



R D P C

Rural Domestic Preparedness Consortium

ANNUAL
REPORT

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EXECUTIVE MESSAGE



Dr. Pamela A. Collins



Mrs. Amy C. Hughes, MS

Dear Emergency Responders and Stakeholders,

The year 2011-12 marks the sixth year of operation for the Rural Domestic Preparedness Consortium (RDPC), a part of the National Training and Education System within the U.S. Department of Homeland Security, Federal Emergency Management Agency (DHS/FEMA). This system is dedicated to the advancement of the knowledge, skills, and abilities among state and local emergency responders and associated support systems to prepare for, respond to, and recover from emergencies and disasters in their area.

Through this annual report we share with you the accomplishments achieved in the past 20 months to better prepare this Nation's small and rural communities through all-hazards training, thereby increasing community resilience, response capabilities, and whole community involvement.

Since January 2011, the RDPC has trained approximately 15,397 rural practitioners, surpassing the total number trained in the past four years combined. These individuals come from all 50 states and two of six territories. Additionally, eleven courses were certified or re-certified by DHS/FEMA in 2011-12, including:

- *AWR 144 Port and Vessel Security for Public Safety Maritime Personnel*
- *AWR 144-1 (Train the Trainer) Port and Vessel Security for Public Safety and Maritime Personnel*
- *AWR 148-W Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and Local School Systems*
- *AWR 187-W Terrorism and Awareness in the Workplace*
- *AWR 225 CBRNE Response for Rural First Responders*
- *AWR 232 Planning for Mass Fatality Incidents in Rural Communities*
- *PER 294 Testing an Emergency Operations Plan in a Rural Emergency Operations Center*
- *PER 296 CBRNE Rural Response Threat Protocol*

- *MGT 383 Emergency Operations Plans for Rural Jurisdictions*
- *MGT 401 Planning and Intervention for Gang, Hate Group, and Terrorist Recruitment in Rural Jails and Prisons*
- *MGT 405 Mobilizing Faith-Based Community Organizations in Preparing for Disaster*

These courses are developed through a rigorous and nationally recognized process that begins with the identification of needs and culminates in the delivery of courses in the short term. The curriculum is regularly reviewed and evaluated for accuracy and relevancy in the long term.

Looking ahead, by fall 2013 the RDPC course catalog will encompass 46 courses in various topic areas, all of which are made available free of charge to qualifying small and rural communities.

These achievements are all made possible by the leadership and staff of Eastern Kentucky University and the six professional academic and strategic partner institutions featured in this report. These institutions have evolved and adapted to the changing needs of the Nation's small and rural communities, creating a stronger and more resilient organization focused on enhancing the safety, security, and quality of life for their citizens.

Warmest Regards,

A handwritten signature in black ink, appearing to read "P. Collins".

Dr. Pamela A. Collins
Principal Investigator
Professor, Homeland Security

A handwritten signature in black ink, appearing to read "Amy Hughes".

Mrs. Amy C. Hughes, MS
RDPC Director

MISSION

The Rural Domestic Preparedness Consortium, through its member institutions, will provide rural communities with the knowledge, skills, and abilities to enhance the safety, security, and quality of life for their citizens through training, technical assistance, and information sharing.

VISION

Rural communities across America will have the knowledge, skills, and abilities necessary to enhance the safety, security, and quality of life for their citizens.





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OVERVIEW OF RDPC

The Nation's rural emergency responders face many challenges in meeting homeland security requirements and often lack access to training that considers their unique needs. To meet the demand for consistent, quality training in rural areas, Congress and the U.S. Department of Homeland Security (DHS) established the Rural Domestic Preparedness Consortium (RDPC) to develop and deliver all-hazards training that supports rural homeland security goals and needs. In authorizing the RDPC, Congress noted:

*Training for rural first responders poses unique challenges when compared to their urban counterparts. This new consortium will provide rural first responders with awareness level training, develop emerging training, and provide technical assistance in support of rural homeland security requirements.*¹

The RDPC is an integral part of the DHS Federal Emergency Management Agency (FEMA) National Training and Education System which along with other national training entities provides training resources utilizing a Whole Community approach. All RDPC training is created using a rigorous, standardized curriculum development process that ensures consistency with national homeland security principles and priorities, including the National Incident Management System (NIMS), the National Preparedness Goal, and the Core Capabilities. Once complete, the curriculum is certified and authorized by DHS for delivery free of charge to rural communities nationwide.

Led and managed by Eastern Kentucky University (EKU), the RDPC is comprised of the following academic partners that possess extensive experience and unique capabilities in serving the rural emergency response community:

*East Tennessee State University
Johnson City, Tennessee*

*Eastern Kentucky University
Richmond, Kentucky*

*North Carolina Central University
Durham, North Carolina*

*NorthWest Arkansas Community College
Bentonville, Arkansas*

*The University of Findlay
Findlay, Ohio*

*University of California, Davis
Davis, California*

The Center for Rural Development serves all partners by providing technology solutions, web conversion services, and distance learning infrastructure.

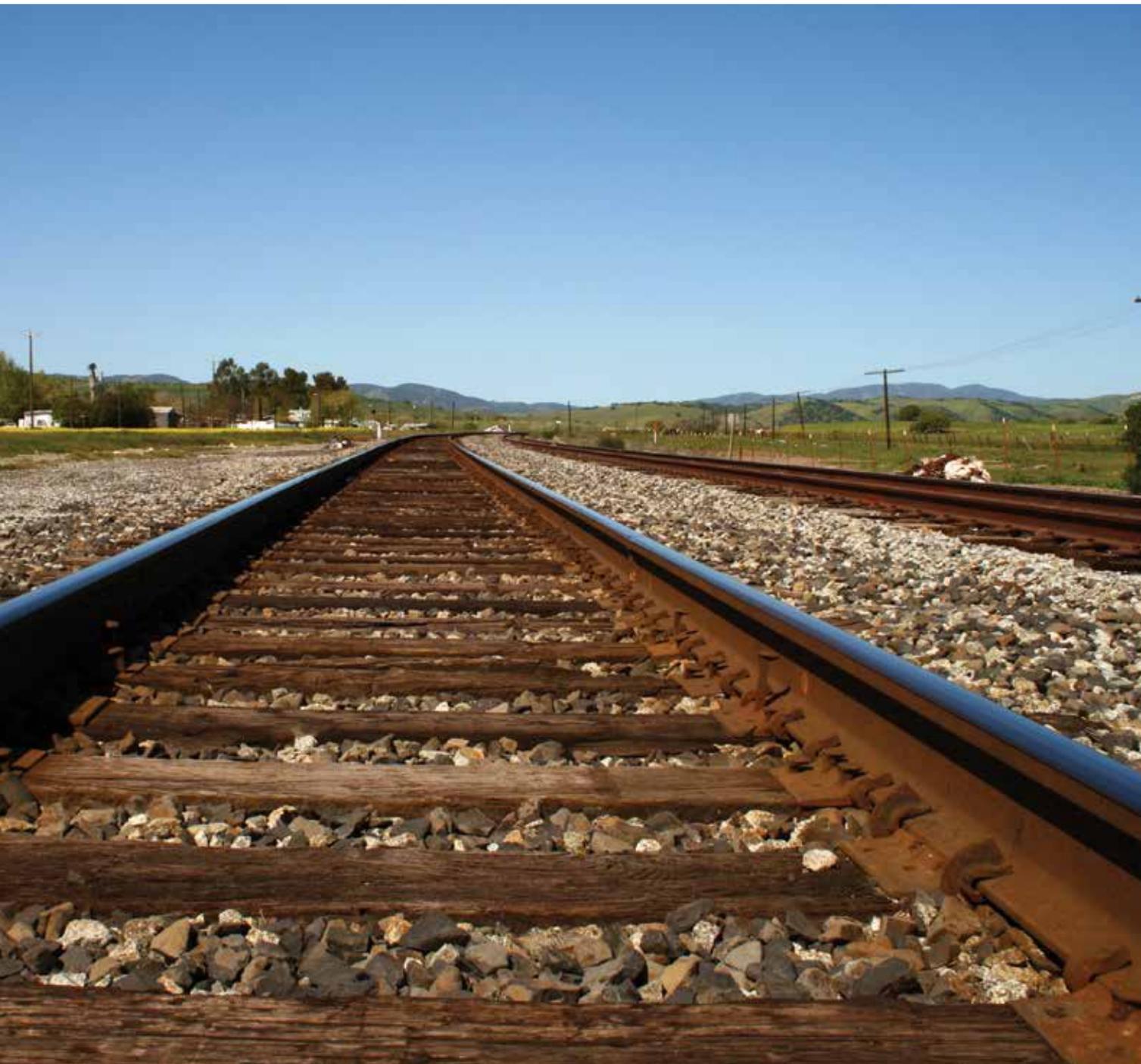
What is Rural?

Consistent with the U.S. Census Bureau and other federal agencies that use a combination of population and density to determine geographic classifications, the RDPC defines rural communities as any location with a population of less than 50,000 or a population density of 1,000 persons per square mile or less. Based on various government estimates, at least 75 percent of American land is considered nonmetropolitan or rural,² including approximately two thirds (2,094) of all counties.³ The RDPC not only offers training to responders from counties, towns, villages, parishes, and other local or tribal jurisdictions, but also to responders from state and regional agencies that commonly provide services to rural areas, such as state-level law enforcement and public health agencies.

Why is Rural Important?

In many cases, the RDPC represents the only opportunity for responders to obtain access to timely, effective training. Other training may overlook or fail to account for the unique conditions and challenges that exist in rural communities. The RDPC accounts for the following conditions, for example, when developing course content, training scenarios, and delivery mechanisms:





- **Resource Constraints** – In rural communities, limited populations and tax bases create difficulties and shortcomings for response agencies in terms of staffing, equipment, and other resources. For example, volunteers are often required to fully staff or backfill rural fire departments.
- **Geography** – Emergency response in vast and, often times, sparsely populated areas may be extremely challenging. Greater distances traveled and difficult on-road and off-road terrain (e.g., mountains, marshlands, wilderness) may significantly impact response planning and operations.
- **Economy** – While rural communities are more likely than urban areas to rely on single economies, they are responsible for a greater share of the Nation's workers in the farming, manufacturing, and retail trade sectors.⁴ The Nation's agricultural resources and activities (e.g., supply chains and processing for animal and crop production) are highly concentrated in rural areas.
- **Infrastructure** – Many segments of critical infrastructure, such as hospitals and other healthcare facilities, are less capable (e.g., have fewer physicians and specialists per capita) than similar infrastructure in urban areas for various reasons.⁵ These conditions may limit response to public health hazards such as communicable diseases.



- **Modernization** – Citizens continue to demand that response agencies modernize systems despite resource shortages. For example, approximately 88 percent of U.S. adults own a cell phone and 78 percent access the Internet.⁶ Rural agencies must upgrade their own equipment as well as 9-1-1 centers, warning systems, and online resources for the benefit of their residents.

Considering that rural areas not only contain a significant segment of the U.S. population, but also produce various goods such as the food consumed in the urban and rural areas alike, it is clear that responders from rural areas should receive special considerations for training.

Demand for Rural Capabilities

The RDPC provides important training to responders from rural communities especially in light of recent trends and statistics that highlight the increasing demands for capabilities in both urban and rural areas alike. While federal funding for equipment purchases and preparedness activities in general may be diminishing, rural communities continue to face a range of hazards and threats, as evidenced below.

- The 1,691 tornadoes registered for the year 2011 ranked second highest ever.⁷ As rural communities dealt with the impacts of tornadoes in 2011, others on the east coast found themselves responding to and recovering from the wind and rainfall produced by Hurricane Irene and Tropical Storm

Lee in August and September, respectively. These storms produced significant losses in coastal and inland communities alike.

- While coastal communities recovered from damage caused by Hurricanes Isaac and Sandy in 2012, other areas experienced prolonged drought, wildfires, and record setting temperatures during the summer months. In fact, the month of July 2012 and the period January to July 2012 were noted as the hottest July and 7-month period on record, respectively.⁸ These natural hazards not only pose a risk to public safety, but they also have an impact on the Nation's agricultural resources concentrated in rural areas.
- Between 2009 and September 2011, there were 2,489 railroad incidents in the United States including 80 derailments.⁹ As expected, the locations for most railroad incidents are rural areas outside of large urban centers. Similarly, the U.S. Coast Guard (USCG) recorded 308 incidents of various types along the Nation's waterways that required some level of response often in close coordination between public and private entities.¹⁰

As examples, these trends highlight the demand for response capabilities in rural communities. In summary, the RDPC courses aim to provide responders with the knowledge, skills, and abilities (KSAs) needed to improve their management of incidents through multi-agency and Whole Community

approaches as well as awareness training on hazards and infrastructure important to rural communities.

Building Resiliency and Rural Capabilities

The RDPC aims to build community resiliency and response capabilities through the provision of training of utmost importance to rural communities. This is accomplished through a rigorous and nationally recognized process that begins with the identification of needs and culminates in the delivery of courses in the short term. The curriculum is regularly reviewed and evaluated for accuracy and relevancy in the long term. This process, along with an update on training and a brief description of the consortium, is explained in the following sections.



With a focus on both training delivery and course development during the past two years, the Rural Domestic Preparedness Consortium (RDPC) experienced significant growth in terms of courses offered and responders trained. From January 2011 through August 2012, the RDPC trained 15,397 responders, which surpassed the total number trained during the previous four years combined (15,041). Training reached responders from 52 states and U.S. territories, including the Commonwealth of Puerto Rico.

The most frequently requested and conducted Instructor-Led Training (ILT) courses all time and during the past two years were *AWR 148 Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and Local School Systems* and *AWR 147 Rail Car Incident Response*. The RDPC conducted more than 100 training events for each of these courses during the past two years, followed by 78 training events for *AWR 209 Dealing with the Media: A Short Course for Rural First*

Responders and 53 events for *MGT 335 Event Security Planning for Public Safety Professionals*.

These statistics are important for understanding courses that address common topics of concern for responders and potentially widespread gaps in training. However, many RDPC courses such as *AWR 144 Port and Vessel Security for Public Safety and Maritime Personnel* focus on select sectors of critical infrastructure while others focus on specific social conditions and management responsibilities. Not reflected in training totals, these courses may be equally or more important for select types of responders than other courses.

For Web-Based Training (WBT), two terrorism awareness and performance courses—*AWR 187-W Terrorism and WMD Awareness in the Workplace* and *PER 281-W Homeland Security Terrorism Prevention Certificate for Law Enforcement*—registered more than 2,000 completions combined from January 2011 through August 2012. Courses that addressed crisis management for school-based incidents and event security planning made top five lists for both WBT and ILT courses.

Concurrent with training delivery, the RDPC achieved eight certifications for new courses and two recertifications for existing courses in 2011 and 2012. The RDPC also continued development on more than 20 additional courses expected to be certified and offered during the next year.

Instructors and Course Evaluations

The RDPC utilizes 66 emergency response specialists to offer training. These instructors come from multiple levels of government and a variety of professions and backgrounds, including law enforcement, fire service, emergency management, hazardous materials handling, education, media, and the private sector. Some instructors lent their expertise to course development, from the first draft of a curriculum to the final certification. Others were recruited to train based on their experience in the field and in the classroom.

Following the delivery of each course, students rate the performance of their instructor using a standardized course evaluation form. For all courses delivered up until August 2012, an average of 97 percent of students agreed or strongly agreed that their instructor's performance met their needs and expectations. In addition to instructor evaluations, students also rated other aspects of the program and courses. An average of 94 percent of all students agreed or strongly agreed that the RDPC courses met their needs and expectations, as well as increased their KSAs.

As noted in the Evaluation section of this report, evaluation data and feedback from students are used for improving course content during revision and recertification periods as well as instructor performance on an ongoing basis.



MOST REQUESTED INSTRUCTOR-LED TRAINING

Number of Courses Conducted
JAN 2011 - AUG 2012

Over the past 18 months, courses related to school safety in the K-12 environment, emergency response issues, security planning, and risk and vulnerability assessments, comprised the majority of training delivery requests from small, rural, and remote jurisdictions served by the RDPC. The popularity of these courses highlights the widespread importance of these issues to such communities, the complexity of the subject matter they address, and the evolving nature of emergency preparedness in these environments.

32

MGT 338
Risk and Vulnerability
Assessments for Rural
Communities

53

MGT 335
Event Security Planning
For Public Safety Professionals

78

AWR 209
Dealing with the Media

113

AWR 147
Rail Car Incident Response

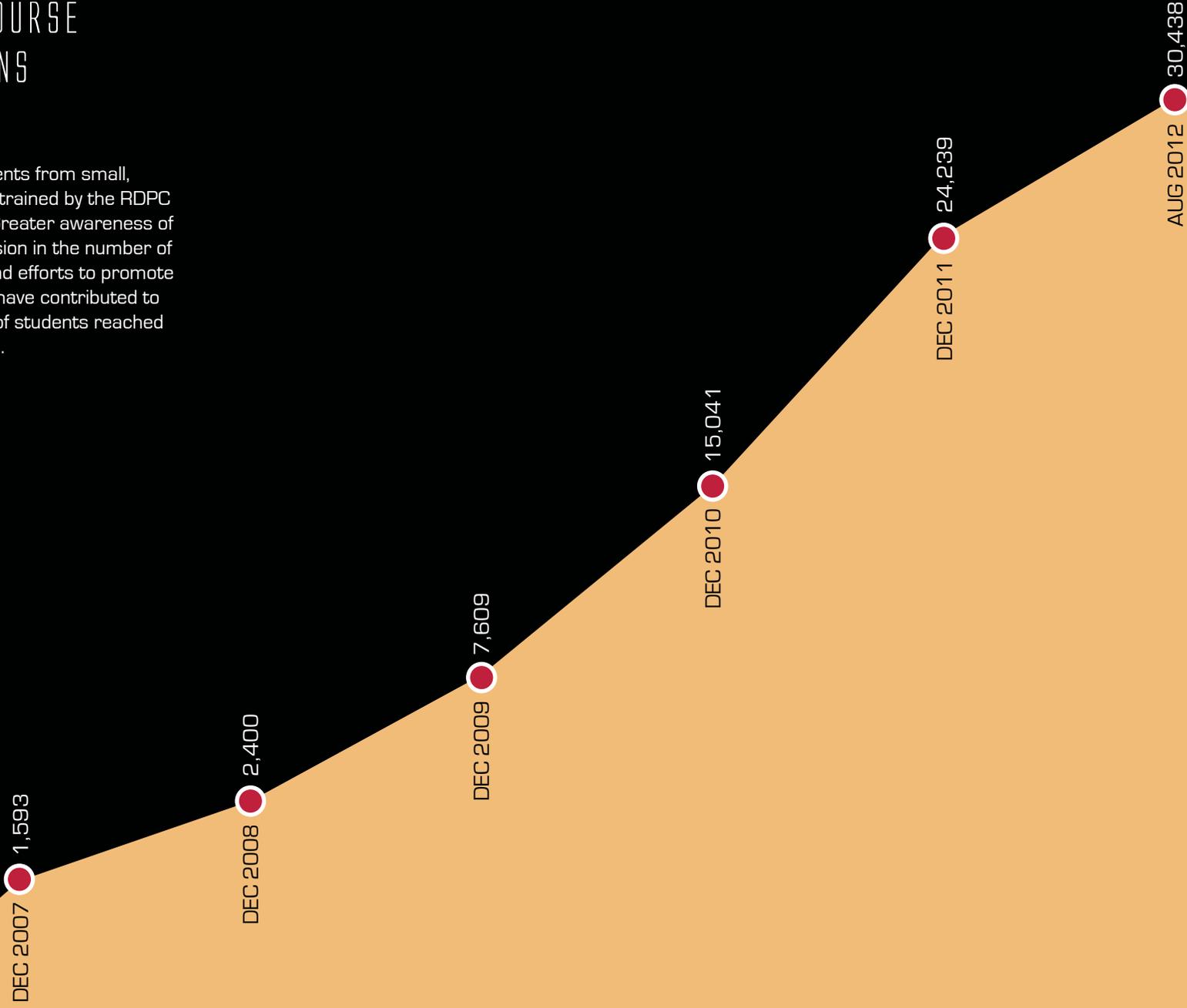
114

AWR 148
Crisis Management for School-Based Incidents:
Partnering Rural Law Enforcement and Local School Systems

STUDENT COURSE COMPLETIONS

Cumulative by Year
As of AUG 2012

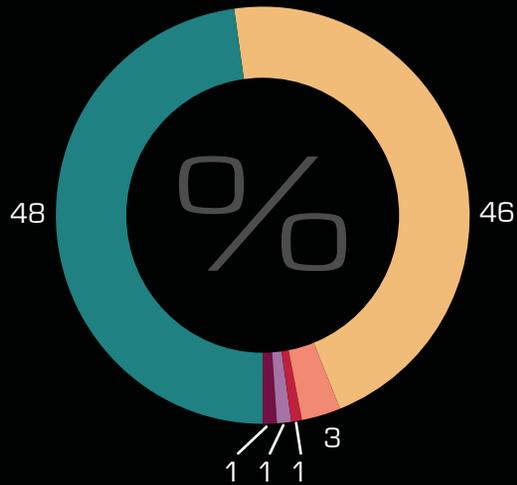
The number of students from small, rural, remote areas trained by the RDPC continues to grow. Greater awareness of the program, expansion in the number of courses available, and efforts to promote web-based training, have contributed to the record number of students reached and states impacted.



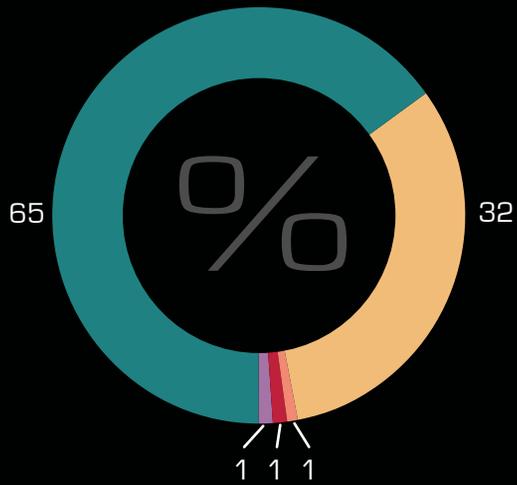
STUDENT FEEDBACK

Average % of All Courses 2007 - 2012

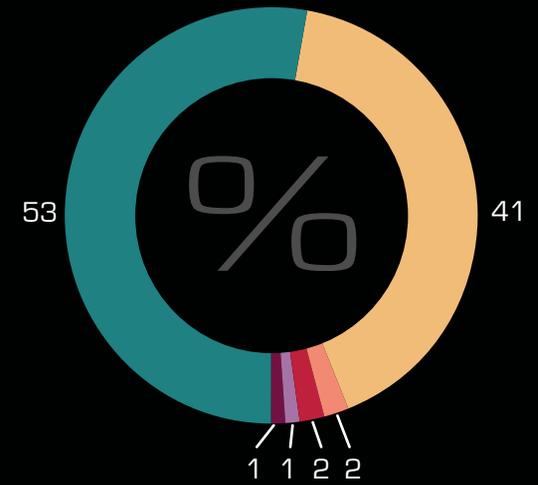
The course content met my needs and expectations



The instructor's performance met my needs and expectations



The course increased my knowledge, skills and abilities



Following the delivery of each course, students use a standardized evaluation form to rate the quality, effectiveness, and value of the curriculum, as well as the performance of the instructor. Average ratings remain high (Strongly Agree or Agree) for all these factors.

MOST STUDENT COMPLETIONS FOR WEB-BASED COURSES

JAN 2011 - AUG 2012

Web-based training offered by the RDPC continues to grow in popularity among the target audience, as the number of available courses and efforts to promote online training expands. To ensure students have the greatest access to training possible, in several instances a course offered in an instructor-led format is also available in a web-based version.

331

AWR 208-W
Crisis Management
in a Rural School

373

PER 281-W
Terrorism Prevention
Certificate for Law
Enforcement

445

MGT 335-W
Event Security Planning
for Public Safety Professionals

484

AWR 148-W
Crisis Management for School-Based
Incidents: Partnering Rural Law
Enforcement and Local School Systems

1,736

AWR 187-W
Terrorism and WMD Awareness in the Workplace

CERTIFIED COURSES
 CUMULATIVE
 DELIVERIES AND
 STUDENT COMPLETIONS
 JAN 2006 - AUG 2012

Course (Certification/Recertification Date)

Awareness-Level Courses	# of Deliveries	Student Completions
AWR 144 Port and Vessel Security for Public Safety and Maritime Personnel (2012)	58	1,613
AWR 144-W Port and Vessel Security for Public Safety and Maritime Personnel (2012)	N/A	221
AWR 147 Rail Car Incident Response (2008)	226	5,893
AWR 148 Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and Local School Systems (2009)	245	7,184
AWR 148-W Crisis Management for School-Based Incident: Partnering Rural Law Enforcement and Local School Systems (2011)	N/A	508
AWR 187-W Terrorism and WMD Awareness in the Workplace (2011)	N/A	2,869
AWR 208-W Crisis Management in a Rural School - Webcast (2010)	N/A	895
AWR 209 Dealing with the Media: A Short Course for Rural First Responders (2010)	85	1,733
AWR 225 CBRNE Response for Rural First Responders (2011)	16	241
Management-Level Courses		
MGT 335 Event Security Planning for Public Safety Professionals (2008)	96	2,301
MGT 335-W Event Security Planning for Public Safety Professionals (2009)	N/A	1,009
MGT 338 Risk and Vulnerability Assessments for Rural Communities (2010)	33	640
MGT 339 Resource Inventory Management for Rural Communities (2010)	22	413
MGT 381 Business Continuity and Emergency Management (2008)	26	497
MGT 383 Emergency Operations Plans for Rural Jurisdictions (2011)	21	502
Performance-Level Courses		
PER 280 Emergency Response: Strengthening Cooperative Efforts Among Public Safety and Private Sector Entities (2007)	20	462
PER 281-W Homeland Security Terrorism Prevention Certificate for Law Enforcement (2006)	N/A	1,619
PER 294 Testing an Emergency Operations Plan in a Rural Emergency Operations Center (2012)	5	73

Recently Released and Pending RDPC Courses

AWR 144-1 (Train-the-Trainer) Port and Vessel Security for Public Safety Maritime Personnel

AWR 148-1 (Train-the-Trainer) Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and Local School Systems

AWR 232 Mass Fatalities Planning and Response for Rural Communities

AWR 301-W The Basics of Continuity Planning

AWR 302 Pipeline Security in Rural Communities

AWR 305 Bioterrorism Awareness: Collaboration Among Rural First Responders and Health Professionals

MGT 338-W Risk and Vulnerability Assessment for Rural Communities

MGT 339-W Resource Inventory Management for Rural Communities

MGT 401 Planning and Intervention for Gangs, Hate, and Terrorist Groups in Rural Jails and Prisons

MGT 402 Mitigation Strategies for Rural Communities

MGT 403 Responding to the Functional Needs Populations of Rural America

MGT 405 Mobilizing Faith-Based Community Organizations in Preparing for Disaster

MGT 406 Community Threat Group Identification and Assessment for Rural Law Enforcement Officers

MGT 410 Business Continuity Planning for Rural Power Companies

MGT 415 Disaster Recovery in Rural Communities

MGT 416 Continuity of Government Operations Planning for Rural Communities

MGT 417 Crisis Management for School-Based Incidents for Key Decision Makers

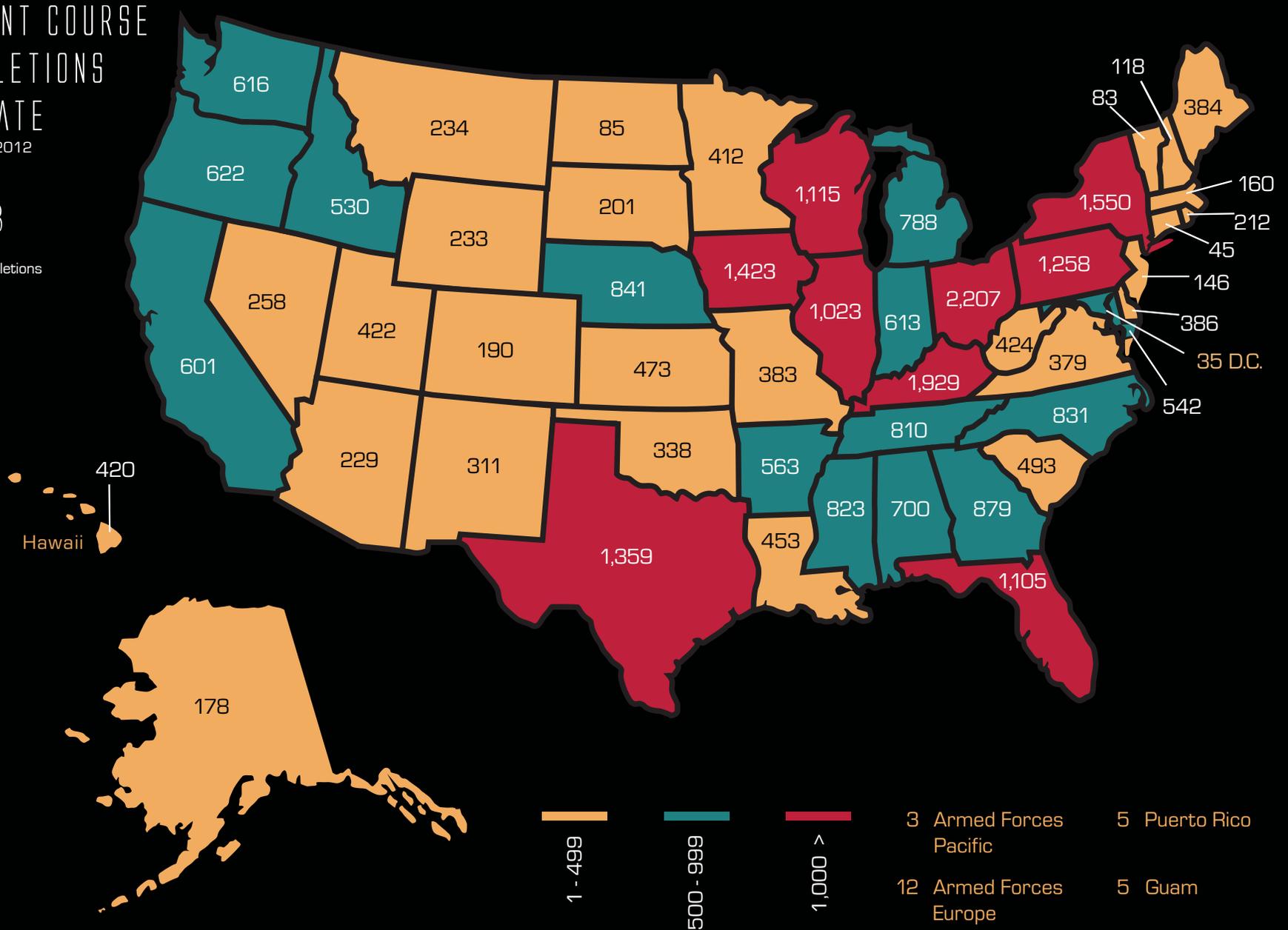
PER 296 CBRNE Rural Response Threat Protocol

RECENTLY RELEASED
AND PENDING RDPC
COURSES

STUDENT COURSE COMPLETIONS BY STATE

2006 - AUG 2012

30,438
Total Student Course Completions





“Just wanted to say thank you on behalf of myself and California Mutual Aid Region III. The class, “Mass Fatality Planning & Response for Rural Responders”, was phenomenal and it has received glowing reviews from all that attended. This course attracted County Health Officers, County Corners, Sheriffs, Deputies and other law officials, Public Health & Hospital staff, County Emergency Managers, State Emergency Managers, American Red Cross, State Fire Chiefs, County & City Fire Staff, and other key stakeholders within the Region and State. This has created the best opportunity for all of us to get together, network, learn and improve on all of our preparedness plans, and also learn new information. Several other Regions within the State are very interested in having this taught for them.

Again thank you very much to all of you who assisted, organized, and made these classes happen. My experiences with “RDPC” have been nothing short of exceptional!”

Todd Frandsen

*Regional Disaster Medical Health
Specialist, Region III
Sierra-Sacramento Valley (CA) EMS Agency*



THE CONSORTIUM



The Rural Domestic Preparedness Consortium (RDPC) is comprised of six academic institutions that possess unique capabilities for serving the rural emergency response community. Some of the unique benefits offered to the consortium by its partners include special expertise in environmental safety and health, law enforcement, rural public health, school safety, minority community engagement, emergency management, and private and public sector partnerships. Each institution develops U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA)-certified training programs to be delivered to communities across the Nation. In developing their courses and selecting a delivery platform, consortium partners focus on the following principles:

- Optimizing information retention by integrating advances in course design.
- Facilitating follow-on applications of material by producing job aids when applicable.
- Ensuring that accessibility of training for rural communities will be equal to their urban counterparts.
- Employing emergent technologies and teaching techniques consistent with blended learning principles.
- Tailoring training for the unique needs of rural communities with a focus on tasks associated with preventing, protecting against, mitigating, responding to, and recovering from all-hazard incidents.

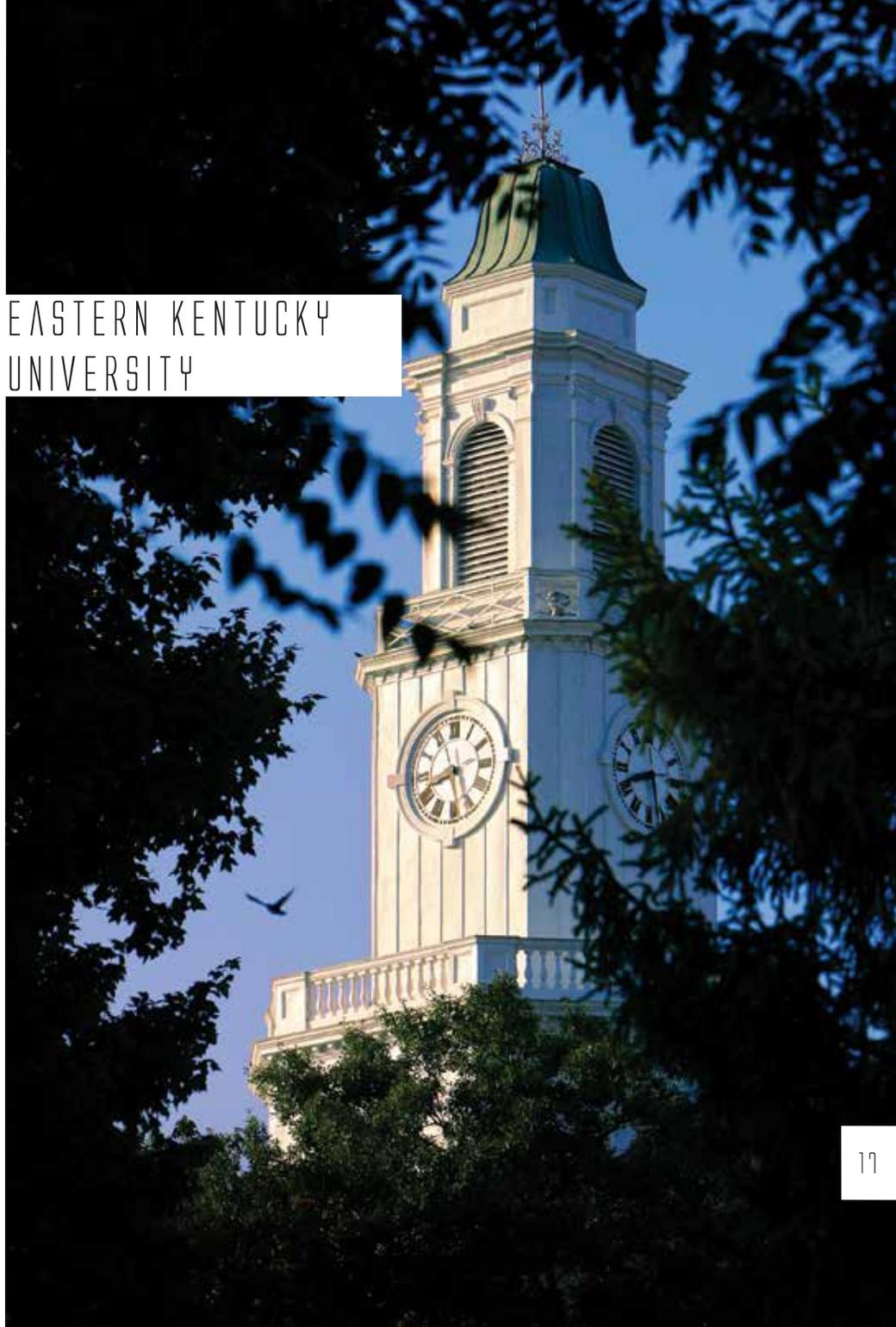


Eastern Kentucky University (EKU), in Richmond, Kentucky, is a regional comprehensive university that enrolls more than 16,000 undergraduate and graduate students. The College of Justice and Safety is ECU's Program of Distinction. The College, one of five within the university, has 50 full-time faculty and approximately 2,600 students enrolled in on-campus and online degree programs. The College consists of two service centers, including the Justice and Safety Center, and the following two academic departments:

- The School of Justice Studies offers degree programs in criminal justice, policing, corrections, law, and juvenile justice.
- The School of Safety, Security, and Emergency Management offers degree programs in fire and safety, occupational safety, homeland security, security management, emergency management, traffic safety, risk management, and emergency medical services.

EKU serves as the lead institution for the consortium providing programmatic and financial oversight.

EASTERN KENTUCKY
UNIVERSITY



Mr. John James is a master instructor with Eastern Kentucky University (EKU), an academic partner of the RDPC. Mr. James has over 25 years of emergency services experience.

From 1990 to 2003, he served simultaneously as a career firefighter, with the rank of lieutenant, and as deputy director of his county emergency management agency. In 2003, Mr. James moved to the Alabama Emergency Management Agency where he served as regional coordinator, deputy director, and interim director. During this time, he worked

several major disasters including Hurricanes Ivan and Katrina, where he served as state liaison to the Gulf Coast counties of Alabama. Mr. James has a Bachelor of Science degree in public safety administration from Athens State University and is a Certified Emergency Manager (CEM), the highest honor of professional achievement awarded to individuals in emergency management.

RDPC Courses: *MGT 383 Emergency Operations Plans for Rural Jurisdictions*

PER 294 Testing an Emergency Operations Plan in a Rural Emergency Operations Center



EAST TENNESSEE STATE UNIVERSITY



East Tennessee State University

East Tennessee State University (ETSU), located in Johnson City, Tennessee, is a research-level, accredited academic institution with nationally-known community partnering approaches which promote rural health professions and education programs. Founded in 1911, the university has grown to over 15,000 undergraduate, graduate, and professional students. Composed of nine colleges, five of which are within the Academic Health Sciences Center, ETSU offers doctoral degrees in Medicine, Public Health, Pharmacy, Nursing, and Physical Therapy as well as programs at the master and bachelor levels in nursing and public and allied health. ETSU places a large percentage of graduates from its medical, pharmacy, and nursing schools in rural communities – among the highest percentages in the Nation, in fact.

ETSU's Center for Experiential Learning provides real-time patient simulation for training first responders, medical, and nursing students. ETSU's Academic Health Sciences Center for the East Tennessee region provides comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia as well as rural populations around the world. The Colleges of Public Health and Nursing incorporate disaster preparedness and response training for their students and provide for rural –first responders as well as health professionals and future medical practitioners. Support for the RDPC falls under the Office of Research and Sponsored Programs at ETSU.



Mr. Jimmy Smith is an instructor with East Tennessee State University (ETSU), an academic partner of the RDPC. Mr. Smith is Principal of J. Lyle Smith and Associates, an Environmental, Health and Safety Training and Consulting Firm. Mr. Smith is a retired firefighter with over 28 years of emergency response and safety experience, 15 of those years as the Training Coordinator for the Massachusetts District 6 Regional Hazardous Materials

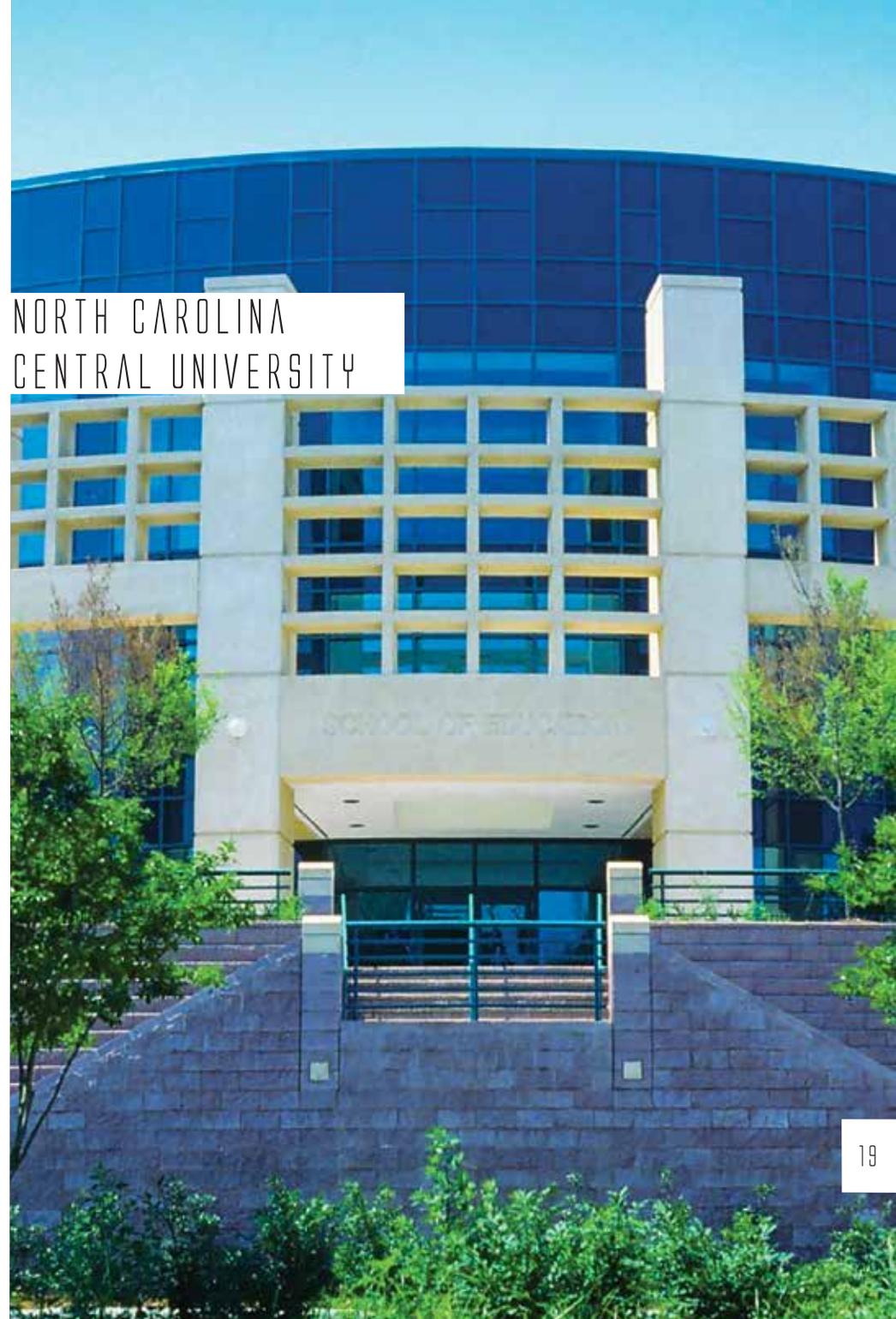
Response Team. In addition to being a certified environmental trainer, Mr. Smith is authorized to teach a variety of Occupational Safety & Health Administration (OSHA)-developed courses. Mr. Smith has trained many local, state, and federal agencies, as well as private companies in emergency response and a variety of environmental, safety, and health subjects. He has a degree in Fire Science Technology as well as a Masters Degree in Education.

RDPC Course: *AWR 225 CBRNE Response for Rural First Responders*



North Carolina Central University (NCCU) joined the consortium in 2008. Located in Durham, North Carolina, it was chartered in 1909 and opened its doors to students in 1910 as the National Religious Training School and Chautauqua. In the following years, the school's name changed to National Training School in 1915, Durham State Normal School in 1923, North Carolina College for Negroes in 1925 (making it the Nation's first state-supported liberal arts college for African-American students), North Carolina College at Durham in 1947, and

finally North Carolina Central University in 1969. NCCU has been a constituent institution of the University of North Carolina System since 1972. Its mission has been to prepare students academically and professionally to become leaders. NCCU is a comprehensive institution, which offers bachelor's degrees in more than 100 fields of study, and awards graduate degrees in an estimated 40 disciplines. With nearly 9,000 students enrolled, the historically black university is diverse.



NORTH CAROLINA
CENTRAL UNIVERSITY



Mr. Robert Fountain is an instructor with North Carolina Central University (NCCU), an academic partner of the RDPC. Mr. Fountain is a Community Threat Group instructor and surveillance officer at Polk

Correctional Facility at the North Carolina Department of Corrections, Division of Community Corrections. Mr. Fountain served as the facility's security intelligence officer from 2005 to 2010, personally conducting over 1,000 inmate validations during that time. He was a member of the United States Marine Corps

from January 1986 to January 1992, serving in many different capacities including military policeman, scout sniper, and undercover drug operative with the Naval Investigative Service and North Carolina State Bureau of Investigation. During his military career, Mr. Fountain served as a bodyguard for Lieutenant Colonel Oliver North during the Iran Contra hearings and received the Navy Achievement Medal and Meritorious Promotions.

RDPC Course: *MGT 401 Planning and Intervention for Gangs, Hate, and Terrorist Groups in Rural Jails and Prisons*

NORTHWEST ARKANSAS COMMUNITY COLLEGE



NorthWest Arkansas Community College (NWACC) and the Institute for Corporate and Public Safety (ICPS), located in the Nation's fifth fastest growing metropolitan statistical area (Bentonville, Arkansas), is a comprehensive training institute working with the public and private sectors to better prepare for and respond to emergencies ranging from small to large mass casualty incidents.

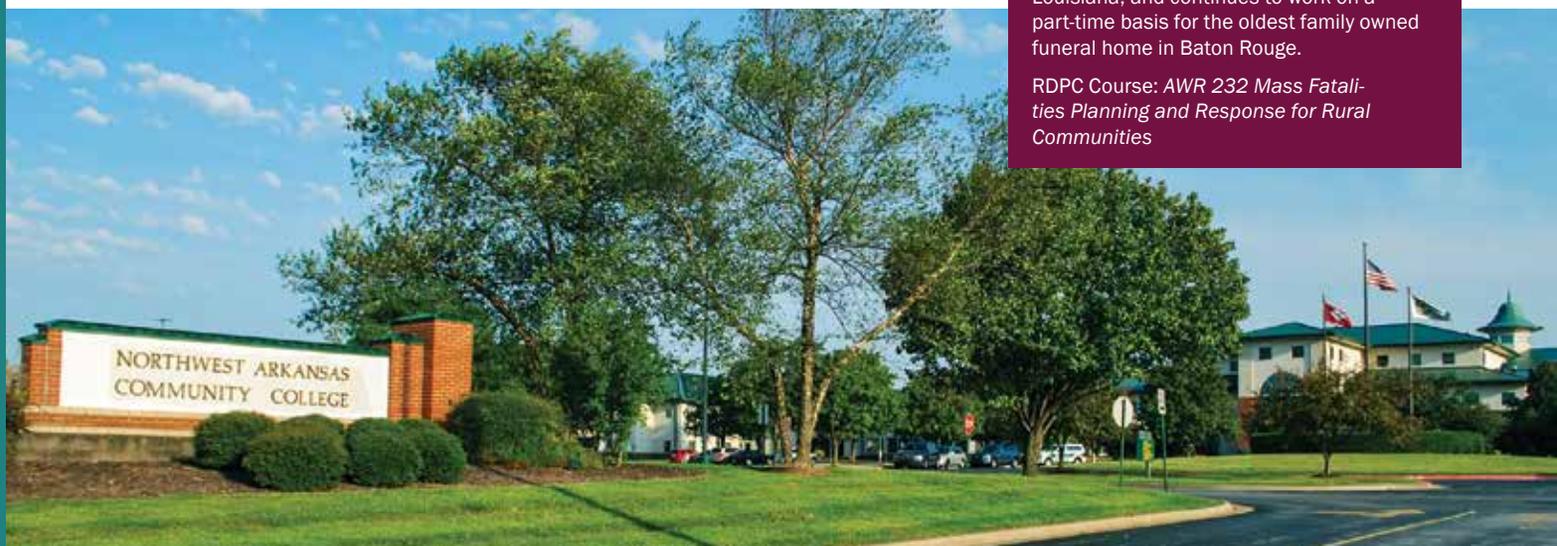
With cooperation from its three primary corporate partners, Wal-Mart, Tyson Foods, and J.B. Hunt Transportation, ICPS courses are uniquely designed to meet the preparedness needs of both the private and public sectors. The Institute was formed in 2004 and has trained over 8,000 individuals in 37 states and several U.S. military bases located in foreign countries.



Mr. Arbie Goings is an instructor with NorthWest Arkansas Community College (NWACC), an academic partner of the RDPC. As a member of the Institute for Corporate and Public Safety (ICPS) at

NWACC, Mr. Goings delivers mass fatality courses designed specifically for rural communities and funeral directors. Mr. Goings has 30 years experience working in the funeral industry and has responded to mass fatality incidents throughout the United States and Haiti since 1998, including events like 9/11 and Hurricane Katrina. Having been responsible for human remains recovery operations and aiding the establishment and daily operations of family assistance centers and temporary morgue operations, Mr. Goings has broad-based knowledge and years of experience in mass fatality response operations. He holds an associate's degree in mortuary science from Delgado Community College in New Orleans, Louisiana, and continues to work on a part-time basis for the oldest family owned funeral home in Baton Rouge.

RDPC Course: AWR 232 Mass Fatalities Planning and Response for Rural Communities



FINDLAY

THE UNIVERSITY OF FINDLAY

The University of Findlay (UF), located in Findlay, Ohio, is a private liberal arts college founded in 1882. It is the home to over 5,000 students. The All Hazards Training Center (AHTC) at UF provides customized education, training, and information-transfer programs that focus on environmental, safety, and health (ES&H) issues as well as security management and emergency/disaster preparedness. The AHTC strives to keep the customer training needs paramount evidenced by the fact that 90 percent of training occurs at the clients' facilities.

Since its inception in 1986, the center has trained more than 160,000 people coast-to-coast and awarded academic degrees to more than 1,400 people. In 2012 alone, UF trained more than 11,000 people in approximately 580 classes conducted in 46 states and two foreign countries. UF is one of a few institutions nationwide that integrates ES&H and emergency/disaster preparedness training and the opportunity to earn Bachelor of Science (BS) and Master of Science (MS) degrees.

THE UNIVERSITY
OF FINDLAY



Captain Bill Brobst is an instructor with The University of Findlay (UF), an academic partner of the RDPC, and an adjunct instructor with The All Hazards Training Center. He serves with the Columbus, Ohio, Division of Fire,

currently in charge of their Hazardous Material Response Team, and has more than 22 years experience in firefighting. Captain Brobst has been very involved with the development and implementation of responses to terrorism,

incident command, rescue, and emergency response programs at all levels. He is an adjunct instructor at the National Fire Academy and served as a deputy director of Fairfield County's Emergency Management Agency. Because of a unique combination of academic and work experiences, Captain Brobst offers an experienced view on the grass roots needs of the responder.

RDPC Course: *AWR 147 Rail Car Incident Response*



THE UNIVERSITY OF CALIFORNIA, DAVIS

UC DAVIS

UNIVERSITY OF CALIFORNIA

The Western Institute for Food Safety and Security (WIFSS) is a University of California, Davis program partnering with the California Department of Food and Agriculture (CDFA); the California Department of Public Health (CDPH); the U.S. Food and Drug Administration (FDA); and the U.S. Department of Agriculture (USDA). WIFSS's mission is to conduct research and provide outreach programs that will enhance food safety and defense in all sectors of the food system continuum from environment to consumer.

WIFSS conducts training for local front-line response teams to strengthen their capability to prevent, detect, respond to, and recover from agroterrorism or other major disasters affecting the food systems in their communities. The overall goal is to enhance national security by strengthening preparedness of the frontline responders to assure that there is capacity to respond early and effectively and in coordination with state and federal agencies. The training curriculum encompasses an all-hazards approach. To date, WIFSS has trained over 6,000 participants in approximately 80 communities and 25 states nationwide.



A Strategic Partner to the Consortium

Established in 1996 through the vision of U.S. Congressman Harold “Hal” Rogers (KY-05), The Center for Rural Development in Somerset, Kentucky, is a nonprofit organization driven by a mission to provide leadership that stimulates innovative and sustainable economic development solutions and a better way of life for the citizens throughout the service area. The Center aspires to be the nationally recognized model for successful rural development.

Through the years, The Center’s vision has expanded to offer a vast array of programs and services that center around four Focus Areas: Public Safety, Arts and Culture, Leadership, and Technology. The Center also boasts a state-of-the-art meeting and convention facility.

In Public Safety, The Center has grown to serve a national audience through the Small, Rural, Tribal and Border Regional Center, a program operated by The Center under the auspices of the National Law Enforcement Corrections and Technology Center System. Through this program, The Center serves nearly 17,000 small agencies with chiefs, sheriffs, officers, and deputies who need

practical technology assistance and collaboration on key issues in order to do their jobs safely and effectively. The Center also houses the Institute for Preventive Strategies (IPS). IPS delivers interactive, online terrorism preparedness courses presented in realistic scenarios that help first responders transition to first preventers. This program is designed to help prepare states and localities to deal with emerging prevention-oriented planning requirements and capabilities and provide expertise across the full range of preparedness activities.

The Center is a strategic partner to the RDPC in delivering critical classroom and online training courses to rural first responders across the country. The Center has a key role as a technology provider to the RDPC, as well as assisting with Outreach and Information. The Center brings expertise in developing and administering training programs, including curriculum design, development, and delivery, utilizing the in-house web and video conference systems required to reach the rural responder community.

The Center provides support to the consortium in the following task areas:

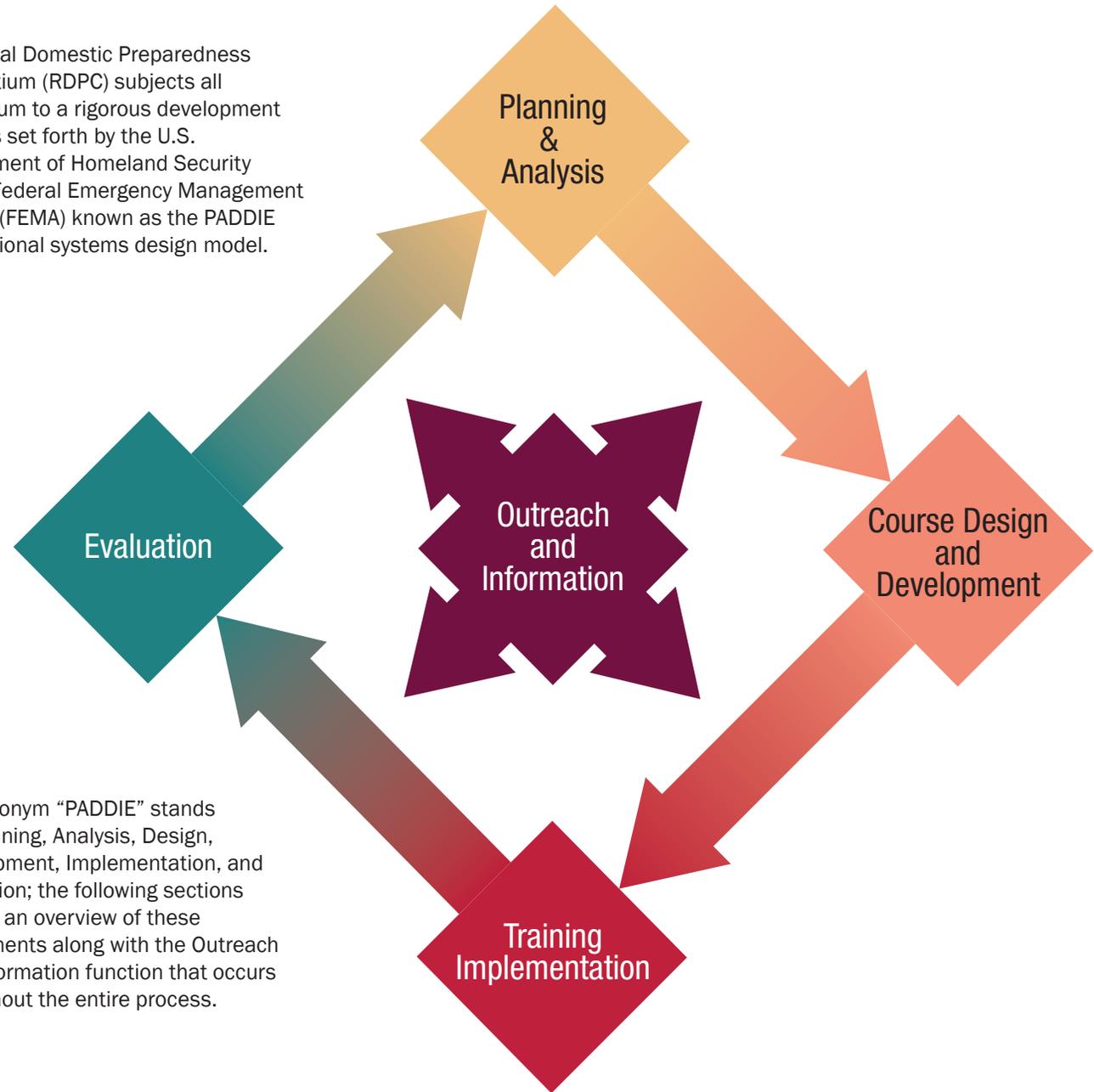
- Web Portal and Information Sharing Services
- Establishment and Support of the Rural Responder Network
- Media Resources
- Communications, Marketing, and Outreach
- Delivery of Homeland Certificate Program through IPS
- Support of the Learning Management and Course Management Systems
- Webcasting Services
- Video Production
- Provide Academic Partner Support
- Web Based Training Delivery and Support
- Interactive Television (ITV) Training
- 24/7 Help Desk Support
- Classroom Facilities for Local Instructor-Led Training



THE CENTER FOR
RURAL DEVELOPMENT

THE RDPC PROCESS

The Rural Domestic Preparedness Consortium (RDPC) subjects all curriculum to a rigorous development process set forth by the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA) known as the PADDIE instructional systems design model.



The acronym "PADDIE" stands for Planning, Analysis, Design, Development, Implementation, and Evaluation; the following sections provide an overview of these components along with the Outreach and Information function that occurs throughout the entire process.



Planning and Analysis

Research is a central focus of the Planning and Analysis phase. The RDPC conducts objective, relevant, and timely research in the form of needs assessments, surveys, focus groups, and case studies to ensure that the RDPC develops and delivers training that is consistent with the needs of the Nation's rural emergency response community. The research not only ensures the

development of timely and relevant training for rural responders, but also assists the RDPC in recognizing training trends that impact current and future courses. Most importantly, the research is one of the foundations from which specific training needs are identified that are subsequently developed into fully-certified training courses.

National Training Needs Survey

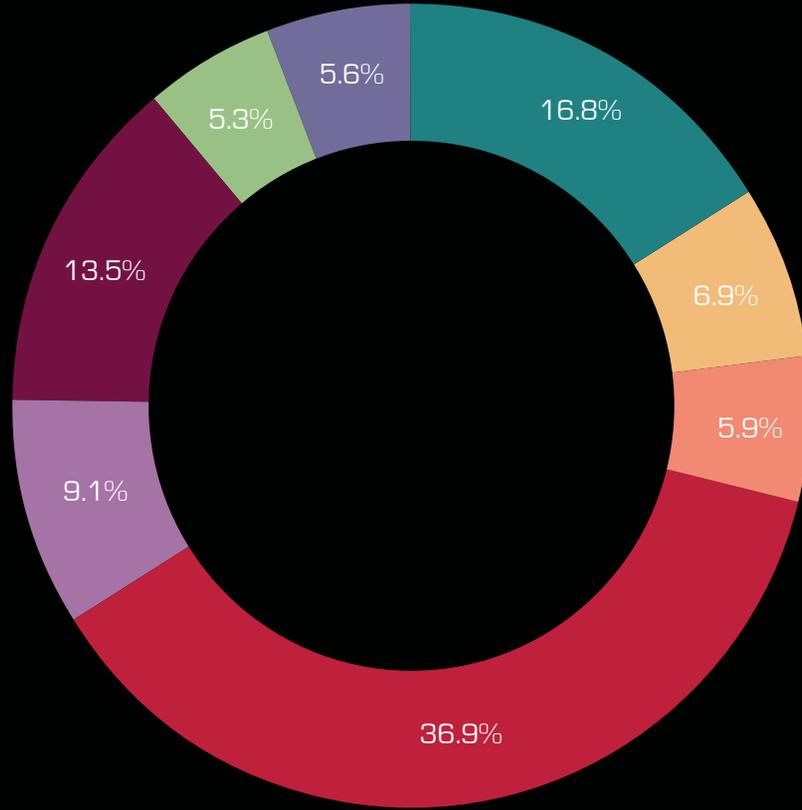
To ensure that training initiatives are appropriately aligned with the overarching goals of federal, state, and local homeland security strategies and cognizant of the evolving needs of particular regions of the Nation, RDPC conducts a National Training Needs Survey (NTNS) of rural responders. The NTNS assesses the training experiences, needs, barriers, and delivery experiences and preferences of rural emergency responders. Since 2006, the RDPC has

conducted three NTNS in which information has been collected from 4,469 rural emergency response agencies regarding training needs information. All NTNS reports may be accessed on the RDPC website.

In addition to the NTNS, the RDPC engages in research to further understand the emergency response community. Examples of previous and current research projects are described in the following sections.

NATIONAL TRAINING NEEDS SURVEY

Response by Discipline
Based on 4,469 Responses



Emergency
Management

Emergency Medical
Services

Fire Services

Governmental
Administrations

Healthcare/Public Health

Law Enforcement

Public Safety
Communications

Public Works/Utilities

Needs-Based Research

The RDPC has completed additional needs-based research on the unique requirements of specific stakeholder groups such as:

- Rural public safety and maritime personnel in rural port areas and inland waterways;
- Federally-recognized American Indian and Alaskan Native (AIAN) Tribes; and
- Training points of contact for the 56 state and territory State Administrative Agencies (SAAs).

This research has been utilized in the area of course identification and development by RDPC (e.g., maritime research is utilized in the development of the Small Vessel Security for Rural Communities course) as well as by other federal training partners (e.g., National Domestic Preparedness Consortium [NDPC]).¹¹

National Level Exercise 2011

In early 2012, the RDPC began research efforts into the 2011 National Level Exercise (NLE 11) at the request of the FEMA National Training and Education Division (NTED). While national level outcomes were the focus of the NLE 11, the RDPC is examining NLE 11 after action reports in addition to conducting interviews with participating states to identify lessons learned, corrective items, and training needs/gaps with a focus on the small and rural jurisdictions that participated in the exercise. Preliminary findings indicate that training gaps may exist in:

- The use of social media for disseminating messages to the public and for leveraging social media messages to form a common operating picture;
- The staffing of mass care facilities and provision of mass care services; and
- Maintaining communications after a catastrophic event when power and other infrastructure is damaged or degraded.

In addition, the RDPC is determining to what extent federal funding has been or will be used to fulfill training needs identified by the NLE 11.

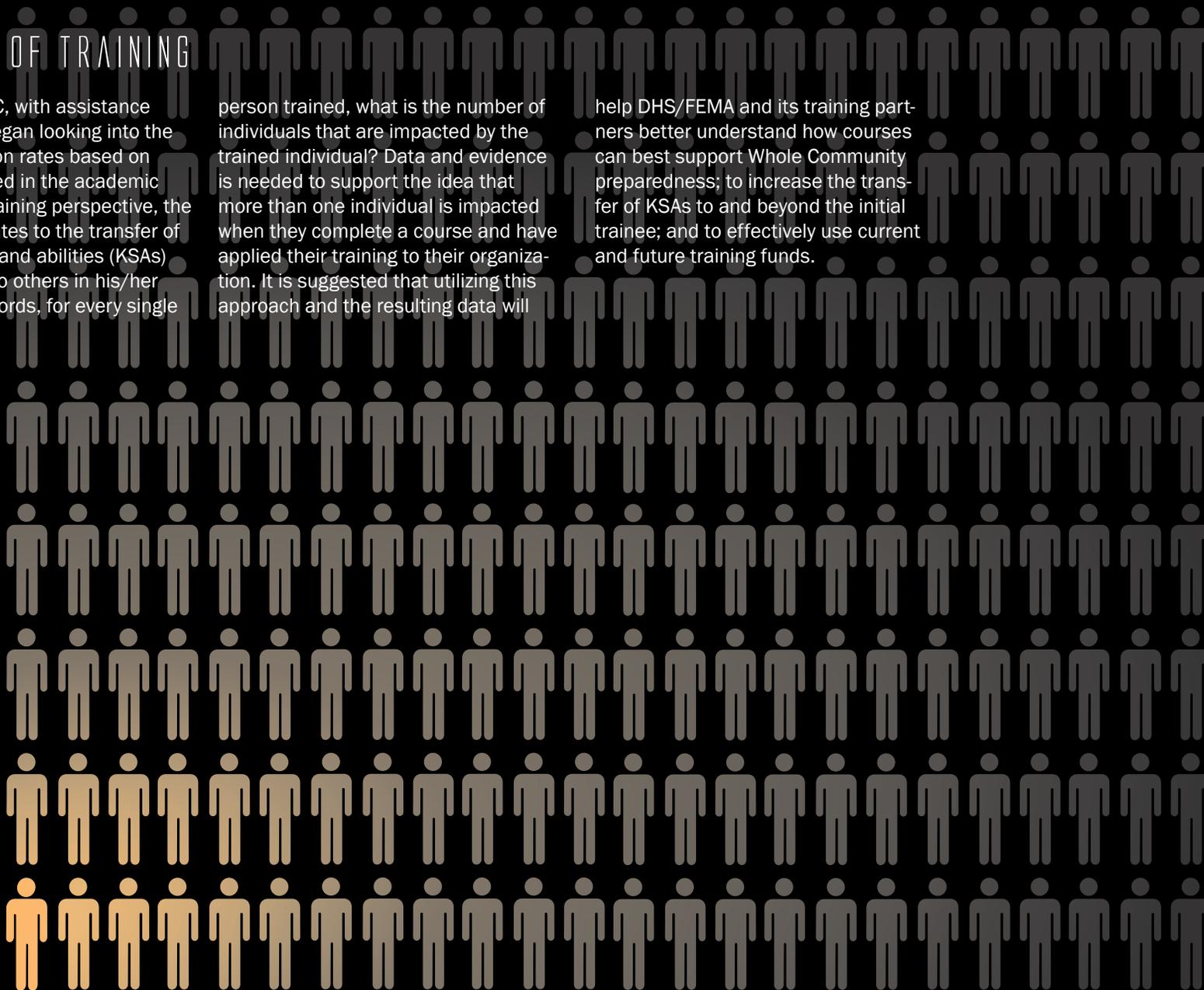


DIFFUSION OF TRAINING

In 2012, the NDPC, with assistance from the RDPC, began looking into the concept of diffusion rates based on research completed in the academic arena.¹² From a training perspective, the term diffusion relates to the transfer of knowledge, skills, and abilities (KSAs) from one trainee to others in his/her agency. In other words, for every single

person trained, what is the number of individuals that are impacted by the trained individual? Data and evidence is needed to support the idea that more than one individual is impacted when they complete a course and have applied their training to their organization. It is suggested that utilizing this approach and the resulting data will

help DHS/FEMA and its training partners better understand how courses can best support Whole Community preparedness; to increase the transfer of KSAs to and beyond the initial trainee; and to effectively use current and future training funds.



Course Design and Development

Once training gaps are identified during the Planning and Analysis phase, the RDPC takes a bottom-up approach in the course development process; therefore, all course proposals are presented to the advisory board for review and comment before submission to DHS/FEMA for approval. Once approved, the RDPC collaborates with subject matter experts to document specific learning objectives, assessment instruments, exercises, and content. The course development process includes a vetting of completed courses through an advisory board of emergency response practitioners and ends with a final review and certification by DHS/FEMA.

Promoting Classroom Interaction

The RDPC employs a learning strategy that emphasizes the sharing of knowledge and best practices the instructors and participants already bring with them to the classroom. When determining the appropriate structure to use for each module, the RDPC looks to incorporate the means most suitable for promoting classroom interaction.

The three most common means for accomplishing this are (1) activity-based scenarios, (2) videos, and (3) discussion questions.

Most RDPC courses contain an activity-based scenario that is threaded throughout the course. As the participants achieve

new KSAs from module to module, the scenario progresses in order to reinforce and test their newly acquired KSAs.

These scenarios are designed to promote interaction among the participants, who must collaborate to best handle the hazard in the fictional community of the scenario.

Many of these scenarios also contain original video that promotes learning for the visual learner and collaboration among participants. The videos provide additional details and discussion points for the participants to deliberate on and create the best solution for the provided scenario.

Guided by instructors skilled in promoting classroom interaction, RDPC course participants also answer discussion questions relevant to testing their KSAs. Often done in small- or large-group format, these questions provide participants additional opportunities to collaborate, solve problems, and share best practices with each other.

Engaging the Experts

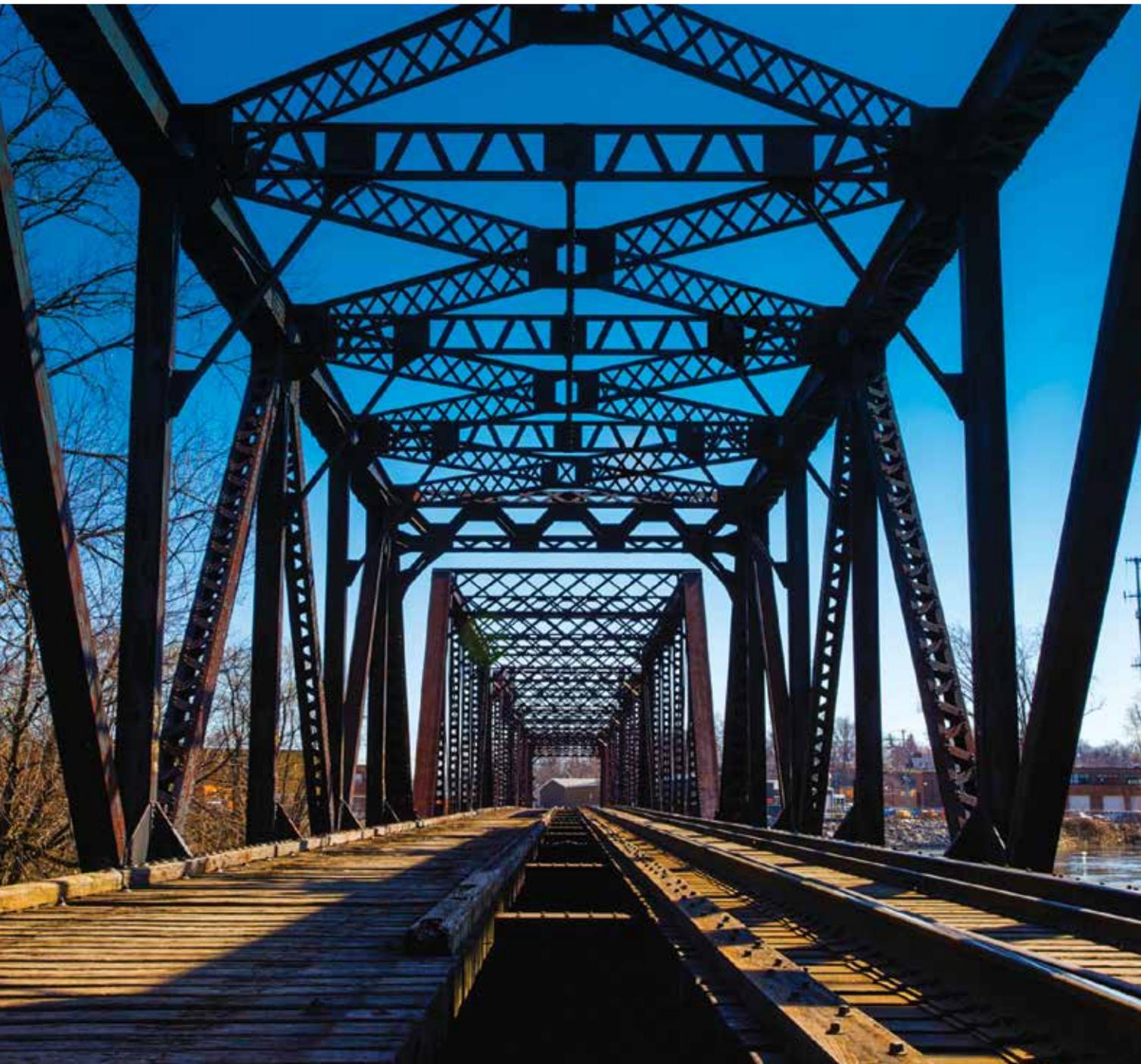
In addition to engaging association members for the purpose of vetting course concepts, the RDPC engages a variety of experts and stakeholders during course development when identifying learning objectives and relevant resources as well as course content. These experts, who are often familiar with existing training provided at the national and state levels, validate learning objectives, content organization, and exercise scenarios and videos.

During the development of the Isolation and Quarantine for Rural Communities course, for example, RDPC developers coordinated with the following stakeholders:

- Centers for Disease Control and Prevention (CDC), U.S. Department of Health and Human Services (HHS)
- Multiple state and local public health agencies and state hospital association representatives

- State and local law enforcement, including experts in legal authorities and issues
- Private sector representatives

This collaboration was instrumental in identifying specific training gaps and ensuring the curriculum effectively bridges these gaps. In addition, feedback was provided by instructors and trainees from many response disciplines during pilot deliveries required before certification by DHS/FEMA.



Responder Job Aids and Toolbox

In an effort to enhance a jurisdiction's preparedness capabilities, the RDPC identifies and develops job aids, such as software tools, checklists, templates, and guidebooks, to complement standard training materials. These products are often provided to participants in hard copy or digital format as part of training to assist them in applying learned concepts and in facilitating follow on planning and other capacity building activities.

In addition to materials provided at training events, the RDPC maintains the Responder Toolbox, which is an online library of tools and job aids related to the needs of rural responders. While some of these tools are developed by the RDPC, others such as the National Incident Management System (NIMS) Incident Resource Inventory System (IRIS) are developed by DHS/FEMA and other partners. These tools and job aids are currently offered on RDPC's website.

Responder Tools

As part of its blended learning strategy, the RDPC maintains an online library of software tools and job-aids related to the needs of rural responders.

For example, the Event Security Planning Tool (ESPT), a tool developed by the RDPC, is distributed to attendees of the *MGT 335*

Event Security Planning for Public Safety Professionals course. This tool allows users to collect, input, review, and report information regarding security plans for special events and to generate a basic security plan.

The Partnerships for Safe and Secure Communities (PASCOM) Tool, also developed by the RDPC, is a complement to the RDPC's *MGT 338 Risk and Vulnerability Assessments for*

Rural Communities course. It is designed to assist rural communities with identifying their critical assets, creating threat scenarios, assessing vulnerability, analyzing risk, and producing recommendations regarding countermeasures that may be taken.

These and other types of tools such as templates and check lists are currently offered on RDPC's website.

Curriculum Review

In an effort to continually respond to emerging training needs in the rural response community, the RDPC implements a 3-year review cycle for the purpose of examining certified courses against new government guidance and newly identified training gaps. During each review cycle, a group of subject matter experts in the respective disciplines are convened for the purpose of devising a revision strategy. In the course of devising a revision strategy, subject matter experts and the RDPC assess training gaps via a thorough examination of course evaluation data that is indicative to:

- Student reaction to and perceptions surrounding the course;
 - Student advancement in KSAs as a direct result of taking the course; and
 - The transfer of the newly acquired KSAs to the learners' daily work environment.
- Once training gaps are identified, course developers devise a revision strategy designed to bridge training gaps and maximize student learning. Overarching goals of a 3-year revision strategy typically include:
- Increasing collaboration among course participants;
 - Increasing the integration of technology and blended learning techniques into instruction;
 - Ensuring accurate use of updated terminology;
 - Ensuring effective alignment with new DHS/FEMA guidance;
 - Identifying opportunities to enhance the course through the use of newly released case studies, improvement reports, exercises, and photos;
 - Identifying opportunities to enhance the course with job aids and electronic support systems;
 - Comparing the course against RDPC quality assurance checklists and identifying opportunities for improving course design, layout, and language style or tone; and
 - Identifying opportunities to enhance testing and instruments to better measure the effectiveness of learning.

Once the revision strategy is implemented and the course is effectively revised to meet the above goals, the RDPC sends the course to DHS/FEMA for recertification. After successfully undergoing the DHS/FEMA certification process, course updates are announced to RDPC stakeholders and outreach materials are revised to better articulate the new features and benefits of the recertified course.

Training Implementation

Instructor-Led Training (ILT)

Research conducted by the RDPC has shown that the convenience of training is of utmost concern to emergency responders in small and rural communities. With fewer material and personnel resources available, responders often struggle to train on issues beyond the basic professional certifications required to maintain their employment. In order to provide the greatest degree of flexibility for responders, the RDPC strives to offer mobile training in locations convenient to target audiences.

First, ILT allows responders from surrounding communities to travel only short distances to attend classes, thus reducing the amount of time and expenses typically required to send individuals to a centralized and often out-of-state training facility. Curriculum designed for mobile delivery is not dependent on a facility to adequately exercise the concepts presented in the course and may be offered in conjunction with statewide and regional conferences and events. For added convenience, RDPC courses are organized into individual modules that can be offered concurrently during one session or organized for delivery over several days. Classes are often presented on weekends and evenings for the benefit of volunteers.

Second, ILT increases the interaction among responders from multiple communities who would likely need to coordinate during a multi-agency, multi-jurisdictional incident or planned event. In fact, many RDPC courses emphasize team-based training and leverage scenarios that require multi-agency coordination.

It is believed that ILT increases the likelihood that responders from multiple agencies and jurisdictions will continue to prepare together beyond the course completion. In support of capacity building, the RDPC offers select train-the-trainer (TTT) courses that aim to prepare instructors for diffusing KSAs to a much broader range of target audiences.





Distance Training

While ILT is still the preferred method for most responders, many prefer courses offered through distance learning formats primarily for convenience and work flexibility purposes. Also, Web-Based Training (WBT) may be the only option available to responders from agencies with travel restrictions and limited budgets for training. Ideal modules for web-based delivery require little face-to-face interaction and are written on the awareness level. The RDPC has developed or adopted several courses offered in a distance-delivery format, including WBT as well as training offered through interactive television (ITV) and video conferencing technologies. In 2011 and 2012, the RDPC continued its efforts to certify new WBT and to create web-based versions of several existing ILT courses, including the following:

- AWR 144-W Port and Vessel Security for Public Safety and Maritime Personnel
- AWR 148-W Crisis Management for School-Based Incident: Partnering Rural Law Enforcement and Local School Systems

- AWR 187-W Terrorism and WMD Awareness in the Workplace
- AWR 208-W Crisis Management in a Rural School (Webcast)
- AWR 209-W Dealing with the Media: A Short Course for Rural First Responders
- MGT 335-W Event Security Planning for Public Safety Professionals
- MGT 338-W Risk and Vulnerability Assessments for Rural Communities
- MGT 339-W Resource Inventory Management for Rural Communities
- MGT 381-W Business Continuity and Emergency Management
- PER 281-W Homeland Security Terrorism Prevention Certificate for Law Enforcement

The RDPC strives to ensure that distance is not a barrier to training and will continue to integrate distance learning technologies as a method to reach a diverse and widely dispersed target audiences in the most efficient manner.

Evaluation

A part of continuous efforts towards improvement, the RDPC engages in several activities to not only evaluate its training, but also to identify process improvements. These activities help to ensure that the RDPC continues to develop and deliver high quality training for the rural emergency response community that is both relevant and timely. The RDPC accomplishes this through various mechanisms, which are discussed in the following sections.



Course Evaluation Program

To evaluate the effectiveness of training courses, the RDPC utilizes Donald L. Kirkpatrick's *Four Levels of Evaluation*,¹³ which is an accepted approach for assessing the effectiveness of training programs. While RDPC automatically collects *Level 1 (Reaction)* and *Level 2 (Learning)* data via NTED-required forms and learning tasks that are part of each course, the RDPC takes this one step further to collect *Level 3 (Transfer)* data to measure the transfer in behavior that has occurred as a result of the training.

In 2010, the RDPC implemented a Level 3 Course Evaluation Program to measure the transfer of training by assessing whether trainees are applying new KSAs acquired during training in their daily job setting. The RDPC utilizes

the results of the Level 3 course evaluations to not only evaluate the transfer of KSAs, but also as a tool to identify potential improvements to course curriculum. While the content of the evaluation survey will vary depending upon the course being evaluated, the overall nature of the questions,

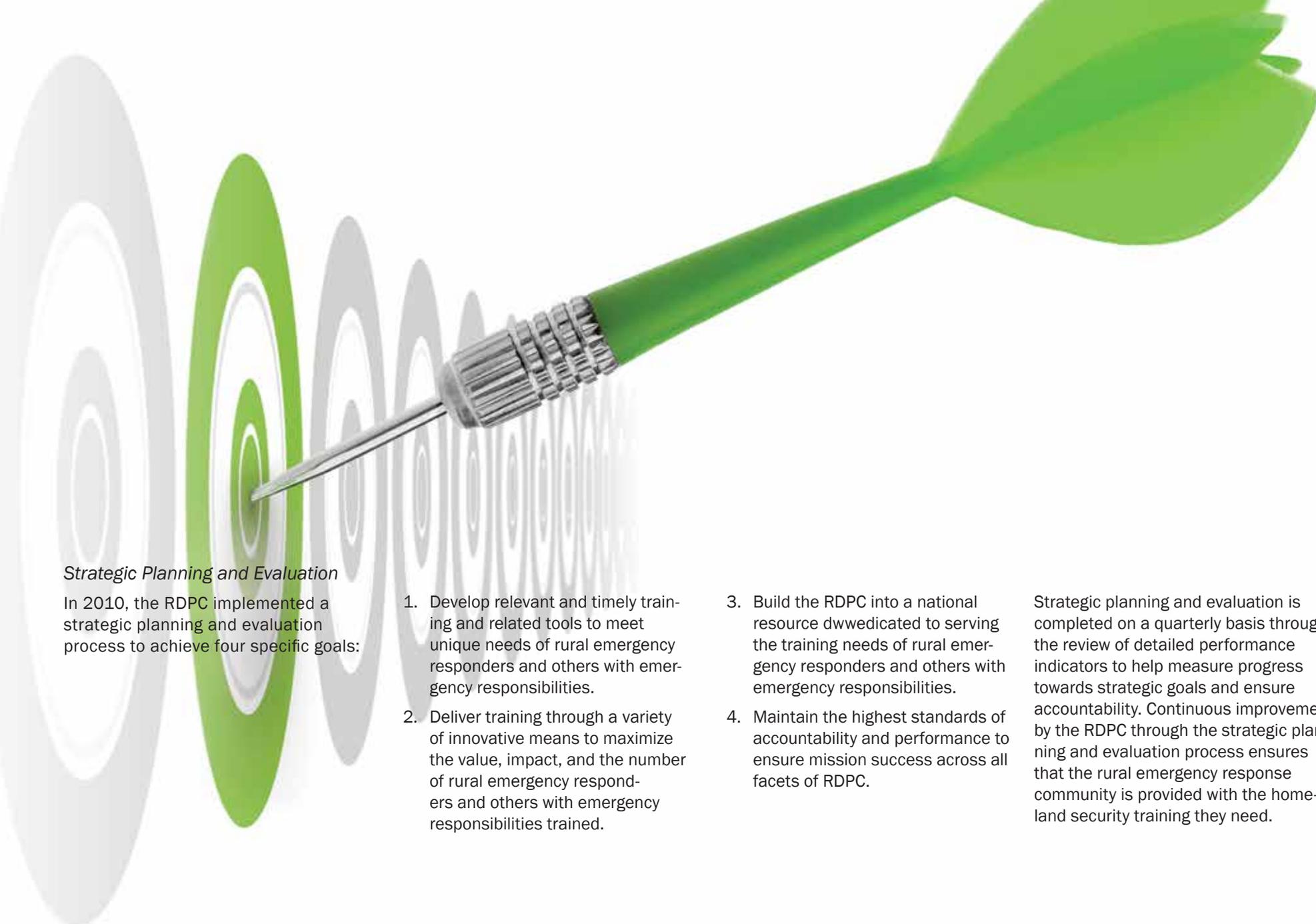
the methodology, and design of each course evaluation is similar. Level 3 evaluations are typically scheduled in advance of each 3-year course review/recertification required by NTED. Since implementation, the RDPC has completed the following course evaluations:

- *AWR 144 Port and Vessel Security for Public Safety and Maritime Personnel*
- *MGT 335 Event Security Planning for Public Safety Professionals*
- *MGT 381 Business Continuity and Emergency Management*

Additional course evaluations are underway and scheduled for the upcoming year. Final reports for each completed evaluation are made available on the RDPC website. Lastly, the RDPC is currently in the process of establishing a Level 4 Course Evaluation Program to better identify the results of each course as well as to identify broader impacts of RDPC courses among recipient agencies. Level 4 course evaluations are scheduled to begin during the upcoming year.

Training Logistics

The provision of on-site training at the request of a rural community requires significant logistical support and coordination. To ensure that training is provided to each jurisdiction in the most efficient and effective manner possible, the RDPC will implement an ongoing evaluation of its training logistics during the upcoming year. This will be accomplished via post-training questionnaires provided to the local point of contact who coordinated with the RDPC on the training delivery.



Strategic Planning and Evaluation

In 2010, the RDPC implemented a strategic planning and evaluation process to achieve four specific goals:

1. Develop relevant and timely training and related tools to meet unique needs of rural emergency responders and others with emergency responsibilities.
2. Deliver training through a variety of innovative means to maximize the value, impact, and the number of rural emergency responders and others with emergency responsibilities trained.
3. Build the RDPC into a national resource dedicated to serving the training needs of rural emergency responders and others with emergency responsibilities.
4. Maintain the highest standards of accountability and performance to ensure mission success across all facets of RDPC.

Strategic planning and evaluation is completed on a quarterly basis through the review of detailed performance indicators to help measure progress towards strategic goals and ensure accountability. Continuous improvement by the RDPC through the strategic planning and evaluation process ensures that the rural emergency response community is provided with the homeland security training they need.

Outreach and Information

The primary purpose of the Outreach and Information function is to raise the awareness among rural responders of RDPC's mission and available courses, the dates, times, and locations of scheduled courses, and registration information. It also occurs throughout the entire RDPC process in the form of targeted case studies, strategic focus groups, and interviews with stakeholders to provide program staff with in-depth information regarding the needs of responders from rural communities and for process improvement purposes.

Critical to the awareness function are the RDPC's web presence, help desk support, and many methods of targeted outreach.

Web Presence and Help Desk

While the primary source for information is the program website (<http://www.ruraltraining.org>), the RDPC maintains a strong presence on social media sites commonly used by responders. The website provides functionality for users to not only view information on static pages, but collaborate on rural training topics, view webcasts of training, watch videos on other pertinent training information, and serve as a portal to a wide variety of services and sites that may be of value to RDPC's stakeholders. Staff also periodically updates the course catalog, which provides a description of courses and links for registering. Made available through the website, the Help Desk may be accessed 24/7 to answer questions and to assist users with technical support.

In addition, the RDPC leverages responders' access to social media sites for providing timely information regarding courses and sample videos, including:

- The RDPC Facebook Page: Registered 933 new "likes" in 2011 and 1,435 in 2012 as of August (<https://www.facebook.com/therdpc>)
- Follow RDPC on Twitter @RuralTraining: <http://twitter.com/RuralTraining>
- YouTube provides informational and sample course videos: <http://www.youtube.com/user/therdpc>

Stakeholders are encouraged to access these sites for keeping abreast of RDPC courses.

Targeted Outreach

The RDPC conducts targeted outreach to attendees of national conferences, through meetings with SAAs, and by publishing articles in relevant professional periodicals.

Attendance at national, regional, and state conferences is a key part of the outreach campaign. The RDPC booth provides attendees with an assortment of informational brochures, fact sheets, and publications, such as the most recent newsletter. Since emergency responders often learn about free-training opportunities through their state agencies and state publications, the RDPC coordinates closely with SAAs and state agencies for raising the awareness of RDPC courses.

The RDPC also publishes and disseminates press releases, newsletters, training updates, and additional information through a multitude of media outlets, including print and Internet sources. Many of these products are frequently disseminated via e-mail to the more than 10,000 subscribers of the RDPC Mailing List. From 2011 to August 2012, the RDPC issued 547 press releases and quarterly newsletters that provided information on new courses, articles by training partners, instructor spotlights, and lists of upcoming events. The RDPC continues to search for improved methods for raising the awareness of program courses.

PROGRAM SPONSOR

Congress and the U.S. Department of Homeland Security (DHS) established the Rural Domestic Preparedness Consortium (RDPC) to develop and deliver all-hazards training that supports rural homeland security goals and needs. To date, the consortium has received a total of \$37,171,494 in funding from DHS/Federal Emergency Management Agency (FEMA) to implement the program. The program is administered by the FEMA National Preparedness Directorate (NPD) National Training and Education Division (NTED).

The NPD was established on April 1, 2007, as a result of the Post-Katrina Emergency Management Act of 2006 to oversee coordination and development strategies necessary to prepare for all-hazards. As part of this mission, NPD coordinates the doctrine and programs and contributes resources to prepare the Nation to prevent, protect, mitigate, respond to, and recover from disasters while minimizing the loss of lives, infrastructure, and property.

NPD is responsible for coordinating the enhancement of the Nation's readiness through its stewardship of the comprehensive preparedness cycle of planning, organizing, equipping, training, exercising, and improvement through evaluation. NPD is responsible for administering the NTED along with other preparedness divisions and programs.

NTED provides management and administration of the Training Partnership Grants. NTED training partners provide first responders and Government officials with training that improves their ability to prepare for, protect against, respond to, recover from, and mitigate, all-hazards incidents and acts of terrorism through the Homeland Security National Training Program. The division currently manages funding for more than 60 training partners, including the RDPC, which offer a portfolio of more than 150 courses to the Nation's responders. While training sponsored by NTED primarily serves state, local, and tribal entities in 10 professional disciplines, it has expanded to serve private

sector and citizens in recognition of their significant role in domestic preparedness. Instruction is offered at the awareness, performance, and management and planning levels.

NTED training conforms to nationally recognized standards and adheres to the principles of both adult learning theory, including problem-based learning, and Instructional System Design (ISD). In addition, training developed under the auspices of NTED undergoes a rigorous validation process before delivery and is continuously assessed while training is delivered to the public. NTED training is increasingly being tested and evaluated through state and local exercises to enhance further development of training courses.





END NOTES

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- ⁷ National Oceanic and Atmospheric Administration. (2012, March). 2011 Tornado Information. Retrieved September 25, 2012, from: http://www.noaa.gov/noaaews.noaa.gov/2011_tornado_information.html
- ⁸ National Oceanic and Atmospheric Administration. (2012, August). State of the Climate National Overview – July 2012. Retrieved September 25, 2012, from: <http://www.ncdc.noaa.gov/sotc/national/2012/7>
- ⁹ U.S. Department of Transportation. (2012, September). Yearly Incident Summary Reports. Retrieved September 20, 2012, from: https://hip.phmsa.dot.gov/analyticsSOAP/saw.dll?Dashboard&NQUser=HazmatWebsiteUser1&NQPassword=HazmatWebsiteUser1&PortalPath=/shared/Public%20Website%20Pages/_portal/Yearly%20Incident%20Summary%20Reports
- ¹⁰ Ibid.
- ¹¹ In recognition of the experience the RDPC has with conducting surveys at the local, state, and national levels, the NDPC requested the RDPC to administer the SAA survey on their behalf for the benefit of course development within the NDPC.
- ¹² See Rogers, Everett (2003). *Diffusion of Innovations (5th ed.)*. New York, NY: The Free Press. and Bass, Frank (1969). A New Product Model for Model Consumer Durables. *Management Science*, 15, pp. 215-227.
- ¹³ Kirkpatrick, Donald (1998). *Evaluation Training Programs: The Four Levels (2nd ed.)*. San Francisco, CA: Berrett-Koehler Publisher, Inc.

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Prepare For The Worst, Train To Be The Best