Section such as route and grid searches, photo missions, disaster response sorties or ground team requirements. It is the job of the operations section to assign these tasks to the available resources. Since the operations section manages the field activities, it is here that decisions most critical to the mission safety are made.

a. Safety/Operational Risk Management. Safety of the operations is a critical concern. Operational Risk Management must be applied to all aspects of the mission. Crew/team rest must be observed and fatigue monitored.

b. Proper utilization of resources. Aircraft/vehicles and crews/teams need to be selected for sorties with respect to capability versus difficulty of the assignment.

c. Requesting resources. Available resources need to be evaluated against planned needs and additional resources requested through the Planning Section,

2. The Operations Section Chief manages the mission through the operations staff. Operations staff meetings need to be held and an open flow of information is needed from the staff. Hold at least one staff meeting during each operational period and more as required. Pass all pertinent information from IC or Planning meetings to your staff.

3. Ensure that all required documentation is being collected by the operations staff.

Additional Information

More detailed information on this topic is available in the CAP Mission Staff Reference Manual.

Evaluation Preparation

Setup: This task is best evaluated during a full scale training exercise.

Brief Student: As the examiner, you will be looking for management of the staff, utilization of resources, and overall safety of the mission.

Evaluation

Performance measures	Results	
1. Are resources being matched to the mission tasks?	P	F
2. Are sorties being tracked?	P	F
3. Are sorties being properly documented?	P	F
4. Is safety and operational risk management being observed?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE DEVELOPMENT OF THE OPERATIONS PORTION OF THE INCIDENT ACTION PLAN

CONDITIONS

You are a new/old member on a mission, and are assigned as the Operations Section Chief.

OBJECTIVES

1. Demonstrate the ability to prepare the operations portion of the Incident Action Plan.

TRAINING AND EVALUATION

Training Outline

1. What is in the Plan? The size and details incorporated in the plan depend on the size and complexity of the situation. For a relatively small mission, it may be comprised of just a few small paragraphs while a large, involved scenario may need several pages to meet the needs of the situation.

a. Procedures: Collect all necessary information needed to manage the operations environment. Physical issues such as flight line operations and tie downs, fueling procedures, staging areas and parking, ingress and egress routes to mission areas and any other information that is needed for supporting operations. Determine how much of this needs to be written in the plan. For a simple mission, only a few sentences might be required, but for the more complex mission more detail will need to be in hard copy.

b. Staff: Determine what staff is needed and their functions if different from normal duties. Again, complexity of the mission will drive the size of the written details.

c. Resource utilization: Determine equipment and personnel utilization. Be sure to consider crew rest and Operational Risk Management.

2. The planning meeting: As soon as the IC and the staff are assembled, the IC will hold a planning meeting where the objectives will be promulgated and the requirements for the plan will be made known. The Plans Section will then be responsible for collecting and coordinating the various parts and publishing the plan.

a. Coordinate: While developing the Operations Section of the plan, coordinate with the Panning and Resources units of the Plans Section.

b. Revise: The plan will normally be reviewed on a daily basis. As the situation evolves so must the plan.

Additional Information

More detailed information on this topic is available in ICS training manuals and CAP Mission Staff Reference Manual.

Evaluation Preparation

Setup: This evaluation is best accomplished at a tabletop exercise. Provide a mission situation and have the trainee develop the operations section of the action plan.

Brief Student: Give the student a scenario and a set of objectives and ask him/her to develop the operations annex to the incident action plan.

Evaluation

Performance measures	Results
1. Was the student able to develop an effective annex for the plan?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4112

DEMONSTRATE THE EXECUTION OF THE OPERATIONS PORTON OF THE INCIDENT ACTION PLAN

CONDITIONS

You are the Operations Section Chief on a mission, and need to show that the Operations portion of the Action plan is being implemented.

OBJECTIVES

1. To execute the operations section of the Action Plan.
2. Manage the Resources in an effective and safe manner.

TRAINING AND EVALUATION

Training Outline

1. Once the Action Plan has been written and approved by the Incident Commander, it is time to place it into action. It is the responsibility of the Operations Section Chief to ensure that the plan is carried out and the objectives of the plan are met.

a. Brief Staff: Brief your staff on the plan and make sure that everyone fully understands his or her responsibilities to meet the objectives.

b. Manage the Resources: Request the resources needed to meet the mission requirements and release those no longer needed.

c. Monitor the operations: Stay aware of the situation. Hold regular meetings with your staff and with the Plans Section.

2. Ensure that the correct resources are being applied to the correct task and that all operations are operating in the most accident preventing possible consistent with the mission objectives.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: This task is best evaluated during a training exercise.

Brief Student: Brief the student that you will be observing his/her actions and inserting evaluation problems or asking questions about the operations.

Evaluation

Performance measures	Results	
1. Is operations risk management being applied to all activities?	P	F
2. Are resources being used in the most efficient mode?	P	F
3. Were the plan objectives followed?	P	F
4. Were changes made in a timely manner?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-0101
<u>KEEP A LOG</u>

CONDITIONS

You have been assigned to keep a log on a mission, and must log the actions of your unit, section or team on the ICS Form 214 for use during debrief after the mission.

OJECTIVES

Correctly maintain a log of actions during an incident.

TRAINING AND EVALUATION

Training Outline

1. When working an incident, staff members are required to maintain a log of all significant actions. This is important for record keeping of the accomplishments and setbacks, determining search effectiveness during debriefing, and as a legal record of CAP actions amongst many other things.

2. The mission log is started once a unit or section is opened and maintained until personnel are called in and at home safely to the incident commander. A separate log should be maintained for each varying unit or section that is assigned to the incident, and subordinate units at varying levels will normally also keep a log. This log is turned in with the debriefing paperwork and becomes part of the official mission record.

3. The following actions are always recorded in the log:

FOR GROUND OPERATIONS

a. Departure and return times to mission base.

b. Routes taken to and from the search area.

c. Times of entering and leaving search areas.

d. Any time the search line changes direction.

e. Times/locations of clue detections or witness interviews.

f. Time/location of find.

g. Time/Location of communications checks.

h. Any event or action related to the team's ability to complete the sortie requirements (natural hazards encountered, injuries to team members, etc.).

i. Encounters or instructions from local authorities.

j. Encounters with the media.

k. Mileage/Flight time at key intersections, when leaving pavement, at other key locations, etc.

l. Time of distress beacon or other emergency signal acquisition.

m. Times distress beacon located and silenced. Also, if available, include the name(s) and organization(s) of person(s) involved in silencing the distress beacon, the manufacturer, serial number, dates of manufacture and battery expiration, vehicle information (type, vehicle registry, description), and the name of the owner.

n. Personnel assignments to and from the team/unit.

Note: This log (ICSF 214) may be kept as an attachment to the CAPF 109

FOR AIRCREW OPERATIONS

a. Briefing details

b. Names of crew members

c. Engine start time

d. Take Off time

e. Communications checks

f. Time beginning assigned grid or route

g. Time departing grid or route

h. Significant weather, turbulence, other

i. Time of landing

j. Time of engine shutdown

k. Crew changes if any

Note: this log (ICSF 214) may be kept as an attachment to the CAPF 104

FOR MISSION BASE STAFF OPERATIONS

a. Time/date unit or log started or activated

b. Name of unit, supervisor, and individual keeping the log

c. Notes from initial briefing

d. Time and noted from staff meetings

e. Significant events, actions taken, direction received or provided

4. For each log entry, the log keeper writes down the following on the ICSF 214:

a. The time.

b. The event taking place (see list above)

c. Mileage and/or location as appropriate.

d. Name of individual annotating the log each time there is a change.

Additional Information

More detailed information on this topic is available in each emergency services reference text.

Evaluation Preparation

Setup: Prepare narrative of 10 events/actions and times. Provide the individual with the list, a pen, and an ICS Form 214.

Brief Student: Tell the student that he is the log keeper for his unit, and that the 10 events listed in the narrative have occurred. Tell him to log the events/actions on the on team log form.

Note: this evaluation can be accomplished during a training exercise by observing the events taking place and checking the log to see that they are properly annotated.

Evaluation

Performance measures	Results	
For each of the 10 events/actions, the student:		
1. Logs the time and event	P	F
2. Writes legibly and completely	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-1001

DEVELOP AIRCRAFT & GROUND OPERATIONS SAFETY PLAN

CONDITIONS

You are a Mission Safety Officer at a mission base/airport. You must develop a plan for the safe operation of aircraft on the ground.

OBJECTIVE

Inspect the ramp and airport diagram to determine safe parking, taxiing, and fueling of aircraft during mission operations. The Mission Safety Officer develops a written briefing for the aircrews for ground operations during the mission. Also, safety plans are required for designated mission bases (not temporary use facilities).

TRANING AND EVALUATION

Training Outline

1. Objects on the surface, which can be struck by part of a taxiing airplane. These include, but are not limited to objects such as signs, other airplanes, vehicles, people and animals. These also include objects or the taxiway surface that will be struck if the taxiing surface fails – such as a nose wheel entering a pothole. Many of these problems are worsened by obstructions to visibility such as weeds on the surface, crowded parking areas and narrow taxiways.

2. Unstable surface, which allows the pilot to lose control of the airplane: this includes wet or icy surfaces, which are particularly demanding when unexpected.

3. Winds of any magnitude from a direction not favoring the active runway. The greater the wind velocity, the greater the wind hazard, regardless of its direction. It stands to reason that strong winds may be a legitimate reason to terminate flight operations at that field for the time.

4. Environmental protection laws require that appreciable quantities of spilled hazardous fluids be contained, picked up and disposed of properly. Fuel vendors may be accountable for dealing with fuel spills during fueling but it may be a user (CAP) or airport issue. Additional requirements may be levied on activities such as aircraft de-icing – fluid runoff – oil changes and hydraulic spills. The Mission Safety Officer should determine what actions must be taken to deal with hazardous material spills to comply with the law. The Mission Safety Officer should brief or establish checklist-style guidance for mission base personnel to deal with spills appropriately.

5. The purpose of refueling is to put a known quantity of a specified flammable liquid into an aircraft. This means putting only the right type of fuel from clean dispensing equipment into the proper fuel tanks in the proper aircraft. Further the connection between the airplane and fueling apparatus and appropriate electrical bonding to ground to prevent static electricity build-up during fueling must be made correctly and in the proper order. In general:

   a. The airplane must be properly grounded to earth through a [spring-clip] connection and wiring. This may occur through a grounding wire from the fuel dispenser/truck or from a separate ground wire source.

   b. The fuel dispenser/truck must be bonded to the airplane and to earth, preferably both.

c. The fuel-dispensing nozzle should be checked for cleanliness and proper type – aviation gasoline of the proper octane rating vs. jet fuel – before it is inserted into the fuel tank. The usual type of aviation fuel is called “100LL” – signifying “100 Octane, Low-Lead” – with “80” – signifying “80 Octane” -- being used in some of our mission airplanes. Any other fuel marking or identification is cause for questioning.

d. The fuel nozzle should make contact with the metal side of the filler neck during the entire time fuel is flowing into the tank.

e. Grounding wires should not be removed until after fueling is complete.

f. Normally, fueling is not accomplished during severe weather or with thunderstorms nearby.

Normally, the Fixed Base Operator is responsible for accomplishing safe refueling operations. The Mission Safety Officer should spot-check refueling operations to insure safe practices are followed.

Additional Information

Additional information may be found in CAPR 62-1 and CAPR 62-2.

Evaluation Preparation

Setup: The trainee must be at a mission base facility. The Evaluator should be aware of any aircraft ground operations safety issues or personally inspect the area to become familiar with it before the trainee begins.

Brief the trainee: The trainee is expected to plan for mission operations that will utilize at least 10 aircraft and run at least one day with each aircraft expected to fly 3 sorties of 2 hours each. The trainee is expected to create a briefing that will encompass all aspects of safe ground operations.

Evaluation

Performance measures	Results	
1. Using your aircraft ground operations briefing, answer the following:		
a. Are there any obstructions to taxiing?	P	F
b. Is the area clear of FOD?	P	F
c. What are the current taxiway conditions?	P	F
d. What is the taxi plan?	P	F
e. What is the refueling plan?	P	F
f. What should be done in the case of a fuel spill?	P	F
g. Are current winds favorable to taxi and takeoff/landing operations?	P	F
2. Is the aircraft ground operation safety plan complete?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-2002
DEMONSTRATE THE ABILLITY TO ESCORT DIGNITARIES AND VISITORS AT MISSION SITES

CONDITIONS

You are a new member on a mission, and are assigned to the check in area. At this position you will probably be the first CAP mission staff member a visitor or news media person will see.

OBJECTIVES

1. Understand how to treat visitors, victim family members and dignitaries.
2. Understand how to handle members of the news media.

TRAINING AND EVALUATION

Training Outline

1. As a MSA, you might be the first person to meet a visitor, news media representative, family member or dignitary when they arrive at the mission base. You may be assigned to some other duty and be asked to assist the Chaplain or Information Officer to escort visitors around the mission base. The Information Officer (IO) or the Incident Commander (IC) are the only ones who should be releasing information about the mission. Some information and conversations around the mission base should not be made available to non-CAP members.

a. Casual visitors: If you determine that someone just wants to see what the CAP is doing and that they are not a relative or news media, lead them to the Information Officer. Determine if the IO wants you to remain to further escort the visitor.

b. Victim family members: Be on the lookout for relatives of those in distress. Special care must be taken with these individuals. If this is a search mission they will want to be helpful and participate. They will want to be around the mission base to observe what is going on. It is an unfortunate event when they overhear a discussion between members of the search team who may be speculating on the outcome of the mission. Whenever you identify a relative, take them immediately to the Information Officer or the Chaplain if one is available. Do not let yourself be drawn into a discussion about the mission.

c. Dignitaries: If a dignitary arrives at your location, such as an upper level law enforcement official, a County or State Emergency Management Official or political official, take them to the mission IO.

2. The News Media can be a help or a problem for the mission. Getting certain information out to the public will often assist in accomplishment of the mission objectives. However, some information is best kept within the mission staff. You may be asked to assist the IO in setting up a tour of the mission base for the media. You may, if working the signing in of personnel, be the first person to meet media who have arrived at the base unannounced. Always take the media to the IO without answering any of their questions. Be courteous, but ONLY the IO or Incident Commander will release information to the media.

a. The media will try often try to get information from you or other members on the mission, do not allow this. Be polite and respond, “I am not sure. I will take you to the IO that has that information,” or “I don’t have that information, the IO will be able to help you.” Don’t say, “No comment,” or “I am not allowed to talk about it.” Discourage the media from taking pictures or video until after they have met with the IO.

b. Do not answer any questions and don’t allow the media to ask questions of any mission personnel before introducing them to the mission IO. Once again, be polite. We are trying to be sensitive to the family of the victim and protect the integrity of the search- not hide anything.

c. You may be ask to assist the IO in setting up a tour of the mission base for the media. Follow the instructions given you by the IO.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: Use a table and chair to simulate the sign in location at a mission base.

Brief Student: Tell the student that they are manning the sing in desk and that a non-member has approached their location. Play the part of different visitors.

Evaluation

Performance measures	Results	
1. Does the student take the appropriate actions for each type of visitor?	P	F
2. Does the student understand whom the only members authorized to release information regarding the mission is?	P	F
3. Does the student understand he/she is representing CAP and politeness and professionalism is important to their duty?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-2003

DEMONSTRATE THE ABILITY TO PROCESS INCOMING RESOURCES FOR USE ON MISSIONS

CONDITIONS

You are a new member, and are assigned to sign in the resources for the mission.

OBJECTIVES

1. Understand the resource sign in process at a mission.
2. Know how to process resources and maintain resource data.

TRAINING AND EVALUATION

Training Outline

1. Why do we need to check in resources and what procedures are available? As was outlined in Incident Command System 200 training, it is important that all resources be properly singed into the mission. This is necessary so that the Planning Section can have visibility over the assets available for assignment. It is also necessary to ensure that the member is covered by insurance and so they get verification for participation in the ES specialty.

a. Automated check in systems: Some Wings utilize automated check in systems such as the Mission Management Utilities (MMU). If an automated system is in use in your Wing, you will need to be trained in its use. This is best done in a training environment outside of a real or training mission. Since automated systems differ in their use and capabilities, details will not be provided here. Arrangements can be made through your Wing Management Information Systems Officer for this type of training.

b. Manual Check in procedures: Even in Wings where an automated data system is in use, the Mission Staff Assistant (MSA) must understand the manual procedures in the event the automated system becomes unavailable. A Wing may be using the ICS Form 211 and instructions for its use can be found in the ICS Forms catalog or in the Mission Staff Reference Text. Other Wings may be using the old CAP Form 103 for sign in purposes. Aircraft and vehicle resources will be signed in on CAP Form 121.

2. What needs to be checked in and what qualifications need to be verified? Normally the items that the MSA assistant will need to verify at time of check in are limited to membership, Emergency Services (ES) qualifications, and CAP drivers license if driving a CAP vehicle. If an automated system such as the MMU is being used, the computer verifies this information. Should you have any question as the credentials of the individual, contact the Resource Unit Leader or your supervisor. Some Wings may require additional information to be verified at check in.

a. Membership: Ensure the member has a current membership card or other proof of current membership.

b. ES Qualifications: Ensure that the member has a current CAP Form 101 and is current for the position they are signing in for. If the member is in training for the position, he/she should have their CAP Form 101T with them.

c. If the person is driving a CAP vehicle, check to see if he/she and a valid CAP drivers license.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: Provide a table and forms to simulate the sign-in location at a mission.

Brief Student: Brief the student that they are in charge of the sign in process and represent yourself as several different members to sign in.

Evaluation

Performance measures	Results	
1. Did the student check the correct credentials?	P	F
2. Did the student correctly sign in the aircraft and vehicles?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-2005

DEMONSTRATE COLLECTION AND UPDATING OF INCIDENT STATUS INFORMATION

CONDITIONS

You are a new member on a mission, and are assigned to assist in the collection and display of mission data/information.

OBJECTIVES

1. Know what information needs to be collected, why, and where it comes from.
2. Understand what information needs to be displayed and how.

TRAINING AND EVALUATION

Training Outline

1. What information needs to be collected and why? The following are examples of information you may be ask to collect as a Mission Staff Assistant.

a. Resource status data: The primary source of this information comes from the sign in process as outlined in task S-0422. Other information you may be ask to gather for the staff to use may include what teams or aircrews are ready for assignment or are already assigned. If a team or aircrew goes to lunch, when are they expected back? This information is used by the Plans and Operations Sections to develop assignments for the next few hours. If you are assigned this job, you are working in the Plans Section, Resources Unit.

b. Operations data: The operations data you may be ask to collect might include what aircrews or ground teams are on assignment, when they were dispatched or took off, when they are expected to return or reach their destination, and miles driven or hours flown. All of this kind of information or data is found in the Operations Section. The Operations Section uses this information to track resource utilization, and to know when each group is to return. This information is also used to spot overdue teams or crews. The Information Officer uses the information for media releases to let the public and other interested parties know how the mission is progressing or CAP's part in support of another agencies operations. The Finance Section uses the information for tracking costs and for reimbursement purposes.

c. Financial data: As noted above, the basic information comes from the Operations Section. There are two situations where the information becomes important other than just providing justification records for the reimbursement of aircraft time and fuel and the fuel expenditures for vehicles.

1. On an Air Force approved/funded training mission, a specified amount is provided for that mission number. On a training mission, the flight times for getting the aircrews to the mission must be obtained to determine the maintenance costs and cost of fuel added to determine the inbound cost. The fuel costs expended by Ground Teams and Staff coming the mission must be determined as well. These two costs are then doubled to provide the estimate of funds expended to get to and from the training mission. Once these are subtracted from the total amount of funds assigned to the mission, you have the amount that can be used for the training activities. As the training progresses you may be asked to provide the current estimate of funds expended so that Operations and Planning know when activities must be suspended to prevent going over the assigned limit.

2. On a disaster relief mission, Requests For Assistance (RFA) will normally arrive with a specified maximum funding amount on it. This amount must not be exceeded. CAP may receive several RFAs with different task numbers/fund cites on them. In this case, costs must be separated out to match the RFA number. You may be ask to provide projected costs for future operations and this information will have to be developed with the assistance of the Plans Section.

d. Incident status information: Incident status information is concerned with the collection of what has been accomplished and what needs to be accomplished. What grids or areas have been searched and to what effectiveness. This information is gleaned from debriefing reports from the Operations Section and is gathered and collated in the Plans Section.

2. What information needs to be displayed and how? There are two methods for displaying information, manual and automated. Some information is displayed openly so that it is readily available for anyone to see, while other information is for use by the Mission Base Staff and wider dissemination is at their discretion. As a MSA, you may be asked to help display the information. It is important that the displays be accurate and as current as possible. Some information is displayed on status boards even when automated systems are in use.

a. Resource Data: Resource data is normally maintained only on paper or in the automated system. However in some cases the numbers of aircrews or ground teams assigned or available may be noted on a board.

b. Operations data: Operations data is displayed on hard copy forms that must be kept for the reasons mentioned in paragraph 1. The information may also be displayed on wall charts where visibility of critical data can be monitored by operations personnel. It is of the utmost importance that this data is current and correct at all times.

c. Financial data: Financial data is normally kept in hard copy or some Wings use electronic spreadsheets. If kept electronically, be sure to print a hard copy for mission records.

d. Incident status information: Incident status information is normally more sensitive in nature and not usually on display where to the general public. Situation information such as clues and areas covered are usually plotted on status maps. Release of status information will only be made through the Information Officer or the Incident Commander. Accuracy of status information is important.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Use information from an actual mission package.

Brief Student: Tell the student that they are to collect different types of information and post it to the correct form or wall display if available. Some evaluator assistance may be given.

Evaluation

Performance measures	Results	
1. Provide the student with several CAF Forms 104 and 109 and have the student collect and post the information. Can the student locate and post?	P	F
2. Using flight and ground information, have the student collect financial data using the procedures of that particular Wing.	P	F
3. Have the student collect resource information on members and resources for presentation to the Plans Section.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-2006

DEMONSTRATE KNOWLEDGE OF MISSION STAFF ASSISTANT RESPONSIBILITIES

CONDITIONS

You are a new member on a mission, and are assigned as an assistant to the mission staff.

OBJECTIVES

1. Understand the job of the Mission Staff Assistant (MSA) and how to accomplish it.
2. Have the ability to support the mission by accomplishing various support functions such as recording resources and updating status charts.
3. Assist in controlling mission base confusion by escorting visitors to the correct staff member.

TRAINING AND EVALUATION

Training Outline

1. The Mission Staff Assistant serves a much needed function at the mission base by providing support to the staff members. Although considered an entry-level position where many new members get their first experience on a mission, it is a position of importance to the successful completion of the mission.

a. The MSA needs to understand the basic functions of the staff positions and organization of the mission staff. This is accomplished through training in Incident Command System (ICS) 100 and 200.

b. The MSA needs to understand the common responsibilities as outlined in ICS 200.

c. When a MSA is assigned a position they have not had experience in before, they must feel free to ask for guidance from their supervisor.

2. The MSA may be assigned to any of number of mission tasks, they may be an assistant to a staff member, they may be assigned to collect sign in information, prepare reports, post status information or keep other mission data posted or updated. These are all important tasks even though a new MSA may not immediately see the relevance of them. The MSA must insure that all personnel and resources get signed into the mission and that the information is legible. Reimbursement and insurance depends on this information.

a. Sign In. There are two methods of signing personnel and resources into a mission, manual and computerized. For the computerized method, the MSA will need instruction from someone who is familiar with the particular system being used. However, the MSA must be competent in the manual methods in the event the computerized system is not available. There are a number of CAP and ICS Forms with which the MSA needs to be familiar.

1. ICS Form 211. Check membership and CAPF 101 qualifications.

2. ICS Form 214 is used to register aircraft and vehicles.

b. Status Boards. There are several status boards at a mission base that the MSA may be task to keep updated. These boards are used to track the status aircraft, ground teams, or other activities. These boards must be kept accurate and current. These boards are used to determine if an activity are overdue. An organization chart, ICS Form's 209 and/or news releases may be posted and need periodic updating.

c. Other Data. The MSA may be assigned to assist in other functions that require the collection or dissemination of important information.

1. Financial data. The MSA may be ask to compute the amount of money expended on a training mission or to be accounted to different task numbers on a disaster mission. On a training mission a certain amount of funds are assigned for that mission. Aircraft flight times, communications expenses, and fuel for aircraft and vehicles must be tracked so the allocated amount is not exceeded. On disaster missions, there may be more than one task number that different mission events need to be tracked against. This information can be obtained from the Finance Section Chief or the Plans Section Chief.

2. Reports. Depending on the type of mission, there are various reports required. As the MSA you may be ask to collect some of this data and assist in developing the reports. Be sure to coordinate the information with the Plans Section before providing it to anyone else.

3. One of the important positions the new MSA may be assigned to is the escorting of visitors to the mission base. This may be an assigned function, or mat come about as a result of being handling the sign in duties where people first arrive at the mission base. Some of these visitors will require special attention, and since the MSA might be the first person to meet them, he/she needs to understand what to do in each case. There are three types of visitors who the MSA might be the first to meet: the casual visitor, the relative(s) of the person or persons in distress, and the news media.

a. Casual visitors. If you determine that someone just wants to see what the CAP is doing and are not relatives or news media, lead them to the Information Officer. Determine if the IO wants you to remain to further escort the visitor.

b. Relatives. Be on the lookout for relatives of those in distress, special care must be taken with these individuals. If this is a search mission they will want to be helpful and participate. They will want to be around the mission base to observe what is going on. It is an unfortunate event when they overhear a discussion between members of the search team who may be speculating on the outcome of the mission. Whenever you identify a relative, take them immediately to the Information Officer or the Chaplain if one is available. Do not let yourself be drawn into a discussion about the mission.

c. News media. The News Media can be a help or a problem for the mission. Getting certain information out to the public will often assist in accomplishment of the mission objectives. However, some information is best kept within the mission staff. You may be asked to assist the IO in setting up a tour of the mission base for the media. You may, as the sign in person be the first to meet media who have arrived at the base unannounced. Always take the media to the IO without answering any of their questions. They may try to get information from you or other members on the mission. Be polite, but do not allow this. ONLY the IO or Incident Commander will release information to the media.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text and ICS 200 manuals.

Evaluation Preparation

Setup: Find a location that is suitable for the student to describe what their responsibilities are as an MSA. Have common tools of MSAs available to allow them to demonstrate as necessary.

Brief Student: Refer to above text to determine if the student understands their responsibilities accordingly.

Evaluation

Performance measures	Results	
1. Properly describe how to sign in a member and their vehicle in to a mission.	P	F
2. Properly describe how to post mission information to status boards.	P	F
3. Properly describe what types of visitors MSAs may be asked to escort, and any special responsibilities when doing so.	P	F
4. Properly describe what other functions MSAs may be utilized for.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3113

DEMONSTRATE REQUESTING ADDITIONAL RESOURCES TO SUPPORT OPERATONS

CONDITIONS

You are a member on a mission, and are assigned as the Operations Section Chief.

OBJECTIVES

1. Determine which resources are required.
2. Request resources through the Plans section, resources unit.

TRAINING AND EVALUATION

Training Outline

1. There are three situations that the Operations Section Chief will likely find where they will need to request additional resources. In most cases, the first indication will come from the Incident Action Plan. It is imperative that the OSC work closely with the Plans Section in determining and requesting resources. When determining that a resource is required, ensure that the request is clear. If different types of that resource have been identified, make sure you are asking for the correct type.

a. Maximum effort mission. This is the easiest situation to work, it is the one where you have determined that you need everything that is available and request that the Wing be alerted and notified where assets need to report.

b. Sortie requirements being supplied from outside agencies: This one is the more time consuming one for the OSC. In this situation you will need to work very closely with the Plans Section to determine what sortie, air and ground, requests can be expected to be handed to CAP from other agencies. In this scenario you will need to determine what resources might be needed and have them on hand without putting Operations into the situation of having large numbers of people sitting around with nothing to do. You will have to make your best guess on what resources to request to meet potential mission requirements without wasting member's time and causing discouragement on their part.

c. Unique unplanned requirement: This is the sudden requirement for a resource that was not foreseen in the original planning. Examples of this would be where on a search mission a requirement came up where photographs were needed or during a disaster mission a requirement for a twin-engine aircraft came up. In these cases the OSC must make the requirement known to the Plans Section as rapidly as possible.

2. Once a determination is made that a resource(s) is required, the OSC will make the request to the Plans Section.

a. If the requirement is for a maximum effort, then all available aircraft and ground teams would be requested.

b. Meet regularly with the Plans Section and ensure that they are in regular contact with outside agencies to determine what requirements for CAP support may be forecast and request the necessary resources to support the forecast.

c. When an unforeseen requirement is identified, take appropriate action to acquire the resource.

Additional Information

More detailed information on this topic is available in ICS training manuals.

Evaluation Preparation

Setup: This evaluation is best accomplished on a tabletop exercise or a real mission. Provide a number of different requirements from "Plans" and have the trainee determine what resources are needed and communicate those needs to "Plans."

Brief Student: Brief the student to make decisions and request the needed resources to meet the mission requirements.

Evaluation

Performance measures	Results	
1. Did the student make appropriate requests?	P	F
2. Did the student understand the process to request resources?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3120

DEMONSTRATE THE COLLECTION AND PREPARATION OF THE INCIDENT ACTION PLAN

CONDITIONS

You are a new/old member on a mission, and are assigned as the Planning Section Chief.

OBJECTIVES

1. Collect the various parts of the Incident Action Plan and prepare it for the Incident Commander's approval.

TRAINING AND EVALUATION

Training Outline

1. The size and complexity of the Incident Action Plan will depend on the scope of the incident being managed. The plan may be as simple as the objectives, organization chart and a paragraph or two from the Operations Section Chief. As the incident grows in it's complexity, the plan will also expand. It is the responsibility of the Plans Section Chief (PSC) to develop the plan and revise it as necessary.

a. At the initial meeting of the Incident Staff, the Incident Commander will specify the objectives of the mission. These objectives form the foundation of the Incident Plan and it is on this information the rest of the plan is developed.

b. The complexity of the incident will determine how many annexes are required for the plan. It will most likely be the decision of the PSC to determine if the Communications or Medical annex is required, although the IC may direct which are required.

c. Usually the ICS forms 201 and 202 will be the minimum required.

2. Once the requirements for the plan have been established, it is the responsibility of the PSC to collect and prepare the plan.

a. After the initial meeting with the IC, the PSC should meet with the other section chiefs to inform each of their responsibilities in regards to the plan development.

b. As the PSC is developing the basic part of the plan, remain in close contact with the developers of the various annexes to ensure all are being developed and there are no conflicts in the plan.

c. Once the parts of the plan are collected, review it with the other staff to deconflict any parts of it. After that is accomplished, present it to the IC for approval.

Additional Information

More detailed information on this topic is available in ICS 300 manuals.

Evaluation Preparation

Setup: This examination is best accomplished in a tabletop or classroom setting.

Brief Student: Using the exercise scenario, prepare the Incident Action Plan.

Evaluation

Performance measures	Results	
1. Did the PSC lead the other section chiefs in the development of the plan?	P	F
2. Did the PSC review the plan for completeness and any conflicts?	P	F
3. Did the PSC present the plan to the IC for approval?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3121
DEMONSTRATE CONDUCTING PLANNING MEETINGS

CONDITIONS

You are a new/old member on a mission, and are assigned as the Plans Section Chief.

OBJECTIVES

1. Conduct a Planning Meeting.

TRAINING AND EVALUATION

Training Outline

1. The PSC is the focal point around which much of the mission revolves. The PSC sets up and conducts the meetings for the IC and provides leadership for meetings where plans are developed and coordinated. Because of this responsibility, the PSC must be adept at leading meetings. There are times when the PSC must take a firm lead and times when the PSC will act as the arbitrator to develop consensus among the participants.

a. There are two types of meetings, scheduled and special. Let participants know in plenty of time to prepare and what the agenda will be. Try to hold the meeting in an environment that is conducive to getting the agenda accomplished. A planning meeting should be scheduled for each operational period.

b. Setting the goals: Let the participants know what is the expected outcome of the meeting at the beginning or before if possible. Stick to the agenda.

c. Developing the consensus: As the chair of the meeting, you must work to develop a consensus so that all participants can support the objective of the meeting.

2. The PSC needs to be aware of and plan for upcoming meetings.

a. Initial Response and assessment meeting: This meeting is to start the initial ICS Form 201 and generate the Incident Action Plan. It is the first meeting or when a change of IC takes place. The IC chairs the meeting and the Command and General Staff are in attendance. The meeting includes the situation, objectives and priorities, strategy and tactics, current organization, resource assignments, resources enroute/or ordered, and facilities established.

b. Operational Period Planning. A 30-minute meeting that creates or updates the Incident Action Plan that includes the IC and the General Staff.

c. Specialized Meetings. These can be for Unified Command, business management meetings, agency representative meetings and press conferences.

Additional Information

More detailed information on this topic is available in ICS 300 module 11, and the Mission Staff Reference Text.

Evaluation Preparation

Setup: This evaluation is best accomplished during a tabletop or classroom training event.

Brief Student: Using the scenario, have the student set up and chair the planning meeting.

Evaluation

Performance measures	Results	
1. Did the PSC set up control the meeting?	P	F
2. Did the PSC follow the 10 step planning meeting checklist?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3122

DEMONSTRATE REASSIGNMENT OF MISSION PERSONNEL, INCLUDING THE ABILITY TO ASSEMBLE AND DISASSEMBLE TASK FORCES AND STRIKE TEAMS NOT ASSIGNED TO OPERATIONS

CONDITIONS

You are a new/old member on a mission, and are Planning Section Chief.

OBJECTIVES

1. Assign resources to meet tactical requirements.
2. Recognize changes in the tactical situation and make changes to resource assignments.
3. Assign resources to Task Forces and Strike Teams, as the tactical situation requires.

TRAINING AND EVALUATION

Training Outline

1. As the tactical situation develops, the Planning Section must make the decisions needed to assign resources to accomplish the objectives of the mission.

a. Evaluate and prioritize the requirements.

b. Review the available resources.

c. Coordinate with Operations to provide the resources and requirements to Operations for them to make assignments.

2. When new intelligence is developed in a search mission or new requests are received in a disaster response scenario, the Planning Section must react to these situations. Tactical changes will be necessary and resources must be reassigned.

a. As information is received, or new tasking arrives, the Planning Section will continually update the priorities to Operations. The types of sorties required or areas of highest probability will change.

b. Tactical changes in the mission require the close coordination of the Operations Section.

3. There will come situations where the scenario will dictate the use of groupings into resource packages called Task Forces or Strike Teams. For example, a search mission or disaster area may cover a large physical area and the Incident Commander may approve a forward operating base. Once the requirement no longer exists, the forces or teams should be disassembled and returned to a status of single resources

a. If a forward operating base is established, a Task Force might be assembled comprised of aircraft, ground team(s), an Operations Officer, and a communications package.

b. If a request to support a large ground operation during a disaster scenario, a Strike Team comprised of several Ground Teams might be required.

c. Normally, Planning will select the resources required and Operations will make the actual aircraft or ground team assignments.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: This evaluation is best accomplished on a major training exercise, major mission, or tabletop exercise. Some evaluation can be accomplished by questioning the student verbally.

Brief Student: You will be looking to see that requirements are prioritized and resources are assigned.

Evaluation

Performance measures	Results	
1. Did the student prioritize assignments and match the types or resources as needed?	P	F
2. Did the student recognize changes in the tactical situation and take appropriate action?	P	F
3. Was the student able to developed and disassembled as the situation dictated?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3123

DEMONSTRATE ESTABLISHMENT OF DATA COLLECTION SYSTEMS LIKE PERSONNEL TRACKING SYSTEMS AND WEATHER SYSTEMS

CONDITIONS

You are a new/old member on a mission, and are Planning Section Chief.

OBJECTIVES

1. Establish data collection as necessary to provide management visibility of resources.
2. Establish tracking systems for collecting and utilizing information for safety, strategic, and tactical decision making.

TRAINING AND EVALUATION

Training Outline

1. There is a considerable amount of data needed by both the Planning Section and the Operating Section to safely execute the objectives of the mission. The Planning Section is responsible for the collection of this information.

a. Resources, available and incoming, must be collected for operations assignment or for planning purposes.

b. Task requirements, both current and forecast, from a disaster scenario or intelligence data from a search mission must be collected.

c. Debrief data for planning and analysis, such as resource numbers for reports or SITREPs, and utilization data for reimbursement, are examples of the information that the Planning Section will need to collect.

2. Once the data is collected, it must be tracked, analyzed, and disseminated to those who need it. Manual tracking is used in most cases, but some Wings have developed automated tracking systems.

a. It is critical that all tasks received from outside agencies in a disaster scenario be tracked from receipt to final closure. If a task requires photos, the task must continue to be tracked until the photos have reached the customer.

b. Intelligence received during a search mission must be recorded and tracked so it can be reclaimed if needed at any time.

c. Resource tracking must be accomplished so that Operations knows what is available to assign to sorties.

d. Current weather status must be available for Operations use.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: This evaluation is best accomplished during an actual or training exercise where date is available for collection and tracking.

Brief Student: To collect and track data as it develops during the scenario.

Evaluation

Performance measures	Results	
1. Were all pertinent data collected?	P	F
2. Was the data recorded and tracked as necessary?	P	F
3. Was data made available to other Sections as necessary?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3124

DEMONSTRATE REPORTING, COMPILING AND DISPAYING OF INCIDENT STATUS INFORMATION

CONDITIONS

You are a new/old member on a mission, and are assigned as the Planning Section Chief.

OBJECTIVES

1. Demonstrate the ability to compile and display incident status information.

TRAINING AND EVALUATION

Training Outline

1. One of the responsibilities of the Plans Section is the collection of status information. Some of the data is needed for planning purposes, for up channel reporting, for reimbursement documentation, and all for historical purposes. The collection of this information means that the Plans Section needs to work closely with the other sections.

    a. The Situation Unit collects the intelligence information, debriefing data, and other relevant information.

    b. The Resources Unit collects sign in data and resource availability.

    c. The documentation Unit collects the all information at the end of the operational period and the end of the mission. Some of this information may be needed later for other reporting requirements such as CAPF 122 and man-hour or utilization reporting on a disaster mission.

2. Once the data is collected, some of it should be displayed for instant availability.

    a. Situation information such as areas searched or to be searched needs to be displayed. The ICS 201 should be prominently displayed.

    b. Depending on the complexity of the mission, crew/team/individual status information may need to be displayed.

    c. Sensitive information such as clues or personal information on the missing individuals should not be displayed.

Additional Information

More detailed information on this topic is available in ICS 300 and the Mission Staff Reference Manual.

Evaluation Preparation

Setup: This examination is best accomplished in a tabletop or classroom setting.

Brief Student: As the scenario develops, collect and display the pertinent information.

Evaluation

Performance measures	Results	
1. Did the PSC collect the required information?	P	F
2. Were important data items displayed?	P	F
3. Was the PSC aware of what data should or should not be displayed in a public setting?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3125

DEMONSTRATE PREPARATION OF THE DEMOBILIZATION PLAN

CONDITIONS

You are a new/old member on a mission, and are assigned as the Planning Section Chief.

OBJECTIVES

1. Prepare a demobilization plan.

TRAINING AND EVALUATION

Training Outline

1. Part of the planning process includes the demobilization of the resources when the mission is downsized or has reached completion. Planning for the release and demobilization of CAP resources begins as soon as the initial buildup and planning begins.

a. As resources arrive, records should be kept concerning the transportation used to arrive. This helps determine how they will be transported back to home base after they are released. This helps avoid confusion if the mission is completed suddenly.

b. If a more gradual release of resources is expected, plan for the release of any resources must depart by a certain time or date. If the mission has run over an extended period of time, work with the Operations Section to determine what teams, crews, or individuals should be released and transported to home base due to length of time on the mission or exhaustion.

c. Weather and distance to travel may also play a part in the demobilization planning.

2. The end result of the demobilization plan is to get all resources home in a timely and safe manner.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: This examination is best accomplished during a tabletop or training exercise.

Brief Student: Prepare a demobilization Plan based on the exercise scenario and the available resources.

Evaluation

Performance measures	Results	
1. Did the PSC develop an effective demobilization plan?	P	F
2. Were all factors affecting the release of resources considered in the plan development?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-3126
DEMONSTRATE RELEASING RESOURCES FROM ACTIVE ASSIGNMENTS

CONDITIONS

You are a new/old member on a mission, and are in the process of releasing resources at the closing of a mission.

OBJECTIVES

1. Ensure that all resources assigned to the mission are properly demobilized.

TRAINING AND EVALUATION

Training Outline

1. Demobilization plans.

a. Planning for demobilization of resources begins almost at the very beginning of the mission itself. The Operations Section needs to maintain close coordination with the Plans Section in the development of the demobilization plan. While it is the responsibility of the Plans Section to actually develop the plan, it is the Operations Section's responsibility to implement it.

b. Demobilization for CAP missions may come suddenly when the object of a search mission is located or it is determined to be in another jurisdiction. However, demobilization can be a drawn out affair when the mission requirements slow over a period of time such as in a disaster mission.

c. Once the Plans section develops the plan and the Incident Commander approves it, then the Operations Section begins to release the resources. The following paragraphs contain questions that may be used to determine how and when resources are released.

1. Ground Teams.

   a. Which teams have been in the field the longest, is fatigue a factor?

   b. Are there any last minute specialized capabilities that would determine which team(s) will be last to be released?

   c. Which teams have the longest distance to travel?

2. Aircrews.

   a. Which crews have been on the mission the longest?

   b. Is there specialized skills or equipment still required to support the mission?

   c. Is duty day or weather a factor to be considered?

3. Mission Staff.

   a. Mission Staff is normally released by the Plans Section, but Operations may be needed to schedule for transportation.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: This evaluation is best accomplished at a tabletop or training exercise.

Brief Student: Based on the scenario tell the student to plan the release of resources no longer needed for the situation.

Evaluation

Performance measures	Results	
1. Was the student able to determine what resources were no longer needed?	P	F
2. Were resources planned for release?	P	F
3. Was a demobilization plan developed?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0001
<u>BASIC COMMUNICATIONS PROCEDURES FOR ES OPERATIONS</u>

CONDITIONS

You are a member of the CAP mission staff performing a task in which the use of a radio is necessary.

OBJECTIVES

Properly operate a CAP radio.

TRAINING AND EVALUATION

Training Information Outline

1. From time to time, duties may require the use of a CAP radio. This is not a difficult task, but does require some knowledge of operating procedures and equipment.

2. You should be able to demonstrate the following skills:

   a. Demonstrate the proper method to contact another station.
   b. Demonstrate knowledge of call signs.
   c. Demonstrate knowledge of basic prowords.
   d. Demonstrate ability to operate basic radio equipment.
   e. Demonstrate knowledge of prohibited practices.
   f. Demonstrate knowledge of National communications policies.
   g. Demonstrate knowledge of local operating practices.
   h. Demonstrate knowledge of region, wing, and local policies.

Additional Information

Additional information is available in CAPR 100-1 Vol. 1 and the "Radiotelephone Procedures Guide."

Evaluation Preparation

Setup: The student is provided with a basic radio (volume, squelch, channel controls) and asked to communicate with another station. At least one radio will be needed for this exercise. The pro-words "roger," "over," "out," affirmative," should be used. The exchange should go through several transmissions with questions and answers. Prohibitive practices, such as "chit chat," should be used or discussed.

Brief Student: The student is at mission base and has been assigned the task of reporting when the director of the local office of emergency management arrives for his/her tour of the facility.

Evaluation:

Performance measures	Results	
1. Listen before transmitting	P	F
2. Demonstrate calling procedures including call signs	P	F
3. Demonstrate use/understanding of basic prowords	P	F
4. Demonstrate understanding of radio equipment including finding local repeater/simplex	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0002

PERFORM RADIO OPERATING PROCEDURES

CONDITIONS

You are a mission radio operator at a search/DR base.

OBJECTIVE

Properly operate a mission base radio system.

TRAINING AND EVALUATION

Training Information Outline

1. A Mission Radio Operator is required to maintain communications with all mission assets (aircraft, ground teams, flight line and forward bases). This allows for sending new instructions, reporting mission information and as a safety measure for keeping track of people in the field.

2. You should be able to demonstrate the following skills:

a. Demonstrate the proper method to contact another station.
b. Demonstrate knowledge of the International Phonetic Alphabet.
c. Demonstrate knowledge of CAP Prowords.
d. Demonstrate knowledge of international urgency signals.
e. Demonstrate the ability to maintain a communications status board.
f. Demonstrate a familiarity with standard equipment and local communications operations.
g. Demonstrate the proper use of standard radio equipment.
   1) Set volume and squelch levels appropriately
   2) Demonstrate proper use of microphone

Additional Information

Additional information on this topic can be found in The Radiotelephone Procedures Guide.

Evaluation Preparation

Setup: Provide the student with a message to reassign an aircraft to another grid, a status board, a radio, paper and pencil/pen.

Brief Student: Ask the student how they would contact an aircraft flying a sortie. Tell the student that he needs to transmit the change of grid assignment to the aircraft. Transmit an urgency signal to the student and ask them to identify the meaning of the signal and what action that they should take.

Evaluation:

Performance measures	Results	
1. Demonstrate setting volume and squelch levels for proper function	P	F
2. Demonstrate proper microphone technique	P	F
3. Demonstrate listening before transmitting	P	F
4. Properly call and acknowledge aircraft	P	F
5. Send change of grid assignment, using proper phonetics and prowords	P	F
6. Correctly interpret urgency signal and take appropriate action	P	F
7. Update mission communications status boards	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0003
<u>EMPLOY APPROPRIATE RADIO FREQUENCIES AND REPEATERS</u>

CONDITIONS

You are the radio operator, and have been told to contact another station. You must choose what frequency to use.

OBJECTIVE

Within 2 minutes, identify the appropriate frequencies and channels used for operations.

TRAINING AND EVALUATION

Training Information Outline

1. CAP Teams use a number of VHF-FM frequencies to communicate with mission base, ground teams, and aircraft.

2. Frequency assignments are usually given by the communications unit leader based on the following.

a. Simplex Frequencies (VHF-FM): Short range communications where units are operating on the same transmit and receive frequency

b. Duplex Frequencies. Longer range communications are accomplished through the use of a repeater. All repeaters are accessed by transmitting a subaudible tone through the radio. The 100.0 Hz tone will activate any CAP repeater, but is used only in emergencies and to request the proper tone frequency for the repeater in use. Other tones are programmed into the radio as required. The communications unit leader will brief teams on what frequency and tones to use to access local repeaters.

c. VHF-AM (Airband) SAR Frequencies: These are dedicated frequencies authorized for training and actual missions that can be accessed by any aircraft.

d. National HF Frequencies: These are frequencies coordinated by National Headquarters. Some teams may be deployed with HF radios on these frequencies during disasters to serve as relay points out of affected areas.

e. Region HF Frequencies: These are frequencies established for HF operations within a region. Teams may also be deployed and operate on these frequencies to transmit greater distances than traditional VHF-FM assets used by ground teams.

f. Other frequencies are used to communicate with police, Coast Guard, and other SAR agencies. Again, the communications unit leader will brief on the use of these frequencies.

Additional Information

Additional information on frequencies used in CAP and repeater locations can be found in CAPR 100-1 Vol. 1, chapters 7, 9, & 10, and The Communications Directory. Wing Communications Operations and Training plans will also contain important information for your area.

Evaluation Preparation

Setup: Prepare a list of the five frequency groups listed above for your area of operation with assignments in each group. Give the list to the trainee. The student may use any item from his field gear, including this book or a "cheat sheet".

Brief Team Leader: Tell the student to identify each frequency and its use, within 2 minutes total time.

Evaluation:

Performance measures	Results	
The individual identifies:		
1. Identifies the primary simplex frequency and its use.	P	F
2. Identifies the alternate simplex frequency and its use.	P	F
3. Identifies the primary duplex frequency pair and its use.	P	F
4. Identifies the alternate duplex frequency pair and its use.	P	F
5. Identifies the primary HF SSB frequency for the region	P	F
6. Identifies the alternate HF-SSB frequency for the region	P	F
7. Completes all steps within 2 minutes	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0004
MESSAGE HANDLING PROCEDURES

CONDITIONS

You are a mission radio operator at a SAR/DR base.

OBJECTIVE

Demonstrate the proper sending, receiving and distribution of formal and informal message traffic.

TRAINING AND EVALUATION

Training Information Outline

1. A Mission Radio Operator is required to transmit, receive and distribute both formal and informal mission related messages. Messages must be processed and delivered in an accurate and timely manner.

2. You should be able to demonstrate the following skills:
   - a. Demonstrate how to send formal and informal messages
   - b. Explain the significance of the message precedence
   - c. Demonstrate how to fill out incoming message forms
   - d. Demonstrate filling in a mission radio log
   - e. Receive and route a formal message

Additional Training

Additional information on this topic can be found in the Radiotelephone Procedures Guide.

Evaluation Preparation

Setup: Provide the student with a formal mission continuation message and an informal message for a ground team to contact the Ground Branch Director by telephone, message forms, a radio, paper and pencil/pen.

Brief Student: Have the student send you the formal and informal messages. Ask for a fill on the formal message. Send a formal message to the student. Send an informal message to the student.

Evaluation:

Performance measures	Results	
1. Properly send messages, using appropriate phonetics and prowords	P	F
2. Properly handle a request for a fill on the formal message	P	F
3. Properly fill out and distribute a message form	P	F
4. Properly and completely fill out mission radio log	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0005

CHOOSE A GOOD COMMUNICATIONS SITE

CONDITIONS

Given a scenario in which a team is deployed from base to a remote location.

OBJECTIVE

Determine a good location to contact base by radio.

TRAINING AND EVALUATION

Training Information Outline

1. When on a sortie, the ground search and rescue team is required to maintain communications with mission base. In order to contact mission base, the team must find a good geographical location that will provide solid radio communications.

2. The following factors should be considered in choosing a good communications site:

a. High ground. The higher you are, the farther your signal can travel because there are fewer objects in the way.

b. Line of Sight. You want a clear path through the air between you and the station you are trying to communicate with. Just finding a high spot will not necessarily help if there is higher ground left between you and the receiving station. Artificial structures, especially tall buildings and metal sheds/towers, can block a signal easily.

c. Accessibility. If you are choosing a communications site based on a map study, ensure that you can actually get to it. The best communications site in the world cannot help you if you cannot drive/walk to it easily or if it is behind a locked gate.

b. Radio Interference. Some artificial objects produce radio interference that can interfere with your radio's ability to receive. Look for and avoid radio interference generators when choosing a communications site. These include:

1) High power lines

2) Transformers

3) Underground cables

Additional Information

Additional information on choosing a good communications site can be found in publications of the American Radio Relay League (ARRL), Newington, CT. Information on ARRL can be found at their web site: http://www.arrl.org.

Evaluation Preparation

Setup: None.

Brief Team Leader: Ask the team leader to name at least three factors in choosing a good communications site, and two sources of radio interference.

Evaluation:

Performance measures	Results	
1. Identifies the three of the four communications site factors	P	F
2. Identifies two radio interference sources	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0006

TAKE STEPS TO REGAIN COMMUNICATIONS

CONDITIONS

Given a radio and a situation where you must contact another unit or base by radio but cannot reach them.

OBJECTIVE

Define correct procedures for re-establishing a radio communications link.

TRAINING AND EVALUATION

Training Information Outline

1. Ground Search and Rescue Team communications with base and other teams are primarily based on using VHF-FM radio communications. Due to the frequencies used, these communications are limited to line-of-sight access. There must exist an unobstructed line between the transmitting and receiving station. When teams are deployed to the field, they will frequently operate on the 'wrong' side of the mountain or in low areas where the line-of-sight to base or other stations is blocked.

2. The following actions can be taken to re-establish FM radio communications:

a. Check the radio. Ensure battery is good (battery meter or listen for static with squelch off), and that the antenna and hand mike are connected and operational. Try another radio or battery if available.

b. Move to higher ground. This places your antenna at a higher location and increases the chances of maintaining line-of-sight to the receiving station.

c. Use duplex mode. Repeaters are placed in several locations around the state. If you cannot reach base directly, it might be possible to contact them through a radio repeater.

d. Request ground or air relay. If another ground station or aircraft is in a location where it has contact with you and the receiving station, they can relay your message. Only use an aircraft relay if absolutely necessary.

e. If transmitting from a vehicle, move the vehicle to another location. There are radio 'dead spots' near power lines and other areas. Simply moving the vehicle a few meters may correct the situation.

f. If none of these actions work, find a telephone and use it to contact base.

Additional Information

Additional information on regaining communications can be found in L-0005 (Choose a Good Communications Site) and your radio's trouble shooting guide.

Evaluation Preparation

Setup: None.

Brief Team Leader: Brief the team leader that he is the radio operator on a team and has been told to contact mission base, but cannot reach them. Ask him what steps he would take to regain communications.

Evaluation

Performance measures	Results	
1. Demonstrate troubleshooting the radio	P	F
2. Describes three of the remaining five steps of re-establishing communications with mission base.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0007
<u>CONDUCT SCHEDULED RADIO CHECKS</u>

CONDITIONS

You are the radio operator for your team in the field. Your team has been told to contact mission base at scheduled times with current situational information.

OBJECTIVE

Conduct scheduled radio checks on time and with proper information.

TRAINING AND EVALUATION

Training Information Outline

1. When on a sortie, the ground search and rescue team is required to maintain communications with mission base in some manner. This allows for receiving new instructions, reporting mission information, and as a safety measure for keeping track of people in the field.

2. Make scheduled radio checks:

   a. At the times briefed by the ground operations director.

   b. When completing certain sortie actions identified in advance by the ground branch director.

   c. Departure and returning to mission base.

   d. Entering and leaving search areas.

   e. Any extended stop, such as a meal break.

3. Before making the radio check:

   a. Stop and determine the team's location and status. Get this done BEFORE the time the check is due.

   b. Contact mission base or radio relay to transmit his check-in.

4. When making a scheduled radio check, transmit:

   a. The time of the radio check

   b. The team's location

   c. The teams status or actions in progress.

   d. Request confirmation and read-back of message from base.

   e. For example "FREESTATE TWO FIVE THIS IS FREESTATE TWO ONE SEVEN. SCHEDULED RADIO CHECK FOR FOURTEEN HUNDRED HOURS. TEAM IS LOCATED AT: GRID

RIGHT ONE POINT THREE, UP TWO POINT TWO. CONTINUING SEARCH PATTERN, NOTHING ELSE TO REPORT. PLEASE READ BACK THIS MESSAGE.

Additional Information

Additional information is available in the "Radiotelephone Procedures Guide."

Evaluation Preparation

Setup: On a sheet of paper, write the location of the ground team, what they have been doing since the last radio check, and what they are currently doing. Don’t let the team member see this paper - if he asks you questions about the team’s status or locations, read him the information off the paper. Provide the team member with a radio, paper and a pencil. Ensure he has a watch.

Brief Team Leader: Tell the team leader that he is now his team’s radio operator. Ask the team member when he would make check-ins with mission base. After he has answered, tell him that he must make scheduled radio check at a given time (pick a time five minutes from the briefing). Tell him that you will answer any questions you have about his ground team’s status.

Evaluation:

Performance measures	Results	
1. Identifies the four times a team makes radio checks	P	F
2. Determines the team’s location and status before checking in.	P	F
3. Transmits radio check-in correctly, including time, location, and team actions.	P	F
4. Requests/receives confirmation	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0008

SEND A POSITION REPORT

CONDITIONS

Given a known coordinate position, a map, and a radio in the field.

OBJECTIVE

Transmit your known position to a distant station correctly.

TRAINING AND EVALUATION

Training Information Outline

1. Determine your own position through terrain association, GPS, polar plot, or resection. Define this position in latitude/longitude, overlay grid coordinates, or polar plot.

2. Contact distant radio station using proper radiotelephone procedures.

3. Transmit location clearly using latitude/longitude, overlay grid coordinates, or polar plot

4. Have distant radio station read back location for confirmation.

5. End transmission according to radiotelephone procedures.

Additional Information

Additional information may be found in the "Radiotelephone Procedures Guide."

Evaluation Preparation

Setup: Provide the team member a radio set to the correct frequency, a map marked with his known location, a pencil and paper. Place another radio and operator at some distance away.

Brief Team Leader: Inform the team leader that he is located at the marked point on the map. Give him his callsign and the callsign of the remote station, and then tell him to send a position report to the remote station.

Evaluation

Performance measures	Results	
1. Contacts the other station appropriately	P	F
2. Transmits his location correctly	P	F
3. Requests read back for confirmation	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0009
REPORT A CLUE OR FIND

CONDITIONS

The team you are supporting has just found a clue that might be related to the search target.

OBJECTIVE

Correctly transmit a report to mission base containing all required information.

TRAINING AND EVALUATION

Training Information Outline

1. When a clue is found, mission base needs to know immediately in order to adjust the search accordingly. You should report the clue quickly and accurately, and suggest to mission base if any personnel (such as the police) should be called out to look at the clue. Also remember that eavesdroppers might be listening in. Be careful how you phrase things to avoid causing undue excitement or panic.

2. To report a clue or find:

a. Determine the location of the clue using one of the approved methods (grid, polar plot or lat/long - the CAP grid system is not precise enough for clue reporting)

b. Determine several conditions of the clue, survivor or victim, and resource needed.

c. Make sure you have searched the immediate area for other clues.

d. Prepare the Report using the format below.

e. Establish good communications with mission base or with a relay station.

f. Send the Report in the following format:

NOTE: “TX”=You “RX”=Mission Base

TX: “I have a clue report for the mission coordinator or ground operations officer. Advise when you are ready to copy, OVER.”

RX: “Roger, proceed, OVER.”

TX: “Location: (Sends location in grid coordinates, polar plot, etc.), OVER.”

RX: "Roger, continue, OVER."

TX: “Found (Sends clue description.)”

RX: "Roger, continue, OVER."

TX: "(Send status of clue - marked, bagged, etc.)"

RX: "Roger, what resources do you need, if any? OVER"

TX: "(Tell the mission radio operator what, if anything)"

(For resources needed:

1: No resources needed. Rescue can be accomplished with forces on hand.
2: Advanced Life Support required.
3: Fire Suppression Personnel required.
4: Medical Examiner or Coroner required
5: Law Enforcement Personnel required.
6: Hazardous Materials Team required.
7: Additional Ground Teams required, OVER

RX: "Roger, I'll pass that on immediately, OVER"

TX: "Standing by for further instructions."

g. Avoid conjecture. Don't make guesses over the radio as to what the clue means. If mission base wants your analysis, they will request it.

h. Avoid inflammatory or unclear descriptions that could unduly excite eavesdroppers. For example do not say, "We've found a pile of bloody clothing." Instead, say, "Found one pair of jeans, size 12 and one white T-shirt. Both are dirty and have possible bloodstains."

Evaluation Preparation

Setup: Prepare a description of a clue/find and write it down. Ensure you include the location of the clue using one of the objective techniques, the description and current status of the clue, and additional resources the team needs. Provide the individual with a copy of the clue report format above.

Brief: Advise him that his team has just found a clue. Tell him you will play the role of mission base and the team leader. Give him the written clue and tell him to read it and ask any questions. When he is ready, advise him to prepare a clue report and send it to you using the format of this task, pretending he is using a radio, within 5 minutes. He can refer to the task guide.

Evaluation

Performance measures	Results	
1. Correctly contacts mission base and tells them he has a clue report, and that they should prepare to copy.	P	F
2. Correctly transmits the location of the target using any of the authorized methods (grid, lat/long, etc.)	P	F
3. Correctly transmits a description of the clue.	P	F
4. Correctly transmits the current status of the clue.	P	F
5. Correctly sends the item numbers for all resources needed.	P	F
6. Transmits that he is standing by for further instructions.	P	F
7. Has mission base read back the message. Makes corrections as needed.	P	F
8. Uses the correct format and verbiage.	P	F
9. Does not use imprecise or unnecessarily graphic terms.	P	F
10. Avoids conjecture.	P	F
11. Completes all steps within 5 minutes.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0010
<u>COMMUNICATIONS SAFETY PROCEDURES</u>

CONDITIONS

You are a mission radio operator at a search/DR base.

OBJECTIVES

Explain the safety exposures and mitigation factors involved in operating a mission radio system.

TRAINING AND EVALUATION

Training Information Outline

1. A Mission Radio Operator is required to maintain a safe environment as part of the operator tasks.

2. You should be able to demonstrate the following skills:

   a) List at least 5 safety rules for lightning protection
      1) If you can hear thunder from lightning, you are close enough be hit by it. Seek safe shelter.
      2) Properly ground all equipment when installed.
      3) Disconnect antennas from radios when lightning is observed in the area.
      4) Disconnect radios/power supplies from ac outlets when lightning is observed in the area.
      5) If you are in a vehicle, do not remain in a high location that would make you a likely target for lightning (such as a hilltop or large open field).
      6) If you are on foot, seek shelter. Report to mission base, or any other unit, that you are leaving the air due to lightning. Move to a sturdy building or car. Do not take shelter in small sheds, under isolated trees, or in a convertible automobile.
      7) If on foot and no suitable shelter is available, find a low spot away from trees, fences and poles. Make sure the place you pick is not subject to flooding. If you are in the woods, take shelter under shorter trees.

   b) Proper routing and securing of cables and wires
   c) Locating antenna systems to minimize RF exposure and EMI
   d) Explain a proper grounding system

Additional Information

Additional information on radio safety can be found in Chapter 7 of CAPR 100-1 Vol. 1. Additional lightning safety tips can be found at the National Lightning Safety Institute's home page at:

http://www.electricnet.com/orgs/nlsi.htm

Evaluation Preparation

Setup: None

Brief Student: Have the student recite the 5 safety rules for lightning protection. Have the student explain the proper routing and securing or wires and cables, how to properly locate an antenna system and ground the equipment.

Evaluation:

Performance measures	Results	
1. List at least 5 safety rules for lightning protection	P	F
2. Explain the proper routing and secure of wires and cables	P	F
3. Explain how to properly locate antenna systems to maximize safety and minimize RF exposure and EMI	P	F
4. Explain how to properly ground communications equipment	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0011
RUNNING AN EMERGENCY COMMUNICATIONS NETWORK

CONDITIONS

You are the radio operator at a mission base assigned as the *Net Control Station* (NCS) for the emergency communications network supporting the mission.

OBJECTIVES

1. Maintain network discipline to include proper procedures and operations.
2. Control and direct the flow of formal and informal traffic in the net.

TRAINING AND EVALUATION

Training Outline

1. Network discipline and the management of mission traffic is the responsibility of the NCS. In general, emergency nets are run as *Directed Nets.* This is because most emergency operations require more than a 3 or 4 stations on the air at the same time. While smaller missions may be run as a *Free Net*, the NCS must be trained and qualified to run a directed net.

2. A qualified NCS must be able to demonstrate the following skills:

   a. Open and close the net.

   b. Conducting a roll call.

   c. Traffic management.

   d. Maintaining a list of stations currently on the air.

Additional Information

More detailed information on this topic is available in CAPR 100-1 Volume 1, Radiotelephone Procedures Guide, and the wing Emergency Communications Plan.

Evaluation Preparation

Setup: Supply the student with either a HF or VHF radio. Real or simulated stations will be needed to act as net participants. Some stations should have message traffic to pass to another station on the net. Some stations should be other mission bases, ground units, and aircraft.

Brief Student: The student will demonstrate proficiency in Net Control Station operations as would be expected in a real world mission. The net may be simulated or real. The student will be given the wing Emergency Communications Plan as a reference. The student should be prepared to decide whom or which station should get a particular piece of message traffic.

Evaluation

Performance measures	Results	
1. Demonstrate the net opening procedures as set by wing plans.	P	F
2. Call the roll of stations on the net.	P	F
3. Demonstrate routing traffic to the proper station while maintaining net discipline.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0012
HANDLE AN OVERDUE RADIO CHECK-IN

CONDITIONS

You are working as a Communications Unit Leader at a mission base and an aircraft has missed its regular radio check-in. Regular, scheduled, radio check-ins allow the mission base to track the progress of sorties and alert the mission base to any possible problems involving resources.

OBJECTIVES

1. Determine that a resource has missed a normal radio check-in.

2. A checklist should be available describing the communications and notification procedures for ground or air units that have missed radio check-ins.

TRAINING AND EVALUATION

Training Outline

1. Following the wing Emergency Communications Plan and the mission communications plan, the Communications Unit Leader (CUL) should be able to follow an established checklist or procedure to determine if the missing resource is still on the air.

2. The student should be able to demonstrate the following tasks:

a. Determine that a resource has missed a radio check-in.

b. Use established procedures and plans to attempt to re-establish communications with the missing resource.

c. Be familiar with and follow the notification procedures established in the established plans and procedures.

Additional Information

More detailed information on this topic should be available in wing Communications Plans and Emergency Services Procedures.

Evaluation Preparation

Setup: The student is provided with the wing's checklists and established procedures for the handling of overdue radio check-ins. The student will need a radio logs and other necessary paperwork.

Brief Student: During the normal operations of a mission or exercise, the Comm Unit Leader must insure that aircraft and vehicles are making required check-ins. If an asset is overdue on a check-in, the wing has established policies and checklists that must be followed. In this evaluation, an aircraft will miss a check-in. You must determine which aircraft it is and follow the provided guidance as required.

Evaluation

Performance measures	Results	
1. Determine that a resource has missed a radio check-in	P	F
2. Use established plans and procedures to determine if the resource is still on the air.	P	F
3. Give some examples of ways to assist in determining if the resource is still on the air.	P	F
4. Use established plans and procedures to determine who should be notified of the missing resource.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0013
PREPARE AN EMERGENCY COMMUNCATIONS PLAN

CONDITIONS

The Incident Commander appoints you as the Communications Unit Leader for an incident. You must prepare a plan to fill the communications requirements of this mission. This plan must cover all current and contingency communications needs including procedures for loss of communications.

OBJECTIVES

1. The Communications Unit Leader is responsible for developing an Emergency Communications Plan for a given mission or mission base.

2. Emergency planning is based on the wing Emergency Communications Plan and should also cover the basic communications and loss of communications scenarios.

3. Be familiar and capable of using ICS Form 216 and 217.

TRAINING AND EVALUATION

Training Outline

1. Using established wing Emergency Communications Plans, the Communications Unit Leader should be able to develop a specific plan for a given mission or mission base. The plan covers all areas of communications and loss of communications. Emergency Services procedures and checklists should also be used as a resource for planning.

2. The student should be able to demonstrate the following tasks:

a. Selection of proper frequencies for use by air, ground, and fixed assets.

b. Develop a contingency plan for loss of communications at the mission base, or any resource.

c. Develop a contact list for the mission base and field resources to use as necessary, including local police/sheriff's departments, fire, medical, etc.

Additional Information

More detailed information on this topic is available in the wing Emergency Communications Plan and the wing Emergency Services procedures.

Evaluation Preparation

Setup: The student will need current copies of the wing Emergency Communications Plan and Emergency Services procedures. Along with these, a copy of the local telephone directory, emergency contact listings, and/or government telephone directory. Wing communications resource listings should also be available.

Brief Student: After the Incident Commander assigns you as the Communications Unit Leader, you must first develop an Emergency Communications Plan to cover all aspects of the mission. This plan will cover how the mission base will conduct communications, air units, ground units, and other fixed stations. It will also cover the need for contingencies in the event of loss of communications.

Evaluation

Performance measures	Results	
1. Are frequencies chosen and designated for the different communications needs of the mission (i.e. aircraft, ground teams, base to base, etc.)	P	F
2. Are procedures included to cover loss of communications at mission base, loss of com by resources, missing radio check-ins, loss of power, etc.	P	F
3. Develop a list of contact phone numbers for other agencies, as well as alternate contact information for CAP mission base(s).	P	F
4. Fill out ICS Form 216	P	F
5. Fill out ICS Form 217	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0014
<u>SETUP COMMUNICATIONS EQUIPMENT AT MISSION BASE</u>

CONDITIONS

You are a Communications Unit Leader for a mission. Upon arrival at the mission base, you have to set up the communications system. This includes the safe installation of radios, antennas, etc.

OBJECTIVES

1. The Communications Unit Leader is responsible for the safe and efficient setup of communications equipment at the mission base.

2. Equipment should be setup, adequately grounded, and operational as soon as possible to provide support to the mission.

TRAINING AND EVALUATION

Training Outline

1. Locate a site for location of radio equipment in accordance with the communications plan for the mission. Install radios, antennas, and power distribution with safety in mind. Once installed, all equipment must be tested to assure proper working condition.

2. The student should be able to demonstrate the following:

a. Choose a communications area that is conducive to good operations. This area may be one or more areas at the same base. The mission Emergency Communications Plan should cover this.

b. Assemble and install the equipment making sure to route cables and power cords in accordance with good operating practices.

c. Assure all equipment is functioning properly.

d. Assure adequate standby power is available to maintain operations in the event of power failure.

e. Assure all equipment is adequately grounded.

Additional Information

More detailed information on this topic is available in various publications including the ARRL Handbook, ARRL Antenna Book, etc.

Evaluation Preparation

Setup: The student must be supplied with the normal equipment used at any exercise or mission base and a location that will simulate a mission base. Using an actual exercise would be an ideal situation for this evaluation.

Brief Student: Acting as the Communications Unit Leader and working with the IC and other mission staff, choose the optimum location for mission communications at the base and install all necessary equipment.

Evaluation

Performance measures	Results	
1. Choose a communications area.	P	F
2. Assemble and install antenna(s)	P	F
3. Run cables from antenna(s) to equipment maintaining a safe operating environment.	P	F
4. Assure all equipment is functioning properly.	P	F
5. Assure adequate standby power is available and provide checklist for the smooth transition from commercial to standby power.	P	F
6. Assure equipment is adequately grounded.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0015

COMMUNICATIONS PLANNING

CONDITIONS

You are a Communications Unit Leader serving on the staff of a major incident. Prepare the communications inputs to the overall Incident Action Plan.

OBJECTIVES

Properly complete an ICS Form 205 and be prepared to provide additional information to the planning staff relevant to the communications operation to be incorporated into an Incident Action Plan.

TRAINING AND EVALUATION

Training Outline

1. Communications are a critical requirement on any incident. If the incident staff can not adequately communicate with each other then operations may not be able to conducted, or if they are at greater risk than normal.

2. To be sure that all personnel's communications requirements are met, the communications staff in coordination with rest of the staff prepares inputs to the Incident Action Plan (IAP).

a. The Communications Unit Leader, utilizing the resources available to him or her, will prepare an ICS Form 205 for incorporation into the IAP. The resources projected for use in the next operational period are presented in an easily understood format on this form. On larger incidents it may be necessary to use more than one ICS Form 205 to adequately report the expected resource utilization of the incident. Be sure to include the requirements for other agencies supporting you as applicable.

b. In addition to the hardware resources required for the incident, personnel requirements to adequately support the needs of the end users must be established. This will vary from one incident to another, but the communications unit leader needs to consider many options:

1) How many locations or groups of separated personnel will need to be supported?
2) Will operations be continuous or will there be scheduled down periods for all crews?
3) Are their adequately trained personnel available to meet the expected needs of the incident staff? If not, what alternatives do you have?
4) Are adequate facilities available to support the incident staff's requirements? If not, what options do you have?

c. Communications requirements for staff are much more than just radio communications. Consider all of the feasible alternatives available to you to meet the needs of the staff. Several options to consider are listed below:

1) Telephones including fax and voice mail
2) Pagers
3) Internet/Intranet including world wide web and e-mail options
4) Packet and HF-E-mail
5) Video transmissions

3. In developing the communications plan consideration needs to be made for emergencies and equipment breakdowns or failures.

Additional Information

More detailed information on this topic is available in ICS Module 11 – Incident and Planning.

Evaluation Preparation

Setup: Provide the student to be evaluated with a briefing from the Logistics Section Chief that includes local information allowing the student to be evaluated to develop

Brief Student: Text.

Evaluation

Performance measures	Results	
1. Develop the communications portion of the incident action plan for the mission (with coordination from the section chiefs and branch directors)	P	F
2. Coordinate with other participating agencies to determine additional communications requirements.	P	F
3. Determine personnel and equipment requirements for communications (using briefing from the Logistics Section Chief)	P	F
4. Publish frequencies and modes of communications to be used.	P	F
5. Establish telephone communications at the mission base.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-0016
MANAGE RADIO OPERATIONS FOR A GROUND NET

CONDITIONS

You are working at an incident and are given several mobile communications teams to communicate with field units.

OBJECTIVES

1. Determine your communication needs.
2. Position communications resources where they will be most effective.

TRAINING AND EVALUATION

Training Outline

1. Using ground resources over a large area requires the ability to communicate with those resources. This is often accomplished through the use of an aircraft serving as a relay and with cellular phones. However, there are times when these methods will not be available. Under this circumstance, you may have to dispatch communications teams to create a ground relay network.

2. First, you must determine what you need. Analyze your requirements so the Planning Section can work to get you what you need. Never settle for what you currently have available; more resources are usually available if you ask. The primary types of ground communications available to you are VHF radio, HF radio, and telephone (both landline and cellular). Look at the terrain you need to cover and determine your needs.

a. If you have a very large area, stations that have VHF and HF can talk to both the units in the field and back to the command post. The stations could also talk to other stations that are out of VHF range.

b. Multiple VHF stations could be used to serve as a relay points back from the area of operations to the command post.

c. A station that has access to cellular or landline telephone service could be set up that receives radio communications and relays through the telephone system.

3. After determining your needs, look at what resources you currently have available. Then determine what you still need and send that request to the Resources Unit in the Planning Section. The Resources Unit will report back to you what they can get. Take the resources you have and what you will be receiving and determine the best way to position those units to establish the communications network you need.

4. Now that you have decided how you want your communications network set up, dispatch your communications teams. While these teams are in the field, it is important to manage them as you would any of your ground/UDF teams. Make sure they check in regularly and be sure they are provided for and relieved as needed.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: This examination can be accomplished in a classroom or on a training mission.

Brief Student: To set up a communications net to maintain contact with the ground units in the field.

Evaluation

Performance measures	Results	
1. Did the trainee develop a good plan for the needed communications network?	P	F
2. Did the trainee track the resources under their control?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-1000
<u>DEMONSTATE THE ABILITY TO REQUEST ADDITIONAL RESOURCES</u>

CONDITIONS

The Logistics Section Chief is responsible for obtaining additional resources during an incident.

OJECTIVES

Properly request additional personnel and equipment needed to meet incident requirements.

TRAINING AND EVALUATION

Training Outline

1. The Logistics Section Chief is responsible for ordering additional personnel and equipment resources as needed.

2. The Operational Planning Worksheet (ICS Form 215) is normally used as a work and resource-planning tool. It provides information on:
   a. Incident work location
   b. Work assignments
   c. Kind and type of resources needed
   d. Current availability of incident resources
   e. Reporting location
   f. Requested arrival time for additional resources.

   By using the worksheet, the Logistics Section can determine additional resources needed and prepare a resource order.

3. Resource orders should contain the following information:
   a. Incident name (Mission number)
   b. Order and/or request number (if known or assigned)
   c. Date and time of order
   d. Quantity, kind, and type. (Include special support needs)
   e. Reporting location
   f. Requested time of delivery (specific, not simply ASAP)
   g. Radio frequency to be used
   h. Person/title placing request
   i. Callback phone number or radio designation
   j. Other information as appropriate

4. Submit resource order by phone, fax, email, or radio in accordance with local wing procedure or agency protocol.

Additional Information

More detailed information on this topic is available in ICS Module 9 and the CAP Mission Staff Reference Manual.
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Evaluation Preparation

Setup: Prepare an ICS 215 for a missing aircraft search. Provide the individual with the completed ICS 215, a wing resource list, a wing telephone directory, a pen, and a local resource order form or sheet of paper.

Brief Student: Tell the student to prepare and submit a resource order to the trainer.

Evaluation

Performance measures	Results	
The student must:		
1. Use the ICS 215 to determine the resources needed.	P	F
2. Properly complete the resource request.	P	F
3. Properly submit the resource request IAW local wing procedure.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

L-1001

DEMONSTRATE THE ABILITY TO DEVELOP THE MEDICAL AND TRAFFIC PLANS FOR THE OVERALL INCIDENT ACTION PLAN

CONDITIONS

The Logistics Section is responsible for preparing the medical and traffic portions of the Incident Action Plan.

OJECTIVES

Properly prepare the medical and traffic plans.

TRAINING AND EVALUATION

Training Outline

1. Under ICS, the Logistics section is responsible for preparing the medical and traffic portions of the Incident Action Plan. This duty may be delegated by the Logistics Section Chief to the medical and ground support units, if activated and staffed.

2. Medical Plan. The medical plan (ICS 206) provides information on incident medical aid stations, transportation services, hospitals, and medical emergency procedures as follows:

   a) Incident Name (Mission number)
   b) Date Prepared
   c) Time Prepared (24-hour clock).
   d) Operational Period Date/Time
   e) Incident Medical Aid Stations (Location name, paramedics on site)
   f) Transportation (Ambulance service, address, phone number, paramedics aboard)
   g) Hospitals (Name, address, travel time by air & ground, phone number, and other information, if known)
   h) Medical Emergency Procedures (Special instructions)
   i) Prepared By
   j) Reviewed By (Safety officer)

3. Traffic Plan. No specific ICS form exists for this. The plan should contain the following:

a) Incident Name (Mission number)
b) Date Prepared
c) Time Prepared (24-hour clock).
d) Operational Period Date/Time
e) Entry and exit routes
f) Parking areas
g) Traffic and parking restrictions
h) Prepared By

5. These documents will be forwarded to the Planning Section for publication and distribution as part of the Incident Action Plan.

Additional Information

More detailed information on this topic is available in ICS Module 11 and the CAP Mission Staff Reference Text.

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Evaluation Preparation

Setup: Provide the individual with the wing emergency communications plan, local telephone book, local airport diagram, blank ICS Form 205 & 206, a pen and paper.

Brief Student: Tell the student to prepare communications, medical, and traffic plans for a missing aircraft search using the local airport as the incident base.

Evaluation

Performance measures	Results	
The student must:		
1. Properly complete the ICS 206, Medical Plan.	P	F
2. Properly prepare a traffic plan.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

F-4100

DEMONSTRATE THE ABILITY TO PROVIDE FINANCIAL AND COST ANALYSIS INFORMATION AS REQUESTED

CONDITIONS

You are a new/old member on a mission, and are assigned as the Finance Administration Section Chief.

OBJECTIVES

1. Provide financial and cost analysis when requested.

TRAINING AND EVALUATION

Training Outline

1. You may be requested to provide cost information such as how much the mission has cost to this point. In a mission where you might be supporting Civil Authority on behalf of the Military, you may be asked to provide for cost forecasts. You may even be asked to provide cost data for a particular part of the operation.

    a. It is important that you understand what the reimbursement rates are for the particular type of a mission you are on and whom the agency is that will be providing reimbursement. This could even change during the mission or could be a situation where costs are allocated against different task numbers that have maximum amounts assigned.

    b. You will need to work closely with the Plans Section to know which costs go with which task numbers. You will probably be asked to brief Plans and the IC on the status of costs against each task.

    c. You will be responsible to let Plans know when the maximum amount on a particular task is being reached.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: Provide the student with a list of resources, flying hours, communications, and vehicle costs.

Brief Student: The student must come up with accurate costs to date. You may provide the student with costs against different task numbers.

Evaluation

Performance measures	Results	
1. The student provides accurate cost data.	P	F
2. The student is able to assign costs to different task numbers.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

F-4102

DETERMINE THE NEED TO SETUP AND OPERATE AN INCIDENT COMMISSARY

CONDITIONS

A mission begins to exceed a 24-hour time frame and the need for an incident commissary should be evaluated.

OBJECTIVES

Evaluate the need for and incident commissary.

TRAINING AND EVALUATION

Training Outline

1. As a mission progresses, the need to make provision for creature comforts increases.
2. The finance/admin plan should include a list of items that are likely candidates such as coffee, doughnuts, sandwiches, etc.
3. How much and how these items are provided is a function of the mission base location. The availability of a nearby store may obviate the need for you to arrange for many of these items

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

The evaluator will provide the student with a scenario that includes a mission base, number of personnel at the base, and an expected duration of mission operations.

Evaluation

Performance measures	Results	
1. Discuss the need for and the timeframe to establish a mission commissary.	P	F
2. Explain a general plan, possible resources, and items for a commissary.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

F-4103

ENSURE THAT ALL PERSONNEL AND EQUIPMENT TIME RECORDS ARE ACCURATELY COMPLETED AND TRANSMITTED TO APPROPRIATE AGENCIES

CONDITIONS

A need exists to compute flying hours, vehicle use, and manpower estimates for higher headquarters inquiries.

OBJECTIVES

1. Understand the importance of maintaining mission statistics.

TRAINING AND EVALUATION

Training Outline

1. Civil Air Patrol is a congressionally funded organization. As such we owe Congress an annual report. As a civic-minded organization, we want to be able to point to our accomplishments. This information forms the basis for our reimbursement.

2. The Finance/Admin person is the one to whom we turn to collect this information. The statistics that we have come to rely on to display our abilities as an organization are:

a. Number of aircraft and number of aircraft hours flown.
b. Number of vehicles.
c. Number of people and people hours expended.
d. The types of missions accomplished and equipment used (single-frame video, etc.)

3. This information is initially available through the sign in procedures/forms you have established at the beginning of the mission. For continued updates, the Air and Ground Operations Directors should be consulted daily.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: A place where discussion and questions can take place without distraction.

Brief Student: The student will be expected to answer questions regarding equipment and personnel records from mission activities

Evaluation

Performance measures	Results	
1. List reasons why equipment and personnel time records are important.	P	F
2. List the equipment and personnel records that should be maintained.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

F-4104

DEMONSTRATE THE ABILITY TO PROVIDE FINANCIAL INPUT TO THE DEMOBILIZATON PLAN

CONDITIONS

You are a new/old member on a mission, and are assigned as the Finance Administration Section Chief.

OBJECTIVES

1. Provide financial input to the demobilization plan.

TRAINING AND EVALUATION

Training Outline

1. As a mission comes to a close, the Plans Section will be developing the final version of the demobilization plan. This is particularly important for training exercises where there has been a maximum amount of funds allocated for the mission.

a. Determine what resources are still located on the mission base or at other locations other than home base. If the cost to get the resource to that location is known, it will form the estimate for the return cost.

b. Calculate the cost for these resources to return to their home base. These costs will vary dependent on the type of mission. Aircraft will be based on reimbursement cost per flying hour plus estimated fuel. For ground transportation, the estimated cost for fuel or mileage depending on the reimbursement rate.

c. Provide these estimated costs to the Plans Section Chief.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Manual.

Evaluation Preparation

Setup: Provide the student with a list of resources and the estimated flying hours and estimated fuel that will be used.

Brief Student: Tell the student to use the provided information and develop an estimated cast to get all resources to their home locations.

Evaluation

Performance measures	Results	
1. The student develops a financial estimate based on information provided.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

F-4105

ENSURE THAT ALL OBLIGATION DOCUMENTS INITIATED AT THE INCIDENT ARE PROPERLY PREPARED, COMPLETED, AND PROVIDED TO THE INCIDENT COMMANDER

CONDITIONS

The mission is closing and the Incident Commander has requested a summary of expenses and reimbursements.

OBJECTIVES

1. To have the mission expense and reimbursement paperwork complete and ready for submission as soon as possible.

TRAINING AND EVALUATION

Training Outline

1. The finance/admin plan has provisions for paying for gas, oil and other allowed reimbursements.
    a. If the member pays, assist him/her in filling out the CAP Form 108 (ensure all receipts are included). The member will most likely need to fill out a final line after returning to home base.
    b. If the wing pays, fill out a CAP Form l08 for the wing (ensure all receipts are included).
    c. If a special account was set up with the Fixed Base Operator, be sure a receipt is obtained.

2. A cross-check of the statistics that you are collecting from the Air and Ground Operations Directors, your sign-in information, and commissary expenses should allow you to keep up with items that need to be accounted for.

3. Charts or tables that track accumulating expenses are necessary.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: A CAPF 108 along with some receipts.

Brief Student: Fill out the CAPF 108 correctly and attach receipts.

Evaluation

Performance measures	Results	
1. Explain the forms and items of expense needed to summarize mission expenses and reimbursements	P	F
2. Explain the necessity of receipts for all expenses.	P	F
3, Fill out a CAPF 108 correctly	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

SPECIALTY QUALIFICATION TRAINING RECORDS (SQTR)

The requirements to train or qualify in any specialty can be found on the appropriate SQTR in Ops Quals, and additional information can be found in the appropriate task guide or in other training materials available on-line on the NHQ CAP/DOS website.

COMMENTS AND SUGGESTIONS

Task based training will be new to personnel at all levels. If you have any questions in reference to this task guide please forward them to:

HQ CAP/DOS
105 South Hansell Street, Bldg 714
Maxwell AFB, AL 36112-6332

Fax: (800) 555-7902
E-mail: dos@cap.gov

Operations are continually changing which requires changes to CAP training materials. In accordance with CAPR 60-3, recommended changes to task guides for all specialties will be submitted through the chain of command to the Region Commander. If the Region Commander concurs with the proposed change, he/she will forward the recommendation to NHQ CAP/DO. NHQ will forward the recommendation to all Region Commanders for their consideration. Proposals that are approved by a majority of the Region Commanders will be incorporated into the standardized National task guides.