



Creating Vigilant, Prepared, and Resilient Communities for Homeland Security

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Non-Procedure Participant Guide

Department of Homeland Security/Federal Emergency Management Agency,
Training and Exercise Integration

Western Community Policing Institute
Western Oregon University



Homeland
Security



WESTERN COMMUNITY
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Problem Based Learning ACTION PLAN (Participant's Copy)

Brainstorm a list of Homeland Security (All-hazard) related problems/issues in your community in which a solution or strategy has yet to be developed.

<Select one for your course team project>

Describe the homeland security problem that your team has chosen (including elements of community buy-in described in the problem narrative), what factors contribute to the problem, and why this problem is significant.

STEP 1: IDEAS

1. What might be some of the causes of / reasons for this problem?

2. What are some initial thoughts about steps you could take to solve your problem?

STEP 2: KNOWN FACTS

1. What do we already know about the problem?

2. What resources do we already have available that can help solve the problem, and how?

3. Are there any peripheral facts that contribute to the problem or the solution?

SPECIAL NEEDS POPULATIONS

1. List the different special needs groups you have in your community

2. How might your problem affect your special needs populations?

6. Is there community buy-in for our plan? If not, how will we get it?

7. What are the possible consequences of implementing our plan?

8. What are the consequences if we don't?

9. How will we create a Vigilant, Prepared, and Resilient community?

Module I – Introductions and Logistics

Welcome

Western Community Policing Institute

- Funded by the U.S. Department of Justice, Office of Community Oriented Policing (COPS), and the U.S. Department of Homeland/ FEMA, Training Exercise Integration (TEI)
- Delivering training since 1996
- Located on the campus of Western Oregon University
- Part of a national network of regional community policing institutes

Introductions and Logistics

Overview: In this module, participants will receive an overview of the *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security* course. Activities include the distribution and completion of required course administrative requirements, introductions, establishment of ground rules, identification of participant expectations, and the administration of a pre-test.

Activity: Three Hats and a Passion

List three hats you wear and one passion in your life:

Hats:

1. _____
2. _____
3. _____

Passion: _____



Ground Rules

As a member of a community team, it is important to be able to work together and understand the stages of group dynamics and team building as you complete your work. Provided is a list of ground rules for this course. **Any additional ground rules that are identified by the team can be added.**

- Be prepared to start and end on time
- Direct your attention to the front of the room
- Get everyone involved
- Respect the opinions of others
 - Be respectful of others that are speaking
- Be an active, empathetic listener
- Do not label others
- Parking lot
- Recognize the value of making mistakes
- HAVE FUN!!



Additional Ground Rules:

Terminal Learning Objective (TLO):

To provide participants with an overview of the Creating Vigilant, Prepared, and Resilient Communities for Homeland Security course.

Enabling Learning Objectives (ELO):

At the conclusion of the module, participants are able to:

- 1-1 Define cognitive course goal and summarize major module objectives in this course
- 1-2 Understand how course materials can be applied in creating vigilant, prepared, and resilient communities for homeland security

“The dramatic and far-reaching impact of terrorism over the past decade has resulted in a re-ordering of priorities and a new commitment to enhanced security at all levels of government across the nation.

In the aftermath of these unprecedented events within the United States and across the globe, the nation must continue to enhance its national all-hazards preparedness.”

-DHS ODP UTL Manual Version 1.0, 2004

Events of national significance:

- Severe weather-related (hurricanes, tornados, etc.)
- Wildland fires
- Earthquakes
- Flooding
- Hazardous chemical spills
- Pandemic Disease control

Course Goals and Objectives

Cognitive Course Goal

This course is designed to train and equip participants with the skills necessary to create vigilant, prepared, and resilient communities for homeland security.

In this course, participants will be introduced to the strategies and skills necessary to help them to become more effective in creating vigilant, prepared and resilient communities for homeland security. Participants will have the opportunity to demonstrate and use these strategies and skills through a blended learning approach that includes classroom discussion, Problem-Based Learning (PBL), hands-on activities, and practical demonstrations.

Course Objectives

MODULE I: Introductions, Course Logistics, Course Overview

MODULE II: Problem-Based Learning (PBL) and how it can be used as an effective problem-solving tool

MODULE III: Group Dynamics and Team Building, Critical Thinking, and the development of Leadership Skills

MODULE IV: Community Policing as a model for Community Engagement for Homeland Security

MODULE V: Homeland Security, Terrorism, and the need to adopt an all-hazards approach

MODULE VI: Defining Community Responsibility

MODULE VII: Ethics of Community Responsibility, Civil Liberties and Security, Conflict Resolution Skills

MODULE VIII: Develop Team Mission, Vision, and Action Plan

MODULE IX: Group Presentations

What are my expectations for this course?

How will I use the information presented in this course to create vigilant, prepared, and resilient communities for homeland security?



CVPR Participant Pre-Test

1. PBL can be used as an effective problem-solving tool because: **(choose one)**
 - a. Learning is centered around solving a simple, well-defined problem
 - b. The PBL process is simple and works well when cooperation is unavailable
 - c. Instructors direct the problem solving process
 - d. Students work in teams and play an active role as problem solvers
2. The five steps of Problem-Based Learning include: **(choose one)**
 - a. Scanning, Analyzing, Researching, Focusing, Acting
 - b. Ideas, Known Facts, Learning Issues, Action Plan, Evaluation
 - c. Brainstorm, Research, Introspection, Analysis, Negotiation
 - d. Learn, Evaluate, Assess impact, Redirect, Negotiate
3. According to the "Tuckman Model" of group development, during the 'forming' stage, successful leaders primarily act as: **(choose one)**
 - a. Delegate
 - b. Facilitator
 - c. Director
 - d. Coach
4. Effective teams are characterized by having an undefined mission, which allows team members the ability to reassess the mission.
 - a. True
 - b. False
5. Which of the following is **NOT** a quality of critical thinkers: **(choose one)**
 - a. Reluctance in considering alternatives and opinions
 - b. Alertness to opportunities to use critical thinking
 - c. Self-confidence in one's own ability to reason
 - d. Prudence in suspending, making, or altering judgment
6. Good leaders are characterized by having the following abilities, **except for**: **(choose one)**
 - a. Understand their own moods, emotions, and drives
 - b. Work for reasons that go beyond money or status
 - c. Focus on the goal rather than on group members' emotions
 - d. Find common ground and build rapport
7. Community policing is best defined as: **(choose one)**
 - a. A philosophy that allows communities to control the activities of the police
 - b. A law enforcement strategy that allows law enforcement to control the activities within a community
 - c. A philosophy that supports competition between law enforcement and community groups
 - d. A philosophy wherein the police and the community share resources and responsibility for solving recurring problems
8. In the _____ era of policing, police relied heavily on new technology. **(choose one)**
 - a. Political
 - b. Professional
 - c. Community Policing
9. Homeland security efforts are supported by the tenets of community policing: Partnerships, Problem Solving, _____, _____, Ethics, and Prevention. **(fill in the blanks)**
10. The National Preparedness Guidelines only applies to Federal and state government agencies.
 - a. True
 - b. False
11. A terrorist's primary weapon is _____, and terrorists often engage in _____ activity to finance their efforts. **(Fill-in the blanks).**

12. Which of the following best describes an all-hazards approach?
- An approach that incorporates best practices and procedures from various incident management disciplines and integrates them into a unified coordinating structure.
 - An approach that seeks to utilize the best practices of various public safety disciplines by asking each area of public safety to work independently to define and implement their strategies for addressing a hazard
 - An approach that is the sole responsibility of the Federal government.
 - An approach that asks citizens to take over in the event of a natural hazard.
13. In special-needs populations, which of the following **is NOT** a consideration: **(choose one)**
- Fear may be increased
 - Resources are readily available
 - Communication may be difficult
 - Trust may be an issue
14. Which of the following is **NOT** an attribute of a vigilant community? **(Choose one)**
- Citizens that are prepared to take law enforcement issues into their own hands
 - An organized and informed population
 - Citizens that are involved and volunteer in their communities
 - Coordination between local government, law enforcement, and the community
15. Which of the following is **NOT** an attribute of a prepared community? **(Choose one)**
- Adequate and operable equipment and supplies
 - Citizens are prepared to take on only one responsibility, and perform that responsibility well
 - A comprehensive written plan for action in time of crisis
 - A well-trained team of emergency responders
16. Which of the following is **NOT** an attribute of a resilient community? **(Choose one)**
- Public and private infrastructure working together
 - A commitment to problem solving and creative thinking
 - Resources and information sharing throughout the community
 - Communities that protect and preserve their community resources and information for their own communities
17. Which of the following are Citizen Corps programs? **(Choose one)**
- Fire Corps, FEMA, Salvation Army, Red Cross
 - Neighborhood Watch Program, Fire Corps, Medical Reserve Corps, CERT
 - VIPS, Red Cross, Civil Air Patrol, Medical Reserve Corps
 - CERT, Citizens on Patrol, Salvation Army, Coast Guard Reserve
18. In the VECS process of conflict resolution, which is **NOT** one of the four steps? **(choose one)**
- Validate
 - Educate
 - Communicate
 - Summarize
19. A _____ defines what a group hopes to accomplish, a view of the future (what success will look like). **(choose one)**
- Mission Statement
 - Vision Statement
20. Which of the following is **NOT** an important element of a action plan evaluation? **(Choose one)**
- How will we know if our plan worked?
 - Who will get credit for the success of the plan?
 - How will we measure the success of our plan?
 - What would we do different next time?

Module II – Problem to Plan

Module II Overview and Objectives

Overview: In this module, participants will be given an overview of Problem-Based Learning (PBL). Participants will also be provided with an understanding of the relationship between PBL and community problem solving, recognizing that PBL can be an effective tool in addressing homeland security problems that arise in their communities. Activities include identifying and choosing their homeland security/all-hazard event problem, and to identify “Ideas” related to the problem.

Terminal Learning Objective: To provide participants with a basic understanding of Problem-Based Learning (PBL) and how it can be used as an effective problem-solving tool.

Enabling Objectives: At the conclusion of the module, participants are able to:

- 2-1 Describe how Problem-Based Learning can be used as an effective problem-solving tool
- 2-2 Identify the five steps in Problem-Based Learning
- 2-3 Consider the assigned homeland security problem to identify the “Ideas” related to their problem

Problem-Based Learning (PBL)

Problem-Based Learning can be defined as a total approach to education.

PBL demands learners to:

- Acquire critical knowledge
- Self-directed learning
- Problem-solving skills
- Team collaboration skills
- Active role as problem solvers

Because of the active role participants play in the PBL, participants develop skills that can be used as an effective problem-solving tool in addressing various problems facing their communities, including all-hazards events, homeland security, and all other events of national significance. Participants will use the basic five steps of PBL as a problem-solving tool in addressing the assigned homeland security problem.

PBL is both a curriculum development and instructional method of using carefully designed ill-structured problems that demand learners to acquire critical knowledge, self-directed learning strategies, problem-solving skills, and team collaboration skills. PBL places participants (learners) in an active role as problem-solvers in addressing problems that:

- Are ill-structured (multi-faceted or complex)
- Have real-life significance
- Are student-led
- Are instructor-facilitated
- Are community-focused

Steps in the PBL process:

1. **Ideas:** Consider the Problem
2. **Known Facts:** Defining the Problem
3. **Learning Issues:** Learning About the Problem
4. **Action Plan:** Solving the Problem
5. **Evaluation:** Is the Problem Solved?

There are five basic steps in PBL: Ideas, Known Facts, Learning Issues, Action Plan, and Evaluation. Although learners typically progress through the steps linearly, the entire process is circular. It is acceptable and even common, given large scale problems, to repeat the steps in order to solve a complex problem.

-Saville & Cleveland, Adapted from Problem-Based Learning for Police, 2002

Brainstorm a list of Homeland Security (All-hazard) related problems/issues in your community in which a solution or strategy has yet to be developed.
(record your answers on the PBL Problem Solving (Participant's Copy) form on page 3)

Identify a homeland security problem that your team would like to work on throughout the training *(record your answers on the PBL Problem Solving (Participant's Copy) form on page 3)*

Problem Narrative

"After attending this training, you will assist your community in creating a vigilant, prepared, and resilient community around homeland security.

Some people in your community will support this effort while others are reluctant and have become apathetic."

Describe the homeland security problem that your team has chosen (including elements of community buy-in described in the problem narrative), what factors contribute to the problem, and why this problem is significant *(record your answers on the PBL Problem Solving (Participant's Copy) form on page 3)*

Problem Solving: Ideas (Step One)

After reading the problem narrative, participants work in their community teams to consider the chosen homeland security problem to identify "Ideas" for solving the problem. Through open dialogue and opinion sharing, teams brainstorm to create a list of initial ideas on how they think the problem could be solved and what they think and feel contributes to the problem.

Ideas: Consider the Problem *(record your answers on the PBL Problem Solving (Participant's Copy) form on page 3)*

Some questions to ask might be:

- What are some initial thoughts about how this problem could be solved?
- What might be some of the causes of this problem?

Module III – Group Dynamics

Module III Overview and Objectives

Overview: In this module, participants will be introduced to the stages, basic components, and importance of group dynamics and effective team building, characteristics and application of critical thinking and emotional quotient skills, and the development of leadership skills. Participants are given the opportunity to apply this information within the context of their chosen homeland security problem to create vigilant, prepared, and resilient communities for homeland security. Activities include personal assessment of critical thinking and emotional quotient skills to identify individual strengths and weaknesses.

Terminal Learning Objective: To provide participants with a basic understanding of group dynamics and team building, the basic components and value of critical thinking, the development of leadership skills, and how these skills can be applied in addressing their chosen homeland security problem.

Enabling Objectives: At the conclusion of the module, participants are able to:

- 3-1 List the stages and leadership components of group development
- 3-2 Recognize the characteristics of effective teams
- 3-3 Identify individual critical thinking skills
- 3-4 List the characteristics of good leaders

Group Development

The LEADER changes LEADERSHIP STYLES as the team develops maturity and ability, moving through the different stages of group development.

Note: *Whenever a new person joins, the whole group returns (briefly) to the forming stage*

Stages in Group Development:

Forming: People come together and meet each other.

- The leader directs
- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low

Storming: People struggle through the discomfort of a new group.

- The leader coaches
- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress

Norming: People find common ground

- The leader facilitates and enables
- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style

Performing: The group is working!

- The leader delegates and oversees
- The group knows clearly why it is doing what it is doing
- Group members look after each other
- Members work proactively for the benefit of the team

What stage of group formation is our team currently experiencing?

Ten Characteristics of an Effective Team

1. Clearly defined mission and objectives
2. Has set clear and demanding performance goals
3. Working atmosphere in which members are involved and interested
4. Every idea is given a hearing
5. Ideas and feelings are freely expressed
6. Each individual carries his or her own weight
7. Criticism is frequent, frank, and relatively comfortable
8. Disagreements are carefully examined and not suppressed
9. Decisions are made at a point where there is general agreement
10. Leadership shifts: not who controls, but how to get the job done

-The Human Side of Enterprise, by Douglas MacGregor;
The Wisdom of Teams, by Katzenbach and Smith

Which characteristics does your community team already have?

Which characteristics does your community team need to work on?

"People who work together will win, whether it be against complex football defenses, or the problems of modern society."
-Vince Lombardi

Groupthink vs. Critical Thinking

“When the members’ strivings for unanimity override their motivation to realistically appraise alternative courses of action.”

-Irving Janis (1972), Appendix 100

Preventing Groupthink

- Appoint a devil’s advocate
- Encourage everyone to be a critical evaluator
- The leader should not state a preference initially
- Set-up independent subgroups
- Divide into subgroups
- Discuss what is happening with others outside the group
- Invite others into the group to bring fresh ideas
- Collect anonymous reactions

Critical Thinking ...

- Helps uncover bias and prejudice
- Is a path to freedom from half-truths and deceptions
- Requires the willingness to say “I don’t know”

“I cannot teach anybody anything, I can only make them think.”

-Socrates

“No problem can withstand the assault of sustained thinking.”

-Voltaire

Qualities of Critical Thinking:

- **Inquisitiveness** with regard to a wide range of issues
- Concern to become and remain **well-informed**
- **Alertness to opportunities** to use critical thinking
- **Trust** in the processes of reasoned inquiry
- **Self-confidence** in one's own abilities to reason
- **Open-mindedness** regarding divergent world views
- **Flexibility** in considering alternatives and opinions
- **Understanding** of the opinions of other people
- **Fair-mindedness** in appraising reasoning
- **Honesty** in facing one's own biases, prejudices, stereotypes, or egocentric tendencies
- **Prudence** in suspending, making, or altering judgments
- **Willingness to reconsider and revise views** where honest reflection suggests that change is warranted

Activity: Qualities of Critical Thinking

List the components of critical thinking (listed above) that you currently possess in the "have" column and those you need to develop in the "need" column. After you have completed this activity, discuss/share those characteristics that you listed in the "need" column with your group. Brainstorm ideas that you could do to develop or strengthen these abilities/characteristics.

HAVE	NEED

Leadership Characteristics

“The leader can never close the gap between himself and the group. If he does, he is no longer what he must be. He must walk a tightrope between the consent he must win and the control he must exert.”

-Vince Lombardi

What characteristics should good leaders have?

“The emotional task of the leader is primal – that is, first-in two senses: it is both the original and most important act of leadership.”

-Goleman, Boyatzis, & McKee, 2002

The EQ Test

1. Do you understand both your strengths and your weaknesses? **Y / N**
2. Can you be depended on to take care of every detail? **Y / N**
3. Are you comfortable with change and open to novel ideas? **Y / N**
4. Are you motivated by the satisfaction of meeting your own standards of excellence? **Y / N**
5. Do you stay optimistic when things go wrong? **Y / N**
6. Can you see things from another person’s point of view and sense what matters most to him or her? **Y / N**
7. Do you let others’ needs determine how you serve them? **Y / N**
8. Do you enjoy helping colleagues develop their skills? **Y / N**
9. Can you read office politics accurately? **Y / N**
10. Are you able to find “win-win” solutions in negotiations and conflicts? **Y / N**
11. Are you the kind of person other people want on their team? **Y / N**
12. Are you usually persuasive? **Y / N**

If you answered “YES” to six or more of these questions **and if people know you well would agree with you**, then you have a high degree of emotional quotient.

-Akers & Porter, 2003

Characteristics of Good Leaders (EQ skills)

- **Self-Awareness:** ability to recognize and understand your moods, emotions and drives, as well as their effect on others
- **Self-Regulation:** the propensity to suspend judgment, to think before acting, and to control emotions
- **Motivation:** a passion to work for reasons that go beyond money or status
- **Empathy:** ability to understand the emotional makeup of other people
- **Social Skill:** ability to find common ground and build rapport



Key to Primal Leadership

“Emotional intelligence is the foundation of making primal leadership work. An emotionally intelligent leader knows how to handle himself and his relationship with the people he works with in order to drive up performance.”

-Daniel Goleman, Primal Leadership, 2004

Module IV – Community Engagement: Applying Peel’s Model

Module IV Overview and Objectives

Overview: In this module, participants will be introduced to the philosophy of community policing/community engagement. This module illustrates the evolution of community policing/engagement, by examining the characteristics and principle components of each era of change in policing. This module also introduces and defines the concept of change and demonstrates its impact in addressing homeland security issues in our ever-changing environment. Participants are given the opportunity to apply this information within the context of their chosen homeland security problem to create vigilant, prepared, and resilient communities for homeland security. Activities include relating the tenets of community policing/community engagement to homeland security.

Terminal Learning Objective: To provide participants with an understanding of the relationship between community policing and homeland security.

Enabling Objectives: At the conclusion of the module, participants are able to:

- 4-1 Define community policing and community engagement
- 4-2 Analyze the eras of change in policing
- 4-3 Explain the relationship between the tenets of community policing/community engagement and homeland security

Community Policing and Community Engagement Defined

“Police, at all times should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only the members of the public that are paid to give full-time attention to the duties which are incumbent on every citizen in the interest of community welfare and existence.”

-Sir Robert Peel, c 1829

What is Community Policing?

“...a philosophy wherein the police and the community share resources and responsibility for solving recurring problems that directly or indirectly threaten community safety or livability.”

- Western Community Policing Institute, 2005

What is Community Engagement?

“...is the process of involving people in decisions that affect them. This can mean involving communities in the planning, development and management of services.”

-The Scottish Government, 2009

Tenets of....

- Community Partnerships
- Problem Solving
- Organizational Change
- Ethics
- Prevention

-Community Policing, 2002

In addition, accountability is an essential part of ensuring that community policing is successful in an organization. **There must be action with implementation** to provide proof that community policing is working.

Eras of Policing Change

Political Era - _____

The police were familiar with their neighborhood and maintained order in them. However, this period was also characterized by abuse of immigrants' civil rights and was marked by widespread corruption.

Professional Era - _____

In this period the police relied heavily on new technology, such as radios, 911 emergency telephone systems, and automobile patrols to respond to calls for help from citizens. This is the period when police dealt only with crime; other community problems were seen as the responsibility of other city agencies.

Community Policing Era - _____

In the 70's, the beginning of the community policing era, police departments began to address some of the problems that had developed under the professional era style of policing. The reactive, rapid response to all 911 calls (regardless of their urgency) was viewed as a poor use of resources; because it allowed too little time for in-depth investigations. In addition, the passive role of citizens had resulted in the loss of police ties with the people (those who typically had the information needed to solve crimes).

Have you considered that we may have entered a new era of policing our communities?

Considering the tragic events that occurred on September 11th 2001, we may be entering a new era of policing. Working in your groups, answer the questions listed below. Briefly report back your answers to the following questions.

Has your worldview changed since September 11, 2001? _____

Have the events, such as September 11, 2001, influenced how you function and interact with your community? _____

Have the events, such as September 11, 2001, influenced your assumptions about how we police our communities? _____

Change Process

It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.

-Author unknown, commonly misattributed to Charles Darwin

Change is all around us:

- Demographics
- Technology
- Economy
- Global issues
- Education
- Families
- Communities
- Travel

How do the above types of changes apply to us, you, or your community?

When have you experienced change, either personally or professionally?

What occurred during the change and what made it difficult?

People are naturally resistant to change, and in order for change to occur, a group must experience the following:

1. Be uncomfortable with the current situation
2. Have a vision for something better
3. See the change as 'doable' because the required steps are understood

ACTIVITY: Relating to Homeland Security

Considering each tenet of community policing, answer the following questions.

What does _____ have to do with Homeland Security?

Community Partnerships:

Problem Solving:

Organizational Change:

Ethics:

Prevention:

Module V – Homeland Security

Module V Overview and Objectives

Overview: In this module, participants will further clarify the relationship between homeland security and community policing. Participants will be provided with a basic overview of the National Preparedness Guidelines, the Department of Homeland Security, and Federal programs that support homeland security. This module also presents the principle components and sources of fear, the relationship between fear and terrorism, and the relationship between terrorism and criminal activity. The all-hazards approach is presented to demonstrate the similarities between community preparedness for terrorist acts and other potential hazards that pose serious harm. Participants are given the opportunity to apply this information within the context of their assigned homeland security problem to create vigilant, prepared, and resilient communities for homeland security. Activities include exploring the concepts of homeland security, fear, all-hazards preparedness, special-needs populations, and defining the assigned homeland security problem to identify the “Known Facts” related to the problem.

Terminal Learning Objective: To provide participants with the definition, components, and goals of homeland security, the correlation between fear and terrorism, and the need to adopt an all-hazards approach to homeland security.

Enabling Objectives: At the conclusion of the module, participants are able to:

- 5-1 Describe the National Preparedness Guidelines
- 5-2 Describe how the definition of homeland security applies to individuals
- 5-3 Recognize Federal programs that contribute to homeland security
- 5-4 Explain the relationship between terrorism and fear
- 5-5 Explain the relationship between terrorism and criminal activity
- 5-6 Define an all-hazards approach and identify various types of hazards that threaten communities Identify the special needs populations in a community
- 5-7 Identify the special needs populations in a community

National Preparedness Guidelines

National Planning Scenarios define the diverse range of events from which that nation must prepare. Although they do not address every potential threat or hazard, they provide a strategic framework about the range and scope of events for which the Nation must prepare. Jurisdictions and agencies that develop the capabilities needed to prevent, protect against, respond to, and recover from the planning scenarios will also be developing skills and flexibility to respond to any emergency.

The Universal Task List is the basis for defining the capabilities found in the Target Capabilities List (TCL) that are needed to perform the full range of tasks required to prevent, protect against, respond to, and recover from incidents of national significance.

To support the achievement of the national preparedness goal, the Department of Homeland Security's Office of State and Local Government Coordination and Preparedness (DHS/SLGCP) has established a Universal Task List (UTL) of some 1,600 tasks required to prevent, protect against, respond to, and recover from major events. The UTL serves as a basis for defining target capabilities by the goal. The purpose of the UTL is to list "what" tasks need to be performed, while reserving the flexibility to determine "who" should perform them and "how." The UTL provides a common language and reference for homeland security professionals at all levels of government and the private sector and is consistent with the National Response Framework (NRF) and the National Incident Managements System (NIMS).

The Target Capabilities List has been developed following an analysis of *critical tasks* in the UTL. Critical tasks are defined as those that must be performed during a major event to prevent occurrence, reduce loss of life or serious injuries, mitigate significant property damage, or are essential to the success of a homeland security mission.

The UTL defines **preparedness** as: (to) build, sustain, and improve the operational capability to prevent, protect against, respond to, and recover from domestic incidents.

Preparedness includes:

- Planning, training, and exercises
- Personnel qualification and certification standards
- Equipment acquisition and certification standards
- Publication management processes and activities

-DHS UTL Manual Version 2.1, 2005

What do the National Preparedness Guidelines mean to me, to my community?

Homeland Security Definition

"Homeland security is a concerted national effort to prevent terrorist attacks within the United States, reduce America's vulnerability to terrorism, and minimize the damage and recovery from attacks that do occur."

-The White House, National Strategy for Homeland Security, 2002

What does this definition mean to me, and what is my role in Homeland Security?

How has the definition of homeland security changed since September 11, 2001, as identified in the National Preparedness Guidelines?

Activity: Grab Bag Definition

Complete the following sentence, using the item(s) provided.

Homeland security is like _____

Because _____

Department of Homeland Security

“The *National Strategy for Homeland Security* and the *Homeland Security Act of 2002* served to mobilize and organize our nation to secure the homeland from terrorist attacks. This is an exceedingly complex mission that requires coordinated and focused effort from our entire society.”

-DHS, Securing Our Homeland DHS Strategic Plan, 2004

Homeland Security Act of 2002

Title I of the Homeland Security Act of 2002 established the Department of Homeland Security, defines its primary missions and responsibilities, and creates its principle offices.

“The primary missions of the department include preventing terrorist attacks within the United States, reducing the vulnerability of the United States to terrorism at home, and minimizing the damage and assisting in the recovery from any attacks that may occur.

The Department’s primary responsibilities correspond to the five major functions established by the bill within the Department: information analysis and infrastructure protection; chemical, biological, radiological, nuclear, and related countermeasures; border and transportation security; emergency preparedness and response; and coordination with other parts of the federal government, with state and local governments, and with the private sector.”

-The White House, Analysis for the Homeland Security Act of 2002, 2006

Department of Homeland Security

“Homeland Security leverages resources within Federal, state, and local governments, coordinating the transition of multiple agencies and programs into a single, integrated agency focused on protecting the American people and their homeland. More than 87,000 different governmental jurisdictions at the federal, state, and local level have homeland security responsibilities. The comprehensive national strategy seeks to develop a complementary system connecting all levels of government without duplicating effort. Homeland Security is truly a “national mission.”

-DHS, DHS Organization, 2006

- Largest U.S. department after military
- Established: November 25, 2002
- Activated: January 24, 2003
- Secretary: Janet Napolitano
- Deputy Secretary: Jane Holl Lute
- Budget: \$50.5 billion (2009)
- Employees: 218,501: 81% civilian, 19% military (2009)

The **Directorate for National Protection and Programs** works to advance the Department's risk-reduction mission. Reducing risk requires an integrated approach that encompasses both physical and virtual threats and their associated human elements.

The **Directorate for Science and Technology** is the primary research and development arm of the Department. It provides Federal, state and local officials with the technology and capabilities to protect the homeland.

The **Directorate for Management** is responsible for Department budgets and appropriations, expenditure of funds, accounting and finance, procurement; human resources, information technology systems, facilities and equipment, and the identification and tracking of performance measurements.

The **Office of Policy** is the primary policy formulation and coordination component for the Department of Homeland Security. It provides a centralized, coordinated focus to the development of Department-wide, long-range planning to protect the United States.

The **Office of Health Affairs** coordinates all medical activities of the Department of Homeland Security to ensure appropriate preparation for and response to incidents having medical significance.

The **Office of Intelligence and Analysis** is responsible for using information and intelligence from multiple sources to identify and assess current and future threats to the United States.

The **Office of Operations Coordination** is responsible for monitoring the security of the United States on a daily basis and coordinating activities within the Department and with governors, Homeland Security Advisors, law enforcement partners, and critical infrastructure operators in all 50 states and more than 50 major urban areas nationwide.

The **Federal Law Enforcement Training Center** provides career-long training to law enforcement professionals to help them fulfill their responsibilities safely and proficiently.

The **Domestic Nuclear Detection Office** works to enhance the nuclear detection efforts of federal, state, territorial, tribal, and local governments, and the private sector and to ensure a coordinated response to such threats.

The **Transportation Security Administration (TSA)** protects the nation's transportation systems to ensure freedom of movement for people and commerce.

United States Customs and Border Protection (CBP) is responsible for protecting our nation's borders in order to prevent terrorists and terrorist weapons from entering the United States, while facilitating the flow of legitimate trade and travel.

United States Citizenship and Immigration Services is responsible for the administration of immigration and naturalization adjudication functions and establishing immigration services policies and priorities.

United States Immigration and Customs Enforcement (ICE), is the largest investigative arm of the Department of Homeland Security, is responsible for identifying and shutting down vulnerabilities in the nation's border, economic, transportation and infrastructure security.

The **United States Coast Guard** protects the public, the environment, and U.S. economic interests—in the nation's ports and waterways, along the coast, on international waters, or in any maritime region as required to support national security.

The **Federal Emergency Management Agency (FEMA)** prepares the nation for hazards, manages Federal response and recovery efforts following any national incident, and administers the National Flood Insurance Program.

The **United States Secret Service** protects the President and other high-level officials and investigates counterfeiting and other financial crimes, including financial institution fraud, identity theft, computer fraud; and computer-based attacks on our nation's financial, banking, and telecommunications infrastructure.

DHS – Office of the Secretary

The **Office of the Secretary** oversees activities with other federal, state, local, and private entities as part of a collaborative effort to strengthen our borders, provide for intelligence analysis and infrastructure protection, improve the use of science and technology to counter weapons of mass destruction, and to create a comprehensive response and recovery system. The Office of the Secretary includes multiple offices that contribute to the overall Homeland Security mission.

The **Privacy Office** works to minimize the impact on the individual's privacy, particularly the individual's personal information and dignity, while achieving the mission of the Department of Homeland Security.

The **Office for Civil Rights and Civil Liberties** provides legal and policy advice to Department leadership on civil rights and civil liberties issues, investigates and resolves complaints, and provides leadership to Equal Employment Opportunity Programs.

The **Office of Inspector General** is responsible for conducting and supervising audits, investigations, and inspections relating to the programs and operations of the Department, recommending ways for the Department to carry out its responsibilities in the most effective, efficient, and economical manner possible.

The **Citizenship and Immigration Services Ombudsman** provides recommendations for resolving individual and employer problems with the United States Citizenship and Immigration Services in order to ensure national security and the integrity of the legal immigration system, increase efficiencies in administering citizenship and immigration services, and improve customer service.

The **Office of Legislative Affairs** serves as primary liaison to members of Congress and their staffs, the White House and Executive Branch, and to other federal agencies and governmental entities that have roles in assuring national security.

The **Office of the General Counsel** integrates approximately 1700 lawyers from throughout the Department into an effective, client-oriented, full-service legal team and comprises a headquarters office with subsidiary divisions and the legal programs for eight Department components.

The **Office of Public Affairs** coordinates the public affairs activities of all of the Department's components and offices, and serves as the federal government's lead public information office during a national emergency or disaster. Led by the Assistant Secretary for Public Affairs, it comprises the press office, incident and strategic communications, speechwriting, Web content management, employee communications, and the Department's Ready campaign.

The **Office of Counternarcotics Enforcement (CNE)** coordinates policy and operations to stop the entry of illegal drugs into the United States, and to track and sever the connections between illegal drug trafficking and terrorism.

The **Office of the Executive Secretariat (ESEC)** provides all manner of direct support to the Secretary and Deputy Secretary, as well as related support to leadership and management across the Department. This support takes many forms, the most well known being accurate and timely dissemination of information and written communications from throughout the Department and our homeland security partners to the Secretary and Deputy Secretary.

The **Military Advisor's Office** advises on facilitating, coordinating and executing policy, procedures, preparedness activities and operations between the Department and the Department of Defense.

DHS – Advisory Panels and Committee

The **Homeland Security Advisory Council** provides advice and recommendations to the Secretary on matters related to homeland security. The Council is comprised of leaders from state and local government, first responder communities, the private sector, and academia.

The **National Infrastructure Advisory Council** provides advice to the Secretary of Homeland Security and the President on the security of information systems for the public and private institutions that constitute the critical infrastructure of our nation's economy.

The **Homeland Security Science and Technology Advisory Committee** serves as a source of independent, scientific and technical planning advice for the Under Secretary for Science and Technology.

The **Critical Infrastructure Partnership Advisory Council** was established to facilitate effective coordination between Federal infrastructure protection programs with the infrastructure protection activities of the private sector and of state, local, territorial and tribal governments.

The **Interagency Coordinating Council on Emergency Preparedness and Individuals with Disabilities** was established to ensure that the federal government appropriately supports safety and security for individuals with special needs in disaster situations.

The **Task Force on New Americans** is an inter-agency effort to help immigrants learn English, embrace the common core of American civic culture, and become fully American.

Citizen Corps Programs and Partners

- The **Community Emergency Response Team (CERT) Program** educates people about disaster preparedness and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operations. Using their training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community. The program is administered by DHS.
- The **Fire Corps** promotes the use of citizen advocates to enhance the capacity of resource-constrained fire and rescue departments at all levels: volunteer, combination, and career. Citizen advocates can assist local fire departments in a range of activities including fire safety outreach, youth programs, and administrative support. Fire Corps provides resources to assist fire and rescue departments in creating opportunities for citizen advocates and promotes citizen participation. Fire Corps is funded through DHS and is managed and implemented through a partnership between the National Volunteer Fire Council, the International Association of Fire Fighters, and the International Association of Fire Chiefs.
- **USAonWatch (UOW)-Neighborhood Watch** works to provide information, training and resources to citizens and law enforcement agencies throughout the country. In the aftermath of September 11, 2001, Neighborhood Watch programs have expanded beyond their traditional crime prevention role to help neighborhoods focus on disaster preparedness, emergency response and terrorism awareness. USAonWatch-Neighborhood Watch is administered by the National Sheriffs' Association in partnership with the Bureau of Justice Assistance, U.S. Department of Justice.
- The **Medical Reserve Corps (MRC) Program** strengthens communities by helping medical, public health and other volunteers offer their expertise throughout the year as well as during local emergencies and other times of community need. MRC volunteers work in coordination with existing local emergency response programs and also supplement existing community public health initiatives, such as outreach and prevention, immunization programs, blood drives, case management, care planning, and other efforts. The MRC program is administered by HHS.
- **Volunteers in Police Service (VIPS)** works to enhance the capacity of state and local law enforcement to utilize volunteers. VIPS serves as a gateway to resources and information for and about law enforcement volunteer programs. Funded by DOJ, VIPS is managed and implemented by the International Association of Chiefs of Police.

- The **Citizen Corps Affiliate Program** expands the resources and materials available to states and local communities by partnering with Programs and Organizations that offer resources for public education, outreach, and training; represent volunteers interested in helping to make their community safer; or offer volunteer service opportunities to support first responders, disaster relief activities, and community safety efforts.
- Citizen Corps is coordinated nationally by the Department of Homeland Security. DHS also works closely with the **Corporation for National and Community Service (CNCS)** to promote volunteer service activities that support homeland security and community safety. CNCS is a federal agency that operates nationwide service programs such as AmeriCorps, Senior Corps, and Learn and Serve America. Participants in these programs may support Citizen Corps Council activities by helping to establish training and information delivery systems for neighborhoods, schools, and businesses, and by helping with family preparedness and crime prevention initiatives in a community or across a region.

-Citizens Corps, Programs and Partners, 2009

Homeland Security and Community Engagement

Can we address homeland security without a community-oriented philosophy (ie: Peels' philosophy on policing)? Why or why not?

Now more than ever, community wellness is dependant on the basic tenets of community policing / community engagement: prevention, partnering, problem solving, ethical decision making, and supportive organization structures.

Community engagement and terrorism prevention share common goals:

- Both are proactive and preventive in nature
- Both require an interactive relationship with the community
- Both are intelligence driven

-BJA, SLATT, 2004

From what are we trying to “secure” ourselves?

Terrorism Definition and Correlation to Fear

What is Terrorism?

Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion or ransom.

-DHS/FEMA, Emergencies and Disasters, 2006

Terrorism: the systematic use of terror especially as a means of coercion.

-Merriam-Webster, 2009

There is no single, universally accepted definition of terrorism. Terrorism is defined in the *Code of Federal Regulations* as "...the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives."

-FBI, 2000/2001

What do you think was the most powerful weapon terrorists used on September 11, 2001?



What does this illustration mean to you?

Terrorists often use threats to create fear among the public, to try to convince citizens that their government is powerless to prevent terrorism, and to get immediate publicity for their causes.

-DHS/FEMA, Emergencies and Disasters, 2006

Activity: A List of Fears

As individuals, we make choices and take actions based on our perceptions. Consequently, it is said that “perception is reality.” The collective, community response to a perceived threat can be extremely disruptive to daily community activity. Ultimately, it can chip away at community wellness. This activity explores the perception of threat and the resultant effects of fear on an individual and on the community.

Working in your community group, list your childhood fears, their commonality, and how that fear impacted your life.

List things that scared you as a child

List what these fears have in common

List how these fears change your behavior

List how you overcame those fears

When an individual is threatened, he/she has a fight-or-flight response to that threat. **If the whole community feels the same threat, the wide spread response can be devastating and compound the problem.**

What evidence can you cite that the community, as a whole, has a “Fight or Flight” reaction to a threat?

Fight - _____

Flight - _____

Fight - _____

Flight - _____

There are many common sources of fear. Fear commonly stems from a sense of surprise, vulnerability, and instability. Fear becomes prevalent when:

Surprise:

We are surprised when we are ignorant or non-attentive to the situation.

Vulnerability:

We feel vulnerable when the opposition is "bigger than" us - and there is nobody around to protect us from the bullies. We also feel vulnerable when we are caught unprepared.

Instability:

We feel a sense of instability when we are outside our sphere of control and/or our support structure has failed.

Issues related to terrorism that we do not know:

1. What a terrorist looks like
2. When the next attack will occur
3. Where the next attack will occur
4. How long the battle will last
5. If the terrorists have weapons of mass destruction
6. How many casualties there will be
7. Who are our friends and who are our enemies
8. **What we do not know!**

*Although there are several things that we do not know about terrorism, **there are many things we do know**. Identifying what we do know can help individuals and communities deal with the effects of fear.*

Issues related to terrorism that we do know.

1. This battle will probably last longer than any previously known
2. There is not enough money in the world that can completely deter terrorism
3. Terrorists only have to be successful one time
4. Fear and anxiety are normal and healthy
5. Partnerships between law enforcement and community may deter SOME acts of terrorism

There are many things that contribute to fear in individuals and the community. **It is important to realize that fear is the terrorist's primary weapon.** Knowing how to handle fear is a vital part of addressing terrorism. It is incumbent upon all of us to work towards building vigilant, prepared, and resilient communities prepared to respond to a terrorist or all-hazards event.

Handling Fear

Using the elements of the sources of fear, we can develop countermeasures to minimize the effects of fear. Through vigilance, preparedness, and resiliency, individuals and communities can reduce their fear while increasing their effectiveness and efficiency.

Source of Fear: Surprise

Solution: Vigilance. When we know what to look for, we are less surprised and/or fearful.

Vigilance includes knowing what to look for:

- Education
 - Learn how terrorists operate
- Attentiveness
 - Form community groups
 - Know how to identify and report suspicious behavior
- Addressing Criminal Activity
 - Terrorists fund their cause through criminal activities and enterprises

Source of Fear: Vulnerability

Solution: Preparedness. When we are prepared, we feel less vulnerable.

Preparedness includes being ready to respond to a threat:

- Organizing and Equipping
 - Community planning and training
 - Individual preparedness: three day emergency kits, family plans
- Military and other government protection

Source of Fear: Instability

Solution: Resiliency. When we have a plan, we feel more in control and able to find back-up plans.

Resiliency includes knowing how to recover quickly after an event

- Community involvement
 - Community groups with recovery plans
- Hope, love, and empathy
 - Looking out for ourselves and each other. When we know what to look for, we are less surprised and/or fearful

"What occurred in Oklahoma was not different than what Americans....and others do all the time. The bombing was not personal, no more than when the Air Force, Army, Navy, or Marine personnel bomb or launch cruise missiles against government installations and their personnel."

-Timothy McVeigh, 2001

Are terrorists criminals?

What Types of Laws Do Terrorist Violate?

(Taken from SLATT training)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Acts of terrorism range from threats of terrorism, assassinations, kidnappings, hijacking, bomb scares and bombings, cyber attacks (computer-based), to the use of the chemical, biological, and nuclear weapons.

-DHS, Emergencies and Disasters, 2006

Types of Terrorism

Terrorism traces its roots to the beginnings of civilization, but terrorism is practiced differently today than during most of history. Terrorism can be divided into two main groups, domestic and international terrorism.

Domestic Terrorism

Domestic terrorism is manifested in forms such as left-wing, right-wing, and special-interest/single-issue groups. Other groups exist, but they are more difficult to define.

Left-wing terrorism

- Pro-socialist
- Anti-capitalist
- Seeks equality—no social classes
- Weak or no central government
- Common ownership of means or production

Right-wing terrorism

- Antigovernment groups
- Religious extremist groups
- Racist/hate-based groups

Special-interest/single-issue terrorism

- Seek to force the government or population to alter a specific aspect within the country
- Usually do not seek to overthrow or greatly alter the government
- Often represent a fairly popular point of view
- Most common areas of concern are animal rights, environmental issues, anti-genetic engineering, and anti-abortion

International terrorism

International terrorism is defined as foreign-based and/or directed by countries or groups outside the United States or whose activities transcend national boundaries.

- *Based on activities in the recent past, it would appear that terrorism will be increasingly dominated by violent religious extremism.*
- *Another conclusion that can be drawn from past activities is that the international terrorist groups rarely compromise with one another.*
- *Feelings run strong and deep and are not easily swayed.*
- *Another aspect that recent history has demonstrated is that “lone wolfs” do not sleep, but remain active even after the infrastructure that supported them appears to have been destroyed.*
- *And, as all three of these conclusions suggest, violent religious fundamentalism will continue to be a problem for American law enforcement.*

Although many terrorists are considered international, the world is getting smaller and terrorists are not constrained by boundaries. Terrorists can plot and attack the United States from anywhere in the world.

Can communities help catch criminals/terrorists?

What is your community already doing that might be useful in addressing crime and terrorism?

Proposed PBL Action Plan

(Before starting Step Two: Known Facts)

- Review the list of “Ideas” your team created in Step One.
- Based on what has been discussed thus far in the course, make any revisions or modifications to your list of “Ideas.”
- Once you have reviewed and revised your list of “Ideas”, work in your team to clearly and specifically define your problem.
- When your team has agreed on the specifics of defining the problem, transfer this information to the “**Proposed PBL Action Plan**” (**WCPI Copy**) form, page 82-88.

Known Facts: Step Two

Defining the Problem

*(record your answers on the **Problem Based Learning Action Plan (Participant’s Copy)** form on pages 3 and 4).*

Some questions to ask might be:

- **What do we already know about the problem?**
- **What resources do we already have available that can help solve the problem, and how?**
- **Are there any peripheral facts that contribute to the problem or the solution?**

End of Day One

Activity: Team Building

In this activity your team will develop a team name, team flag and team motto. Use chart paper to draw your flags and record your mottos (*record your answers on the Proposed PBL Action Plan (WCPI's Copy) from on page 78*).

Team Name:

Team Motto:

All-Hazards Approach

Activity: Listing Hazards

List the current and potential hazards and risks that threaten your community. These should be individualized by person/team.

Hazards: A source of danger

-Merriam-Webster, 2009

All-Hazards Events

- **Natural Disasters**

- Examples: _____

- Examples: _____

- **Man-made Accidental**

- Examples: _____

- Examples: _____

- **Man-made Intentional**

- Examples: _____

- Examples: _____

Achieving national preparedness hinges on using a flexible, all-hazards process that provides common objectives, priorities, and standards. Capabilities-Based Preparedness provides the means to address a wide range of challenges by leveraging appropriate homeland security programs to reach our destination – A Nation Prepared.

-DHS, National Preparedness Guidelines, 2007

National Response Doctrine

The response doctrine defines basic roles, responsibilities, and operational concepts for response across all levels of government, the community, and the private sector for all-hazards incident response.

FIVE KEY PRINCIPLES

1. Engaged partnerships
2. Tiered response
3. Scalable, flexible, and adaptable operational capabilities
4. Unity of effort through unified command
5. Readiness to act

Layered, mutually supporting capabilities at Federal, State, tribal, and local levels allow for planning together in times of calm and responding together effectively in times of need.

Engaged Partnerships: Leaders at all levels must communicate and actively support engaged partnerships by developing shared goals and aligning capabilities so that no one is overwhelmed in times of crisis.

Tiered Response: Incidents must be managed at the lowest possible jurisdictional level and supported by additional capabilities when needed.

Scalable, Flexible, and Adaptable Operational Capabilities: As Incidents change in size, scope, and complexity, the response must adapt to meet requirements.

Unity of Effort Through Unified Command: Effective unified command is indispensable to response activities and requires a clear understanding of the roles and responsibilities of each participating organization. (NIMS & ICS)

Readiness to Act: Effective response requires readiness to act balanced with an understanding of risk. From individuals, households, and communities to local, tribal, State, and Federal governments, national response depends on the instinct and ability to act.

Special Needs Populations

Every individual has a responsibility NOT to be a burden in a time of disaster.

“For those who say, ‘...I don’t have to prepare,’...to the extent that they are a burden on government services, that takes away from what’s available to help those who can’t help themselves.”

-Former Secretary of Homeland Security Michael Chertoff, 2005

What do these statements mean to you?

“Responders must consider the unique concerns for special-needs populations.”

Activity: Special Needs Population *(record your answers on the PBL (Participant’s Copy) form on page 4)*

Some questions to ask might be:

- List the special needs groups you have in your community
- Which ones will be affected by your chosen Homeland Security/All-hazard problem?
- What percentage of the population as a whole do they account for?

In Special Needs Populations:

- Fear may be increased
- Special needs may need to be addressed separately
- Physiological, physical, emotional, medical, social, and transportation
- Communication may be difficult
- Trust may be an issue

Known Facts: Defining the Problem: Addressing the Special Needs Community

(record your answers on the PBL Action Plan (Participant's Copy) form on page 4, in the Known Facts: SPECIAL NEEDS POPULATION section, questions 2 and 3).

Some questions to ask might be:

1. How might your problem affect your special needs population?
2. What resources are currently available to assist your special needs population?
3. Are they adequate to meet the potential demands of your problem?

Module V Wrap-up

How would you describe the National Preparedness Guidelines?

How does the definition of homeland security apply to individuals?

List Federal programs that contribute to homeland security

What is the relationship between terrorism and fear?

What is the relationship between terrorism and criminal activity?

How would you define an all-hazards approach? Identify various hazards that threaten communities

List the special needs populations in a community

Personal Reflections on Module V

Module VI – Defining Community Responsibility

Module VI Overview and Objectives

Overview: In this module, participants explore the concept of community responsibility in addressing homeland security. Participants will become familiar with attributes of community vigilance, preparedness, and resiliency and how these attributes relate to the National Preparedness Guidelines. Participants are given the opportunity to apply this information within the context of their chosen homeland security problem to create vigilant, prepared, and resilient communities for homeland security. Activities include asking participants to evaluate their community’s vigilance, preparedness, and resiliency.

Terminal Learning Objective: To provide participants with a basic understanding of community responsibility in addressing homeland security, by defining the attributes and measurements of community vigilance, preparedness, and resiliency.

Enabling Learning Objectives (ELO)

At the conclusion of the module, participants are able to:

- 6-1 Identify the attributes and measurements of a vigilant community
- 6-2 Identify the attributes and measurements of a prepared community
- 6-3 Identify the attributes and measurements of a resilient community
- 6-4 Define the community’s responsibility in supporting the National Preparedness Guidelines

What is the community’s responsibility?

Citizen and community preparedness are among the most effective means of preventing terrorist attacks as well as protecting against, mitigating, responding to, and recovering from all hazards.

-The White House, The Federal Response to Hurricane Katrina: Lessons Learned, 2006

Terrorist attacks, natural disasters, and other emergencies respect neither political nor geographic boundaries. To deal with major events effectively requires a national preparedness system that makes clear the roles and missions of entities at all levels, strengthens preparedness partnerships, establishes performance objectives and measures, and directs the allocation of resources and prioritization of investments.

While there are currently no standards for community involvement, it could be argued that in case of a hazard, individuals and communities also have responsibility in each of these areas by being:

In case of hazard ...

Vigilant:

- Be aware of crime patterns
- Keep up-to-date on weather patterns/warnings
- Be aware of current events that impact your community

Prepared:

- Establish an emergency response plan for your family/neighborhood
- Stay up-to-date on inoculations
- Every home should have a 3 to 5-day preparedness kit, family plan

Resilient:

- Establish clearly defined duties/responsibilities
- Take care of yourself, your family, your neighbors, and your community
- Maintain on-going communication and information sharing

Emergency Response Survey for Families

First, each person should take the survey independently. Based on your own personal knowledge, without asking your spouse or anyone else in your household, answer the following questions.

If you do not know the answer, check the question mark (?). If the question is not applicable, check the not applicable (NA) box.

Next, compare the results of your survey with the other people in your household. By combining all the scores together and figuring out the average, you will have your important **family emergency profile**.

Communication:

In an emergency, can you contact the people or organizations listed below immediately?

	Yes	No	?	N/A
Fire Department				
Police Department				
Poison Control Center				
Hospital				
Ambulance				
Doctor				
Pharmacist				
Veterinarian				
Your Child's School				
Spouse or Parents' Workplace				

In an emergency, can you be reached by any of the following ASAP?

	Yes	No	?	N/A
Cell phone				
Pager				
Email				
Call Forwarding				
Answering Service				
Relative				
Friend				
Neighbor				
Colleague				
Employer				

Planning:

	Yes	No	?	N/A
Do you have an emergency plan for evacuation to the nearest shelter?				
Do you have an emergency plan				

for evacuation to a designated place instead of the shelter?				
Do you have an emergency plan for staying in and securing your home?				
Does everyone in your family know the plan?				
Do you know your official Civil Defense radio broadcast station?				
Do you know your child's school emergency plan?				
Do you know your workplace emergency plan?				
If you are separated, do you have a plan to make contact?				
Do you have an emergency plan while on vacation?				
Does your family have an emergency phone tree?				

Knowledge and Skills:

Does everyone in your family have the following knowledge or skill?

	Yes	No	?	N/A
First Aid				
CPR				
Pet CPR				
Use of AED				
Water Safety				
Survival Skills				
Search and Rescue				
Self-Defense Tactics				
Shortwave Radio				
Construction (electrical, carpentry, plumbing)				

Resources:

Do you have any of the following?

	Yes	No	?	N/A
House Insurance				
Cell Phone				
Self-Powered Radio				
First Aid Kit				
Fire Extinguisher				
Smoke Detector				
Disaster Supplies				
Safety Ladder for Second Story				
Security System				

Portable Generator or Auto 12 Volt Adapter				
---	--	--	--	--

Scoring Guide:

Individual Score:

Number of **YES** answers X 2 points = _____

Number of **NO** answers X 0 points = _____

Number of **?** answers X 1 points = _____

Number of **N/A** answers X 2 points = _____

Family Score:

Add every person's total points _____

Number of person's taking survey _____

Divide total points by the number
Of people in the survey _____

Family Emergency Profile			
Excellent	Very Good	Good	OK
96-100	90-95	85-89	80-84

-Adapted from "911 The Red Book for Emergencies – What Every Family Needs to know",
A.J. and Caryn Lactaen.

Community Vigilance

What does a vigilant community look like?

Vigilance: to keep watch, to stay awake: alertly watchful especially to avoid danger.

-Merriam-Webster, 2009

Attributes of a Vigilant Community

- An organized and informed population
- Neighbors that know and watch out for one another
- Citizens that are involved and volunteer in their communities
- Coordination between local government, public safety, emergency management, and the community

Measurements of Vigilance

- Active, thriving neighborhood and community groups that provide regular training for homeland security
- Cooperative partnerships between neighborhood and community groups
- High numbers of community volunteers
- Open communication and collaboration between local government, public safety, emergency management, and community groups

On a scale from 1 (low) to 10 (high), how would you rate your community's vigilance? _____

Community Preparedness

What does a prepared community look like?

Prepared: to make ready beforehand for some purpose, use, or activity; watchful especially to avoid danger

-Merriam-Webster, 2009

Attributes of Preparedness

- Adequate and operable equipment and supplies (both for individual citizens and for infrastructure organizations)
- A comprehensive written plan for action in a time of crisis
- A well trained team of emergency responders

Measurements of Preparedness

- **Equipment**
 - 3 to 5 day Emergency Preparedness kits
 - Family Emergency Plan
- **Emergency Response Plans**
 - Communication
 - Evacuation
 - Triage
- **Training for professionals and volunteers**
 - Incident command
 - Emergency response
 - Exercises

On a scale from 1 (low) to 10 (high), how would you rate your community's preparedness? _____

Community Resiliency

What does a resilient community look like?

Resilient: Springing back into shape, recovering strength and spirits quickly

-Merriam-Webster, 2009

Attributes of Resiliency

- Public and private infrastructure working together
- Working partnerships throughout the community
- A commitment to problem solving and creative thinking
- High levels of trust
- Information sharing throughout the community
- Resources and information sharing with neighboring communities

Measurements of Resiliency

- Established victim's assistance programs
- Environmental restoration plans
- Infrastructure restoration plans
- Active citizen participation in emergency response and recovery programs

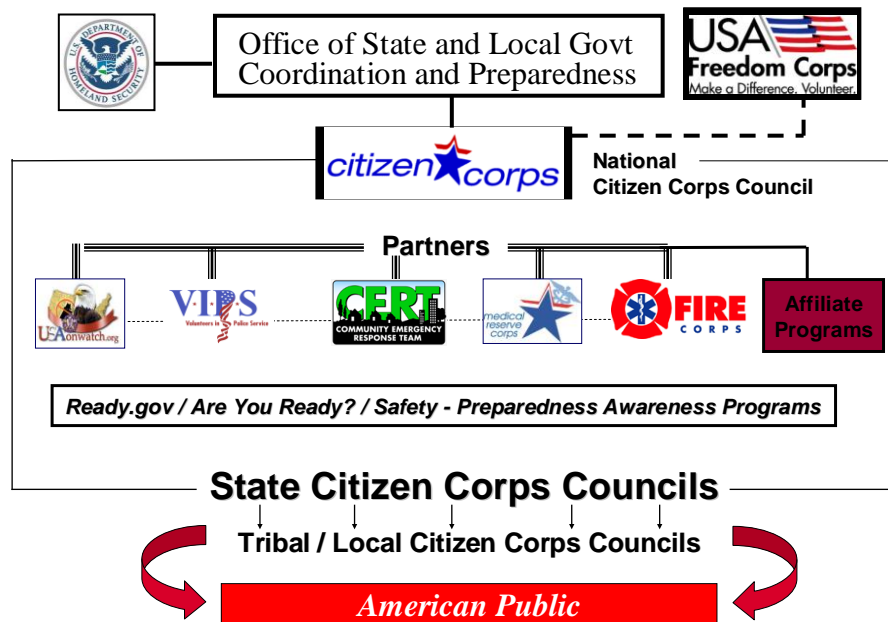
On a scale from 1 (low) to 10 (high), how would you rate your community's resiliency? _____

Taking Action

"The success of our preparedness efforts and ultimately the entire homeland security mission depends on the involvement and work of individual citizens."

-Former Secretary of Homeland Security Tom Ridge,
July 20, 2004

National Initiatives in Homeland Security



Citizen Corps:

“The Mission of Citizen Corps is to harness the power of every individual through education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues, and disasters of all kinds.”

(Citizen Corps, Council Profiles and Resources, 2009)

Citizen Corps Councils

“Helps drive local citizen participation by coordinating Citizen Corps programs, developing community action plans, assessing possible threats and identifying local resources.”

-Citizen Corps, Programs and Partners, 2009

Citizen Corps Affiliate Program

“Expands the resources and materials available to states and local communities by partnering with Programs and Organizations that offer resources for public education, outreach, and training; **represent volunteers interested** in helping to make their community safer; or offer volunteer service opportunities to support first responders, disaster relief activities, and community safety efforts.”

-Citizen Corps, Programs and Partners, 2009

- Citizen Corps is coordinated nationally by the Department of Homeland Security. DHS also works closely with the **Corporation for National and Community Service (CNCS)** to promote volunteer service activities that support homeland security and community safety. CNCS is a federal agency that operates nationwide service programs such as AmeriCorps, Senior Corps, and Learn and Serve America. Participants in these programs may support Citizen Corps Council activities by helping to establish training and information delivery systems for neighborhoods, schools, and businesses, and by helping with family preparedness and crime prevention initiatives in a community or across a region.
-Citizens Corps, Programs and Partners, 2009

Citizen Corps Programs and Partners:

- **Community Emergency Response Team (CERT) Program** educates people about disaster preparedness and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operations. Using their training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community. The program is administered by DHS.
- **USAonWatch (UOW)-Neighborhood Watch** works to provide information, training and resources to citizens and law enforcement agencies throughout the country. In the aftermath of September 11, 2001, Neighborhood Watch programs have expanded beyond their traditional crime prevention role to help neighborhoods focus on disaster preparedness, emergency response and terrorism awareness. USAonWatch-Neighborhood Watch is administered by the National Sheriffs' Association in partnership with the Bureau of Justice Assistance, U.S. Department of Justice.
- The **Fire Corps** promotes the use of citizen advocates to enhance the capacity of resource-constrained fire and rescue departments at all levels: volunteer, combination, and career. Citizen advocates can assist local fire departments in a range of activities including fire safety outreach, youth programs, and administrative support. Fire Corps provides resources to assist fire and rescue departments in creating opportunities for citizen advocates and promotes citizen participation. Fire Corps is funded through DHS and is managed and implemented through a partnership between the National Volunteer Fire Council, the International Association of Fire Fighters, and the International Association of Fire Chiefs.

Citizen Corps Programs and Partners: (cont.)

- The **Medical Reserve Corps (MRC) Program** strengthens communities by helping medical, public health and other volunteers offer their expertise throughout the year as well as during local emergencies and other times of community need. MRC volunteers work in coordination with existing local emergency response programs and also supplement existing community public health initiatives, such as outreach and prevention, immunization programs, blood drives, case management, care planning, and other efforts. The MRC program is administered by HHS.
- **Volunteers in Police Service (VIPS)** works to enhance the capacity of state and local law enforcement to utilize volunteers. VIPS serves as a gateway to resources and information for and about law enforcement volunteer programs. Funded by DOJ, VIPS is managed and implemented by the International Association of Chiefs of Police.

Module VII – Ethical Issues

Module VII Overview and Objectives

Overview: In this module, participants explore the ethical issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security. The foundational elements of conflict resolution, ethical issues germane to international relationships, and personal and professional ethical responsibilities are also explored. Participants are given the opportunity to apply this information within the context of their chosen homeland security problem to create vigilant, prepared, and resilient communities for homeland security. Activities include individual reflection and group debate on the issue of civil liberties and security, developing listening skills, and exploring the chosen homeland security problem to identify “Learning Issues” related to the problem.

Terminal Learning Objective: To provide participants with the knowledge necessary to identify the more important issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security and to apply conflict resolution skills.

Enabling Learning Objectives (ELO)

At the conclusion of the module, participants are able to:

- 7-1 Describe the ethical issue of responsibility within the framework of homeland security
- 7-2 Identify and debate ethical conflicts that confront people on both personal and professional levels
- 7-3 Recognize and apply the basic tenets of conflict resolution
- 7-4 Explore the chosen homeland security problem to identify the “Learning Issues” related to the problem

Ethics of Community Responsibility

“Ethics, at a minimum, is the effort to guide one’s conduct by reason- that is, to do what there are the best reasons for doing- while giving equal weight to the interests of each individual who will be affected by one’s conduct.”

-Philosopher, James Rachels, 1986

What is the community’s responsibility?

Whose job is it?

- What can/should we expect from our government?
- Does the community have a role?
- What is the responsibility of the individual citizen?

Civil Liberties and Security

Activity: Defending Governing Rights/Liberties/Freedoms

- List your governing rights (entitlements or permissions, usually of a legal or moral nature) /liberties (the right to act according to his or her own will)/ freedoms (the absence of interference with the sovereignty of an individual by the use of coercion or aggression)
- List the right/liberty/freedom that is the most important to you

List your governing Rights/Freedoms/Liberties:

Put a star next to the freedom that is most important to you.

Identify those rights/liberties/freedoms that that you would be willing to compromise to protect the freedom that is most important to you

The issue that causes the most controversy surrounding homeland security is probably the debate between Civil Liberties and Security. Specific interests include:

- Information and intelligence gathering - are we willing to compromise our privacy for security? How far?

- As first responders, public safety officials, and/or community members, are we being asked to do things in the name of "homeland security" that may be contrary to our ethics? As a profession (law enforcement), are we going "backwards" in our trust building efforts of recent years? Will we be able to both protect the interest of security AND civil liberties?
- Profiling - is it now OK to profile, when just prior to 9-11 it was being questioned? What is the fall-out of different treatment, based on race, religion, or national origin?
- Funding - are other crime-fighting efforts or crime issues taking a back seat to fighting terror?
- Do we feel comfortable with the level or control in Homeland Security spending? Will it be used responsibly?

Activity: Civil Liberties vs. Security

Working in your assigned group, develop arguments/considerations for the topic assigned to your group – importance of Civil Liberties or Security.

The class will be divided into two groups:

Group(s) 1:

Develop argument(s) for the importance of "Civil Liberties"

Group(s) 2:

Develop argument(s) for the importance of "Security"

Conflict Resolution

- Listen for understanding
- Discover individual interests and concerns
- Find common ground

VECS Conflict Resolution Model

- **Validate**
 - Acknowledge the existence and importance of each person's point of view
- **Empathize**
 - Work to expand each party's understanding of the other person's concerns, issues, and perceptions
- **Clarify**
 - Work to uncover, clarify, and focus each party's observations about the conflict and determine what they objectively saw and heard
- **Summarize**
 - Restate, simply and in your own words, the parties' feelings, concerns, and issues

-Beaverton, Oregon Dispute Resolution Center, 2004

Problem Solving: Learning Issues (Step Three)

Working collaboratively, teams identify all the knowledge, skills, and facts they need to solve the problem and what resources are available to provide the necessary knowledge, skills, and facts. Also, describe any potential resources/partnerships you're your team still needs to identify. *(Record your answers on the PBL form (Participant's Copy) on pages 4 and 5).*

Learning Issues: Learning about the Problem

Some questions to ask might be:

- What do you have (what do you need to know) about your problem in order to develop a solution?
- What resources are available to get this information?
- Describe any potential resources/partnerships you're your team still needs to identify.

Rewrite Problem Statement: *After getting the answers to your questions, restate your problem with the new information you have gained (record your answers on the PBL (Participant's Copy) form on page 5).*

Module VIII – Action Plan

Module VIII Overview and Objectives

Overview: In this module, participants begin by defining their team vision. Then they are given the opportunity to apply what they have learned throughout the course (group dynamics, community policing, homeland security, community responsibility, and ethical issues) to build upon their team vision, or what you hope to accomplish, to create their action plan. Activities include defining team vision and solving the assigned homeland security problem by developing an “Action Plan” related to the problem.

Terminal Learning Objective: To provide participants with the opportunity to define their team vision and to apply what they have learned throughout the course to develop an action plan.

Enabling Objectives: At the conclusion of the module, participants are able to:

- 8-1** Describe the difference between mission and vision statements
- 8-2** Define their team vision
- 8-3** Aid in solving the chosen homeland security problem by creating an “Action Plan” related to the problem
- 8-4** Understand the elements in order to “Evaluate” the team’s “Action Plan”

Vision Development

People throughout the country understood his vision, when Martin Luther King, Jr. spoke the words "I have a dream." It is the vision of a better community that motivates citizens to action and involvement.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

-Martin Luther King, Jr., 1963

Each community group will have its own creation story, reason to come other, group personality, and a champion to assemble the team. The champion gives loose definition to the group, until the group can clearly define itself. It is the champion that researches the issues, clarifies the mission, defines the vision of a better community, and begins to assemble the team of stakeholders.

Vision Statement: Aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future; what success will look like.

Mission Statement: Written declaration of a firm's core purpose and focus; defines why a group exists.

A **mission** is different from a **vision** in that the former is the cause and the latter is the effect.

A **mission** is something to be accomplished whereas a **vision** is something to be pursued for that accomplishment.

-www.businessdictionary.com, 2009

Your success in recruiting others to your cause may depend on your ability to communicate a meaningful vision to your community.

Activity: Creating a Statement of Purpose

Develop a vision statement by completing the following phrase:

“Within the next _____ years,
develop _____ into a
community that is _____
by providing _____

to _____

Problem Solving: Action Plan

Complete Step Four of the PBL process, to identify the “Action Plan” related to the problem. Participants draw on the collective knowledge and experience of team members and on the information presented in this course to develop and clarify a proposed action plan (record your answers on the PBL (Participant’s Copy) form on pages 6, 7, and 8).

Action Plan: Solving the Problem

Some questions to ask might be:

- What specifically do we need to solve our problem?
- What are the expected outcome(s) of our plan? What are we trying to accomplish?
- How will we operate our plan?
- Who will we need to help?
- How will we address the needs and concerns of the special needs community?
- Is there community buy-in for our plan? If not, how will we get it?
- What are the possible consequences of implementing our plan?
- What are the consequences if we don't?
- How will we create a Vigilant, Prepared, and Resilient community?

Problem Solving: Evaluation

Return to the chosen homeland security problem in order to identify the areas that will determine whether the team's efforts will be successful or not in order to reduce the problem's threat to the community. The teams will also need to consider how they will measure success in reducing the problem and identify how they can determine their "Action Plan" was a success. They will need to determine what success would look like after implementing their "Action Plan" and what would the team need to find out about the problem before it actually started. Through self and group evaluation, participants evaluate both the product and the process (*record your answers on the PBL (Participant's Copy) form on pages 8 and 9*).

Some questions to ask might be:

- How will we know if our plan worked, were we successful (measurables)?
- What did we learn from this process?
- Would we do anything different next time?
- How much did YOU contribute to solving the problem?

Module IX – Team Presentation and Evaluation

Module IX Overview and Objectives

Overview: This module provides participants with the opportunity to demonstrate their levels of internalization of the course material. Participants present and evaluate their team’s proposed solution to the assigned homeland security problem. An interactive critique of the presentations by the other teams fosters the follow-up and follow-through ingredients that are necessary for the development and initiation of plans that promote the creation of vigilant, prepared, and resilient communities for homeland security. Activities include team presentations and “Evaluation” of the proposed solutions (action plan) to the assigned homeland security problem, the administration of post-test, “Action Planning” and course evaluation.

Terminal Learning Objective: To provide participants with the opportunity to demonstrate their understanding of course material by presenting and evaluating their “Proposed Action Plan.”

Enabling Objectives: At the conclusion of the module, participants are able to:

- 9-1 Present and support team “Proposed Action Plan” and receive feedback from other participants
- 9-2 Identify what the “Action Plans” success would look like
- 9-3 Offer evaluation feedback to the other teams’ “Proposed Action Plans”

Team Presentation

Review and revise the “Proposed Action Plan (WCPI Copy)” form as the initial step to develop your presentation (*record responses from PBL (Participant’s Copy) form, pages 3 – 9 on to the corresponding pages of Proposed Action Plan (WCPI’s Copy) form, pages 78-84*).

Your Team Presentations should include:

Who is your target audience? _____

What are you asking of your target audience? _____

Describe the problem you are working on _____

Describe the resources/partnerships that your team identified that are necessary to help solve your problem. _____

Describe your team's proposed action plan _____

Describe how you will evaluate your success? _____

Proposed Action Plan (WCPI's Copy)

Training Date and Location:

Team Name and Motto:

Homeland Security Problem:

Describe the homeland security problem that your team has chosen (including elements of community buy-in described in the problem narrative), what factors contribute to the problem, and why this problem is significant.

STEP 1: IDEAS

1. What might be some of the causes of / reasons for this problem?

2. What are some initial thoughts about steps you could take to solve your problem?

STEP 2: KNOWN FACTS

1. What do we already know about the problem?

2. What resources do we already have available that can help solve the problem, and how?

3. Are there any peripheral facts that contribute to the problem or the solution?

SPECIAL NEEDS POPULATIONS

1. List the different special needs groups you have in your community

2. How might your problem affect your special needs populations?

3. What resources are currently available to assist your special needs populations? Are they adequate to meet the potential demands of your problem?

STEP 3: LEARNING ISSUES

1. What questions do you have (what do you need to know) about your problem in order to develop a solution?

7. What are the possible consequences of implementing our plan?

8. What are the consequences if we don't?

9. How will we create a Vigilant, Prepared, and Resilient community?

STEP 5: EVALUATION

1. How will we know if our plan worked, were we successful (measurables)?

2. What did we learn from this process?

CVPR Participant Post-Test

1. PBL can be used as an effective problem-solving tool because: **(choose one)**
 - a. Learning is centered around solving a simple, well-defined problem
 - b. The PBL process is simple and works well when cooperation is unavailable
 - c. Instructors direct the problem solving process
 - d. Students work in teams and play an active role as problem solvers
2. The five steps of Problem-Based Learning include: **(choose one)**
 - a. Scanning, Analyzing, Researching, Focusing, Acting
 - b. Ideas, Known Facts, Learning Issues, Action Plan, Evaluation
 - c. Brainstorm, Research, Introspection, Analysis, Negotiation
 - d. Learn, Evaluate, Assess impact, Redirect, Negotiate
3. According to the "Tuckman Model" of group development, during the 'forming' stage, successful leaders primarily act as: **(choose one)**
 - a. Delegate
 - b. Facilitator
 - c. Director
 - d. Coach
4. Effective teams are characterized by having an undefined mission, which allows team members the ability to reassess the mission.
 - a. True
 - b. False
5. Which of the following is **NOT** a quality of critical thinkers: **(choose one)**
 - a. Reluctance in considering alternatives and opinions
 - b. Alertness to opportunities to use critical thinking
 - c. Self-confidence in one's own ability to reason
 - d. Prudence in suspending, making, or altering judgment
6. Good leaders are characterized by having the following abilities, **except for**: **(choose one)**
 - a. Understand their own moods, emotions, and drives
 - b. Work for reasons that go beyond money or status
 - c. Focus on the goal rather than on group members' emotions
 - d. Find common ground and build rapport
7. Community policing is best defined as: **(choose one)**
 - a. A philosophy that allows communities to control the activities of the police
 - b. A law enforcement strategy that allows law enforcement to control the activities within a community
 - c. A philosophy that supports competition between law enforcement and community groups
 - d. A philosophy wherein the police and the community share resources and responsibility for solving recurring problems
8. In the _____ era of policing, police relied heavily on new technology. **(choose one)**
 - a. Political
 - b. Professional
 - c. Community Policing
9. Homeland security efforts are supported by the tenets of community policing: Partnerships, Problem Solving, _____, Ethics, and Prevention. **(fill in the blanks)**
10. The National Preparedness Guidelines only applies to Federal and state government agencies.
 - a. True
 - b. False
11. A terrorist's primary weapon is _____, and terrorists often engage in _____ activity to finance their efforts. **(Fill-in the blanks).**

12. Which of the following best describes an all-hazards approach?
- An approach that incorporates best practices and procedures from various incident management disciplines and integrates them into a unified coordinating structure.
 - An approach that seeks to utilize the best practices of various public safety disciplines by asking each area of public safety to work independently to define and implement their strategies for addressing a hazard
 - An approach that is the sole responsibility of the Federal government.
 - An approach that asks citizens to take over in the event of a natural hazard.
13. In special-needs populations, which of the following **is NOT** a consideration: **(choose one)**
- Fear may be increased
 - Resources are readily available
 - Communication may be difficult
 - Trust may be an issue
14. Which of the following is **NOT** an attribute of a vigilant community? **(Choose one)**
- Citizens that are prepared to take law enforcement issues into their own hands
 - An organized and informed population
 - Citizens that are involved and volunteer in their communities
 - Coordination between local government, law enforcement, and the community
15. Which of the following is **NOT** an attribute of a prepared community? **(Choose one)**
- Adequate and operable equipment and supplies
 - Citizens are prepared to take on only one responsibility, and perform that responsibility well
 - A comprehensive written plan for action in time of crisis
 - A well-trained team of emergency responders
16. Which of the following is **NOT** an attribute of a resilient community? **(Choose one)**
- Public and private infrastructure working together
 - A commitment to problem solving and creative thinking
 - Resources and information sharing throughout the community
 - Communities that protect and preserve their community resources and information for their own communities
17. Which of the following are Citizen Corps programs? **(Choose one)**
- Fire Corps, FEMA, Salvation Army, Red Cross
 - Neighborhood Watch Program, Fire Corps, Medical Reserve Corps, CERT
 - VIPS, Red Cross, Civil Air Patrol, Medical Reserve Corps
 - CERT, Citizens on Patrol, Salvation Army, Coast Guard Reserve
18. In the VECS process of conflict resolution, which is **NOT** one of the four steps? **(choose one)**
- Validate
 - Educate
 - Communicate
 - Summarize
19. A _____ defines what a group hopes to accomplish, a view of the future (what success will look like). **(choose one)**
- Mission Statement
 - Vision Statement
20. Which of the following is **NOT** an important element of a action plan evaluation? **(Choose one)**
- How will we know if our plan worked?
 - Who will get credit for the success of the plan?
 - How will we measure the success of our plan?
 - What would we do different next time?

Appendix

Excerpts from COPS Problem Based Learning

There are five basic steps to the PBL process. Although group learners typically progress through the steps linearly, the entire process is circular. It is acceptable, and even common given large-scale problems, to repeat the steps in order to solve a complex problem. The five steps are:

- Ideas
- Known Facts
- Learning Issues
- Action Plan
- Evaluate Product and Process.

Step 1: Ideas (“Consider the Problem”)

When approaching a PBL problem, it is important to begin by expressing unconstrained ideas about the problem. Groups should collaborate through open dialogue and opinion sharing about what they think and feel might contribute to the problem. No idea is bad! This is not a step for scientific analysis, but rather intuition, “gut-feeling”, and previous experience and knowledge. Begin by asking questions such as: What do you think about this problem? What might be some of the causes? Who has experience or prior knowledge that may help shed light on the problem? It is important to consider a variety of opinions and experienced backgrounds and provide ample time for this step. Groups should record their ideas and re-visit them at the end of the process. Often, learners will discover that their initial ideas of the problem were in fact incorrect, or at least askew, and realize the value of the PBL learning process as they compare their Ideas to their final solutions. This review is essential for reinforcement of learning and confirmation of the value of the PBL process.

Step 2: Known Facts (“Defining the Problem”)

Groups should re-visit and explore the problem more thoroughly after they explore (come up with) ideas. Groups then determine unknown learning issues so they can be addressed later as learning objectives. Elucidating the Known Facts of a problem is similar to determining the ingredients of a recipe. In the Example PBL Problem, the recipe is the problem and the Known Facts are the ingredients that compose the problem. For instance, you KNOW that the park is surrounded on three sides by residences with trees, shrubs, and walkway exits. You know that there are no community centers in the area. You also know that at least several residents have complained about the youths in the area. These are facts presented within the problem.

Step 3: Learning Issues (“Learning About the Problem”)

After generating Ideas (What do we know?) and Known Facts (What is given in the problem?), groups determine their Learning Issues (What do we need to know?). In this step, learners address the Known Facts of the problem and determine unresolved learning issues, questions from the issues, and knowledge deficiencies. Groups then decide how they will go learning issues. Here, adult and self-directed learning and group management is paramount to successful problem solving. There are many ways groups

can divide learning tasks and responsibilities, and these can be determined by the groups themselves and/or facilitated by an instructor. Joe Police Officer identifies his learning deficiencies with the group. Among them, he recognizes that it would be useful to determine if and how trees, shrubbery, and walkway exits contribute to crime. His group recognizes that this is a learning issue for all so Joe is tasked to learn about how the environment influences crime. None of Joe's group members are very familiar with the school, so Susan decides to learn more about school youth crime offenses in general and this local school in particular. Other group members follow suit with additional group and individual learning needs. For instance, the police reports provide important information, but do they tell the entire story? In fact, what are the strengths and limitations to police reports and how might they distort the true picture of crime? Bob, another group member, decides to investigate police reporting to answer these questions.

Step 4: Action Plan (“Solving the Problem”)

Once the learning issues are determined, group members decide how to obtain the requisite information and deliver it to fellow members. Often, individuals are tasked to conduct independent research on behalf of the group, but the method is flexible based upon the group's learning needs and resources. Nevertheless, members who divide from the group for specialized research purposes must return and use their knowledge to shed light upon some aspect of the problem, and, in turn teach the new material to the other group members.

The group decides if the new knowledge contributes to understanding and resolution of the problem. If not, the group will need to refine their learning issues and conduct new research and information gathering on new material. This “backtracking” from Step 4 to Step 3 is not unusual, and it is a great opportunity for learners to apply new knowledge to a real-world context, thus increasing the likelihood that learners will discover relevance and importance with the subject material. This process must continue until all group members agree they have sufficient amount of knowledge to explore the problem. Once they have agreed, they propose a solution to the problem and present the results.

Step 5: Evaluate Product and Process (“Is the Problem Solved?”)

After using the Action Plan to generate and, often, employ the solution, evaluation is the final step in the PBL process. Did you solve the problem? Why or Why not? How do you know? These are important questions that help gauge effectiveness of learning. Evaluation of the PBL process is just as important. Often the concluding event of the process, group and self evaluations provide key feedback for instructors and learners, and program effectiveness. However, evaluations need not be delivered at the conclusion of the PBL process, but just completed at the end. Learning is facilitated when participants clearly understand at the beginning of a course of study what is expected of them. Effective evaluations accomplish this by clearly stating which learning and performance objectives should be met for successful completion of the project. A great example of such an evaluative tool is the **rubric**. Upon completion of Step 5, learners can perform another iteration of the cycle if needed, and/or return to Step 1, “Ideas”, and bask in the sense of accomplishment resulting from newly attained real-world knowledge!

Overview of the PBL Process

One of the earliest steps in PBL is the creation and presentation of an ill-structured problem. Students engage the problem and separate what is previously known about the problem versus what is unknown. Then students compile a list of learning issues based upon what they have identified as “need to know” items from the problem. Groups collaborate on an action plan designed to systematically address their learning issues. The final step involves evaluation of the product (Did the solution work?) and the process (Was the process effective?). Often, the products are presented in a public forum. The evaluations take many forms, including peer, self, oral, written, and instructor-based. The PBL process can be replicated as many times as is necessary to solve the problem.

Adapted from “Problem-Based Learning for Police Instructor Development Course”
Saville, G. and Cleveland, G. (2002) by WCPI March, 2006.

Tuckman Model of Team Development

Forming—Storming—Norming—Performing Theory

Bruce Tuckman published his Forming Storming Norming Performing model in 1965. The Forming Storming Norming Performing theory remains a good explanation of team development and behavior. Similarities can be seen with other models, such as Tannenbaum and Schmidt Continuum and especially with Paul Hersey's Situational Leadership® model developed about the same time.

As the team develops maturity and ability, relationships establish, and the leaders changes leadership style. Beginning with a directing style, moving through coaching, then participating, finishing with delegating and almost detached. At this point the team may produce a successor leader and the previous leader can move on to develop a new team.

The progression is: 1) Forming 2) Storming 3) Norming and 4) Performing.

Forming

At this level, there is a high dependence on leader for guidance and direction. There is little agreement on team aims other than received from leader. Individual roles and responsibilities are unclear. The leader must be prepared to answer lots of questions about the team's purpose, objectives, and external relationships. Processes are often ignored. Members test the tolerance of the system and leader. *The leader directs.*

Storming

Decisions don't come easily within the group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. *The leader coaches.*

Norming

Agreement and consensus is largely formed among the team, which responds well to facilitation by the leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within the group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. *The leader facilitates and enables.*

Performing

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team measures most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. *The leader delegates and oversees*

Adapted from various works and with the permission of Bruce W. Tuckman by WCPI
March, 2006

Groupthink

Symptoms

Groupthink is a psychological terminology used to describe the mode of thinking that persons engage in when concurrence-seeking becomes so dominant in a cohesive ingroup that it tends to override realistic appraisal of alternative courses of action. It refers to a deterioration in mental efficiency, reality testing and moral judgments as a result of group pressures.

The symptoms of groupthink arise when the members of decision-making groups become motivated to avoid being too harsh in their judgments of their leaders' or their colleagues' ideas. People would adopt a soft line of criticism and avoid conflict, even in their own thinking. At meetings, all members are amiable and seek complete concurrence, which is likely to be recognized erroneously as *consensus*, on every important issue.

The groupthink type of conformity tends to increase as *group cohesiveness* increases. Groupthink involves nondeliberate suppression of critical thoughts as a result of internalization of the group's norms. The more cohesive the group, the greater the inner compulsion on each individual to avoid creating disunity, which inclines him/her to believe in the soundness of whatever proposals are promoted by the leader or by a majority of the group's members. However, this is not to say that all cohesive groups necessarily suffer from groupthink. All ingroups may have a mild tendency toward groupthink, displaying from time to time one or another of eight interrelated symptoms. But it need not be so dominant as to influence the quality of the group's final decision. The eight groupthink symptoms are:

Pressure: Victims of groupthink also apply direct pressure to any individual who momentarily expresses doubts about any of the group's shared illusions, or who questions the validity of the arguments supporting a policy alternative favored by the majority.

Self-censorship: Victims of groupthink avoid deviating from what appears to be *group consensus*. They keep silent about their misgivings and even minimize to themselves the importance of their doubts.

Unanimity: Victims of groupthink share an illusion of unanimity within the group concerning almost all judgments expressed by members who speak in favor of the majority view. When a group of persons who respect each other's opinions arrives at a unanimous view, each member is likely to feel that the belief must be true. This reliance on consensual validation within the group tends to replace individual critical thinking and reality testing.

Invulnerability: Most or all of the members of the ingroup share an illusion of invulnerability that provides for them some degree of reassurance about obvious dangers and leads them to become over-optimistic and willing to take extraordinary risks.

Rationale: Not only do victims of groupthink ignore warnings, but they collectively construct rationalizations in order to discount warnings and other forms of negative feedback that, taken seriously, might lead the group to reconsider their assumptions

each time they recommit themselves to past decisions.

Morality: Victims of groupthink believe unquestioningly in the inherent morality of their ingroup. To the extreme end, this belief could incline the members to ignore the ethical or moral consequences of their decisions.

Stereotypes: Victims of groupthink hold stereotyped views of the leaders of "enemy groups," that "They are so evil that genuine attempts at negotiating differences with them are unwarranted," or that "They are too weak to too stupid to deal effectively with what ever attempts we makes to defeat their purposes." Organizations where competing groups co-exist should be cautious about this symptom because the damage of inter-group attack and/or mis-communications can counteract the totality of productivity of all groups.

Mindguards: Lastly, victims of groupthink sometimes appoint themselves as mindguards to protect the leader and fellow members from adverse information that might break the complacency they shared about the effectiveness and morality of past decisions.

Remedies

The various symptoms can be understood as a mutual effort among group members to maintain *self-esteem* and *emotional equanimity* by providing social support to each other, especially at times when they share responsibility for making vital decisions. The immediate consequences, as can be expected, are products of poor decision-making practices because of inadequate solutions to the problems being dealt with. Fortunately, researchers in this area have been able to come up with remedies through comparison of practices of successful groups and those of groupthink-style ones. Some of the recommendations are listed below.

Formula 1: Assign the role of critical evaluator to each member; encourage the group to give high priority to open airing of objections and doubts.

Formula 2: Key members of a hierarchy should adopt an impartial stance instead of stating preferences and expectations at the beginning of assigning a policy-planning mission to any group/individual.

Formula 3: Routinely setup several outside policy-planning and evaluation groups within the organization to work on the same policy question, each deliberating under a different leader to prevent insulation of an ingroup.

Formula 4: Require each member to discuss the group's deliberations with associates, if any, in his/her own unit of the organization before reaching a consensus. Then report back their reactions to the group.

Formula 5: Invite one or more outside experts to each meeting on a staggered basis and encourage the experts to challenge the views of the core members.

Formula 6: At least one member should play *devil's advocate* at every general meeting of the group to challenge the testimony of those who advocate the majority position.

Formula 7: Whenever the issue involves relations with rival organizations, devote a sizable block of time to a survey of all warning signals from these rivals and write alternative scenarios on their intentions.

Formula 8: When surveying alternatives for feasibility and effectiveness, divide the group from time to time into two or more subgroups to meet separately, under different chairmen. Then come back together to hammer out differences.

Formula 9: Hold a "second-chance" meeting after reaching a preliminary consensus

about what seems to be the best decision to allow every member to express al his/her residual doubts and to rethink the entire issue before making a definitive choice.

Groupthink, by Irving L. Janis
Published in *Psychology Today*, Nov. 1971

Your EQ Skills: Got What it Takes?

BY MICHAEL D. AKERS AND GROVER L. PORTER

EXECUTIVE SUMMARY

ACCOUNTING LITERATURE HISTORICALLY placed little emphasis on behavioral issues. However, recently, many organizations and researchers have recognized that emotional intelligence skills are critical to success.

IN THE TUG-OF-WAR BETWEEN IQ AND EQ, the readily recognizable IQ (intelligent quotient) is being challenged by the lesser known EQ (emotional quotient) as the better basis for success. What do you think is more important to success: (a) brain power or (b) intuition? Which does a successful person need more of: (a) book learning or (b) people skills? Studies have shown the b's have it.

WHAT'S YOUR EQ? Basically, it is the level of your ability to understand other people, what motivates them and how to work cooperatively with them. The five major categories of EQ are self-awareness, self-regulation, motivation, empathy and social skills.

PSYCHOLOGISTS GENERALLY AGREE that, among the ingredients for success, IQ counts for only about 10% and the rest depends on everything else—including EQ.

A HARVARD STUDY OF ITS GRADUATES REVEALED there is little or no correlation between IQ indicators (such as entrance exam scores) and subsequent career success.

AS THE GLOBAL ECONOMY EXPANDS and the world shrinks, people with the ability to understand other people, and then interact with them so that each is able to achieve their goals, will be the success stories of the future. People will realize that a high EQ is the key to a thriving career.

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Question: Is success in life and career determined primarily by rational intelligence (the IQ or intelligence quotient) or emotional intelligence (the EQ or emotional quotient)? In other words, what's more important: intelligence or intuition? Historically the professional accounting literature has placed little emphasis on behavioral issues such as EQ, although human behavior underlies most of what is written and taught about professional accounting. Now managers place increased value on behavioral skills that help people in the workplace. Look at this statistic: The productivity of one-third of American workers is measured by how they add value to information. Doesn't that describe CPAs exactly? This article will examine the ways in which EQ is crucial to CPAs' success and how they can cultivate EQ if they haven't got a lot of it.

The AICPA and the Institute of Management Accountants recognize that emotional intelligence skills are critical for the success of the accounting profession. In *CPA Vision 2011 and Beyond: Focus on the Horizon* (www.cpavision.org), the AICPA identifies emotional skills as extremely important, and an IMA research study says "interpersonal skills" are most important for success as professional accountants. In another study researchers examined the knowledge and abilities that students need to succeed in different professions and concluded they require a portfolio of skills that includes EQ. Is there a CPA or accounting student who can afford to ignore his or her EQ?

WHAT IS EQ?

"Basically, your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them," says Howard Gardner, the influential Harvard theorist. Five major categories of emotional intelligence skills are of value to professional accountants.

Self-awareness. The ability to recognize an emotion as it "happens" is the key to your EQ. Developing self-awareness requires tuning in to your true feelings. If you evaluate your emotions, you can manage them. The major elements of self-awareness are

Emotional awareness. Your ability to recognize your own emotions and their effects.

Self-confidence. Sureness about your self-worth and capabilities.

Self-regulation. You often have little control over when you experience emotions. You can, however, have some say in how long an emotion will last by using a number of techniques to alleviate negative emotions such as anger, anxiety or depression. A few of these techniques include recasting a situation in a more positive light, taking a long walk and meditation or prayer. Self-regulation involves *Self-control*. Managing disruptive impulses.

Trustworthiness. Maintaining standards of honesty and integrity.

Conscientiousness. Taking responsibility for your own performance.

Adaptability. Handling change with flexibility.

Innovation. Being open to new ideas.

Motivation. To motivate yourself for any achievement requires clear goals and a positive attitude. Although you may have a predisposition to either a positive or a negative attitude, you can with effort and practice learn to think more positively. If you catch negative thoughts as they occur, you can reframe them in more positive terms—which will help you achieve your goals. Motivation is made up of

Achievement drive. Your constant striving to improve or to meet a standard of excellence.

Commitment. Aligning with the goals of the group or organization.

Initiative. Ready yourself to act on opportunities.

Optimism. Pursuing goals persistently despite obstacles and setbacks.

Empathy. The ability to recognize how people feel is important to success in your life and career. The more skillful you are at discerning the feelings behind others' signals the better you can control the signals you send them. An empathetic person excels at

Service orientation. Anticipating, recognizing and meeting clients' needs.

Developing others. Sensing what others need to progress and bolstering their abilities.

Leveraging diversity. Cultivating opportunities through diverse people.

Political awareness. Reading a group's emotional currents and power relationships.

Understanding others. Discerning the feelings behind the needs and wants of others.

Social skills. The development of good interpersonal skills is tantamount to success in your life and career. In today's cyberculture all professional accountants can have immediate access to technical knowledge via computers. Thus, "people skills" are even more important now because you must possess a high EQ to better understand, empathize and negotiate with others in a global economy. Among the most useful skills are

Influence. Wielding effective persuasion tactics.

Communication. Sending clear messages.

Leadership. Inspiring and guiding groups and people.

Change catalyst. Initiating or managing change.

Conflict management. Understanding, negotiating and resolving disagreements.

Building bonds. Nurturing instrumental relationships.

Collaboration and cooperation. Working with others toward shared goals.

Team capabilities. Creating group synergy in pursuing collective goals.

THE EQ/IQ SKIRMISH

What factors are at play when people of high IQ fail and those of modest IQ succeed? How well you do in your life and career is determined by both. IQ alone is not enough; EQ also matters. In fact, psychologists generally agree that among the ingredients for success, IQ counts for roughly 10% (at best 25%); the rest depends on everything else—including EQ. A study of Harvard graduates in business, law, medicine and teaching showed a negative or zero correlation between an IQ indicator (entrance exam scores) and subsequent career success. Three examples illustrate the importance of emotional competencies.

Meeting with potential clients. At a planned three-hour meeting to discuss an audit engagement, a senior partner interrupted the prospective client after she had spoken for only one hour. The CPA's EQ told him something was not right; he asked if her company had a problem that it had not yet communicated, one that his accounting firm could help the company solve. These observations amazed the CEO because she had just received news of two major financial hits the company would take in the next year. Although the audit had been the original purpose of the meeting, it was no longer the most important issue. Because of the partner's intuition, listening skills and ability to ask questions, his firm was selected to perform the annual audit as well as several consulting engagements. (From *Executive EQ: Emotional Intelligence in Leadership and Organizations* by Cooper and Sawaf). Since the Sarbanes-Oxley Act has placed limitations on the types of consulting services CPAs can perform, the importance of this example is not that both the audit and consulting services were obtained but rather that the partner identified the client's problems through effective EQ. The expectations created by the Sarbanes-Oxley Act as well as recent statements on auditing standards (for example, SAS no. 99, *Consideration of Fraud in a Financial Statement Audit*) will necessitate that auditors appropriately use EQ skills in their relationships with publicly traded clients and in the conduct of the audit.

Partners' contribution to profitability. A study of partners at a large public accounting firm showed that those with significant strengths in self-management contributed 78% more incremental profit than partners who did not have these skills. Additionally, partners with strong social skills added 110% more profit than those with only self-management competencies. This resulted in a 390% incremental profit annually. Interestingly, those partners with significant analytical reasoning skills contributed only 50% more incremental profit. (From *Primal Leadership: Realizing the Power of Emotional Intelligence* by Goleman, Boyatzis and McKee).

EQ TRAINING

Organizations can assist employees in developing emotional competencies by providing appropriate training. The Consortium for Research on Emotional Intelligence in Organizations, which consists of researchers and practitioners from business schools, the federal government, consulting firms and corporations, has developed guidelines for best practices in teaching emotional intelligence competencies (see "Checklist for

Emotional Competencies Training”). For additional reading on emotional intelligence, see the articles and books shown in the sidebar, below.

Emotional Intelligence Test

Yes/No

- _____ 1. Do you understand both your strengths and your weaknesses?
- _____ 2. Can you be depended on to take care of every detail?
- _____ 3. Are you comfortable with change and open to novel ideas?
- _____ 4. Are you motivated by the satisfaction of meeting your own standards of excellence?
- _____ 5. Do you stay optimistic when things go wrong?
- _____ 6. Can you see things from another person’s point of view and sense what matters most to him or her?
- _____ 7. Do you let clients’ needs determine how you serve them?
- _____ 8. Do you enjoy helping colleagues develop their skills?
- _____ 9. Can you read office politics accurately?
- _____ 10. Are you able to find “win-win” solutions in negotiations and conflicts?
- _____ 11. Are you the kind of person other people want on a team?
- _____ 12. Are you usually persuasive?

If you answered “yes” to six or more of these questions and if people who know you well would agree with you, then you have a high degree of emotional intelligence.

Source. *Working With Emotional Intelligence*, Bantam Books, New York, 1998.

Checklist for Emotional Competencies Training

Use this guidance to plan EQ education for employees.

Assess the job. Focus your company’s training on the competencies needed for excellence in a given job or role.

Caveat. Training for irrelevant competencies is pointless.

Best practice. Design training based on a systematic needs assessment.

Assess the individual employee. Evaluate his or her strengths and limitations to identify what needs improving.

Caveat. There's no point in training employees in competencies they already have or do not need.

Best practice. Tailor training to the individual's needs.

Deliver assessments with care. Feedback on a person's strengths and weaknesses carries an emotional charge.

Caveat. Inept feedback can be upsetting; skillful feedback motivates.

Best practice. Use your EQ when delivering evaluations of a person's EQ.

Gauge readiness. Assess employee's ability to accept EQ training.

Caveat. When people lack readiness, training is more likely to be wasted.

Best practice. Assess for readiness, and if someone is not yet ready, make cultivating it an initial focus.

Motivate. People learn to the degree they are motivated—for example, by realizing that acquiring a competency is important to doing their job well and by making that acquisition a personal goal for change.

Caveat. If people are unmotivated, training won't work.

Best practice. Make clear how training will pay off on the job or for the individual's career or be otherwise rewarding.

Make change self-directed. When employees have a say in directing their learning program by tailoring it to their needs, circumstances and motivations, their training is more effective.

Caveat. One-size-fits-all training programs fit no one specifically.

Best practice. Have people choose their own goals for development and help them design their own plan for pursuing them.

Focus on clear, manageable goals. People need clarity on what the desired competency is and the steps needed to get it.

Caveat. Poorly focused or unrealistic programs for change lead to fuzzy results or failure.

Best practice. Spell out the specifics of the competency, and offer a workable plan to obtain it.

Prevent relapse. Habits change slowly, and relapses and slips need not signal defeat.

Caveat. People can become discouraged by the slowness of change and the inertia of old habits.

Best practice. Help people use lapses and slip-ups as lessons to prepare themselves better for the next time.

Give performance feedback. Ongoing feedback encourages and helps direct change.

Caveat. Fuzzy feedback can send the training off track.

Best practice. Design into the change plan mechanisms for feedback from supervisors, peers, friends—anyone who can coach, mentor or give appropriate progress reviews.

Encourage practice. Lasting change requires sustained practice both on and off the job.

Caveat. A single seminar or workshop is a beginning—but not sufficient in and of itself.

Best practice. Suggest that people use naturally arising opportunities for practice at work and at home and that they try the new behaviors repeatedly and consistently over a period of months.

Arrange support. Like-minded people who are trying to make similar changes can offer crucial ongoing support.

Caveat. Going it alone makes change tougher.

Best practice. Encourage people to build a network of support and encouragement. Even a single buddy or coach can help.

Provide models. High-status, highly effective people who embody a competency can be models who inspire change.

Caveat. A do-what-I-say-not-what-I-do attitude in superiors undermines change.

Best practice. Encourage a supervisor to value and exhibit the competency; make sure trainers do, too.

Encourage. Change will be greater if the organization's environment supports it, values the competency and offers a safe atmosphere for experimentation.

Caveat. When there is not real support, particularly from bosses, the change effort will seem hollow—or too risky.

Best practice. Encourage change that fits the values of the organization. Show that the competency matters for job placement, promotion or performance review.

Reinforce change. People need recognition—to feel their change efforts matter.

Caveat. A lack of reinforcement is discouraging.

Best practice. Be sure the organization shows it values the change in a consequential way—praise, a raise or expanded responsibility.

Evaluate. Establish ways to measure development to see whether it has lasting effects.

Caveat. If a development program goes unevaluated, then mistakes or pointless programs go unchanged.

Best practice. Establish measures of the competency or skill as shown on the job, ideally before and after training, and also several months (and, if possible, a year or two) later.

Source: *Adapted from Working with Emotional Intelligence*, Bantam Books, New York, 1998.

Excerpts from the Homeland Security Act of 2002

TITLE I-DEPARTMENT OF HOMELAND SECURITY

SEC. 101. EXECUTIVE DEPARTMENT; MISSION. (a) There is established a Department of Homeland Security, as an executive department of the United States within the meaning of title 5, United States Code. (b)(1) **The primary mission of the Department is to- (A) prevent terrorist attacks within the United States; (B) reduce the vulnerability of the United States to terrorism; and (C) minimize the damage, and assist in the recovery, from terrorist attacks that do occur within the United States.** (2) In carrying out the mission described in paragraph (1), and as further described in this Act, the Department's primary responsibilities shall include- (A) information analysis and infrastructure protection; (B) chemical, biological, radiological, nuclear, and related countermeasures; (C) border and transportation security; (D) emergency preparedness and response; and (E) coordination (including the provision of training and equipment) with other executive agencies, with State and local government personnel, agencies, and authorities, with the private sector, and with other entities. (3) The Department shall also be responsible for carrying out other functions of entities transferred to the Department as provided by law.

TITLE II-INFORMATION ANALYSIS AND INFRASTRUCTURE PROTECTION

SEC. 201. UNDER SECRETARY FOR INFORMATION ANALYSIS AND

INFRASTRUCTURE PROTECTION. In assisting the Secretary with the responsibilities specified in section 101(b)(2)(A), the primary responsibilities of the Under Secretary for Information Analysis and Infrastructure Protection shall include- (1) receiving and analyzing law enforcement information, intelligence, and other information in order to understand the nature and scope of the terrorist threat to the American homeland and to detect and identify potential threats of terrorism within the United States; (2) comprehensively assessing the vulnerabilities of the key resources and critical infrastructures in the United States; (3) integrating relevant information, intelligence analyses, and vulnerability assessments (whether such information, analyses, or assessments are provided or produced by the Department or others) to identify protective priorities and support protective measures by the Department, by other executive agencies, by State and local government personnel, agencies, and authorities, by the private sector, and by other entities; (4) developing a comprehensive national plan for securing the key resources and critical infrastructures in the United States; (5) taking or seeking to effect necessary measures to protect the key resources and critical infrastructures in the United States, in coordination with other executive agencies and in cooperation with State and local government personnel, agencies, and authorities, the private sector, and other entities; (6) administering the Homeland Security Advisory System, exercising primary responsibility for public threat advisories, and (in coordination with other executive agencies) providing specific warning information to State and local government personnel, agencies, and authorities, the private sector, other entities, and the public, as well as advice about appropriate protective actions and countermeasures; and (7) reviewing, analyzing, and making recommendations for improvements in the policies and procedures governing the sharing of law enforcement, intelligence, and other information relating to homeland security within the Federal government and between such government and State and local government personnel, agencies, and authorities.

SEC. 202. FUNCTIONS TRANSFERRED. In accordance with title VIII, there shall be transferred to the Secretary the functions, personnel, assets, and liabilities of the following entities- (1) the National Infrastructure Protection Center of the Federal Bureau of Investigation (other than the Computer Investigations and Operations Section), including the functions of the Attorney General relating thereto; (2) the National Communications System of the Department of Defense, including the functions of the Secretary of Defense relating thereto; (3) the Critical Infrastructure Assurance Office of the Department of Commerce, including the functions of the Secretary of Commerce relating thereto; (4) the Computer Security Division of the National Institute of Standards and Technology, including the functions of the Secretary of Commerce relating thereto; (5) the National Infrastructure Simulation and Analysis Center of the Department of Energy, including the functions of the Secretary of Energy relating thereto; and (6) the Federal Computer Incident Response Center of the General Services Administration, including the functions of the Administrator of General Services relating thereto.

SEC. 203. ACCESS TO INFORMATION. The Secretary shall have access to all reports, assessments, and analytical information relating to threats of terrorism in the United States and to other areas of responsibility described in section 101(b), and to all information concerning infrastructure or other vulnerabilities of the United States to terrorism, whether or not such information has been analyzed, that may be collected, possessed, or prepared by any executive agency, except as otherwise directed by the President. The Secretary shall also have access to other information relating to the foregoing matters that may be collected, possessed, or prepared by an executive agency, as the President may further provide. With respect to the material to which the Secretary has access under this section- (1) the Secretary may obtain such material by request, and may enter into cooperative arrangements with other executive agencies to share such material on a regular or routine basis, including requests or arrangements involving broad categories of material; (2) regardless of whether the Secretary has made any request or entered into any cooperative arrangement pursuant to paragraph (1), all executive agencies promptly shall provide to the Secretary- (A) all reports, assessments, and analytical information relating to threats of terrorism in the United States and to other areas of responsibility described in section 101(b); (B) all information concerning infrastructure or other vulnerabilities of the United States to terrorism, whether or not such information has been analyzed; (C) all information relating to significant and credible threats of terrorism in the United States, whether or not such information has been analyzed, if the President has provided that the Secretary shall have access to such information; and (D) such other material as the President may further provide; and (3) the Secretary shall ensure that any material received pursuant to this section is protected from unauthorized disclosure and handled and used only for the performance of official duties, and that any intelligence information shared under this section shall be transmitted, retained, and disseminated consistent with the authority of the Director of Central Intelligence to protect intelligence sources and methods under the National Security Act and related procedures or, as appropriate, similar authorities of the Attorney General concerning sensitive law enforcement information.

SEC. 204. INFORMATION VOLUNTARILY PROVIDED. Information provided voluntarily by non-Federal entities or individuals that relates to infrastructure vulnerabilities or other vulnerabilities to terrorism and is or has been in the possession of the Department shall not be subject to section 552 of title 5, United States Code.

TITLE III-CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR COUNTERMEASURES

SEC. 301. UNDER SECRETARY FOR CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR COUNTERMEASURES. In assisting the Secretary with the responsibilities specified in section 101(b)(2)(B), the primary responsibilities of the Under Secretary for Chemical, Biological, Radiological, and Nuclear Countermeasures shall include- (1) securing the people, infrastructures, property, resources, and systems in the United States from acts of terrorism involving chemical, biological, radiological, or nuclear weapons or other emerging threats; (2) conducting a national scientific research and development program to support the mission of the Department, including developing national policy for and coordinating the Federal government's civilian efforts to identify, devise, and implement scientific, technological, and other countermeasures to chemical, biological, radiological, nuclear, and other emerging terrorist threats, including directing, funding, and conducting research and development relating to the same; (3) establishing priorities for, directing, funding, and conducting national research, development, and procurement of technology and systems- (A) for preventing the importation of chemical, biological, radiological, nuclear, and related weapons and material; and (B) for detecting, preventing, protecting against, and responding to terrorist attacks that involve such weapons or material; and (4) establishing guidelines for State and local government efforts to develop and implement countermeasures to threats of chemical, biological, radiological, and nuclear terrorism, and other emerging terrorist threats.

SEC. 302. FUNCTIONS TRANSFERRED. In accordance with title VIII, there shall be transferred to the Secretary the functions, personnel, assets, and liabilities of the following entities- (1) the select agent registration enforcement programs and activities of the Department of Health and Human Services, including the functions of the Secretary of Health and Human Services relating thereto; (2) the following programs and activities of the Department of Energy, including the functions of the Secretary of Energy relating thereto (but not including programs and activities relating to the strategic nuclear defense posture of the United States): (A) the chemical and biological national security and supporting programs and activities of the non-proliferation and verification research and development program; (B) the nuclear smuggling programs and activities, and other programs and activities directly related to homeland security, within the proliferation detection program of the non- proliferation and verification research and development program: provided, That the programs and activities described in this subparagraph may be designated by the President either for transfer to the Department or for joint operation by the Secretary and the Secretary of Energy; (C) the nuclear assessment program and activities of the assessment, detection, and cooperation program of the international materials protection and cooperation program; (D) the energy security and assurance program and activities; (E) such life sciences activities of the biological and environmental research program related to microbial pathogens as may be designated by the President for transfer to the Department; (F) the Environmental Measurements Laboratory; and (G) the advanced scientific computing research program and activities, and the intelligence program and activities, at Lawrence Livermore National Laboratory; (3) the National Bio-Weapons Defense Analysis Center of the Department of Defense, including the functions of the Secretary of Defense related thereto; and (4) the Plum Island Animal Disease Center of the Department of Agriculture, including the functions of the Secretary of Agriculture relating thereto.

SEC. 303. CONDUCT OF CERTAIN PUBLIC HEALTH-RELATED ACTIVITIES. (a)(1) Except as the President may otherwise direct, the Secretary shall carry out his civilian human health-related biological, biomedical, and infectious disease defense research and development (including vaccine research and development) responsibilities through the Department of Health and Human Services (including the Public Health Service), under agreements with the Secretary of Health and Human Services, and may transfer funds to him in connection with such agreements. (2) With respect to any responsibilities carried out through the Department of Health and Human Services under this subsection, the Secretary, in consultation with the Secretary of Health and Human Services, shall have the authority to establish the research and development program, including the setting of priorities. (b) With respect to such other research and development responsibilities under this title, including health-related chemical, radiological, and nuclear defense research and development responsibilities, as he may elect to carry out through the Department of Health and Human Services (including the Public Health Service) (under agreements with the Secretary of Health and Human Services) or through other Federal agencies (under agreements with their respective heads), the Secretary may transfer funds to the Secretary of Health and Human Services, or to such heads, as the case may be.

SEC. 304. MILITARY ACTIVITIES. Except as specifically provided in this Act, nothing in this Act shall confer upon the Secretary any authority to engage in war fighting, the military defense of the United States, or other traditional military activities.

TITLE IV-BORDER AND TRANSPORTATION SECURITY SEC.

401. UNDER SECRETARY FOR BORDER AND TRANSPORTATION SECURITY. In assisting the Secretary with the responsibilities specified in section 101(b)(2)(C), the primary responsibilities of the Under Secretary for Border and Transportation Security shall include- (1) preventing the entry of terrorists and the instruments of terrorism into the United States; (2) securing the borders, territorial waters, ports, terminals, waterways, and air, land, and sea transportation systems of the United States, including managing and coordinating governmental activities at ports of entry; (3) administering the immigration and naturalization laws of the United States, including the establishment of rules, in accordance with section 403, governing the granting of visas or other forms of permission, including parole, to enter the United States to individuals who are not citizens or lawful permanent residents thereof; (4) administering the customs laws of the United States; and (5) in carrying out the foregoing responsibilities, ensuring the speedy, orderly, and efficient flow of lawful traffic and commerce.

SEC. 402. FUNCTIONS TRANSFERRED. In accordance with title VIII, there shall be transferred to the Secretary the functions, personnel, assets, and liabilities of the following entities- (1) the United States Customs Service of the Department of the Treasury, including the functions of the Secretary of the Treasury relating thereto; (2) the Immigration and Naturalization Service of the Department of Justice, including the functions of the Attorney General relating thereto; (3) the Animal and Plant Health Inspection Service of the Department of Agriculture, including the functions of the Secretary of Agriculture relating thereto; (4) the Coast Guard of the Department of Transportation, which shall be maintained as a distinct entity within the Department, including the functions of the Secretary of Transportation relating thereto; (5) the

Transportation Security Administration of the Department of Transportation, including the functions of the Secretary of Transportation, and of the Under Secretary of Transportation for Security, relating thereto; and (6) the Federal Protective Service of the General Services Administration, including the functions of the Administrator of General Services relating thereto.

SEC. 403. VISA ISSUANCE. (a) Notwithstanding the provisions of section 104 of the Immigration and Nationality Act (8 U.S.C. 1104) or any other law, and except as provided in subsection (b) of this section, the Secretary shall have- (1) exclusive authority, through the Secretary of State, to issue regulations with respect to, administer, and enforce the provisions of that Act and all other immigration and nationality laws relating to the functions of diplomatic and consular officers of the United States in connection with the granting or refusal of visas; and (2) authority to confer or impose upon any officer or employee of the United States, with the consent of the executive agency under whose jurisdiction such officer or employee is serving, any of the functions specified in paragraph (1). (b) The Secretary of State may refuse a visa to an alien if the Secretary of State deems such refusal necessary or advisable in the interests of the United States.

TITLE V – EMERGENCY PREPAREDNESS AND RESPONSE

SEC. 501. UNDER SECRETARY FOR EMERGENCY PREPAREDNESS AND RESPONSE. In assisting the Secretary with the responsibilities specified in section 101(b)(2)(D), the primary responsibilities of the Under Secretary for Emergency Preparedness and Response shall include- (1) helping to ensure the preparedness of emergency response providers for terrorist attacks, major disasters, and other emergencies; (2) with respect to the Nuclear Incident Response Team (regardless of whether it is operating as an organizational unit of the Department pursuant to this title)- (A) establishing standards and certifying when those standards have been met; (B) conducting joint and other exercises and training and evaluating performance; and (C) providing funds to the Department of Energy and the Environmental Protection Agency, as appropriate, for homeland security planning, exercises and training, and equipment; (3) providing the Federal government's response to terrorist attacks and major disasters, including- (A) managing such response; (B) directing the Domestic Emergency Support Team, the Strategic National Stockpile, the National Disaster Medical System, and (when operating as an organizational unit of the Department pursuant to this title) the Nuclear Incident Response Team; (C) overseeing the Metropolitan Medical Response System; and (D) coordinating other Federal response resources in the event of a terrorist attack or major disaster; (4) aiding the recovery from terrorist attacks and major disasters; (5) building a comprehensive national incident management system with Federal, State, and local government personnel, agencies, and authorities, to respond to such attacks and disasters; (6) consolidating existing Federal government emergency response plans into a single, coordinated national response plan; and (7) developing comprehensive programs for developing interoperative communications technology, and helping to ensure that emergency response providers acquire such technology.

SEC. 502. FUNCTIONS TRANSFERRED. In accordance with title VIII, there shall be transferred to the Secretary the functions, personnel, assets, and liabilities of the following entities- (1) the Federal Emergency Management Agency, including the functions of the Director of the Federal Emergency Management Agency relating thereto; (2) the Office for

Domestic Preparedness of the Office of Justice Programs, including the functions of the Attorney General relating thereto; (3) the National Domestic Preparedness Office of the Federal Bureau of Investigation, including the functions of the Attorney General relating thereto; (4) the Domestic Emergency Support Teams of the Department of Justice, including the functions of the Attorney General relating thereto; (5) the Office of the Assistant Secretary for Public Health Emergency Preparedness (including the Office of Emergency Preparedness, the National Disaster Medical System, and the Metropolitan Medical Response System) of the Department of Health and Human Services, including the functions of the Secretary of Health and Human Services relating thereto; and (6) the Strategic National Stockpile of the Department of Health and Human Services, including the functions of the Secretary of Health and Human Services relating thereto.

SEC. 503. NUCLEAR INCIDENT RESPONSE. (a) At the direction of the Secretary (in connection with an actual or threatened terrorist attack, major disaster, or other emergency), the Nuclear Incident Response Team shall operate as an organizational unit of the Department. While so operating, the Nuclear Incident Response Team shall be subject to the direction, authority, and control of the Secretary. (b) Nothing in this title shall be understood to limit the ordinary responsibility of the Secretary of Energy and the Administrator of the Environmental Protection Agency for organizing, training, equipping, and utilizing their respective entities in the Nuclear Incident Response Team, or (subject to the provisions of this title) from exercising direction, authority, and control over them when they are not operating as a unit of the Department.

SEC. 504. DEFINITION. For purposes of this title, 'Nuclear Incident Response Team' means a resource that includes- (1) those entities of the Department of Energy that perform nuclear and/or radiological emergency support functions (including accident response, search response, advisory, and technical operations functions), radiation exposure functions at the medical assistance facility known as Oak Ridge National Laboratory, radiological assistance functions, and related functions; and (2) those entities of the Environmental Protection Agency that perform such support functions (including radiological emergency response functions) and related functions.

SEC. 505. CONDUCT OF CERTAIN PUBLIC HEALTH-RELATED ACTIVITIES. (a) Except as the President may otherwise direct, the Secretary shall carry out the following responsibilities through the Department of Health and Human Services (including the Public Health Service), under agreements with the Secretary of Health and Human Services, and may transfer funds to him in connection with such agreements: (1) all biological, chemical, radiological, and nuclear preparedness-related construction, renovation, and enhancement of security for research and development or other facilities owned or occupied by the Department of Health and Human Services; and (2) all public health-related activities being carried out by the Department of Health and Human Services on the effective date of this Act (other than activities under functions transferred by this Act to the Department) to assist State and local government personnel, agencies, or authorities, non-Federal public and private health care facilities and providers, and public and non-profit health and educational facilities, to plan, prepare for, prevent, identify, and respond to biological, chemical, radiological, and nuclear events and public health emergencies, by means including direct services, technical assistance, communications and surveillance, education and training activities, and grants. (b) With respect to any responsibilities carried out through the Department of Health and Human

Services under this section, the Secretary, in consultation with the Secretary of Health and Human Services, shall have the authority to establish the preparedness and response program, including the setting of priorities.

**TITLE VII-COORDINATION WITH NON-FEDERAL ENTITIES; INSPECTOR GENERAL;
UNITED STATES SECRET SERVICE; GENERAL PROVISIONS**

SEC. 701. RESPONSIBILITIES. In discharging his responsibilities relating to coordination (including the provision of training and equipment) with State and local government personnel, agencies, and authorities, with the private sector, and with other entities, the responsibilities of the Secretary shall include- (1) coordinating with State and local government personnel, agencies, and authorities, and with the private sector, to ensure adequate planning, equipment, training, and exercise activities; (2) coordinating and, as appropriate, consolidating, the Federal government's communications and systems of communications relating to homeland security with State and local government personnel, agencies, and authorities, the private sector, other entities, and the public; (3) directing and supervising grant programs of the Federal government for State and local government emergency response providers; and (4) distributing or, as appropriate, coordinating the distribution of, warnings and information to State and local government personnel, agencies, and authorities and to the public.

Adapted from The Homeland Security Act of 2002 and Analysis for the Homeland Security Act of 2002 retrieved March 1, 2006 from <http://www.whitehouse.gov/deptofhomelnad/analysis/hsl-bill-analysis.pdf>

Disaster Preparedness for People with Disabilities

In 1984, the Los Angeles Chapter of the American Red Cross created a booklet titled *Disaster Preparedness for the Disabled and Elderly*. That booklet, which is no longer in print, served as the foundation for material contained here. **Disaster Preparedness for People With Disabilities** has been designed to help people who have physical, visual, auditory, or cognitive disabilities to prepare for natural disasters and their consequences. Anyone who has a disability or anyone who works with, lives with, or assists a person with a disability can also use this information.

Ten important steps are listed below to get you started.

1. Know what kinds of **disasters** could happen in your area and consider what your **environment** might look like after one occurs. Certain resources or utilities may not be available and conditions could hamper your **independence**.
2. Complete a **personal assessment**. Decide what you will be able to do for yourself and what assistance you may need before, during and after a disaster (based on the disrupted environment, your capabilities and your limitations).
3. Create a **personal support network** of family, friends, relatives, neighbors, roommates and co-workers who could assist you at a moment's notice. Discuss your special needs with them, including evacuation plans and medical information lists.
4. Make an **emergency information list** so others will know whom to call if they find you unconscious, unable to speak or if they need to help you evacuate quickly. Include the names and numbers of out-of-town contacts, as well as everyone in your network.
5. Compile a **medical information list** that contains the names and numbers of your doctors, your medications, dosage instructions, and any existing conditions. Make note of your adaptive equipment, allergies, and any communication difficulties you may have.
6. Keep at least a **seven-day supply of medications** on hand. Ask your doctor or pharmacist what you should do if you cannot immediately get more. If you undergo treatments administered by a clinic or hospital, ask your provider how to prepare for a disruption caused by a disaster.
7. Install at least one **smoke alarm** on each level of your home and test them once a month. Know the location of main **utility cutoff valves** and learn how and when to disconnect them during an emergency. Identify **evacuation routes** and **safe places** to go during a disaster.
8. Complete a **summary checklist** to make sure that your personal disaster plan is comprehensive. Be sure to include your medical needs, evacuation routes, care plans for your service animals, an alternative place to stay, etc.

9. Keep a **disaster supply kit** in your home, car, workplace or anywhere you may spend your time. Include such items as food, water, a first aid kit, adaptive equipment, batteries and supplies for your pets or service animals.

10. Make your **home or office** safer by checking hallways, stairwells, doorways, windows and other areas for hazards that may keep you from safely leaving a building during an emergency. Secure or remove furniture and objects that may block your path.

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Tips for People with Special Needs & Concerns

Establish a Personal Support Network

A personal support network is made up of individuals who will check with you in an emergency to ensure you are O.K. and to give assistance if needed. This network can consist of friends, roommates, family members, relatives, personal attendants, co-workers and neighbors.

Some people rely on **personal assistance services (attendants)**. This type of assistance may not be available after a major quake. Therefore it is vital that your personal support network consist of different people than those who are your personal attendants. If you employ a personal attendant or use the services of a home health agency or other type of in-home service, discuss with these people a plan for what you will do in case of an emergency. How will you get along in an emergency for as long as 7 days? A critical element to consider in your emergency planning is the establishment of a personal support network.

Even if you do not use a personal attendant, it is important to consider having a personal support network to assist you in coping with an emergency. Do not depend on any one person. Work out support relationships with several individuals. Identify a minimum of three people at each location where you regularly spend a significant part of your week: job, home, school, volunteer site, etc.

In spite of your best planning, sometimes a personal support network must be created on the spot. For example you may find yourself in a shelter and needing to assemble help for immediate assistance. Think about what you will need, how you want it done and what kind of person you would select.

Seven Important Items to Discuss, Give to and Practice with Your Personal Support Network:

- Make arrangements, prior to an emergency, for your support network to immediately check on you after a disaster and, if needed, offer assistance.
- Exchange important keys.
- Show where you keep emergency supplies.
- Share copies of your relevant emergency documents, evacuation plans and emergency health information card.
- Agree and practice a communications system regarding how to contact each other in an emergency. Do not count on the telephones working.
- You and your personal support network should always notify each other when you are going out of town and when you will return.
- The relationship should be mutual. Learn about each other's needs and how to help each other in an emergency. You could be responsible for food supplies and preparation, organizing neighborhood watch meetings, interpreting, etc.

Traveling

When staying in hotels/motels, identify yourself to registration desk staff as a person

who will need assistance in an emergency and state the type of assistance you may need.

Health Card

- An emergency health information card communicates to rescuers what they need to know about you if they find you unconscious or incoherent, or if they need to quickly help evacuate you.
- An emergency health information card should contain information about medications, equipment you use, allergies and sensitivities, communication difficulties you may have, preferred treatment, treatment-medical providers, and important contact people.
- Make multiple copies of this card to keep in emergency supply kits, car, work, wallet (behind driver's license or primary identification card), wheelchair pack, etc.

Emergency Contact List

- Ask several relatives or friends who live outside your immediate area (approximately 100 miles away) to act as a clearing house for information about you and your family after a disaster. It is often easier to place an out of state long distance call from a disaster area, than to call within the area. All family members should know to call the contact person to report their location and condition. Once contact is made, have the contact person relay messages to your other friends and relatives outside the disaster area. This will help to reduce calling into and out of the affected area once the phones are working.
- Besides emergency out-of-town contacts, list should include personal support network, equipment vendors, doctors, utility companies, employers, schools, day care centers, for other family or household members.

Emergency Documents

(includes important information typically needed after a disaster)

- Store emergency documents in your home emergency supply kits. Copies of life saving information (i.e., specifications for adaptive equipment or medical devices should be in all of your emergency kits and medication lists should be on your health card) should be stored in all of your emergency kits. Other emergency documents should be kept together with your home emergency pack--family records, wills, deeds, social security number, charge and bank accounts, etc., for access in an emergency. These should be stored in sealed freezer bags with copy sent to out-of-state contacts.

Additional Tip Sheets are available to cover above topics in more detail.

Conduct an "Ability Self-Assessment"

Evaluate your capabilities, limitations and needs, as well as your surroundings to determine what type of help you will need in an emergency.

1. Will you be able to independently shut off the necessary utilities (gas, water, electricity)?
 - Do you know where shut-off valves are? Can you get to them?
 - Can you **find** and **use** the right wrench to **turn** those handles?
2. Can you operate a fire extinguisher?
 - Have you practiced?
 - Will extended handles make these items usable for you?
3. Will you be able to carry your evacuation kit?
 - What do you need to do, in order to carry it; how much can you carry regularly; do you have duplicates at other locations?
4. Have you moved or secured large objects that might block your escape path?
5. Write instructions for the following (keep a copy with you and share a copy with your personal support network):
 - a. How to turn off utilities; color-code or label these for quick identification.
 - Main gas valve, located next to the meter - blue; Electrical power circuit breaker box - red; and Main water valve - green.
 - If you have a reduced or limited sense of smell, alert your personal support network to check gas leaks.
 - b. How to operate and safely move your essential equipment. Consider attaching simple-to-read and understand instructions to your equipment.
 - c. How to safely transport you if you need to be carried, and include any areas of vulnerability.
 - d. How to provide personal assistance services.
 - Remind anyone who assists you to practice strict cleanliness and keep fingers out of mouth. With limited water and increased health hazards, the possibility of infection increases. Keep a supply of latex gloves in your emergency supply kit and ask people assisting you with personal hygiene to use them.
 - List all personal care assistance needs (dressing, bathing, etc.) with instructions on how best to assist you.
 - Make a map of where to find medications, aids and supplies. Share with your personal support network.
 - e. How will you evacuate. Be aware of barriers and possible hazards to a clear path of exit. Change what you are able to change (clear obstacles from aisles; secure large, heavy items such as bookcases that may fall to block your path). Plan alternate exit paths.

Communication: Practice Assertiveness Skills

Take charge and practice how to quickly explain to people how to move your mobility aids or how to move you safely and rapidly. Be prepared to give clear, specific and

concise instructions and directions to rescue personnel, i.e., "take my oxygen tank," "take my wheelchair," "take my gamma globulin from the freezer," "take my insulin from the refrigerator," "take my communication device from under the bed." Practice giving these instructions with the least amount of words in the least amount of time. For example: the traditional "fire fighter's carry" may be hazardous for some people with some respiratory weakness. You need to be able to give brief instructions regarding how to move you.

Be prepared to request an accommodation from disaster personnel. For example, if you are unable to wait in long lines for extended periods of time, for such items as water, food, and disaster relief applications, practice clearly and concisely explaining why you cannot wait in the line.

'Carry-On/Carry-With-You Supplies' **Supplies to Keep with You at All Times**

Packing/Container suggestions: a fanny pack, back pack or drawstring bag which can be hung from a wheelchair, scooter or other assistive device.

1. Emergency Health Information Card.
2. Instructions on personal assistance needs and how best to provide them.
3. Copy of Emergency Documents.
4. Essential medications/copies of prescriptions (at least a week's supply).
5. Flashlight on key ring.
6. Signaling device (whistle, beeper, bell, screecher).
7. Small battery-operated radio and extra batteries.

Disability-Related Supplies to Add to Regular Emergency Kits

Store supplies in areas you anticipate will be easy to reach after a disaster.

Others may be able to share traditional emergency supplies, but you need these stored on top and in a separate labeled bag! If you have to leave something behind, make sure you get these.

Plan for enough disability-related supplies for up to two weeks (medication syringes, colostomy, respiratory, catheter, padding, distilled water, etc.). If you have a respiratory, cardiac or multiple chemical sensitivities condition, store towels, masks, industrial respirators or other supplies you can use to filter your air supply. Do not expect shelters or first aid stations to meet your supply needs. In an emergency supplies will be limited.

If you are unable to afford extra supplies consider contacting one of the many disability-specific organizations such as the Multiple Sclerosis Society, Arthritis Foundation, United Cerebral Palsy Association, etc. These organizations may be able to assist you in gathering extra low cost or no cost emergency supplies or medications.

Medication

It is best if you are able to maintain **at least a 7 to 14 day supply** of essential medications (heart, blood pressure, birth control, diabetic, psychiatric, etc.) and keep this supply with you at all times. **If this is not possible, even maintaining a 3 day supply would be extremely helpful.**

Work with your doctor(s) to obtain an extra supply of medications, as well as extra copies of prescriptions. Ask if it would be safe to go without one dosage periodically, until an adequate supply has been accumulated? Make several copies of your prescriptions and put one copy in each of your survival kits, car kit, wallet, with your Emergency Documents and your evacuation plan.

Ask your provider or pharmacist about the shelf life and storage temperature sensitivities of your medication. Ask how often you should rotate stored medication to ensure that the effectiveness of the medication does not weaken due to excess storage time. If you are on medications which are administered to you by a clinic or hospital (such as methadone, or chemo or radiation therapy) ask your provider how you should plan for a 3 - 14 day disruption.

If you are a smoker, be aware that smoking will not be allowed in shelters. If getting to an outside smoking area may be difficult for you, consider stocking your evacuation kit with nicotine gum or patches available by prescriptions.

Life in cramped, unheated shelters can increase the chances of pneumonia, influenza and colds. Therefore, equip your kits with any vitamins or medications you take to guard against getting sick and to cope with being sick.

Equipment and Assistive Devices

Keep important equipment and assistive devices in a consistent, convenient and secured place, so you can quickly and easily locate them after the disaster. Make sure these items such as teeth, hearing aids, prosthesis, mobility aid, cane, crutches, walker, respirator, service animal harness, augmentative communication device or electronic communicator, artificial larynx, wheelchair, sanitary aids, batteries, eye glasses, contacts including cleaning solutions, etc., are secured. For example: keep hearing aid, eye glasses, etc., in a container by bedside which is attached to night stand or bed post using string or velcro, oxygen tank attached to the wall, wheelchair locked and close to bed. This helps prevent them from falling, flying or rolling away during a disaster.

If you use a laptop computer as a means of communication, consider purchasing a power converter. A power converter allows most laptops (12 volts or less) to run from a cigarette lighter on the dashboard of a vehicle.

If you use a Service Animal our tips will be helpful.

This information was prepared, developed, and distributed by:

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In cooperation with June Kailes, Disability Consultant through a grant from The American Red Cross Northern California Disaster Preparedness Network

This fact sheet is designed to provide a checklist for activities for People with Disabilities to improve your emergency preparedness in an earthquake. It is designed to be used in conjunction with regular American Red Cross preparedness information and Independent Living Resource Center San Francisco's EARTHQUAKE TIPS FOR PEOPLE WITH A SPECIFIC DISABILITY (i.e., Mobility, Visual, Communication, Cognitive, Psychiatric, Hearing, etc.), TIPS FOR COLLECTING EMERGENCY DOCUMENTS, and TIPS FOR CREATING AN EMERGENCY HEALTH INFORMATION CARD. Without all four tip sheets, you do not have all the information you need to be prepared. Preparation may seem like a lot of work. It is. Preparing does take time and effort. So do a little at a time, as your energy and budget permit. The important thing is to start preparing. The more you do, the more confident you will be that you can protect yourself, your family, and your belongings.

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Building a Successful Prevention Program

- Step 1: Is your community ready for prevention? (Assess community readiness and form a community coalition)
- Step 2: What are your community's greatest needs for prevention? (Conduct a needs assessment)
- Step 3: Which risk and protective factors are your priorities? (Translate needs indicator data into risk and protective factors)
- Step 4: What resources already exist in your community that address the risk and protective factors that you have prioritized? (Conduct a resource assessment)
- Step 5: Where will you focus your prevention efforts? (Select universal, selective, or indicated populations)
- Step 6: Which prevention strategies have been shown through research to be effective? (Select scientifically-defensible best practice to implement)
- Step 7: How will you evaluate your prevention program? (Conduct evaluation planning, implementation, analysis, and use results for future program planning)

NOTE: Although other frameworks of prevention exist, this web-site includes information based on the risk and protective factor framework of prevention due to the needs of the states requesting the information included.

Step 1: Community Readiness and Mobilization

What are community readiness and community mobilization?

Community readiness is the extent to which a community is adequately prepared to implement a drug abuse prevention program. Community mobilization is the act of engaging all sectors of a community in a community-wide prevention effort.

Why are they important?

A community must have the support and commitment of its members and the needed resources to implement an effective prevention effort.

How do we address community readiness?

1. Review the nine stages of community readiness which can be objectively assessed and systematically enhanced.
2. Assess your community's readiness for prevention: Community readiness assessment tool
3. Implement strategies to improve your community's readiness: Strategies to improve community readiness

How do we mobilize our community?

1. The benefits of community mobilization include:

- Overcome denial of community issues and problems
 - Avoid false starts in prevention planning efforts
 - Promote local ownership and decision making
 - Encourage coordination and collaboration among individuals and organizations
 - Eliminate competition and redundancy in the provision of services
 - Provide a focus for prevention planning and implementation efforts
 - Ensure efficient resource allocation and accountability of resources
2. Engage the community through forming a coalition.
(The following are excerpts from National Highway Traffic Safety Administration's Community How To Guides on Underage Drinking Prevention.)
Forming a coalition sounds easy, but proper planning and knowledge can avoid problems in the future. Following are some suggested steps to follow in putting together a coalition.
- **Search the landscape** - Before starting a coalition, determine whether similar organizations are already in existence in your community. Discuss your issues with existing coalitions to determine similarities and differences in your goals for forming a coalition.
 - **Brainstorm ideas on potential participants** - Create a list of people to include in the coalition effort. Also, identify potential "champions" – people who can lead the effort.
 - **Determine staffing, budget, and resources** - Identify the resources required to conduct the prevention planning effort. If possible, identify where the resources may be obtained.
 - **Invite people to join** - Ask potential members to join the coalition. Invite them to attend an organizing meeting. If possible, have the "champion" or other community leaders extend the invitation.
 - **Clarify expectations** - Develop a list of roles and responsibilities for coalition members. Decide what policies or criteria exist for membership.
 - **Do not assume everyone understands the relevant issues** - Educate the members: Clarify "what's in it for them" and how they can contribute to the coalition.
 - **Develop a vision and mission statement** - A vision statement describes what the community will look like if the prevention coalition is successful in its efforts. A mission statement expresses how the coalition will work to achieve the vision.
 - **Define goals and objectives** - Once a coalition has determined its purpose through a mission statement, the next important task is to define goals and objectives.

For more information:

A large number of organizations and publications promote steps to building a coalition. The National Highway Traffic Safety Administration's web-site provides excellent references on the process to build an effective coalition in the document Community How To Guides on Underage Drinking Prevention.

Next Step: Community Assessment (Needs Assessment)

For more information and tools on community readiness:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

The National Institute on Drug Abuse has available, "**Community Readiness for Drug Abuse Prevention: Issues, Tips and Tools**." To obtain a copy, contact National Technical Information Services at (800) 553-6847 (publication number PB# 97-209605). This book is part of a **5 book packet** which costs \$83 plus \$5 handling.

Engaging Community Representatives

In order to achieve the desired level of impact in your community, the mobilization effort must include representatives from all sectors and groups within your community. This should include representatives from the following:

- Law Enforcement
- Education
- Youth
- Criminal Justice
- Civic Organizations
- Parents
- Faith-Based Organizations
- Elderly
- Business
- Human Service Providers
- Health Care
- Military
- Colleges and Universities
- Ethnic Groups
- Government
- Elected Officials
- Child Care Providers

Step 2: Community Assessment (Needs Assessment)

What is a community assessment (needs assessment)?

A community assessment is a systematic process for examining the current conditions of a situation (such as substance abuse) and to identify the level of risk and protection in your community.

Why do we need to complete a community assessment?

A community assessment will assist you in:

- Creating an objective profile of your community
- Determining the geographic and demographic areas that are at greatest risk
- Ensuring you are putting your time and money where it will have the greatest impact
- Showing policy makers the need for funding your prevention programs
- Identifying research-based strategies to implement in your community

How do we complete a community assessment?

1. Collect data.
2. Analyze the data.
3. Select the priority risk factors (Step 3).

Next Step: Prioritizing

For more information and tools on needs assessment:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 3: Translating Data into Priorities

Adapted with permission from Developmental Research and Programs' (now Channing Bete Company, Inc.) "Communities That Care®" Risk Assessment. All rights reserved.

Once you have completed the collection and analysis of the data collected for your community assessment, it is time to prioritize which risk and protective factors need to be addressed in your community. The following questions will assist you in identifying your priorities:

1. **Looking across the data you have collected, are there risk factors or protective factors for which you have no data?** If so, identify these factors, determine if and where the appropriate data can be collected, and add this information to your data analysis to strengthen your overall assessment. Remember, the assessment is the foundation for your prevention action plan. The more thorough you are in completing this step, the more effective and accurate you will be in designing solutions.
2. **Which risks are most prevalent in your community? Which protective factors are most lacking?** Based on: trends, comparisons with other similar data (national, state or other communities); comparisons across factors; and your interpretation of the data and possible explanations.

3. **At what developmental periods are children most at risk in your community?**
4. **Is there an identifiable "cluster" of risk factors that, addressed together, could provide a synergistic response?**
5. **Which two to five risk factors, identified as most prevalent in your community, do you think your community should tackle first? Which protective factor should you tackle first?**

Next Step: Resource Assessment

For more information and tools on resource assessment:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 4: Resource Assessment

What is a resource assessment?

A resource assessment is a systematic process for examining the current resources in your community which are reducing risk factor and increasing protective factors. It answers the question: "What's going on in my community?"

What are "resources"? They are anything that can be activated to reduce the likelihood that individuals or communities will begin or continue to abuse alcohol, tobacco, and other drugs.

Why do we need to complete a resource assessment?

A resource assessment will assist you in:

- Identifying gaps where new services should be implemented
- Avoiding duplication in services
- Building collaboration among service providers
- Modifying existing programs to meet prevention needs
- Identifying existing resources to sponsor new programs
- Ensuring you are putting your time and money where it will have the greatest impact
- Ensuring you are creating a comprehensive prevention strategy for your community
- Ensuring you are effectively impacting the priority risk and protective factors that you identified when completing your community assessment (Steps 2 and 3).

How do we complete a resource assessment?

1. Before conducting a resource assessment, you must complete a community assessment and identify priority risk and protective factors (Step 2 and Step 3).
2. Collect information on existing resources in your community which may be addressing the priority risk and protective factors that you identified through your community assessment.
3. Analyze the resources to determine how effectively they are impacting your priority risk and protective factors.
4. Determine where the gaps in services are in your community.

Next Step: Focusing Your Efforts

For more information and tools on selecting a target population:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 5: Focusing Your Efforts

Now that you have completed your community assessment, identified priority risk and protective factors, assessed your community's existing resources, and identified the gaps, it is time to take a look at what type of strategy you need.

Since you know in which area you want to place your time and funding (your priority risk and protective factors) and you know which gaps you need to fill (from your resource assessment), you can now identify what type of prevention strategy is needed: universal, selective, or indicated.

To determine what type strategy you need, answer the following questions:

- **Can your priority risk/protective factors and resource gaps be addressed with a universal strategy? Or would those risk/protective factors and gaps be better addressed with selective or indicated strategies?** For example, if your priority risk factor is family management problems but you know through your resource assessment that several local programs already offer parenting classes aimed at the general population, then you may want to look at implementing a selective or indicated strategy.
- **Do you need a program/strategy that impacts the broader community (e.g. a city, a school), not a particular segment of that community?** If so, you may want to implement a universal program/strategy.
- **Do you need to implement a program/strategy with greater intensity and duration for a specific population with identified risks?** If so, you may want

to choose a selective or indicated program/strategy to implement.

- **If you are looking at implementing a selective or indicated program/strategy, do you have adequate funding?** (Many selective and indicated programs/strategies require more funds than do universal programs/strategies.)
- Once you have answered the above questions and have determined what type of prevention strategy you need, make sure you are clear as to: **what age group(s) you want to address; whether you are targeting both genders or just one; in which developmental stage your target group is; and from which culture your target group is.**

Next Step: Guiding Principles and Best Practices

For more information and tools on selecting a target population:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 6: Guiding Principles and Best Practices

What are guiding principles and best practices?

Best practices are those strategies, activities, or approaches which have been shown through research and evaluation to be effective at preventing and/or delaying substance abuse.

Guiding principles are recommendations on how to create effective prevention programs. When a community already has a prevention program or strategy in place, the guiding principles can be used to gauge the program's potential effectiveness. They can also be used to design an innovative program/strategy when none of the best practices are appropriate to the community's needs.

Before you select a best practice or apply the guiding principles, your community must conduct an assessment (risk assessment) to identify the risk and protective factors that need to be addressed in your community. This is Step 2 and Step 3 of the planning process. Once you have identified which risk and protective factor(s) to address through your assessment, you can use the links below to select the best practice(s) and/or guiding principles to address your community's needs.

Definition of "best practices"

On this web-site "best practices" are those strategies and programs which are deemed research-based by scientists and researchers at:

- National Institute for Drug Abuse (NIDA),
- Center for Substance Abuse Prevention (CSAP),
- National Center for the Advancement of Prevention (NCAP),
- Office of Juvenile Justice and Delinquency Prevention (OJJDP), and
- Centers for Disease Control and Prevention (CDC).

These are strategies and programs which have been shown through substantial research and evaluation to be effective at preventing and/or delaying substance abuse. If you are familiar with the rating scale presented in the document, "Science-Based Practices in Substance Abuse Prevention: A Guide" prepared by P.J. Brounstein, J.M. Zweig, and S.E. Gardner, the best practices in this web-site would fall approximately into the categories of types 5, 4, and some 3. For more information on this rate scale, click here: types. (**PLEASE NOTE:** Each best practice has not been labeled either 3, 4, or 5. The authors of the document did not label each program with a number of 3, 4, or 5. Therefore, this information does not exist.)

Also included below is a link to the Department of Education's web site which contains information on programs that they have deemed "Exemplary" and "Promising" according to their criteria. You will see that many of their programs also were deemed research-based by the agencies listed above.

Definition of "promising practices"

On this web site **promising practices** are programs and strategies that have some quantitative data showing positive outcomes in delaying substance abuse over a period of time, but do not have enough research or replication to support generalizable outcomes. These practices would fall approximately into the rating scale (mentioned above) of types 1, 2, and some 3.

Submitting your program for review: If you wish to have your program reviewed to be included as a best or promising practice, visit the following web-site:
<http://www.preventionregistry.org>

NOTE: No single best practice will be successful at preventing substance abuse in your community. To be as comprehensive as possible, best practices addressing prevention strategies (CSAP strategies) in all areas of your community (family, school, individual, peer, society/community) should be implemented. Completing Step 2 and Step 3 in the planning process will assist you in identifying the needs in your community. **Remember:** There is no single "magic" program in prevention!

Guiding Principles

- CSAP's Principles of Substance Abuse Prevention
- Guiding Principles
- Department of Education's Principles of Effectiveness

Best, Promising and Unproven Practices

After you have completed a needs (risk) assessment (Step 2 and Step 3) and have identified the area you need to address, you can access best and promising practices through the following avenues:

- Conduct Search for Best and Promising Practices
- Alphabetical Listing of Best and Promising Practices
- SAMHSA Model Programs
- Department of Education's Exemplary and Promising Programs
- Unproven Programs/Strategies

Do you have questions or concerns about fidelity and adaptation? Review the National Center for the Advancement of Prevention's (NCAP's) "Guidelines for Balancing Program Fidelity/Adaptation."

NOTE: The programs and strategies listed on this web-site are examples of scientifically-defensible prevention efforts. While we do review the prevention literature and periodically update the information on this site, there are likely to be other proven practices that are not listed. Furthermore, inclusion of a strategy/program on this web-site does not imply endorsement by CSAP's Western CAPT nor the Center for Substance Abuse Prevention.

Additional Resource Materials

Next Step: Evaluation

Step 7: Evaluation

This site is designed to be a "how-to" guide to planning and implementing an evaluation of your prevention program. If you start by clicking on Section I of the outline below, you will be led through the step-by-step process of developing an evaluation. You can also use the outline to navigate the site and locate specific kinds of evaluation information. There are 7 major sections:

- I. What is Evaluation & Why do it?
- II. Using a Logic Model for Evaluation Planning
- III. How to Build Your Program Logic Model
- IV. How to Plan Your Evaluation
- V. Evaluating Your Program Using the Logic Model
- VI. Analyzing, Using, and Interpreting Evaluation Information
- VII. Implementing the Evaluation

Within each section you will find worksheets, tools, and examples of how to conduct user-friendly evaluations of substance abuse prevention programs using the risk and

protective factors model. These worksheets and tools can also be accessed in the last section of this site: Section X: Evaluation Tools & Measures.

- I. What is Evaluation & Why Do It?
- II. Using a Logic Model for Evaluation Planning
 - A. Who should develop the logic model?
 - B. Benefits of a Logic Model
- III. How to Build Your Program Logic Model
 - A. What You Need to Know to Build your Logic Model
 1. What risk and protective factors does your program address?
 2. What services and activities will your program provide?
 3. Who will participate in your program?
 4. How will these activities lead to outcomes?
 5. What are your program's long and short term goals?
 - a. What immediate changes are expected?
 - b. What changes would your program ultimately like to create?
 - B. Reviewing your Logic model
- IV. How to Plan Your Evaluation
 - A. General Considerations
 - B. Developing the Plan
 1. What are you going to evaluate?
 2. What do you want to know about the program?
 - a. Defining the purpose of the evaluation
 - b. Defining the users of the evaluation
 - c. Defining the evaluation questions
 3. Focusing the Evaluation
 - a. Timing and program development
 - b. Scope of the program
 - c. Pragmatic considerations
- V. Evaluating Your Program Using the Logic Model
 - A. General Issues in Evaluation Methods
 1. Types of information
 2. Quantitative and Qualitative information
 3. Identifying measurable indicators
 4. Making decisions about methods
 - B. Evaluating Issue Focus
 - C. Evaluating Program Activities and Outputs
 - D. Evaluating Coverage
 - E. Evaluating Program Assumptions
 - F. Evaluating Outcomes
 1. Some common methods
 - a. Post-test only
 - b. Post-test with a comparison group
 - c. Pre-Post
 - d. Pre-Post with comparison group
 2. Distinctions between long and short term outcomes
 3. Measuring Client Satisfaction
- VI. Analyzing, Using & Interpreting Evaluation Information

- A. Basic Aggregation and Analysis Strategies
- B. Descriptive Information
- C. Testing for Changes Pre-Post
- D. Using and Interpreting Information
 - 1. How will the information be interpreted-by whom?
 - 2. How will the evaluation be communicated and shared?
- VII. Implementing the Evaluation
 - A. Who's responsible for the evaluation
 - B. How to know if you need an Evaluation Consultant or Contractor
 - C. Finding and selecting a good consultant
- VIII. Glossary
- IX. Links to evaluation resources
- X. Evaluation Tools & Measures
 - A. Logic Model Worksheet
 - B. Hypothetical Logic Models from CSAP Best Practices
 - C. Developing Questionnaires
 - D. Developing Behavioral Surveys
 - E. Interviewing
 - F. Using Tests and Assessments
 - G. Using Observational Data
 - H. Conducting Focus Groups
 - I. Using Case Studies
 - J. Using Program Records
 - K. Using Community Archival and Indicator Data
 - L. Measuring Goal Importance
 - M. Measuring Client Satisfaction
 - N. Instruments for Risk and Protective Factors

Some of the information for this website has been adapted by the Northwest Professional Consortium from the following sources:

1. *The Community Toolbox, University of Kansas Work Group on Health Promotion and Community Development, available through: <http://ctb.lsi.ukans.edu>*
2. *Program Development and Evaluation Guide, University of Wisconsin Cooperative Extension System, available through: <http://www.uwex.edu/ces/pdande>*
3. *Prevention Plus III, Linney, J. & Wandersman, A. (1990), Office of Substance Abuse Prevention.*
4. *W. K. Kellogg Foundation Evaluation Handbook (1998).*

For more information on conducting an evaluation:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Don't Be Afraid, Be Ready

What is Ready.gov all about? Terrorists are working to obtain biological, chemical, nuclear and radiological weapons, and the threat of an attack is very real. Here at the Department of Homeland Security, throughout the federal government, and at organizations across America we are working hard to strengthen our Nation's security. Whenever possible, we want to stop terrorist attacks before they happen. All Americans should begin a process of learning about potential threats so we are better prepared to react during an attack. While there is no way to predict what will happen, or what your personal circumstances will be, there are simple things you can do now to prepare yourself and your loved ones.

Some of the things you can do to prepare for the unexpected, such as assembling a supply kit and developing a family communications plan, are the same for both a natural or man-made emergency. However, as you will see throughout the pages of **Ready.gov**, there are important differences among potential terrorist threats that will impact the decisions you make and the actions you take. With a little planning and common sense, you can be better prepared for the unexpected.

STEP 1 Get a Kit of Emergency Supplies

Be prepared to improvise and use what you have on hand to make it on your own for *at least* three days, maybe longer. While there are many things that might make you more comfortable, think first about fresh [water](#), [food](#) and [clean air](#). Consider putting together two kits. In one, put everything needed to stay where you are and make it on your own. The other should be a lightweight, smaller version you can take with you if you have to get away.

You'll need a gallon of water per person per day. Include in the kits canned and dried foods that are easy to store and prepare. If you live in a cold weather climate, include [warm clothes](#) and a sleeping bag for each member of the family.

Start now by gathering basic [emergency supplies](#) - a flashlight, a battery-powered radio, a NOAA Weather radio with tone alert, extra batteries, a first aid kit, toilet articles, prescription medicines and other special things your family may need. Many potential terrorist attacks could send tiny microscopic "junk" into the air. Many of these materials can only hurt you if they get into your body, so think about creating a barrier between yourself and any contamination. It's smart to have something for each member of the family that [covers their mouth and nose](#).

Plan to use two to three layers of a cotton t-shirt, handkerchief or towel. Or, consider filter masks, readily available in hardware stores, which are rated based on how small a particle they filter. It is very important that the mask or other material fit your face snugly so that most of the air you breathe comes through the mask, not around it. Do whatever you can to make the best fit possible for children.

Also, include duct tape and heavyweight garbage bags or plastic sheeting that can be used to seal windows and doors if you need to [create a barrier](#) between yourself and any potential contamination outside.

STEP 2 Make a Plan for What You Will Do in an Emergency

Be prepared to assess the situation, use common sense and whatever you have on hand to take care of yourself and your loved ones. Depending on your circumstances and the nature of the attack, the first important decision is [deciding whether to stay or go](#). You should understand and plan for both possibilities.

[Develop a Family Communications Plan](#): Your family may not be together when disaster strikes, so plan how you will contact one another and review what you will do in different situations. Consider a plan where each family member calls, or e-mails, the same friend or relative in the event of an emergency. It may be easier to make a long-distance phone call than to call across town, so an out-of-state contact may be in a better position to communicate among separated family members. You may have trouble getting through, or the phone system may be down altogether, but be patient.

[Staying Put](#): There are circumstances when staying put and creating a barrier between yourself and potentially contaminated air outside, a process known as "shelter-in-place," can be a matter of survival. Choose an interior room or one with as few windows and doors as possible. Consider precutting plastic sheeting to seal windows, doors and air vents. Each piece should be several inches larger than the space you want to cover so that you can duct tape it flat against the wall. Label each piece with the location of where it fits.

If you see large amounts of debris in the air, or if local authorities say the air is badly contaminated, you may want to "shelter-in-place." Quickly bring your family and pets inside, lock doors, and close windows, air vents and fireplace dampers. Immediately turn off air conditioning, forced air heating systems, exhaust fans and clothes dryers. Take your emergency supplies and go into the room you have designated. Seal all windows, doors and vents. Watch TV, listen to the radio or check the Internet for instructions.

[Getting Away](#): Plan in advance how you will assemble your family and anticipate where you will go. Choose several destinations in different directions so you have options in an emergency. If you have a car, keep at least a half tank of gas in it at all times. Become familiar with alternate routes as well as other means of transportation out of your area. If you do not have a car, plan how you will leave if you have to. Take your emergency supply kit and lock the door behind you. If you believe the air may be contaminated, drive with your windows and vents closed and keep the air conditioning and heater turned off. Listen to the radio for instructions.

[At Work and School](#): Think about the places where your family spends time: school, work and other places you frequent. Talk to your children's schools and your employer about emergency plans. Find out how they will communicate with families during an emergency. If you are an employer, be sure you have an emergency preparedness plan. Review and practice it with your employees. A community working together during an emergency also makes sense. Talk to your neighbors about how you can work together.

STEP 3 Be Informed about what might happen

Some of the things you can do to prepare for the unexpected, such as assembling a supply kit and developing a family communications plan, are the same for both a natural or man-made emergency. However there are important differences among potential terrorist threats that will impact the decisions you make and the actions you take.

Biological Threat: A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

- Are you in the group or area authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
- Where? Who should get them?
- Where should you seek emergency medical care if you become sick?

During a declared biological emergency:

1. If a **family member becomes sick**, it is important to be **suspicious**.
2. **Do not assume**, however, that you should go to a hospital emergency room or that any illness is the **result of the biological attack**. Symptoms of many common illnesses may overlap.
3. Use common sense, practice good hygiene and cleanliness to **avoid spreading germs**, and **seek medical advice**.
4. Consider if you are in the group or area authorities believe to be in danger.
5. **If your symptoms match** those described and you are in the group considered **at risk**, immediately seek **emergency medical attention**.

If you are potentially exposed:

1. Follow instructions of doctors and other public health officials.
2. If the disease is **contagious** expect to receive **medical evaluation and treatment**. You may be advised to stay away from others or even deliberately **quarantined**.
3. For **non-contagious** diseases, expect to receive **medical evaluation and treatment**.

If you become aware of an unusual and suspicious substance nearby:

1. **Quickly get away**.
2. **Protect yourself**. **Cover your mouth and nose** with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help.
3. **Wash** with soap and water.
4. **Contact authorities**.

5. Watch TV, listen to the radio, or check the Internet for **official news and information** including what the signs and symptoms of the disease are, if medications or vaccinations are being distributed and where you should seek medical attention if you become sick.
6. **If you become sick seek emergency medical attention.**

Chemical Threat: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat

- Many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination.
- Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack: Find Clean Air Quickly

- Quickly try to **define the impacted area** or where the chemical is coming from, if possible.
- Take immediate action to **get away**.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- If you can't get out of the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and "[shelter-in-place](#)."
- If you are outside, quickly decide what is the fastest way to find clean air. Consider if you can get out of the area or if you should go inside the closest building and "shelter-in-place."
- If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.
- If you think you may have been **exposed to a chemical, strip immediately and wash**.
- Look for a hose, fountain, or any source of **water**, and wash with **soap** if possible, being sure not to scrub the chemical into your skin.
- Seek emergency **medical attention**.

Nuclear Blast: A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. **During a nuclear incident, it is important to avoid radioactive material, if possible.** While experts may predict at this time that a nuclear attack is less likely than other types, terrorism by its nature is unpredictable.

If there is advanced warning of an attack:

Take cover immediately, as far below ground as possible, though any shield or shelter will help protect you from the immediate effects of the blast and the pressure wave.

If there is no warning:

1. Quickly assess the situation.
2. Consider if you can get out of the area or if it would be better to go inside a building to limit the amount of radioactive material you are exposed to.
3. If you take shelter go as far below ground as possible, close windows and doors, turn off air conditioners, heaters or other ventilation systems. Stay where you are, watch TV, listen to the radio, or check the Internet for official news as it becomes available.
4. To limit the amount of radiation you are exposed to, think about shielding, distance and time.

- **Shielding:** If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- **Distance:** The farther away you are away from the blast and the fallout the lower your exposure.
- **Time:** Minimizing time spent exposed will also reduce your risk.

Use **available information to assess the situation**. If there is a significant radiation threat, health care authorities may or may not advise you to take **potassium iodide**. Potassium iodide is the same stuff added to your table salt to make it iodized. It may or may not protect your thyroid gland, which is particularly vulnerable, from radioactive iodine exposure. Plan to **speak with your health care provider in advance** about what makes sense for your family.

Explosions

If There is an Explosion

- **Take shelter** against your desk or a sturdy table.
- **Exit** the building ASAP.
- **Do not** use elevators.
- **Check** for fire and other hazards.
- **Take** your emergency supply kit if time allows.

If There is a Fire

- **Exit** the building ASAP.
- **Crawl** low if there is smoke
- Use a wet cloth, if possible, to **cover** your nose and mouth.
- Use the back of your hand to **feel** the upper, lower, and middle parts of closed doors.
- If the door **is not hot**, brace yourself against it and open slowly.
- If the door **is hot**, do not open it. Look for another way out.
- **Do not use** elevators
- If you catch fire, do not run. **Stop-drop-and-roll** to put out the fire.
- If you are at home, go to a previously designated **meeting place**.
- Account for your **family** members and carefully **supervise** small children.
- **Never** go back into a burning building.

If You Are Trapped in Debris

- If possible, **use a flashlight** to signal your location to rescuers.
- **Avoid** unnecessary movement so that you don't kick up dust.
- **Cover your nose and mouth** with anything you have on hand. (Dense-weave cotton material can act as a good filter. Try to breathe through the material.)
- **Tap** on a **pipe or wall** so that rescuers can hear where you are.
- If possible, **use a whistle** to signal rescuers.
- Shout **only** as a last resort. **Shouting can cause a person to inhale dangerous amounts of dust.**

Radiation Heat

A radiation threat, commonly referred to as a "dirty bomb" or "radiological dispersion device (RDD)", is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be

clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to **limit exposure**. It is important to avoid breathing radiological dust that may be released in the air.

If There is a Radiation Threat or "Dirty Bomb"

1. If you are outside and there is an explosion or authorities warn of a radiation release nearby, cover your nose and mouth and quickly go inside a building that has not been damaged. If you are already inside check to see if your building has been damaged. If your building is stable, stay where you are.
2. Close windows and doors; turn off air conditioners, heaters or other ventilation systems.
3. If you are inside and there is an explosion near where you are or you are warned of a radiation release inside, cover nose and mouth and go outside immediately. Look for a building or other shelter that has not been damaged and quickly get inside.
4. Once you are inside, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
5. If you think you have been exposed to radiation, take off your clothes and wash as soon as possible.
6. Stay where you are, watch TV, listen to the radio, or check the Internet for official news as it becomes available.
7. Remember: To limit the amount of radiation you are exposed to, think about shielding, distance and time.
 - **Shielding:** If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
 - **Distance:** The farther away you are away from the blast and the fallout the lower your exposure.
 - **Time:** Minimizing time spent exposed will also reduce your risk.

As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

Be prepared to adapt this information to your personal circumstances and make every effort to follow instructions received from authorities on the scene. Above all, stay calm, be patient and think before you act. With these simple preparations, you can be ready for the unexpected.

Natural Disasters

Some of the things you can do to prepare for the unexpected, such as making an emergency supply kit and developing a family communications plan, are the same for both a natural or man-made emergency. However, there are important differences among natural disasters that will impact the decisions you make and the actions you take. Some natural disasters are easily predicted, others happen without warning. Planning what to do in advance is an important part of being prepared.

Find out what natural disasters are most common in your area. You may be aware of some of your community's risks: others may surprise you. Historically, **flooding** is the nation's single most common natural disaster. Flooding can happen in every U.S. state and territory. **Earthquakes** are often thought of as a West Coast phenomenon, yet 45 states and territories in the United States

are at moderate to high risk from earthquakes and are located in every region of the country. Other disasters may be more common in certain areas. **Tornados** are nature's most violent storms and can happen anywhere. However, states located in "Tornado Alley," as well as areas in Pennsylvania, New York, Connecticut, and Florida are at the highest risk for tornado damage. **Hurricanes** are severe tropical storms that form in the southern Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and in the eastern Pacific Ocean. Scientists can now predict hurricanes, but people who live in coastal communities should plan what they will do if they are told to evacuate.

Planning what to do in advance is an important part of being prepared. Find out what natural disasters are most common in your area. (Adapted from www.Ready.gov March, 2006)

Universal Task List: Responses to Frequently Asked Questions

The following questions regarding the Universal Task List (UTL) were submitted with the comments and input from the recent review of the UTL. The responses are designed to address issues related to the use of the UTL and provide clarity on the development process. Please keep in mind that the current version of the UTL is a list of tasks that will be enhanced with a description of the task, subtasks, conditions, and performance measures. The UTL will be used to define capabilities required to perform the task and a Target Capabilities List (TCL) which defines required capabilities relative to the nature and scope of a suite of homeland security scenarios. Each enhancement of the UTL in the development process will be shared with stakeholders.

QUESTION: What is the purpose of the Universal Task List?

ANSWER: The UTL defines the essential tasks to be performed by federal, state and local governments and the private sector to prevent, respond to, and recover from a range of threats from terrorists, natural disasters, and other emergencies. A critical step in identifying and building required capabilities is to understand what homeland security tasks need to be performed. The UTL provides a common task-based language and reference system and encourages a systematic approach to planning and training. It also provides an objective basis for assessing preparedness through evaluation of critical task performance during exercises or real events.

QUESTION: The UTL is based on tasks required to prevent or respond to the draft Suite of Common Scenarios developed under the leadership of the Homeland Security Council. Will the UTL be expanded to address other threats and incidents not addressed by the 15 scenarios?

ANSWER: In designing the scenarios, the interagency scenario working group considered a wide range of threats and hazards for which the nation must prepare. The 15 scenarios define large scale events of national significance that will require a coordinated effort across jurisdictions and levels of government to prevent, respond to, and recover from the event. The scenarios were not designed to address every possible threat. They are a planning tool that was used to identify tasks and will be used to identify and build flexible and agile, all hazards capabilities.

QUESTION: What is the value of the UTL to stakeholders and to the nation?

ANSWER: The primary benefits of the UTL to stakeholders include:

- The UTL provides a common language and reference system for homeland security essential activities that need to be performed at the federal, state, and local levels to prevent, respond to, and recover from terrorist attacks, natural disasters, and other emergencies.
- The UTL is a planning tool that identifies the range of homeland security tasks that need to be performed by public and private organizations at all levels. Organizations select tasks from the list that apply to their assigned or shared homeland security missions.

- The UTL is being used to define the capabilities needed to perform these tasks, which will help decision makers at all levels to target efforts and resources to build required capabilities.
- The UTL will be used to define competencies needed to perform the UTL tasks. The competencies will then be mapped to existing training programs and will be used to modify or develop new training to address gaps. Institutions providing professional education may cross-reference learning objectives with the UTL tasks to better align their training and education programs with operational needs.
- Agencies at all levels can use the UTL and Target Capabilities List to analyze their ability to perform essential tasks and determine needs.
- The UTL can be used in the planning, design, and evaluation of exercises. After-action reports from exercises and real world events should include analysis of task performance.

QUESTION: Will state and local jurisdictions be judged on their level of preparedness based on the UTL?

ANSWER: All federal, state, and local homeland security agencies should identify those tasks within the UTL for which they are responsible. For many tasks performed during a large scale event, there will be shared responsibility across jurisdictions and levels of government. Each agency should assess its ability to perform the tasks (plans, trained personnel, equipment, etc.), identify and fill gaps, and exercise and evaluate the performance of the tasks. The ability to perform critical homeland security tasks will be one of the primary measures used to assess the nation's preparedness to prevent and respond to terrorist threats, natural disasters and other emergencies. After action reports from exercises and real events should include an assessment of performance. This will provide valuable information to participating agencies/jurisdictions to identify improvement actions, for the states to assess the need for assistance to local jurisdictions, and at the national level for program planning and assessments of national preparedness.

QUESTION: What will be the final outcome and use of the information being collected on the UTL?

ANSWER: The UTL is a planning tool that will be used as the basis for improving performance and defining required capabilities. When fully developed with conditions and performance measures, the UTL will be used to identify training competencies needed to perform the tasks which can then be mapped to existing training programs to identify gaps in training. It will be used in the planning and design of exercises, as well as in the evaluation of exercises and the response to real events.

QUESTION: How does the UTL relate to the National Incident Management System (NIMS) and the National Response Plan (NRP)? Is it a duplication of effort?

ANSWER: The UTL builds on and incorporates the requirements and processes outlined in NIMS and the NRP. The taxonomy for the UTL uses the emergency support functions identified in the NIMS and the NRP as the categories for tasks at the Incident

Management, and Incident Prevention and Response levels. The UTL supports and facilitates the implementation of NIMS and the NRP.

QUESTION: How does the UTL relate to the Office for Domestic Preparedness' (ODP) Homeland Security Exercise and Evaluation Program (HSEEP) which uses task performance as the basis for the evaluation of exercises?

ANSWER: The HSEEP provides an approach, methodology, and evaluation guides for the evaluation of performance of critical homeland security tasks during exercises. The HSEEP documents identify a set of tasks, primarily for response at the state and local levels. ODP recognized that the HSEEP task list would be expanded when the Suite of Common Scenarios and the UTL were completed. The UTL will be incorporated into the HSEEP, with development of evaluation guides that address the range of UTL tasks. The HSEEP approach and methodology will continue to be used for performance-based exercises.

QUESTION: Will the UTL be used to verify that Field Operations Guides used by responders are covering all aspects of emergency response?

ANSWER: Agencies at all levels that have a role in the prevention, response to or recovery from terrorist attacks, natural disasters, or other significant emergencies will find the UTL a useful tool in assessing adequacy of plans, field operations guides, policies, and procedures and to assess if they have the capabilities (e.g., trained personnel, equipment) needed to perform to tasks.

QUESTION: How is the UTL structured?

ANSWER: The UTL is organized using four levels that define the types of tasks performed. The four levels include National Strategic Tasks; Planning, Coordination, and Support Tasks; Incident Management Tasks; and Incident Prevention and Response Tasks. Although, the tasks at each level can be performed by any unit of government, tasks performed by federal agencies are generally found within the first two levels, state agencies within the second and third levels, and local agencies within the second, third and fourth levels. The Incident Management and Incident Prevention and Response task categories correspond to the emergency support functions of the *National Response Plan* and are generally initiated by and implemented under the direction of local agencies. Prevention has been added to encompass intelligence gathering, surveillance, and other tasks. Tasks that private sector organizations and the public should perform will be added at a later date. Tasks in the UTL can be linked within and across the levels, both vertically and horizontally. Many homeland security tasks are highly interdependent and interrelated.

QUESTION: What is the reasoning behind the UTL numbering system? Does the numerical delineation of tasks represent priority?

ANSWER: The numbers simply provide a reference for the task or group of tasks. Each category is given a number that includes a reference to the level, each task or subtask is then numbered sequentially. They generally follow the flow of activity. Tasks throughout the UTL are a priority for one or more disciplines or agencies.

QUESTION: Why have universal tasks been divided into Federal, State and local sections?

ANSWER: The task levels in the UTL correspond roughly to the level of government that will have primary responsibility for the performance of many of the tasks, although all levels of government have some responsibility for tasks within each level. It simply provides a logical way of organizing similar tasks. For example, local agencies will generally have the lead for the tasks in the Incident Prevention and Response level. However, state and federal agencies will also have responsibility for assisting the local response for large scale incidents.

QUESTION: Is there a way to determine whose responsibility—incident commander, emergency operations center, state agency, etc.— it is to perform certain tasks?

ANSWER: The agency(s) that will perform a task should be defined in plans and procedures. Responsibility for performance of specific tasks will depend on the incident and the jurisdiction and state. For some tasks, multiple agencies at multiple levels will perform the task and for some, the responsible agency may change throughout the duration of the response and into recovery.

QUESTION: When are states and localities expected to notify federal agencies that an incident has occurred? Which agencies should be contacted?

ANSWER: The notification process, which may vary depending on the type of incident, should be defined in state and local plans and procedures,

QUESTION: Why do state and local governments have a role in surveillance and intelligence operations when these tasks are normally beyond their capacity to perform?

ANSWER: Many state and local agencies are developing a surveillance and intelligence capability and will play a larger role in prevention activities.

QUESTION: It appears that many specific tasks that need to be performed during an incident response are not included. Will the UTL be expanded to include those tasks?

ANSWER: The tasks included in the UTL are broad, generic, flexible tasks that need to be performed prior to, during, and after an incident. Many of these tasks incorporate subtasks that must also be performed in order to accomplish the stated task. Each task is accompanied by a description of the task, subtasks, conditions, and measures of performance. This supporting documentation will include many of the specific steps or subtasks.

QUESTION: Which tasks can be supplemented by private industry and non-governmental organizations (NGOs)? Which industries and NGOs are most relevant to the effective performance of tasks?

ANSWER: The UTL does not indicate who will perform a task. Organizations assign task responsibilities in plans and procedures. Many tasks could also be performed by private industry and NGOs. For example, the tasks related to opening and operating shelters are often performed by the American Red Cross. The focus for version 1 of the UTL was on the tasks that would generally be performed by governmental entities. Additional work is planned to enhance the UTL with tasks performed by private industry and NGOs. These enhancements will be done with the help of subject matter experts from these organizations and appropriate governmental agencies.

QUESTION: Is prevention defined in terms of an earthquake or other natural disaster? For example, there's no way to prevent an earthquake, however there are ways to minimize damage from one, such as not building in high hazard areas and enforcing strong building codes.

ANSWER: The prevention tasks generally would not apply to natural disasters. However, there are tasks in other categories related to protection of infrastructure that address some of the issues related to actions that can be taken to minimize damage. If the current tasks do not adequately cover these activities, additional tasks can be added.

QUESTION: How is the transition of command from local officials to federal officials incorporated into training and exercise for each scenario? How is the relationship of federal to state to local/tribal levels of government delineated in the task list?

ANSWER: The relationship between local, state and federal officials is not defined by the UTL. The UTL defines the tasks that need to be performed to address the threat or incident. The National Response Plan and the National Incident Management System, as well as state and local Emergency Operation Plans, address relationships.

QUESTION: Will existing standards, such as the OSHA hazardous waste standard, which defines tasks to protect workers at a site, be integrated into the UTL?

ANSWER: Existing standards have been reviewed and, where appropriate, a standard has been included in the UTL. Many of the generally accepted standards will be incorporated into the subtasks and the performance measures. Recognizing that there are standards that are voluntary, with varying degrees of acceptance, the task definitions, subtasks, conditions, and performance measures will be distributed broadly for review and input.

QUESTION: Will existing preparedness metrics, such as those being developed for public health by DHHS, be incorporated into the process of developing metrics for national preparedness?

ANSWER: Yes, existing preparedness metrics and those under development by federal agencies will be incorporated into the metrics for national preparedness.

QUESTION: Will the process of developing metrics for national preparedness delineate between the capability to accomplish a task and the capacity to accomplish a task?

ANSWER: Yes, under the capabilities-based planning process, the next step is to define the capability required to perform each task in the UTL. A capability is a resource package, consisting of plans; organizational units; and properly equipped, trained, and exercised personnel, that provides the means to perform an essential task. The Target Capabilities List will define the capacity (i.e., required capability in sufficient quantity) to effectively prevent or respond to events of the nature and scope described in the Suite of Common Scenarios.

QUESTION: How does the task list address critical infrastructure such as dams?

ANSWER: The UTL addresses a number of tasks related to critical infrastructure protection. The UTL was built primarily based on the events described in the scenarios. Additional tasks can be added.

QUESTION: How does the task list address the handling of animals (pets, livestock and wildlife) during a disaster?

ANSWER: The current version includes a number of tasks related to animals. If the current tasks do not adequately address the issues, additional tasks can be added.

QUESTION: What is meant by first responder? (Is it only police, fire, rescue; or does it include all possible responders such as public works, transportation, environmental cleanup, public health?)

ANSWER: HSPD-8 defines first responder to include all of the disciplines listed. It states, "The term "first responder" refers to those individuals who in the early stages of an incident are responsible for the protection and preservation of life, property, evidence, and the environment, including emergency response providers as defined in section 2 of the Homeland Security Act of 2002 (6 USC 101), as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) that provide immediate support services during prevention, response, and recovery operations.

QUESTION: Does critical infrastructure mean public buildings such as schools, or is it inclusive of roads, bridges, and utilities?

ANSWER: No, HSPD-8 references the USA Patriot Act of 2001 (42 U.S.C. 5195c(e) for a definition of critical infrastructure which states "the term 'critical infrastructure' means systems and assets, whether physical or virtual, so vital to the United States that the incapacity or destruction of such systems and assets would have a debilitating impact on security, national economic security, national public health or safety, or any combination of those matters." However, a jurisdiction could choose to apply some the tasks in the UTL related to critical infrastructure to the protection of other important assets.

QUESTION: Will time-delineated operational objectives be developed? For example, in a hurricane situation, 72 hours to landfall, 48 hours to landfall and so forth.

ANSWER: Where time is a critical factor in the successful performance of a task, it will be included to identify an acceptable level of performance. It may be expressed as a unit of time (hours, days, minutes).

Source: [www.dola.state.co.us/oem/Cema/FAQ%20 %20UTL.pdf](http://www.dola.state.co.us/oem/Cema/FAQ%20%20UTL.pdf)

It Was Everybody's War

Dr. William Metz

"I felt I was doing something for my country, even though it wasn't really going across or helping any individual, but by me being there I felt I was doing something...we were all working towards the same goal...hoping that the war would be over soon."

Ida Barrington thus expressed the sentiment of many of the women interviewed in this oral history study of American women in World War II. A graduate of South Kingstown High School, she had been working as a secretary at Rhode Island State College when the United States entered the war. With the young man she was to marry in 1944 already in the Coast Artillery, drafted under Selective Service a year before Pearl Harbor, she quickly responded to the need for workers at the CB (Construction Battalion) base at Davisville. There she supervised 25 to 30 other young women in the shipping department, preparing and duplicating inventories of all the items that would be needed on individual ships as they sailed to different parts of the world with different missions to perform. Tight secrecy prevailed, as the nature of the supplies and equipment carried would give a good indication of the destination and purpose of the voyage.

As her fiancée (husband after 1944) was moved from one post to another in the United States, she followed the course of the war most intensely. Much of her pay was used to help him come home weekends when he wasn't on duty, for often, long railroad trips were involved. Her ration coupons for food and other items contributed to the welfare of her family, so that sacrifice at home, particularly after her marriage when she was able to buy at the commissary as a serviceman's wife, was not severe. The tension of war was always present in her life, however, for there was the continuing possibility that her husband would be shipped overseas into active combat. As it was, the war ended just as that possibility was turning into reality. No wonder, then, that when VJ Day came, she was "thrilled to death."

Rita Conners Lepper told quite a different story of her involvement in the war. "Politically, I was an isolationist." She had relatives in World War I, and felt that the nations of Europe "should solve their own problems. Then, when we were attacked, that was an entirely different situation, and I ceased to be an isolationist." Most of the young men she knew volunteered immediately, and as a first junior high school art teacher she turned to the Rhode Island School of Design for a course in map making and applied to the WAVES. Accepted, she was sent to Smith College for training and came out as a code officer, assigned to the Boston headquarters of the First Naval District.

Sending and receiving messages in code covering all aspects of the Navy's involvement, "we never read a newspaper; we knew more about what was going on; we didn't need to read a newspaper." Tight security prevailed, "We were really well-trained to keep our mouths shut. That's the best way to put it."

War brought together men and women from all parts of the nation. "The people who were with me came from all over...I've never met so many bright, interesting people...from all backgrounds...it was a very exciting time." But it was a tense and sad

time as well. She did not see an uncle in the service again until after the war, her brother was a Navy

flier, and her husband-to-be was "in it from the beginning, Africa, Sicily, Normandy, the whole bit." And one friend, a tail-gunner in the Air Force, was killed.

Looking back at World War II, Rita Lepper says that "it made us much more appreciative of what democracy is all about and the freedom we have...I'm eternally grateful for democracy." And her personal happy ending was that she and her fiancé,, safely home from Europe, were married at the close of war.

Lucy Rennick experienced the war from a different perspective. At the time of Pearl Harbor she and her fianc, were teaching in Cranstons' Bain Junior High School. Shortly thereafter they were married and bought a new home, but Selective Service soon dramatically altered their plans. He was drafted, and Lucy returned to the family farm east of the bay.

For the four years of the war, "four years of our life together," Lucy continued to teach, but had to use a complex pattern of bus travel to go back and forth. On the farm she helped with the dairying and truck gardening as three of her four brothers went into the army. And there was always a great deal of cooking and canning to be done.

At school, with classes often of 40 to 50 pupils due to a shortage of teachers, she spent much of her time helping residents of the city fill out applications for ration stamps. At various churches she assisted in providing refreshments and entertainment for the servicemen temporarily in the area. And, of course, she knitted sweaters, scarves, socks, and other items for servicemen.

During the school vacations, Lucy often went to be with her husband. Thus she visited Williamsburg and Yorktown, Virginia. When she was at Fort Benning, she stayed at Converse, Georgia, and when he was in Pueblo, Colorado, she stayed in Broadmoor. By VJ Day her husband had been discharged and they were on the Kingston campus of Rhode Island State College. "It was announced that the Pacific theater had given up. Everybody was so gleeful. We picked up seven or eight people, drove all the way to Providence to enjoy the hilarity of the people celebrating the end of the war. It was a great relief, release of the tension that people had endured for so long."

Eleanor Smith of Wyoming had a different story to tell. Her husband was a garage mechanic faced with the problem of keeping aging cars operational, as no new cars were available for civilian purchase after 1942. Since he was chairman of the Civil Defense organization in Richmond, numerous telephone calls and letters had to be answered -- and Mrs. Smith handled them.

Rationing had a real impact on the Smith family. Their favorite entertainment had been going to the movies in Wakefield, but gasoline rationing ended that for the duration of the war. Rationing of foods made her garden, and canning, and jelly making all the more important. Tin cans were dutifully crushed and saved for the scrap drives. And since their spending was curtailed by war-time conditions, they "religiously saved and bought

war bonds, as the government requested." Her husband was "very sensitive to the war itself...he had to get a flagpole to put up at our new house, and he went into one of the swamps around here and he got our flagpole."

Patriotism was very important to the Smiths. "I think a great many people went to work in the defense plants, not for just the money, but they went initially because we had to defend ourselves. We had to clear the world of this terrible phenomenon that was occurring....the world had to be rid of this scourge."

Different as their personal stories are, the interviews with these women and the many others who shared their World War II experiences with the students in their oral history project all emphasized a number of common themes. The war years, nearly a half a century later, still stand out clearly in their memories, years of excitement, of patriotic endeavor, of sacrifice, of little change despite the new tensions and controls that pressed upon them. For others, the pattern of life was dramatically altered by the direct involvement in military life and travel to far places. And despite the universally expressed hatred of war, of their belief that war generally brings no good, all saw World War II as necessary to rid the world of the scourges of Nazism and Japanese imperialism, to protect American democracy and the freedoms it guarantees to all.

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What's in a Vision Statement?

Martin Luther King, Jr. said, "I have a dream," and what followed was a vision that changed a nation. That famous speech is a dramatic example of the power that can be generated by a person who communicates a compelling vision of the future.

Management author Tom Peters identified a clear vision of the desired future state of the organization as an essential component of high performance.

Widely-read organizational development author Warren Bennis identified a handful of traits that made great leaders great. Among them is the ability to create a vision.

So, What Is a Vision and How Do I Get One?

A vision is a *guiding image of success formed in terms of a contribution to society*. If a strategic plan is the "blueprint" for an organization's work, then the vision is the "artist's rendering" of the achievement of that plan. It is a description in words that conjures up a similar picture for each member of the group of the destination of the group's work together.

There is one universal rule of planning: You will never be greater than the vision that guides you. No Olympic athlete ever got to the Olympics by mistake; a compelling vision of his or her stellar performance inevitably guides all the sweat and tears for many years. The vision statement should require the organization's members to stretch their expectations, aspirations, and performance. Without that powerful, attractive, valuable vision, why bother?

How a Vision is Used

John Bryson, the author of *Strategic Planning for Public and Nonprofit Organizations*, states that typically, a vision is "more important as a guide to implementing strategy than it is to formulating it." This is because the development of strategy is driven by what you are trying to accomplish, your organization's purposes. A mission statement answers the questions: Why does our organization exist? What business are we in? What values will guide us? A vision, however, is more encompassing. It answers the question, "What will success look like?" It is the pursuit of this image of success that really motivates people to work together.

A vision statement should be realistic and credible, well articulated and easily understood, appropriate, ambitious, and responsive to change. It should orient the group's energies and serve as a guide to action. It should be consistent with the organization's values. In short, a vision should challenge and inspire the group to achieve its mission.

The Impact of Vision

John F. Kennedy did not live to see the achievement of his vision for NASA, but he set it in motion when he said, "By the end of the decade, we will put a man on the moon." That night, when the moon came out, we could all look out the window and imagine... And when it came time to appropriate the enormous funds necessary to accomplish this vision, Congress did not hesitate. Why? Because this vision spoke powerfully to values Americans held dear: America as a pioneer and America as world leader.

In an amazing longitudinal study on goal setting, Yale University surveyed the graduating class of 1953 on commencement day, to determine if they had written goals for what they wanted their lives to become. Only three percent had such a vision. In 1973, the surviving members of the class of 1953 were surveyed again. The three percent who had a vision for what they wished their lives would become had accumulated greater wealth than the other 97 percent combined.

Great wealth, a man on the moon, brother and sisterhood among the races of the globe... what is your organization's vision?

Shared Vision

To a leader, the genesis of the dream is unimportant. The great leader is the servant of the dream, the bearer of the myth, the story teller. "It is the idea (vision) that unites people in the common effort, not the charisma of the leader," writes Robert Greenleaf in *Leadership Crisis*. He goes on to write:

Optimal performance rests on the existence of a powerful shared vision that evolves through wide participation to which the key leader contributes, but which the use of authority cannot shape.... The test of greatness of a dream is that it has the energy to lift people out of their moribund ways to a level of being and relating from which the future can be faced with more hope than most of us can summon today.

The Process for Creating a Vision

Like much of strategic planning, creating a vision begins with and relies heavily on intuition and dreaming.

As part of the process, you may brainstorm with your staff or your board what you would like to accomplish in the future. Talk about and write down the values that you share in pursuing that vision. Different ideas do not have to be a problem. People can spur each other on to more daring and valuable dreams and visions -- dreams of changing the world that they are willing to work hard for.

The vision may evolve throughout a strategic planning process. Or, it may form in one person's head in the shower one morning! The important point is that members of an organization without a vision may toil, but they cannot possibly be creative in finding new and better ways to get closer to a vision without that vision formally in place. Nonprofit organizations, with many of their staff and board members actively looking for ways to achieve a vision, have a powerful competitive and strategic advantage over organizations that operate without a vision.

Perceptions of Ideal Futures: An Exercise in Forming Vision

This section outlines an exercise you may employ to assist your organization in defining its own vision. By using this exercise to develop your organizational vision, you may be better assured that the vision statement that is developed is a shared vision.

At a retreat, or even at a board meeting or staff meeting, take an hour to explore your vision. Breaking into small groups helps increase participation and generate creativity. Agree on a rough time frame, say five to ten years. Ask people to think about the following questions: How do you want your community to be different? What role do you

want your organization to play in your community? What will success look like?

Then ask each group to come up with a metaphor for your organization, and to draw a picture of success: "Our organization is like ... a mariachi band - all playing the same music together, or like a train - pulling important cargo and laying the track as we go, or" The value of metaphors is that people get to stretch their minds and experiment with different ways of thinking about what success means to them.

Finally, have all the groups share their pictures of success with each other. One person should facilitate the discussion and help the group discuss what they mean and what they hope for. Look for areas of agreement, as well as different ideas that emerge. The goal is to find language and imagery that your organization's members can relate to as their vision for success.

Caution: Do not try to write a vision statement with a group. (Groups are great for many things, but writing is not one of them!). Ask one or two people to try drafting a vision statement based on the group's discussion, bring it back to the group, and revise it until you have something that your members can agree on and that your leaders share with enthusiasm.

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Emergency Response Survey for Families

First, each person should take the survey independently. Based on your own personal knowledge, without asking your spouse or anyone else in your household, answer the following questions.

If you do not know the answer, check the question mark (?). If the question is not applicable, check the not applicable (NA) box.

Next, compare the results of your survey with the other people in your household. By combining all the scores together and figuring out the average, you will have your important **family emergency profile**.

Communication:

In an emergency, can you contact the people or organizations listed below immediately?

	Yes	No	?	N/A
Fire Department				
Police Department				
Poison Control Center				
Hospital				
Ambulance				
Doctor				
Pharmacist				
Veterinarian				
Your Child's School				
Spouse of Parents' Workplace				

In an emergency, can you be reached by any of the following ASAP?

	Yes	No	?	N/A
Cell phone				
Pager				
Email				
Call Forwarding				
Answering Service				
Relative				
Friend				
Neighbor				
Colleague				
Employer				

Planning:

	Yes	No	?	N/A
Do you have an emergency plan for evacuation to the nearest shelter?				
Do you have an emergency plan for evacuation to a designated place instead of the shelter?				
Do you have an emergency plan for staying in and securing your home?				
Does everyone in your family know the plan?				
Do you know your official Civil Defense radio broadcast station?				
Do you know your child's school emergency plan?				
Do you know your workplace emergency plan?				
If you are separated, do you have a plan to make contact?				
Do you have an emergency plan while on vacation?				
Does your family have an emergency phone tree?				

Knowledge and Skills:

Does everyone in your family have the following knowledge or skill?

	Yes	No	?	N/A
First Aid				
CPR				
Pet CPR				
Use of AED				
Water Safety				
Survival Skills				
Search and Rescue				
Self-Defense Tactics				
Shortwave Radio				
Construction (electrical, carpentry, plumbing)				

Resources:

Do you have any of the following?

	Yes	No	?	N/A
House Insurance				
Cell Phone				
Self-Powered Radio				
First Aid Kit				
Fire Extinguisher				
Smoke Detector				
Disaster Supplies				
Safety Ladder for Second Story				
Security System				
Portable Generator or Auto 12 Volt Adapter				

Scoring Guide:

Individual Score:

Number of **YES** answers X 2 points = _____

Number of **NO** answers X 0 points = _____

Number of **?** answers X 1 points = _____

Number of **N/A** answers X 2 points = _____

Family Score:

Add every person's total points _____

Number of person's taking survey _____

Divide total points by the number
Of people in the survey _____

Family Emergency Profile			
Excellent	Very Good	Good	OK
96-100	90-95	85-89	80-84

Adapted from "911 The Red Book for Emergencies – What Every Family Needs to know" by A.J. and Caryn Lactaon.

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WCPI, 2006. *Tuckman Model of Team Development*. Adapted from various Works of, and with the permission of, Bruce W Tuckman.

Weller/Grossman (Producers) (1993). *Civil Defense: The War at Home [Motion Picture]* A&E Home Video.

Universal Task List: Responses to Frequently Asked Questions. Retrieved October 10, 2005 from <http://www.dola.state.co.us/oem/Cema/hotopic.htm>.

Resource Links

American Red Cross: www.redcross.org

Citizens Corps: www.citizencorps.gov

Links to:

- The Community Emergency Response Team Program (CERT)
- The Fire Corps
- The Medical Reserve Corps
- USA on Watch (NWP)
- Volunteers in Police Service (VIPS)

Department of Homeland Security: www.dhs.gov

FEMA: www.fema.gov


Office of Community Oriented Policing Services (COPS): www.cops.usdoj.gov/

Ready.gov: www.ready.gov

The White House: www.whitehouse.gov

Western Community Policing Institute: www.westernrcpi.com

PowerPoint Slides





Creating Vigilant, Prepared, and Resilient
Communities for Homeland Security (CVPR)

Training Support Package
July, 2009

WCPI WOU DHS-FEMA TEI


Creating Vigilant, Prepared, and Resilient Communities
for Homeland Security

Creating Vigilant, Prepared, and Resilient Communities for Homeland Security

This training is supported by Cooperative Agreement Number 2004-GT-74-0011 administered by the U.S. Department of Homeland Security/Federal Emergency Management Agency, Training Exercise Integration.
Points of view or opinions in this document are those of the author and do not represent the official position or policies of the "U.S. Department of Homeland Security/FEMA, Training Exercise Integration"

Creating Vigilant, Prepared, and Resilient Communities
for Homeland Security



- Funded by the U.S. Department of Justice Office of Community Oriented Policing (COPS) and the U.S. Department of Homeland Security (DHS) Federal Emergency Management Agency (FEMA), Training Exercise Integration (TEI)
- Delivering Training since 1996
- Located at Western Oregon University in Oregon
- Part of a national network of Regional Community Policing Institutes

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Housekeeping

- Coffee / refreshments
- Restrooms
- Phone calls, cell phones and pagers
- Breaks and meals
- Seating arrangement
- Registration Form
- Participant manuals



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Activity:

Three Hats and a Passion


Share:

- three hats you wear in your community
- and one passion in your life



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A Safe Classroom Environment



...Establishing Ground Rules

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Ground Rules


- Be prepared to start and end on time
- Direct your attention to the front of the room
- Get everyone involved
- Respect the opinions of others
- Be an active, empathetic listener
- Do not label others
- Parking lot
- Recognize the value of making mistakes
- Have Fun!**



Creating Vigilant, Prepared, and Resilient Communities
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Module I Objectives


To provide participants with an overview of the *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security* course



INTRODUCTION AND LOGISTICS

Creating Vigilant, Prepared, and Resilient Communities
for Homeland Security

Module I Enabling Objectives



- Define cognitive course goal and summarize major module objectives in this course
- Understand how course materials can be applied in creating vigilant, prepared, and resilient communities for homeland security

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for Homeland Security

The dramatic and far-reaching impact of terrorism over the past decade has resulted in a re-ordering of priorities and a new commitment to enhanced security at all levels of government across the nation.

In the aftermath of these unprecedented events within the United States and across the globe, the nation must continue to enhance its **national all-hazards preparedness.**

(U.S. DHS ODP Universal Task List Manual July 31, 2004)

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Events of National Significance



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Cognitive Course Goal

This awareness level course is designed to train and equip participants with the skills necessary to create vigilant, prepared, and resilient communities for homeland security.



Creating Vigilant, Prepared, and Resilient Communities
for Homeland Security

We will help you define what **Creating Vigilant, Prepared, and Resilient** communities means to you, your community, and your chosen project and how you can apply it back to **your** community.

Creating Vigilant, Prepared, and Resilient Communities
for Homeland Security

Module I – V

MODULE I: Introductions, Course Logistics, Course Overview
MODULE II: Problem-Based Learning (PBL) and how it can be used as an effective problem-solving tool
MODULE III: Group Dynamics and Team Building, Critical Thinking, and the development of Leadership Skills
MODULE IV: Community Policing as a model for Community Engagement for Homeland Security
MODULE V: Homeland Security, Terrorism, and the need to adopt and all-hazards approach

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Module VI - IX

MODULE VI: Defining Community Responsibility
MODULE VII: Ethics of Community Responsibility, Civil Liberties and Security, Conflict Resolution Skills
MODULE VIII: Develop Team Mission, Vision, and Action Plan
MODULE IX: Group Presentations

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Participant Expectations

Group Discussion:
 Defining Participant Expectations



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Pre-test




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Module I Wrap-Up

- Be able to define the cognitive course goal and summarize major module objectives?
- How will I use the information presented in this course to create vigilant, prepared, and resilient communities for homeland security?

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Problem to Plan



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Module II Terminal Objective


To provide participants with a basic understanding of Problem-Based Learning (PBL) and how it can be used as an effective problem-solving tool



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Module II Enabling Objectives

- Identify the five steps in Problem-Based Learning
- Describe how Problem-Based Learning can be used as an effective problem-solving tool
- Consider your chosen homeland security problem to identify the "Ideas" related to your problem




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What is PBL?

Demands learners to:

- Acquire critical knowledge
- Self-directed learning
- Problem-solving skills
- Team collaboration skills
- Active role as problem solvers




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What is PBL?


Uses problems that are:

- Ill-structured
- Have real life significance
- Student-led
- Instructor-facilitated
- Community-focused



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Steps in the PBL Process




1. Ideas
2. Known Facts
3. Learning Issues
4. Action Plan
5. Evaluate Product & Process

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Ideas:

Consider the Problem

- No such thing as "BAD" ideas about possible steps to solving the problem
- Consult a variety of opinions and use ample time
- Everyone has something to contribute




Ideas Known Facts Learning Issues Action Plan Evaluation

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Known Facts:

Defining the Problem

- Explore all known facts
- Dissect the problem
- Suggest peripheral facts




Ideas Known Facts Learning Issues Action Plan Evaluation

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Learning Issues:

Learning about the problem

- What information is needed to solve the problem?
- What resources are available to get this information?




Ideas Known Facts **Learning Issues** Action Plan Evaluation

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Action Plan:

Solving the Problem

- What specifically will we do?
- How will we operate the plan?
- Who will help?
- Is there community buy-in?
- What are the possible consequences?




Ideas Known Facts Learning Issues **Action Plan** Evaluation

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Evaluation:

Is the problem solved?

- Did it work? How do we know?
- Evaluate both product and process
- Self and Group evaluations



Ideas Known Facts Learning Issues Action Plan **Evaluation**

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Problem Identification

- Brainstorm a list of Homeland Security (all-hazard) related problems/issues in your community
- Select one as your course project
- Keep it reasonable and doable

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Problem Narrative

"After attending this training, you will assist your community in creating a vigilant, prepared, and resilient community around homeland security by solving your chosen problem.

Some people in your community will support this effort, while others are **reluctant** and have become **apathetic**."

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Ideas:

Consider the Problem

Some questions to ask might be:

- What might be some of the causes of / reasons for this problem?
- What are some initial thoughts about steps you could take to solve your problem?

Ideas **Known Facts** Learning Issues Action Plan Evaluation

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Module II Wrap-Up

- What are the five steps in Problem-Based Learning?
- How can Problem-Based Learning be used as an effective problem-solving tool?
- Was my team to able to consider our chosen homeland security problem to identify "Ideas" related to the problem?

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Group Dynamics



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Module III Terminal Objective

To provide participants with a basic understanding of group dynamics and team building, the basic components and value of critical thinking, and the development of leadership skills, and how these skills can be applied in addressing your chosen homeland security problem.



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Module III Enabling Objectives



- List the stages and principle components of group development
- Recognize the characteristics of effective teams
- Identify individual critical thinking skills
- List characteristics of good leaders

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Stages ... of group development

1	Forming	→	Storming	2
			↓	
4	Performing	←	Norming	3

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Forming:

People come together and meet each other

The leader directs

- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low




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Storming:

People struggle through the discomfort of a new group

The leader coaches

- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress



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Norming:

People find common ground

The leader facilitates and enables

- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style




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Performing:

The group is working!

The leader delegates and oversees


- The group knows clearly why it is doing what it is doing
- Group members look after each other
- Members work proactively for the benefit of the team



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Ten Characteristics of an Effective Team

1. A meaningful mission
2. A clearly defined outcome
3. An understanding of cultural norms and their impact on communication, problem-solving, and conflict
4. A set of shared values that clearly demonstrate dignity and respect
5. A cultivation of different viewpoints
6. A willingness to get the job done
7. Loyalty and devotion to the team experience
8. A desire for individual and collective growth
9. An openness to new experiences and processes
10. Shared laughter and humor as part of the team experience



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Groupthink:

"When the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action."

-Irving Janis (1972),

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Qualities of Critical Thinking...

- Inquisitiveness
- Informed
- Alert to opportunities
- Trust in the process of reason
- Self confidence in your own ability to reason
- Open-Mindedness
- Flexibility
- Understanding others' opinions
- Fair-mindedness
- Honesty with one's own biases
- Prudence with judgment
- Willingness to revise your own views


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Critical thinking...

...helps uncover bias and prejudice
 ...is a path to freedom from half-truths and deceptions
 ...requires the willingness to say "I don't know"

"I cannot teach anybody anything, I can only make them think."
 -Socrates

"No problem can withstand the assault of sustained thinking."
 -Voltaire



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Activity: Qualities of Critical Thinking...

- Inquisitiveness
- Well-informed
- Alert to opportunities
- Trust in the process of reason
- Self confidence in your own ability to reason
- Open-mindedness
- Flexibility
- Understanding opinions of others
- Fair-mindedness
- Honesty with one's own biases
- Prudence with judgment
- Willingness to revise your own views

Problem Solving + Creativity

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Activity: Qualities of Critical Thinking




1. List the critical thinking qualities that you have.
1. List the critical thinking qualities that you need.

Listed on next slide


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What characteristics should good leaders have?



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Leadership The EQ Test



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Characteristics of good leaders



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Module III Wrap-Up

- What are the stages and principle components of group development?
- What are the characteristics of effective teams?
- What are your critical thinking skills?
- What are the characteristics of good leaders?

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Community Policing




Community Engagement

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Module IV Terminal Objective

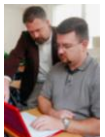
To provide participants with an understanding of the relationship between community policing/community engagement and homeland security.



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Module IV Enabling Objectives


- Define community policing
- Analyze the eras of change in policing
- Explain the relationship between the tenets of community policing/community engagement and homeland security



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The police are the public and the public are the police..."

- Sir Robert Peel 1829



"Police, at all times should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only the members of the public that are paid to give full-time attention to the duties which are incumbent on every citizen in the interest of community welfare and existence."

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Engaging the Community

Community Policing defined:
 "...a philosophy wherein the police and the community share resources and responsibility for solving recurring problems that directly or indirectly threaten community safety or livability."
 -Western Community Policing Institute, 2005

Community Engagement defined:
 "...is the process of involving people in decisions that affect them. This can mean involving communities in the planning, development and management of services."
 -The Scottish Government, 2009

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Tenets of ...

- Community Partnerships
- Problem Solving
- Organizational Change
- Ethics
- Prevention




Community Policing, 2002

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Accountability


In addition to the tenets of community policing, **accountability** is an essential part of ensuring that community policing is successful in an organization.



There must be action with implementation to provide proof that community policing is working.

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Video: High Noon



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Eras of Policing Change

Political Era (1800's-1900's)	Professional Era 1950's-1980's	Community Era (1980's-??)	?????
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Have we entered a new Era?

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Have we entered a new era?

- Has your worldview changed since September 11, 2001?
- Have the events, such as September 11, 2001 influenced how you function and interact with your community?
- Have the events, such as September 11, 2001 influenced your assumptions about how we police our communities?

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Change is all around us

- Demographics
- Technology
- Economy
- Global Issues
- Education
- Families
- Communities
- **Travel**



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For change to occur, we must:


1. Be uncomfortable with the current situation
2. Have a vision for something better
3. See the change as "doable" because the required steps are understood

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Activity: Relating to Homeland Security

What does _____ have to do with Homeland Security?

- Community Partnerships
- Problem Solving
- Organizational Change
- Ethics
- Prevention



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Module IV Wrap-Up

- How would you define community policing?
- What is significant about the eras of policing?
- What is the relationship between the tenets of community policing and homeland security?

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Homeland Security



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Module V Terminal Objective

To provide participants with the definition, components, and goals of homeland security, the correlation between fear and terrorism, and the need to adopt an all-hazards approach to homeland security.



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Module V Enabling Objectives

- Describe the National Preparedness Guidelines
- Describe how the definition of homeland security applies to individuals
- Recognize the Federal programs that contribute to homeland security
- Explain the relationship between terrorism and fear
- Explain the relationship between terrorism and criminal activity
- Define an all-hazards approach and identify various types of hazards that threaten communities
- Identify the special-needs populations in a community

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National Preparedness Goal Vision

To engage Federal, State, local and tribal entities, their private and non-governmental partners and the general public to achieve and sustain **risk-based target levels of capability** to prevent, protect against, respond to, and recover from major events in order to minimize the impact on lives, property, and the economy.

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The National Preparedness Guidelines (2007)

Critical Elements:

- *National Preparedness Vision*
- *15 National Planning Scenarios*
- *Universal Task List (UTL)*
- *Target Capabilities List (TCL)*

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National Planning Scenarios:

- Highlight the scope, magnitude, and complexity of plausible catastrophic terrorist attacks, major disasters, and other emergencies that pose the greatest risk to the Nation.

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Planning Scenarios

- Nuclear Detonation
- Biological Attack
 - Aerosol Anthrax
 - Plague
 - Food Contamination
 - Foreign Animal Disease
- Natural Disaster
 - Major Earthquake
 - Major Hurricane
- Chemical Attack
 - Blister Agent
 - Toxic Industrial Chemical
 - Nerve Agent
 - Chlorine Tank Explosion
- Radiological Attack
- Explosive Attack – IED
- Pandemic Influenza
- Cyber Attack

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Universal Task List:

- A comprehensive menu of tasks that me be performed in major events.
- Describes “**what**” tasks need to be performed.
- Agencies reserve the flexibility to determine “**who**” and “**how**” they need to be performed.

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Target Capabilities List:

- Provides guidance on 37 specific capabilities (skill sets) that Federal, State, local, and tribal jurisdictions should build and maintain to prevent, protect against, respond to, and recover from catastrophic events.

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National Preparedness Guidelines’ Purposes

- Organize and synchronize national (including Federal, State, local, tribal, and territorial) efforts to strengthen national preparedness;
- Guide national investments in national preparedness;
- Incorporate lessons learned from past disasters into national preparedness priorities;
- Facilitate a capability-based and risk-based investment planning process; and
- Establish readiness metrics to measure progress and a system for assessing the Nation’s overall preparedness capability to respond to major events, especially those involving acts of terrorism.

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National Preparedness Vision:

A NATION PREPARED with coordinated capabilities to prevent, protect against, respond to, and recover from all hazards in a way that balances risk with resources and need.

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Homeland Security Definition


Homeland security is a concerted national effort to prevent terrorist attacks within the United States, reduce America’s vulnerability to terrorism, and minimize the damage and recovery from attacks that do occur.

(National Strategy for Homeland Security July 2002)

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Activity: Grab Bag Definition

“Homeland Security is like _____ because....”



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The *National Strategy for Homeland Security* and the *Homeland Security Act of 2002* served to mobilize and organize our nation to secure the homeland from terrorist attacks. This is an exceedingly complex mission that requires coordinated and focused effort from our entire society.

(Securing our Homeland DHS Strategic Plan 2004)

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Homeland Security Act of 2002

Mission:

- Prevent Terrorist Attacks
- Reduce Vulnerability
- Minimize Damage and Assist Recovery



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Department of Homeland Security

- Largest U.S. department after military
- Established: November 25, 2002
- Activated: January 24, 2003
- Secretary: Janet Napolitano
- Deputy Secretary: Jane Holl Lute
- Budget: \$50.5 billion (2009)
- Employees: 208,000 (2007)



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Department of Homeland Security

- Directorate for National Protection & Programs
- Directorate for Science and Technology
- Directorate for Management
- Office of Policy
- Office of Health Affairs
- Office of Intelligence and Analysis
- Office of Operations Coordination




Department of Homeland Security, 2009

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Department of Homeland Security

- Federal Law Enforcement Training Center (FLETC)
- Domestic Nuclear Detection Office
- Transportation Security Administration (TSA)
- U.S. Customs and Border Protection (CBP)
- U.S. Citizenship and Immigration Services
- U.S. Immigration and Customs Enforcement (ICE)
- U.S. Coast Guard
- Federal Emergency Management Agency (FEMA)
- U.S. Secret Service




Department of Homeland Security, 2009

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Department of Homeland Security

Office of the Secretary:

- Privacy Office
- Office for Civil Rights and Civil Liberties
- Office of Inspector General
- Citizenship and Immigration Services Ombudsman
- Office of Legislative Affairs
- Office of the General Counsel
- Office of Public Affairs
- Office of Counternarcotics Enforcement (CNE)
- Office of Executive Secretariat (ESEC)
- Military Advisor’s Office




Department of Homeland Security, 2009

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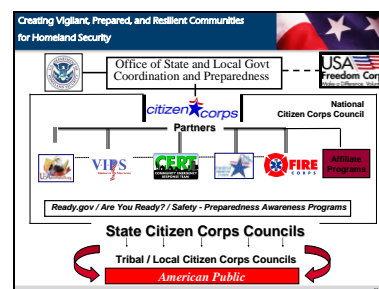
Department of Homeland Security

Advisory Panels and Committees:

- Homeland Security Advisory Council
- National Infrastructure Advisory Council
- Homeland Security Science and Technology Advisory Committee
- Critical Infrastructure Partnership Advisory Council
- Interagency Coordinating Council on Emergency Preparedness and Individuals with Disabilities
- Task Force on New Americans



Department of Homeland Security, 2009



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Can we address homeland security without a community-oriented philosophy?

Now more than ever, community wellness is dependant on the basic tenets of community policing /engagement : prevention, partnering, problem solving, ethical decision making, and supportive organizational structures.

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From what are we trying to secure ourselves?

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Video:
Civil Defense: The War at Home

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What Is Terrorism?

Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion or ransom.

(Department of HomelandSecurity, 2005)

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Which of the following pictures shows the most powerful terrorist weapon used on September 11th?

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Notice: The following images depict actual events that occurred in New York City on September 11th, 2001

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What do you think was the most powerful weapon terrorists used on September 11, 2001?

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What does this illustration mean to you?

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Terrorists often use threats to create fear among the public, to try to convince citizens that their government is powerless to prevent terrorism, and to get immediate publicity for their causes.

-DHS/FEMA, Emergencies and Disasters, 2006

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Notice: The following video contains language that some might find objectionable

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Video:
Swordfish

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Activity:
A List of Fears

What scared you, as a child?

What do these fears have in common?

How did these fears change your behavior?

How did those fears go away?



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Effects of Fear



FIGHT or FLIGHT

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Sources of Fear

- **Surprise**
 - Ignorance
 - Inattentiveness
- **Vulnerability**
 - Unpreparedness
 - No protection from "bullies"
- **Instability**
 - Loss of control
 - No support structure

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We don't know...

1. What a terrorist looks like
2. When the next attack will occur
3. Where the next attack will occur
4. How long the battle will last
5. If terrorists have weapons of mass destruction
6. How many casualties there will be
7. Who are our "friends" and who are our enemies
8. What we don't know

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We do know...

1. This battle will probably last longer than any previously known
2. There is not enough money in the world that can completely deter terrorism
3. Terrorists only have to be successful one time
4. Fear and anxiety are normal and healthy
5. Partnerships between law enforcement and community may deter SOME acts of terrorism

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Handling Fear

Vigilance

- Education
- Attentiveness
- Addressing criminal activity


Preparedness

- Organizing & equipping
- Military and other government protection

Resiliency

- Community involvement
- Hope, love & empathy

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"What occurred in Oklahoma was not different than what Americans...and others do all the time. The bombing was not personal, no more than when the Air Force, Army, Navy, or Marine personnel bomb or launch cruise missiles against government installations and their personnel."

Timothy McViegh

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Are Terrorists Criminals?

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What Types of Laws Do Terrorist Violate?

- Bombing
- Weapons possession
- Weapons usage
- Arson
- Burglary
- Vehicle theft
- Thefts of all kinds
- Fraud
- Money laundering
- Vandalism
- Murder
- Assault
- Kidnapping
- Extortion
- Airline hijacking
- Assorted interstate violations

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Domestic Terrorism

- Left-wing
- Right-wing
- Special interest/single-issue



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International terrorism is defined as foreign-based and/or directed by countries or groups outside the United States or whose activities transcend national boundaries.

- Increasingly dominated by violent religious extremism
- Feelings run strong and deep and are not easily swayed
- "Sleepers" remain active, even after infrastructure appears destroyed
- Religious fundamentalism will continue to be a problem for law enforcement

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Germaine Lindsey


- Was documented as being in Ohio in the Cleveland area in 2000.
- Germaine also has relatives in the Ohio area.
- Germaine Lindsey was one of the bombers in the July 7th, London attacks.



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Ohio Cleric to be deported for terror ties

Imam Fawaz Damra, the spiritual leader of Ohio's largest mosque, was convicted in June 2004 of concealing ties to three groups that the U.S. government classifies as terrorist organizations when he applied for U.S. citizenship in 1994.



In Damra's trial last year, prosecutors showed video footage of Damra and other Islamic leaders raising money for an arm of the Palestinian Islamic Jihad, which has been listed as a major terrorist group by the State Department since 1989.

Nov 25 1:47 PM US/Eastern

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Local suspects planned attacks in Iraq, U.S. says

Marwan Othman El-Hindi



In a simple West Toledo ranch house and during target practice at a local shooting range, three area men plotted to build bombs and help assist the insurgent attacks in Iraq.



Wassim I. Mazloum, one of those named in federal indictments, lived in this home at 3524 Mayo St., according to court records.



Mohammad Zaki Amawi

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Lyman Farris

- 2003, the FBI arrested a Kashmir-born Ohio truck driver Lyman Farris who admitted to plotting with al-Qaida to blow up the Brooklyn Bridge
- Ties to Osama Bin Laden
- He is Currently Serving a 20 year prison sentence in ADX Supermax, Colorado



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Nuradin M. Abdi

- Accused of plotting to blow up a Columbus mall
- 32-year-old Somali national
- Enters the US on an altered passport, through Africa



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Can communities help catch criminals/terrorists?


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What is your community already doing that might be useful in addressing crime?



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Video:
7 Signs of Terrorism



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Known Facts:
Defining the Problem

Some questions to ask might be:

- What do we already know about the problem?
- What resources do we already have available that can help solve the problem?
- Are there any peripheral facts that contribute to the problem or the solution?

Ideas Known Facts Learning Issues Action Plan Evaluation

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Activity: Team Building


What is our:

- Team Name
- Team Motto
- Team Flag



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Homeland Security Day Two



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Activity: Listing Hazards

List potential hazards in your community.



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Hazard: a source of danger

Natural
Man-Made Accidental
Man-Made Intentional

Low Frequency, High Consequence



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Achieving national preparedness hinges on using a flexible, all-hazards process that provides common objectives, priorities, and standards.

Capabilities-Based Preparedness provides the means to address a wide range of challenges by leveraging appropriate homeland security programs to reach our destination – **A Nation Prepared.**

(DHS, National Preparedness Guidelines, 2007)

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National Response Doctrine



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Response Doctrine: Key Principles

Engaged Partnerships

- Leaders at all levels must communicate and actively support engaged partnerships by developing shared goals and aligning capabilities so that no one is overwhelmed in times of crisis.

Tiered Response

- Incidents must be managed at the lowest possible jurisdictional level and supported by additional capabilities when needed.

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Response Doctrine: Key Principles

Scalable, Flexible, and Adaptable Operational Capabilities

- As incidents change in size, scope, and complexity, the response must adapt to meet requirements.

Unity of Effort Through Unified Command

- Effective unified command is indispensable to response activities and requires a clear understanding of the roles and responsibilities of each participating organization. (NIMS & ICS)

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Response Doctrine: Key Principles

Readiness to Act

- Effective response requires readiness to act balanced with an understanding of risk. From individuals, households, and communities to local, tribal, State, and Federal governments, national response depends on the **instinct and ability to act.**

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In case of hazard...

**Every individual has the responsibility
NOT to be a burden in a time of
disaster.**

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"For those who say, '...I don't have to prepare,'...to the extent that they are a burden on government services, that takes away from what's available to help those who can't help themselves."

Former Secretary of Homeland Security Michael Chertoff
October 31, 2005

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In case of hazard...

Responders must consider the unique concerns for special-needs populations

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Activity:
Special Needs Population

List the different special needs groups you have in your community.

Which ones will be affected by your chosen Homeland Security Problem?

What percentage of the general population do they account for?

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SPECIAL NEEDS POPULATIONS

- Fear may be increased
- Special needs may need to be addressed separately
 - Physiological, physical, emotional, medical, social, and transportation
- Communication may be difficult
- Trust may be an issue

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Known Facts:
Defining the Problem:
Address Special Needs Community

Some questions to ask might be:

- How might your problem affect your special needs population?
- What resources are currently available to assist your special needs population?
- Are they adequate to meet the potential demands of your problem?

Ideas Known Facts Learning Issues Action Plan Evaluation

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Known Facts:
Defining the Problem

Some questions to ask might be:

- What do we already know about the problem?
- What resources do we already have that can help solve the problem?
- Are there any peripheral facts that contribute to the problem or the solution?
- How will you address special needs concerns?

Ideas Known Facts Learning Issues Action Plan Evaluation

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Module V Wrap-Up

- How would you describe the National Preparedness Guidelines?
- How does the definition of homeland security apply to the individual?
- List Federal programs that contribute to homeland security.
- What is the relationship between terrorism and fear?
- What is the relationship between terrorism and criminal activity?
- How would you define an all-hazards approach? Identify various hazards that threaten communities.
- List the special-needs populations in a community.
- Was your team able to identify the "Known Facts" related to the problem?

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Community Responsibility

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Module VI Terminal Objective

To provide participants with a basic understanding of community responsibility in addressing homeland security, by defining the attributes and measurements of community vigilance, preparedness, and resiliency.

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Module VI Enabling Objectives

- Identify the attributes and measurements of a vigilant community
- Identify the attributes and measurements of a prepared community
- Identify the attributes and measurements of a resilient community
- Define the community's responsibility in supporting the National Preparedness Guidelines

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What is the community's responsibility?

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"Citizen and community preparedness are among the most effective means of preventing terrorist attacks as well as protecting against, mitigating, responding to, and recovering from all hazards."

- The White House, The Federal Response to Hurricane Katrina: Lessons Learned, 2006

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In case of hazard...

Vigilant

- Crime patterns
- Weather reports
- Current events

Prepared

- Emergency response plan
- Inoculations
- 3 - 5 day preparedness kits

Resilient

- Clearly defined duties/responsibilities
- Take care of yourself, your family, your neighbors, and your community.
- Ongoing communication and information sharing

Every individual has a responsibility NOT to be a burden in a time of disaster.

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Emergency Response Survey for Families

EXERCISE

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What does a vigilant, prepared, and resilient community look like?



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What does a vigilant community look like?

Vigilance: to keep watch, to stay awake:
alertly watchful especially to avoid danger
Webster



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Attributes of Vigilance

- An organized and informed population
- Neighbors that know and watch out for one another
- Citizens that are involved and volunteer in their communities
- Coordination between local government, law enforcement, and the community

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Measurements of Vigilance

- Active, thriving neighborhood and community groups that provide regular training for homeland security
- Cooperative partnerships between neighborhood and community groups
- High numbers of community volunteers
- Open communication and collaboration between local government, law enforcement, and community groups



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Community Report Card

How is your community doing?


- **Vigilance?**



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What does a prepared community look like?

Prepared: made ready or fit or suitable beforehand
Webster



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National Preparedness Vision:

"A NATION PREPARED with coordinated capabilities to prevent, protect against, respond to, and recover from all hazards in a way that balances risk with resources and needs."

DHS National Preparedness Guidelines, 2008

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Attributes of Preparedness

- Adequate and operable equipment and supplies (both for individual citizens and for infrastructure organizations)
- A comprehensive written plan for action in a time of crisis
- A well trained team of emergency responders

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Measurements of Preparedness

- Equipment
 - 3 to 5 day Emergency Preparedness kits
 - Family Emergency Plan
- Emergency response plans
 - Communication
 - Evacuation
 - Triage
- Training for professionals & volunteers
 - Incident command
 - Emergency response
 - Exercises



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Community Report Card

How is your community doing?

- **Preparedness?**



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What does a resilient community look like?

Resilient: Springing back into shape, recovering strengths and spirits quickly
Webster



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Attributes of Resiliency

- Public and private infrastructure working together
- Working partnerships throughout the community
- A commitment to problem solving and creative thinking
- High levels of trust
- Information sharing throughout the community
- Resources and information sharing with neighboring communities

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Measurements of Resiliency

- Established victim's assistance programs
- Environmental restoration plans
- Infrastructure restoration plans
- Active citizen participation in emergency response and recovery programs




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Community Report Card

How is your community doing?

- **Resiliency?**

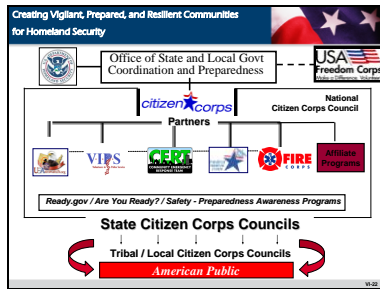


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Taking Action

"The success of our preparedness efforts and ultimately the entire homeland security mission depends on the involvement and work of individual citizens."

Former Secretary of Homeland Security Tom Ridge
July 20, 2004



National Initiatives in Homeland Security

Citizen Corps

- Community Emergency Response Teams (CERT)
- Enhanced Neighborhood Watch (NWP)
- Fire Corps
- Medical Reserve Corps (MRC)
- Volunteers in Police Services (VIPS)

Video: Get Ready!

Module VI Wrap-Up

- Identify the attributes and measurements of a vigilant community
- Identify the attributes and measurements of a prepared community
- Identify the attributes and measurements of a resilient community
- How would you define the community's responsibility in supporting the National Preparedness Guidelines?

Ethical Issues

Module VII Terminal Objective

To provide participants with the knowledge necessary to identify the more important issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security and to apply conflict resolution skills.

Module VII Enabling Objectives

- Describe the ethical issue of responsibility within the framework of homeland security
- Identify and debate ethical conflicts that confront people on both personal and professional levels
- Recognize and apply the basic tenets of conflict resolution
- Explore the assigned homeland security problem to identify the learning issues related to the problem

What are ethics?

"Ethics, at a minimum, is the effort to guide one's conduct by reason- that is, to do what there are the best reasons for doing- while giving equal weight to the interests of each individual who will be affected by one's conduct."

James Rachels

Ethical Issues

Whose job is it?

- What can/should we expect from our government?
- Does the community have a role?
- What is the responsibility of the individual citizen?

Activity: Defending Governing Rights/Liberties/Freedoms

- List your governing rights/liberties/freedoms
- Prioritize your list of rights/liberties/freedoms

Ethical Issues

Civil Liberties vs. Security

- Access, dissemination and use of information
- Accountability of persons in authority
- Profiling
- Responsible use of funding

Activity: Civil Liberties vs. Security

The class will be divided into two groups:

Group(s) 1: Develop argument for the importance of "Civil Liberties"

Group(s) 2: Develop argument for the importance of "Personal Security"

Tenets of Conflict Resolution

- Listen for Understanding
- Discover Individual Interests and Concerns
- Find Common Ground

When in doubt, **VECS!**

- Validate
- Empathize
- Clarify
- Summarize

Learning Issues: Learning about the problem

Some questions to ask might be:

- What questions do you have (what do you need to know) about your problem in order to develop a solution?
- What resources are available to get this information?

Idea Known Facts Learning Issues Action Plan Evaluation


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Module VII Wrap-Up

- How would you describe the ethical issue of responsibility within the framework of homeland security?
- Describe how you identified and debated the ethical issues surrounding homeland security, both personally and in your group.
- Describe the basic tenets of conflict resolution and how these skills can be applied in community teams.
- Was your team able to identify the "Learning Issues" related to the problem?


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Action Plan



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Module VIII Terminal Objective




To provide participants with the opportunity to define their team vision and to apply what they have learned throughout the course to develop an action plan.

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Module VIII Enabling Objectives


- Describe the difference between mission and vision statements
- Define their team vision
- Create an Action Plan related to your problem
- Create a process to Evaluate team action plan



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"I have a dream that one day this nation will rise up and live out the true meaning of its creed:

'We hold these truths to be self-evident: that all men are created equal.'"



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Vision and Mission Statements

Vision Statement:

- Defines **What** success will look like

Mission Statement:

- Defines **Why** a group exists
- CVPR
- How we achieve our vision



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Activity:

Creating a Statement of Purpose

Within the next () years,

develop (**community name**) into a community

that is (**vision/goal/outcome**) by

providing (**products/services**)

to (**describe target audience**).



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Activity:

Creating a Action Plan

Some questions to ask might be:

- What specifically do we need to solve our problem?
- What are the expected outcomes of our plan?
- How will we operate our plan?
- Who will we need to help?
- How will we address the needs and concerns of the special needs community?

Ideas Known Facts Learning Issues Action Plan Evaluation

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Activity:

Creating a Action Plan

Some questions to ask might be:

- Is there community buy-in? If not, how will we get it?
- What are the possible consequences of implementing our plan?
- What are the consequences if we don't?
- How will we create a Vigilant, Prepared, and Resilient community?

Ideas Known Facts Learning Issues Action Plan Evaluation

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Evaluation:

Is the Problem Solved?

Some questions to ask might be:

- How will we know if our plan worked (were we successful)?
- What did you learn from this process?
- Would you do anything different next time?
- How much did YOU contribute to solving the problem?

Ideas Known Facts Learning Issues Action Plan Evaluation


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Module VIII Wrap-Up

- How would you describe the difference between a mission and a vision statement?
- Were you able to develop you team vision statement?
- Was your team able to create an action plan for your homeland security problem?

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Team Presentations and Evaluation



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Module IX Terminal Objective


To provide participants with the opportunity to demonstrate their understanding of course material by presenting and evaluating their proposed action plan.



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Module IX Enabling Objectives

- Present and support a team action plan
- Offer evaluation feedback to the other teams' proposed action plans



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Team Presentation

- Who is the target audience for this presentation?
- What are you asking from the your target audience?
- Describe the problem you are working on.
- Describe the resources/partnerships that your team identified that are necessary to help solve problem.
- Describe your team's proposed action plan.
- How will you evaluate your success?

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PBL Problem Solving Process

Submission Copy

- Please submit a copy of your teams Problem Solving Form.

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Post-test




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Module IX Wrap-Up

- Were you able to present and support your team action plan?
- Were you able to evaluate your team's action plan?
- Were you able to provide helpful feedback to the other teams' action plans?

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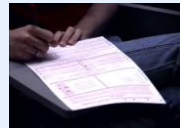
Thank You!



For your contribution in creating vigilant, prepared, and resilient communities for homeland security!

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Course Evaluation




Suggestions on
how to live a
happy & rewarding life:

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