**VACJE 2014 OUTLOOK**

Happy New Year!!

I hope that everyone enjoyed time with family and friends over winter break. I wanted to start with thanking everyone who participated in our 2013 Annual Meeting which was again graciously hosted by the Richmond Police Department. We had several institutions represented and had some great speakers!! James Keck and Jason Levy from the L. Douglas Wilders School of Government and Public Affairs Homeland Security program have us a great overview of Emergency Preparedness. Suzen Collins from the Virginia Fusion Center did a wonderful job talking to us about the intelligence process.

New for us this year were our student presentations, we had three great presentations and look forward to having many more at this year’s conference!! In 2014 we hope to increase our student and practitioner participation in VACJE, so please think about bringing some of your students with you to the conference. Remember there are very reasonable student rates. This year’s conference theme is Critical Thinking in Criminal Justice. As we begin to prepare, PLEASE email me any ideas for topics and guest speakers and start working with your students on paper and poster presentations. Remember to forward this newsletter to friends and colleagues who are not members—hopefully they will see all of the exciting things that we are doing and want to join.

I am also going to continue the email membership campaign that Nicolle started and we are trying to partner with several of the Training Academy Directors from local and state police department this year to increase attendance and awareness of VACJE. Thank you all who continuously serve this organization. Your dedication to VACJE and the field of criminal justice is remarkable.

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Citizen Police Academies vs. Neighborhood Police Academies: 

Which Program Can Have the Greatest Impact? 

Martin A. Greenberg 

"What a HUGE Honor it is to be accepted into the Fall 2013 Tampa Police Dept. Citizen’s Academy....There are 2 classes with 25 students selected each year. We knew a couple of people in our fall class. From attorneys, bank officers, students and general community leaders that were selected to help their local community." Thus, begins the blog of "The Mark & Carrie Experience" at the Tampa Citizen Police Academy. Although the Tampa program appears to have included a good mix of experiences, Citizen Police Academies (CPAs) programs may greatly vary at the local level. Clearly, the idea driving CPA programs is that educating a small number of citizens on how local police agencies and officers operate will improve broader community support. Mark and Carrie's blog provides an outline of their experiences including Mark being tazzed at the start of the seventh session. (There were actually 8 sessions briefly reviewed in the blog and the last session was the graduation ceremony.) However, all activities were well documented through numerous photographs; see them at: http://www.mcfilm.co/category/mark-carrie-attend-tampa-citizens-police-academy/ 

This brief article suggests that the stated underlying purpose of CPA programs is flawed--educating a small number of citizens on how local police agencies and officers operate is a shortsighted approach to obtaining broader community support. An alternative model is recommended for a more efficient use of police resources. 

History of Citizen Police Academies 

The first citizen police academy in the United States was established by the Orlando Police Department in 1985 and was modeled after a British program begun in 1977. Later in 1985, Missouri City, Texas duplicated the Orlando effort. Subsequently, the practice became a regular and featured program for educating citizens about police work throughout the nation (Ferguson, 1985). All programs trace their origin to the 10-week "Police Night School" program that was conducted by the Devon and Cornwall Constabulary in the United Kingdom. This school met one night a week, with different police personnel volunteering to teach various topics. The curriculum was designed to provide attendees with a general understanding of British policing, as well as the challenges faced by local constables. The night school was well received by both constables and citizens, and similar programs were implemented in other British constabularies. 

Modern CPAs 

Participants usually must pass a criminal and/or motor vehicle background check and some agencies even fingerprint their selected applicants. Classes are usually limited to 15-25 participants. They meet one evening a week for approximately 3 hours. The academies are free and last about 10 weeks. Topics may include: introduction to police operations, patrol, investigation, services, community services, special operations, road safety, criminal law and
procedure, and communications. The advantages of a citizen police academy include exposure to new perspectives, better understanding, positive and proactive contact between police and citizens. Potential limitations for CPAs include potential lawsuits if a participant is killed or injured while attending, resistance among police officers or administrators, lack of resources to sponsor an academy, and the possibility that a graduate will use the information inappropriately.

**Critique of CPAs**

Graduates of CPAs are not expected to provide any police services, but alumni groups are often established to provide information about further participation in police related functions. CPA programs do not train individuals to be reserve or auxiliary police officers, but to produce better informed citizens. Generally, they may provide a forum in which community members and police officers are able to meet with one another to share mutual concerns. In such a setting, it is possible to forge stronger citizen–police relationships and open new lines of communication. Surely, information from citizens about crime problems and suspects are necessary in order to reduce crime. However, unless specific time is reserved for encouraging or building these relationships, it is hard to see how mere attendance by carefully vetted attendees at several lectures, demonstrations, and a few hands-on activities (e.g., a "ride along" and basic training in the use of police firearms) may satisfy these goals. Moreover, there is no expectation that past CPA attendees will meet with other groups to share what they have learned.

On the other hand, if police departments are seriously interested in reaching out to more community members, a program involving training volunteer police to instruct "neighborhood police academies" is recommended. Using a train-the-trainer model, police agencies could train and qualify volunteer police to present vital crime prevention information through mini-academies in local neighborhood locations, thereby expanding the reach of police agencies to all segments of the community. In this way, overtime, the necessary alliances and contacts could be formed to focus on community crime prevention efforts rather than public relations (Greenberg, 1991).

**Selected Bibliography**


Martin A. Greenberg is a lifetime member of the VACJE and is the director of education and research for the New York State Association of Auxiliary Police, Inc.
Douglas Davis

This month I was elected as the Chairman of the Virginia Police Chiefs Foundation. If you think it news worthy, I’ll send some additional information.

I served on the Training Committee for the VCPF for many years and have been on the Executive Board since 2009. I was elected Chairman at our February meeting. Below is a history of the VCPF.

In 1993, a group of police chiefs who had a desire to enhance the educational and training opportunities of both law enforcement and private citizens created the Virginia Police Chiefs Foundation (VCPF) to act as the charitable and educational arm of the Virginia Association of Chiefs of Police (VACP).

The VPCF was originally tasked with designing and implementing leadership education programs. Since that time, the scope and program offerings have been broadened to address not only leadership education, but to also offer training and education courses, scholarship programs, develop partnerships, and sponsor community-outreach programs.

HERE IS THEIR VISION STATEMENT:

vision, leadership, excellence

Those words define the philosophy of the Virginia Police Chiefs Foundation (VPCF). The VPCF’s Board of Directors is committed to a far-reaching vision that embraces leadership-skill development and education for law enforcement, business executives, and today’s youth. Effective leaders aren’t born, they are cultivated.

The board embraces excellence: Excellence in the command staffs that operate our police departments; excellence in the youth who will lead our country tomorrow; excellence in the community. We support excellence not only in providing education programs, but by awarding scholarships to further those educational opportunities. And we celebrate excellence exhibited by corporations and community groups who support the VPCF’s activities and community-outreach programs.

Our mission is to make Virginia’s communities safer by providing leadership education through partnerships among citizens, business and law enforcement.

Be safe, Doug

Bud Levin

Bud Levin presented “Leadership and School Violence” at a December 2013 conference in Myrtle Beach, SC. This is an annual meeting of the Public Safety Leadership Development Consortium.
Charles J. Kehoe, ACSW, CCE

CHIEF OPERATING OFFICER

KEHOE CORRECTIONAL CONSULTING, LLC

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Charles Kehoe has worked in juvenile and adult corrections in four states and has been the director of three agencies. He is also an advisor to the United States Army and the United States Navy on military correctional affairs. His experience includes positions in the public and private sectors in the corrections field. Kehoe has served as an expert witness in federal and state courts in 16 states. He has also toured correctional facilities in a number of foreign countries. Kehoe has testified before the United States Congress on two occasions and before numerous state and local legislative bodies. He is the author of 24 articles on corrections and juvenile justice. Kehoe is an adjunct faculty member at VCU in the Criminal Justice Program. Kehoe holds a Master of Social Work degree from the University of Illinois, is a Certified Corrections Executive, a Certified ACA Accreditation Auditor, and a Certified PREA Auditor. He is a Past President of the American Correctional Association and is a member of other professional correctional associations. Kehoe has received nine awards for his contributions to the field of corrections and juvenile justice, including the American Correctional Association’s E. R. Cass Correctional Achievement Award.
VACJE BUSINESS MEETING

DRAFT MINUTES

RICHMOND POLICE ACADEMY

NOVEMBER 8, 2013


No minutes from the 2012 VACJE meeting were available for discussion or approval. John Wilt volunteered to record the main business items for Lisa Kara.

Current VACJE bank balance stands at: $2,277.49. Expenditures—VACJE IX Web charges, payment to PIP for newsletter services and to Jon Upfold who maintains the VACJE Web site—were approved. Ray Smith is in charge of issuing checks for payment.

Business items discussed included:

The morning portion of the annual VACJE conference was pronounced a big success by all! Delmar mentioned that he would be presenting a paper—Within the War Zones: The Realities of Criminal Gangs and Terrorist Groups—at the annual ACJS meeting to be held in Philadelphia. Saint Leo, Mary Baldwin and VCU will look at the possibility of an ad for the next VACJE newsletter. A question was raised regarding a VACJE annual meeting “student rate”. VCU will be looking at the possibility of becoming a VACJE member at the institutional rate. There was a consensus that the student panel presentations were very informative and that they should continue at the 2014 VACJE annual meeting. Everyone present seemed quite comfortable with the Thursday-Friday sequence for the annual VACJE meeting.

The 2014 VACJE annual meeting will be held in Richmond—during the month of October—with this conference topic: “Writing and Critical Thinking”.

Adjournment: 2:30 p.m.
VACJE
Virginia Association of Criminal Justice Educators

Membership Application and Information

New Member __________    Renewal __________

NAME ____________________________________________________________________________

HOME ADDRESS _____________________________________________________________________

HOME PHONE ( ______ ) _________________    WORK PHONE ( ______ ) _________________

E-MAIL __________________________________________________________________________

FACULTY RANK _____________________________________________________________________

EMPLOYER _________________________________________________________________________

WORK ADDRESS ____________________________________________________________________

ASSOCIATION DUES

ANNUAL DUES: $25      DATE ________________________________
LIFE MEMBERSHIP: $300

RETURN THE COMPLETED MEMBERSHIP APPLICATION WITH THE DUES PAYMENT TO THE TREASURER OR SECRETARY (CHECK MADE PAYABLE TO VACJE)

For further information on membership, contact either:

Raymond Smith
Treasurer
Associate Professor
Program Coordinator
Administration of Justice
Blue Ridge Community College
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Weyers Cave, VA 24486

Lisa Kara
Secretary
Blue Ridge Community College
P. O. Box 80
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**MISSION STATEMENT**

We, as criminal justice educators, have as our mission:
- to advance, inspire, and promote the highest quality and practices of criminal justice education to students and practitioners in the community colleges, colleges, and universities within the State of Virginia.
- to foster communication and support among all criminal justice educators in Virginia.
- to inform the membership of pending (or possible) changes in criminal justice programs or agencies among the post-secondary educational institutions in Virginia.
- to articulate a unified voice for official communication with other educational agencies, organizations, and/or the Commonwealth of Virginia.
- to enhance the quality of life-long educational experiences and opportunities for our criminal justice students.

To accomplish this mission, we propose that the VACJE:

1) Sponsor an annual meeting of criminal justice educators for the purpose of:
   a. providing a forum for the expression of thoughts, ideas, and concerns;
   b. share training and teaching methods and techniques;
   c. conducting an annual business meeting;
   d. allowing individuals to meet their peers throughout the state, providing an opportunity for individual networking;
   e. presenting a pertinent workshops and programs to enhance individual members professional development;
   f. allowing an opportunity for the expression of individual viewpoints while arriving at a unified consensus or official position for the Association.

2) Sponsor semi-annual meetings as required for the above listed and/or other necessary reasons. These reasons might include:
   a. providing a forum for Virginia Community College System (VCCS) Administration of Justice (ADJ) Peer Group Conferences;
   b. discussing various articulation agreements;
   c. developing or modifying changes in the VCCS ADJ Course Content Summaries;
   d. providing for Administration of Justice/Criminal Justice Program professional development opportunities.

3) Maintain a current (and regularly updated) list of full-time criminal justice educators in the various Virginia educational and other selected institutions. The list should include:
   a. the individual’s name
   b. faculty rank
   c. job title or description
   d. complete official mailing address
   e. E-mail address
   f. telephone numbers for: office, fax, residence (if desired)
   g. home address (if desired for communication)

4) Communication with members via an informal newsletter, E-mail or Web Site page as appropriate. As a result of these missions -- the VACJE will create informal and formal networks to communicate, build alliances, and establish an environment of growth, challenge, and unlimited potential for all its members, as we advance quality criminal justice education in the State of Virginia and in the world.
VACJE 2012-2013 DIRECTORS

OFFICERS
NICOLLE PARSONS-POLLARD
Immediate Past President
Virginia State University
2010-2012

ROBYN DIEHL
President
Virginia Commonwealth University
2012-2014

WILLIAM OSBORNE, JR.
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LISA KARA
Secretary
Blue Ridge Community College
2012-2014

RAY SMITH
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2012-2014

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THE BANK BALANCE AS OF FEBRUARY 10, 2014
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*Continued on next page*
This assignment requires graduate students to work together in teams and with a Virginia locality to review and re-write an Emergency Operations Plan. The emergency management field and emergency planning activities require teamwork to be successful. This assignment will provide the student experience in working as part of a small team. Each team member is expected to contribute approximately an equal amount of effort.

**Student Background Readings**

The following textbooks and government documents serve as the students background readings for this assignment. Students may also use other scholarly publications and government documents that address EOPs.


**Student Assignment Instructions**

Students will be provided a copy of the current EOP for the organization or locality by the emergency manager (preferably an electronic copy in MS Word format). Using the VDEM “Local Emergency Operations Plan Templates” and the FEMA Comprehensive Preparedness Guide (CPG) 101, students will review and update the basic plan. Review and update as many Emergency Support Function (ESF) Annexes as agreed to with the emergency manager. In addition they will prepare a checklist and a job aid for some portion of the plan, as agreed to with the organization’s emergency manager. Then students will prepare a PowerPoint presentation/briefing for the organization or Locality, presenting what the student team accomplished. Presentations will generally be scheduled during the week of Dec 9 - 17, 2013.

Students will be provided contact information for the organization or locality emergency manager who’s EOP they are writing. They may also be provided contact information for planners at VDEM and others. These contacts are being provided so they can answer questions for the EOP and provide guidance and suggestions, not to write any of the EOP for them.

Once the team project is assigned in week 5 or 6 of the course each team member will be required to submit a periodical student activity report beginning at the end of week 8. This will allow the instructor to monitor progress, involvement and activities on this project. (See attached “HSEP 601 EOP Group Project Instructions Fall 2013” for additional information on student expectations and guidance on the project).

**Organization or Locality Expectations**

1. The emergency manager will provide the current EOP which will be reviewed and revised as necessary by the students.
2. Communicate with the project team contact to provide information and locations where information can be obtained to re-write the EOP. Communications may be by telephone, E-mail or in person.
3. Negotiate with the team for the elements of the plan that will be rewritten. 4 to 5 graduate students will be assigned to each project team. It is expected that the team will write at least 100 pages of a plan and should include elements from the basic plan, an ESF annex and one other annex. Many parts of the rewritten plan may remain unchanged from the current plan and just require reformatting of existing text. As a result the level of effort for these sections is minimal. In these cases more annexes should be included in the rewritten sections included in the project. This is a substantive course project and the level of effort should be consistent with this expectation.
4. Participate in a presentation of the team at the end of the project if possible. Approximately 1 hour in length at an agreed upon time and location; either in your organization or locality or arranged at VCU in Richmond VA. In extreme cases you may participate via telephone conference call if the presentation cannot otherwise be accommodated.
5. Do not write the plan for the team.
6. While these are graduate students and I expect them to be able to write a quality product there is no guarantee that the plan will be complete or meet all the organization or locality needs.

7. Communicate with the instructor periodically on the status of the project or if guidance is needed. The instructor will also communicate with the organization or locality to provide periodic updates and to prompt necessary actions. The instructor will inform the organization or locality when project teams are assigned, who the team members are, and provide contact information.

8. An initial meeting with the students and the emergency manager should be arranged as the project kick off.

**Deliverables**

At the completion of the project, the team will deliver one hard copy of the EOP in a binder along with an electronic copy to the Emergency Manager. An electronic copy will also be provided to the Instructor. Additional hard copies of the EOP may be requested by the Emergency Manager for other members of the organization or Locality. Copies electronic or hard may be requested by VDEM, the regional planning district or others. In addition an electronic copy of the PowerPoint slide presentation will be provided to the Emergency Manager and the Instructor. Hard copies of the PowerPoint slides for the instructor, emergency manager and others attending the presentation will be provided by the team.

**Project Documentation**

All information associated with this project and contained in the team PowerPoints and EOP will be treated as sensitive and will not be made available to any other person without the express permission of the organization or locality emergency manager nor will it be used by students in any other assignments for any other courses. The team will treat this information as sensitive. The organization or locality will make all determinations of who will have access to the plan and other information produced for this project.
Conceptualizing Emergency Preparedness in the Classroom

James Keck
Homeland Security & Emergency Preparedness
L. Douglas Wilder School of Government and Public Affairs
Virginia Commonwealth University
Why Prepare?

- Because stuff happens
Emergency:

- Any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or lessen or avert the threat of a catastrophe in any part of the United States. A variety of incidents may qualify as emergencies. The Federal assistance available for emergencies is more limited than that which is available for a major disaster.

Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 100-707)
Major Disaster:

- Any natural catastrophe (including any hurricane, tornado, storm, high water, wind driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance under this chapter to supplement the efforts and available resources of States, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 100-707)
Throughout our Nation’s history, communities have always bonded together when disaster strikes. Emergency management simply creates a framework to help communities reduce vulnerabilities to threats and hazards and cope with disasters. Emergency management is an essential role of government. The Constitution tasks the States with responsibility for public health and safety—hence, they are responsible for public risks, while the Federal Government’s ultimate obligation is to help when State, local, or individual entities are overwhelmed.

The overall goals of emergency management at all levels are:

- First, to reduce the loss of life;
- Then, to minimize property loss and damage to the environment;
- And finally, to protect the jurisdiction from all threats and hazards.
Emergencies/Disasters

- All emergencies, disasters and incidents are local.

They have a defined location and are responded to by local first responders.

They are managed in the community by the community.
The NIMS Mandate

- Adopt and use NIMS in incident management programs and activities.

- Adoption of NIMS is a condition for Federal preparedness assistance (through grants, contracts, and other activities).
http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-700.a
NIMS Components

- Preparedness
  - Communications and Information Management
  - Resource Management
- Command and Management
- Ongoing Management and Maintenance
- Incident Command System
- Multiagency Coordination Systems
- Public Information
NIMS:
- Represents a core set of doctrines, concepts, principles, terminology, and organizational processes
- Enables effective, efficient, and collaborative incident management.
What is Preparedness:

- Effective emergency management and incident response activities begin with a host of preparedness activities conducted on an ongoing basis, in advance of any potential incident.

- Preparedness involves an integrated combination of assessment; planning; procedures and protocols; training and exercises; personnel qualifications, licensure, and certification; equipment certification; and evaluation and revision.
Preparedness is achieved and maintained through a continuous cycle
Preparedness

- Planning Organizing, Training, Equipping and Exercising together.
- In the mist of a disaster is not the time to be introducing yourself or exchange business cards.
- Relationships must be established during preparedness phase before a response is required.
- Remember NIMS:
  - Represents a core set of doctrines, concepts, principles, terminology, and organizational processes.
  - Enables effective, efficient, and collaborative incident management.
Who?

- First responders
  - Firefighter
  - Law enforcement
  - Emergency medical service

- Emergency Managers
  - Coordinators
  - Planners
  - Resource managers
  - Finance and administration

- Others
  - Private sector partners
  - Non Government Organizations
How?

- Content
- Presentation
- Methods
- Tools
FEMA’s Emergency Management Institute (EMI) Courses:
http://training.fema.gov/
- IS-230.c Fundamentals of Emergency Management
- IS-100.b Introduction to Incident Command System
- IS-130: Exercise Evaluation and Improvement Planning
- IS-235.B: Emergency Planning
- IS-700.a National Incident Management System (NIMS)
- IS-701.a NIMS Multiagency Coordination System (MACS)

Numerous other FEMA courses available that can be adapted to individual needs and requirements.
Government Documents

- National Incident Management System. March 2004
- National Response Framework. May 2013
- National Disaster Recovery Framework. September 2011
- Many more on DHS and FEMA websites
Some Textbooks


Presentation

- Lecture:
  - PowerPoint,
  - Prezi
  - Pictures

- Video
  - \[http://www.youtube.com/watch?v=5VcSwejU2D0&feature=youtu.be\]
  - Documentary

- Discussion/debate

- Questioning
Methods

- Team work
- Training
- Exercises
  - Drills
  - Tabletop exercises
  - Functional exercises
  - Full scale exercises
- Case analysis
- Games
Learning Management Systems

Interactive on line independent study courses

Presentation tools

Social media: Twitter, Facebook

Audio/Video Editing tools
- Camtasia
- Audacity
Preparedness is achieved and maintained through a continuous cycle
Conceptualizing Emergency Preparedness in the Classroom

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Virginia Commonwealth University
~ Photo Gallery ~

Fall 2013 Conference in Richmond, VA
RICHMOND POLICE TRAINING ACADEMY
November 8, 2013

2013 Conferee Group
~ PHOTO GALLERY ~
Fall 2013 Conference in Richmond, VA

Lunch Break!
~ PHOTO GALLERY ~

Fall 2013 Conference in Richmond, VA

Disaster Preparation

Community Relations

Recruitment Strategies

Fusion Center Concepts