



# **FY 2006 Competitive Training Grants Program**

**Solicitation for Concept Papers**

**Catalog of Federal Domestic Assistance (CFDA) Number 97.068**

**May 2006**



**Homeland  
Security**

## I. INTRODUCTION

The Department of Homeland Security (DHS) Preparedness Directorate's Office of Grants and Training (G&T) (formerly known as the Office of State and Local Government Coordination and Preparedness (SLGCP)) is the principal component of DHS responsible for ensuring the development and delivery of guidance and resources to enhance national preparedness for emergencies and disasters of all kinds, including terrorism. In carrying out its mission, G&T is the primary office responsible for providing training, funds for the purchase of equipment, support for the planning and execution of exercises, technical assistance, and other support to assist state, local, tribal, and territorial governments to prevent, protect against, and respond to incidents of national significance and catastrophic events.

G&T is accepting applications for the Fiscal Year 2006 Competitive Training Grants Program (CTGP). Through this program, \$28,809,000 will be available to fund national preparedness training initiatives that further the DHS mission of preparing the nation to prevent, protect against, respond to, and recover from incidents of terrorism or catastrophic events. Course materials and course offerings must be offered and accessible to responders throughout the nation. While the delivery must account for national coverage, the delivery rollout can be implemented regionally to leverage expertise, share resources, and enhance training capacity.

Additionally, initiatives must be innovative and non-duplicative of any training offered by the National Domestic Preparedness Consortium, other G&T training partners, or other federal agencies. DHS is accepting applications for training programs in specific issue areas identified in this solicitation.

**Process and Due Dates:** This solicitation invites applicants to submit concept papers providing an overview of their proposed program. This year's solicitation offers more specific concept paper guidelines and the award period has been extended from two to three years. The due date for concept papers is May 31, 2006, 8:00 p.m. Eastern Standard Time. Based on peer review of these concept papers, selected applicants will be invited to submit full proposals describing their programs in detail. The anticipated deadline for submission of full proposals is June 30, 2006, 8:00 p.m. Eastern Standard Time. Deadline extensions will not be granted. Concept papers and/or full proposals submitted after the respective deadlines will **NOT** be considered.

**Page Limits:** G&T has developed a concept paper template that addresses the critical elements of a viable training program. A copy of this template is provided in Appendix A. Applicants must use this template format when submitting applications and must not exceed eight (8) double-spaced pages in 12-point font with 1-inch margins. The title page, which must contain the requested information about the applicant, and the one-page budget overview are included in the eight-page limit. If the concept paper contains more than eight pages, only the first eight pages will be reviewed. No additional attachments will be accepted. (Full proposals, for applicants invited to submit them, will be limited to 20 pages.)

**Reasons for Rejection:** G&T will reject applications that are incomplete, do not respond to the national scope of the solicitation, do not comply with format requirements, fail to adequately address the concept paper elements or are submitted after the deadline. No additions to the original submission are allowed.

## II. NATIONAL PREPAREDNESS GOAL AND PRIORITIES

Homeland Security Presidential Directive 8 (HSPD-8): National Preparedness, issued December 27, 2003, tasks the Secretary of DHS, in coordination with the heads of other appropriate federal departments and agencies and in consultation with state and local governments, to strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies. On March 26, 2004, the Secretary of DHS charged G&T with leading HSPD-8 Implementation on behalf of DHS. On March 31, 2005, DHS issued the Interim National Preparedness Goal (the Goal). The Goal establishes the following vision for National Preparedness.

*To engage federal, state, local, tribal, and territorial entities, their private and non-government partners, and the general public to achieve and sustain risk-based target levels of capabilities to prevent, protect against, respond to, and recover from major events in order to minimize the impact on lives, property, and the economy.*

The Goal is a significant evolution and advancement in the approach to preparedness and homeland security. It presents a collective vision for national preparedness and establishes National Priorities to guide the realization of that vision to meet the most urgent needs. The Goal is a companion document to the National Response Plan (NRP), National Incident Management System (NIMS), and the interim National Infrastructure Protection Plan (NIPP). These documents can be accessed at [www.ojp.usdoj.gov/odp](http://www.ojp.usdoj.gov/odp) and should be reviewed prior to submitting an application.

DHS, through G&T, is working to increase preparedness by: 1) addressing the Goal 2) establishing mechanisms for improved delivery of federal preparedness assistance to state and local governments; and 3) outlining actions to strengthen preparedness capabilities of federal, state, and local entities.

As a result of HSPD-8, DHS, through G&T, is engaged in a new approach to defining the Nation's preparedness through the development and implementation of target capabilities. Target capabilities are defined as combinations of resources that provide the means to achieve a measurable outcome resulting from performance of one or more critical tasks, under specified conditions and performance standards. A capability may be delivered with any combination of properly planned, organized, equipped, trained, and exercised personnel that achieve the expected outcome. The Target Capabilities List (TCL) identifies 37 capabilities integral to nationwide all-hazards preparedness, including acts of terrorism.

The Goal identifies eight priorities. The priorities fall into two categories: (A) three overarching priorities that contribute to the development of multiple capabilities, and (B) five capability-specific priorities that build selected capabilities for which the Nation has the greatest need. Five of the seven issue areas for this year's competitive process were derived from the national priorities. Under this solicitation, applicants for competitive training grant funds will be required to design their training programs to align with one or more of the priority target capabilities listed under the issue areas.

### III. ISSUE AREAS

Developing a national training strategy to address all aspects of HSPD-8 is a multi-faceted endeavor that succeeds through partnerships. We at DHS recognize there are many training issues which could be addressed through this solicitation. For instance, interoperability is a national priority and a mission critical capability but the current training needs are better addressed through other efforts provided by the DHS Directorate for Science and Technology (S&T) and G&T. Due to limited resources and the need to stimulate innovation to address targeted gaps in training, the following seven issue areas will be priorities in this year's competitive program.

#### **Issue Area #1: Regional Collaboration**

The response to major catastrophic events, regardless of whether they result from natural events or a terrorist attack, requires extensive regional collaboration. This priority highlights the need for embracing partnerships across multiple sectors, jurisdictions, regions and states in building capabilities cooperatively. Successful regional collaboration allows for multi-sector, multi-jurisdictional, and multidisciplinary approaches to building capabilities for all mission areas, spreading costs, and sharing risk across geographic areas. As an example, enforcement of immigration law and border security is an issue which crosses jurisdictions and is critical to the maintenance of national security and mitigation of threats. Regional collaborative efforts enhance our ability to respond effectively, regardless of the location or method used to enter the country.

Training should help participants coordinate homeland security preparedness assistance expenditures and planning efforts on a regional basis to avoid duplicative or inconsistent investments. Course participants should understand how regional collaboration works; where assets come from, including non-governmental assets; how the command structure functions; and the role of plans, incident command, and resource inventories and how they figure into collaborative efforts from a federal, state, regional, and local perspective. One example of such regional collaboration is training in the development and exercise of evacuation plans designed to expedite the transport of victims from urban areas. Another aspect of collaboration would be coordinated program development with the federal entities whose purpose is border protection, such as US-VISIT which expedites the entry/exit process while enhancing the integrity of the immigration system and respecting the privacy of visitors. Training related to the enforcement of immigration laws should be coordinated with the U.S. Immigration and Customs Enforcement (ICE).

Training programs on regional collaboration will 1) provide skills for how to leverage collaborative mechanisms for multi-sector planning through Citizen Corps Councils and multi-jurisdictional government, non-profit, and private sector organizations, and 2) provide information on the importance of mutual aid agreements and guidance to state and local planners and managers on how to formalize mutual aid agreements with surrounding communities and states, including organizations that train and manage volunteers or other private or non-governmental assets for the purposes of sharing equipment, personnel, and facilities during emergencies. Training proposals related to immigration laws and border security should address

strategically preventing the entry of terrorists, criminals and illegal aliens, and improving security of the U.S. transportation systems while not impeding the flow of legitimate commerce and travelers. Immigration law materials in other languages and lessons learned in border control programs are examples of curricula materials which could be developed within this issue area.

### **Issue Area #2: Information Sharing/Fusion Centers:**

Effective terrorism prevention, protection, response, and recovery efforts depend on timely and accurate information about the identity of the enemy. The focus of this issue area should be the “fusion process,” a term used to describe the gathering, analyzing, disseminating, and use of information that is regarded as intelligence.

Training programs funded under this issue area should enhance the ability of fusion center personnel at the state and local level to effectively perform duties in support of the fusion process. The knowledge, skills, and abilities for the training should address the four target capabilities from the National Preparedness Goal which impact fusion center personnel. These capabilities are: information gathering and recognition of indicators and warnings, intelligence analysis and production, intelligence information sharing and dissemination, and law enforcement investigations and operations. An essential training issue is the ability to share information across disciplines. The primary target audiences for training are the intelligence analysts within the fusion centers.

Projects should include, but are not limited to 1) developing the minimum training guidelines for all state and local fusion center personnel related to the four capabilities, 2) assessing the current training environment to identify the existing courses available, and 3) fitting this course material with the current DHS fusion processes and functions.

### **Issue Area #3: Cyber Terrorism Prevention and Cyber Security Awareness**

Dependence on computer networks and information systems by our Nation has made cyber security a priority. Cyber attacks have increased in number and complexity and the ability to protect from these attacks must keep pace. Cyber security, as an issue area, supports the NIPP by helping to mitigate the risk to critical information systems and other key resources at the community level.

Training in this area should prepare participants to identify, prevent, protect against, respond to, and recover from cyber attacks at the state and local level. The training should also bridge to cyber-related exercises to test systems and policies already in place. Since threats to cyber security are ever-changing, training programs in this issue area should have the ability to add modules or otherwise adapt to newly identified vulnerabilities and attack methods. The use of “hands-on” computer training labs, where appropriate, should be employed.

Training programs in this issue area should be directed to information technologists tasked with the creation and maintenance of computer networks and information systems for state and local emergency responders, government managers administering these systems, criminal investigators of cyber crimes involving terrorism, and others responsible for the protection of critical information systems.

**Issue Area #4: Infrastructure Protection**

The interim NIPP, published in February 2005, and the soon to be published final NIPP, establishes a process for bringing together a wide range of homeland security partners at the federal, state, local, tribal, and territorial level to establish the organized, unified, national risk-based approach to enhance the security and mitigate the risk facing the Nation's critical infrastructure and key resources.

Training should impart the skills to build a state and local Critical Infrastructure Protection process for allocating manpower and resources to prevent, protect against, respond to, and recover from incidents of national significance involving critical infrastructure. Applicants should focus efforts on teaching existing and emergent DHS Infrastructure Protection-approved critical infrastructure and key resource tools and methodologies so as to promote a national approach for critical infrastructure protection.

Courses should be directed to management-level government and private sector officials who will know, as a result of course participation, how to develop effective plans and guide the allocation of resources for all aspects of protection from prevention through recovery. Officials from jurisdictions appropriate for this training shall have identified their vulnerabilities and should be prepared to take the next step in infrastructure protection.

**Issue Area #5: Medical Surge**

Effective medical surge capabilities require embracing a multi-disciplinary, multi-jurisdictional collaborative approach. This capability should be supportive of integrated regional operational systems that are being established in support of the Expanded Regional Collaboration priority and demonstrate effective integration among public health, healthcare services, and other appropriate disciplines (e.g., emergency management, emergency medical services, representatives and service providers for vulnerable populations, civic leaders, and volunteer managers), mass transit, and Regional Transit Security Working Groups to enhance evacuation planning, and surge volunteers. Much work in these areas is being funded through programs administered by the U.S. Department of Health and Human Services (HHS).

Training should help responders bridge the gap between the healthcare community and emergency response community (e.g. law enforcement and fire personnel) so that they can be effective in assisting the healthcare community in handling medical surge. Training in this area must emphasize collaborative efforts across state and local public health and healthcare agencies, and any activities undertaken must be coordinated with the HHS.

Training courses in this issue area should be directed toward emergency responders, and other public/private sector workers, including volunteers who will become part of an emergency medical response to a mass casualty incident.

**Issue Area #6: Vulnerable Population Response Planning**

In the wake of Hurricane Katrina, all levels of government are seeking to improve response planning and community outreach activities such that vulnerable populations, those that need

assistance preparing for or responding to emergencies, are part of a coordinated plan and response.

Training should help participants develop local or regional plans to 1) include representatives and subject matter experts for vulnerable populations in planning and exercises, 2) identify and prepare vulnerable populations before an event, 3) provide effective emergency communications targeted to reach vulnerable populations, and 4) effectively assist vulnerable populations to take protective action in catastrophic events.

Training in this issue area should be directed to management-level emergency response and management personnel, 911 call and dispatch center personnel, human service personnel, nonprofit and private sector organizations that provide services to vulnerable populations, volunteers who represent vulnerable populations, and citizen planning partners such as Citizen Corps Councils.

### **Issue Area #7: Emergency Communications to the Public**

In a CBRNE event, the absence of resilient and effective emergency messaging could result in the inability to provide the public with timely information about protective actions.

Most local plans for communicating with the public are dependent on both power and mass media. While there are challenges to a truly comprehensive and interoperable system for the nation, there is no easy fix. However, education, outreach, and training are the first steps. Training is lacking in the warning message process, i.e. sociological aspects of warning, decision-making skills, concepts of operations, and warning message-writing skills.

This training should be directed beyond the management level to front-line operations personnel such as incident commanders, emergency managers, and 911 dispatch center staff.

## IV. GENERAL REQUIREMENTS AND GUIDANCE

G&T has developed a concept paper template that captures the critical elements of a viable training strategy and delivery mechanism. Each submission will be rated against the selection criteria in Part B. The template elements listed should be used as a guide to do the background work necessary to produce the brief narratives, key milestones and calculate budget summaries.

### A. Concept Paper Elements

#### **Section 1: Title Page** (*Page Limit – 1 Page*)

The title page provides background information on the organization and proposed project. This information should be listed as follows:

- **Organization:** Provide the name, point of contact, and contact information for your organization. Include the name and location of any key partner organizations.
- **Program Title:** Provide a title for your proposed training program. The title should provide an indication of the course content.
- **Issue Area Addressed:** Identify the issue area from the solicitation that your proposed training program addresses.
- **Training Level:** Indicate the training level for your proposed program (awareness, performance [offensive], performance [defensive], or planning and management).
- **Projected Number Trained:** Indicate the number of students that your proposed program is projected to train within the 36 month period of the award.

#### **Section 2: Problem Description** (*Page Limit – 1 Page*)

In a brief narrative, identify the national preparedness problem that the proposed training program will address. The description should include the nature and scope of the problem. The applicant should be specific about the problem and clearly link it to the issue area. General statements about the history and nature of terrorism are not, in and of themselves, acceptable.

#### **Section 3: Program Goals and Objectives** (*Page Limit – 2 Pages*)

Identify the key goals and objectives for the three-year duration of the proposed program. The goals and objectives should be clearly linked to addressing the issue identified in the problem statement. The objectives must be measurable and attainable for the duration of the program. Objectives should include an overview of the program deliverables, to include a brief description of the training material subject, number of course offerings to be provided, location of course offerings, and number of projected students. Applicants invited to continue through the application process will be required to provide performance measures and data gathering processes in subsequent submissions.

#### **Section 4: Program Approach** (*Page Limit – 2 Pages*)

Briefly describe the approach that will be taken to develop the program. To develop the approach, please consider discussing items such as:

- Plan to accomplish the goals and objectives
- Development timeline of major milestones
- Capacity for completing the program deliverables within the defined project timeline



- Strategy for identifying students, securing their attendance, and providing training offerings to train significant numbers of public safety personnel from multiple disciplines
- Strategy to ensure the program is viable beyond the duration of the grant
- Plan to include a capacity-building component for state and local jurisdictions, which include a leave-behind capability for jurisdictions to employ themselves (e.g. job aids, planning tools, etc.)
- Adherence to principles of instructional system design and application of adult learning practices
- Congruence with the National Preparedness Goal and guidance, NIMS, and the NRP, to include specific National Priority and Target Capability(ies) addressed by proposed training program

**Section 5: Training Program Expertise** *(Page Limit – 1 Page)*

Provide an overview of demonstrated past success in similar efforts. Briefly describe past efforts and applicability of experience to current effort. Describe key partnerships that will be applied to the program. Highlight relevant staff and partner experience as they apply to the proposed program.

**Section 6: Initial Budget** *(Page Limit – 1 Page)*

Provide an aggregate estimate of the total cost of the program development and execution for each of the budget categories on the “Initial Budget” page.

Special Note: Since it is unique to the G&T CGTP, the applicant should include the costs of the resources necessary to participate in the G&T course review process. To calculate these costs, use the following: the cost associated with conducting three pilot sessions; instructional design expertise; subject matter expert (SME) attendance at one or more of the pilot sessions (per diem and fee); a needs assessment, focus group, or other method of “analysis” that will conform to the analyze, design, develop, implement, and evaluate (ADDIE) instructional design model; and staff or consultant time to make the revisions to the course materials suggested by the course review board.

Budget estimates should adhere to the proposed timeframes for key milestones (i.e. November 2006 or FY07 Quarter 1). Applicants invited to continue through the application process will provide detailed budget information in the full proposal.

**B. Selection Criteria**

Peer reviewers will evaluate each concept paper against the criteria listed below. Each proposed program plan will be evaluated on its individual merit and relevance to the identified problem rather than against other proposals in the same issue area. Based on the peer reviewer recommendations, DHS, through G&T, will invite authors of selected concept papers to continue in the application process by submitting a full proposal describing the program in greater detail, with full budget calculations and staffing plans.

### **Problem Description**

- The problem description clearly identifies a specific prevention, preparation, protection, response, or recovery issue that can be addressed through training
- The problem must clearly align with an issue area and target capability
- The proposal must clearly exhibit a comprehensive understanding of the problem
- Data is provided that substantiates the problem statement

### **Program Goals and Objectives**

- Goals and objectives are linked to the defined problem statement
- Objectives are measurable and attainable
- The proposal clearly outlines the products that will be delivered. The quantity of training support packages are defined. The number of course offerings, number of students and estimated number of locations are defined. Course offerings are sufficient to reach a nationwide sample of communities or regions

### **Program Approach**

- The training development process applies proven techniques and training methodology
- Approach is clearly defined and will address the problem as stated
- Applicant demonstrates capacity to deliver products within budget and on schedule
- The target audience is clearly defined to include the level of personnel targeted
- Proposal describes the approach applicant will apply to ensure the training does not duplicate an existing program
- Training development timeline includes description of project milestones
- Program includes a feasible approach for reaching out to prospective students across the nation
- Program describes how the applicant will accommodate large numbers of students from across the nation. Applicant demonstrates capacity to provide course offerings on the proposed scale
- Approach describes a viable means of sustaining the effort beyond the life of the grant through institutionalizing the course, identifying alternate funding sources, or other sustainment strategy

### **Training Program Expertise**

- Applicant demonstrates past success in similar efforts
- Program staff and/or partners have relevant instructional design expertise
- Program staff and/or partners have technical expertise relevant to the issue area
- For course development and delivery programs, organization staff and/or partners include experienced, qualified instructors

### **Initial Budget**

The aggregate proposed budget is:

- Directly related to the activities described in the approach
- Achievable and reasonable
- Complete, allowable, and cost effective in accomplishing the tasks in the proposal
- Includes sufficient funding for the G&T course review process
- Inclusive of all the following categories: personnel (labor), fringe, travel, equipment, and supplies

## C. Eligibility

Entities eligible to receive funding under this program include: state, local, tribal, and territorial governments; national associations, including those representing elected officials; institutions of higher education; public safety agencies; non-profits, including community and Faith-based organizations; and private corporations, including owners and operators of critical infrastructure and health-care entities, working in conjunction with the nonprofit sector.

## D. Number and Length of Awards

The DHS grant award process is highly competitive. The number of awards will be determined by the number, quality, and requested funding levels of the proposals received, and the total amount of money budgeted by G&T for this solicitation. *Awards will have a funding period not to exceed thirty-six months.*

## E. Submitting Concept Papers

Applicants must apply for FY 2006 Competitive Training Grants Program (CTGP) funding through Grants.gov (applications will no longer be accepted through the Grants Management System). Application forms and instructions are available at Grants.gov. To access these materials, go to <http://www.grants.gov>, select “Apply for Grants,” and then select “Download Application Package.” Enter the Catalog of Federal Domestic Assistance (CFDA) and/or the funding opportunity number located on the cover of this announcement. Select “Download Application Package,” and then follow the prompts to download the application package. To download the instructions, go to “Download Application Package” and select “Instructions.” NOTE: You will not be able to download the Application Package unless you have installed PureEdge Viewer. The application package will be available on Grants.gov and must be submitted through that website. We recommend you visit Grants.gov as soon as possible to fully understand the process and requirements. If you encounter difficulties, please contact the Grants.gov Help Desk at 1-800-518-4276 to report the problem and obtain assistance with the system. To use Grants.gov, the applicant must have a Dun and Bradstreet Data Universal Numbering System (DUNS) number and register in the Central Contractor Registry (CCR). You should allow a minimum of five days to complete the CCR registration.

Applications are available as of May 18, 2006 and concept papers must be received by G&T no later than May 31, 2006.

## F. Freedom of Information Act (FOIA)

DHS recognizes that much of the information submitted in the course of applying for funding under this program, or provided in the course of its grant management activities, may be considered sensitive or otherwise important to national security interests. This may include threat, risk, and needs assessment information and discussions of demographics, transportation, public works, and industrial and public health infrastructures. While this information is subject to requests made pursuant to the Freedom of Information Act, 5 U.S.C. §552 (FOIA), all determinations concerning the release of information of this nature are made on a case-by-case

basis by the Department of Homeland Security Preparedness Disclosure Office, and may fall within one or more of the available exemptions under the Act.

Applicants are also encouraged to consult their own state and local laws and regulations regarding the release of information, which should be considered when reporting sensitive matters in the grant application, needs assessment and strategic planning process

## G. General Requirements

**Non-Supplanting Certification:** This certification, which is a required component of the online application, affirms that federal funds will be used to supplement existing funds, and will not replace (supplant) funds that have been appropriated for the same purpose. Potential supplanting will be addressed in the application review as well as in the pre-award review, post-award monitoring, and the audit. Applicants or grantees may be required to supply documentation certifying that a reduction in non-federal resources occurred for reasons other than the receipt or expected receipt of federal funds.

**Match Requirement:** None.

**Assurances:** The online application includes a list of assurances that the applicant must comply with in order to receive federal funds under this program. It is the responsibility of the recipient of the federal funds to fully understand and comply with these requirements. Failure to comply may result in the withholding of funds, termination of the award, or other sanctions. The applicant agrees to these assurances upon the submission of the application.

**Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirement:** This certification, which is a required component of the online application, commits the applicant to compliance with the certification requirements under 28 Code of Federal Regulations (CFR) Part 67, *Government-wide Debarments and Suspension (Non-procurement)*; 6 CFR part 9, *New Restrictions on Lobbying*, and 28 CFR part 83 *Government-wide Requirements for Drug-Free Workplace (Grants)*. All of these regulations can be referenced at <http://www.gpoaccess.gov/cfr/index.html>. The certification will be treated as a material representation of the fact upon which reliance will be placed by DHS in awarding grants.

**Suspension or Termination of Funding:** DHS, by written notice, may terminate this grant, in whole or part, when it is in the Government's interest.

**Copyright:** Applicants should be aware that G&T will retain an unlimited, nontransferable, irrevocable license to use or authorize others to use for federal government purposes, any material produced under this grant.

## **Appendix A: FY 2006 Competitive Training Grants Program Concept Paper Template**



# FY 2006 Competitive Training Grants Program Concept Paper Submission

Organization: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Partner Organizations: \_\_\_\_\_

Program Title: \_\_\_\_\_

Issue Area Addressed: \_\_\_\_\_

Target Capabilities Addressed: \_\_\_\_\_

Training Level: \_\_\_\_\_

Target Audience: \_\_\_\_\_

Projected Numbers Trained: \_\_\_\_\_



**Homeland  
Security**

## Program Description (1 page)

What national problem will the proposed training program address? Provide data to substantiate the problem. How does the proposal link to the chosen issue area?

## Goals and Objectives (2 pages)

Identify key goals and objectives clearly linked to addressing the issues identified in the problem description. Objectives must be measurable and attainable during the two year grant period. Ensure objectives include an overview of the program deliverables, including a brief description of training materials, a brief description of training material contents, number of course offerings to be provided, location of course offerings, and number of projected students.



Goals and Objectives continued

## Program Approach (2 pages)

Clearly describe the training program and illustrate the approach that will be taken to develop the proposed training program. Ensure the program strategy addresses the problem and issue area. Describe the ability of the training program to build sustainable preparedness at the State and local level and address the learning approach to be applied. Briefly describe the tasks to be performed throughout the program development and the major deliverables to be provided.

Program Approach continued

### Training Program Expertise (1 page)

Describe how the proposal demonstrates past success in similar efforts. Briefly describe past efforts and applicability of experience to the proposed effort. What partnerships will be fostered to accomplish goals and objectives? Describe program staffing plan, highlighting areas of expertise as they apply to the proposed program.

### Initial Budget (1 page)

Show initial budget line items and projected costs. Does budget include the cost of resources necessary to complete the G&T course development and approval process? (Refer to Section 6: Budget Overview of the solicitation for those resources)

|                               |           |
|-------------------------------|-----------|
| Personnel                     | \$        |
| Fringe Benefits               | \$        |
| Travel                        | \$        |
| Equipment                     | \$        |
| Supplies                      | \$        |
| Consultants and Contracts     | \$        |
| Other                         | \$        |
| Indirect Costs                | \$        |
| <b>TOTAL ESTIMATED BUDGET</b> | <b>\$</b> |

## **Appendix B: FY 2004 and 2005 Competitive Training Grants Program Recipient Proposals**

### **FY 2004**

- This proposal focuses on two categories of assets: 1) relevant processed dairy products (milk, cheese, etc.,) 2) certain highly consumed produce items (tomatoes, apple juice, etc.). These products are distributed throughout the nation. The goal of the project is to develop an action-driven, outcome-evaluated training process to enhance preparedness at the frontlines against agricultural WMD. The project also proposes to train over 1 million frontline personnel in multiple disciplines such as public health, veterinarians, food service workers, etc., via conferences and workshops. Over a 2 year period the agroterrorism preparedness center will successfully deliver scenario based prevention, deterrence, response and recovery courses using the instructional capability of the 100 member Community College Consortium for Health and Safety Training, the Agrow Knowledge Center to support the nation's agriculture technology instructors, and an accessible database of relevant information. Deliver 2,000 courses to 20,000 training officers across the U.S.
- This project will increase awareness about threats and characteristics of WMD terrorism incidents among staff and volunteers at non-governmental organizations, build preparedness of non-governmental organizations by improving their management of and planning for a WMD terrorism incident, and build capacity of state and local jurisdictions through the development of leave behind resources including a field reference guide, a performance level table top exercise tool kit for a community-wide exercise.
- This recipient has developed a community mobilization course that invites all disciplines, including representatives of the volunteer community to the table in a localized collaborative awareness and planning course.
- This program will train 1,500 public safety personnel nationwide in the prevention of cyber terrorism. Training will be offered via a mobile training lab, bringing training directly to critical need areas. The recipient will partner with 12 key regional law enforcement agencies to develop and promote the training curriculum.
- This project will develop seminars and training materials designed to increase cyber security awareness and preparedness, promote critical infrastructure protection, and increase information sharing.
- This initiative proposes to create a train-the-trainer program that will teach the security professional the intricacies of terrorism, including the key aspects of prevention, deterrence, response and recovery. They propose to deliver five Train-the-Trainer 16-24 hour courses instructed in 2 or 3 eight hour sessions.
- This proposal will develop a training program using a blended learning model that is focused on creating intelligence capacity within state, local, and tribal law enforcement agencies. It will also develop a website that is capable of providing online Certificate Training Courses after participants complete classroom training. A total of 1,125 participants will receive training in fifteen sessions across the country.
- This recipient will contract with a private security training firm to develop a turn key training program to support private and non-sworn security guards and officers specifically deployed in the public transit system. The training program will be distributed nationwide through APTA to all state and local public transportation agencies.
- This recipient will develop a national leadership and training center for rural domestic preparedness, with the goal of establishing a one-stop shop that focuses on issues relevant to design, development, and delivery of training for rural communities. "The Center" will build sustainable preparedness at the state and local level through a cross-disciplinary training process, conduct quality capacity-building for state and

local jurisdictions which will include a leave behind capability for jurisdictions to employ themselves, develop and implement a process for identifying lessons learned and best practices for inclusion in ongoing Department of Homeland Security efforts, and implement a blended learning approach into all training activities.

- To address rural preparedness challenges, this recipient will institute three new training courses addressing unmet training needs in both private security and public safety preparedness challenges in rural areas nationwide. The goals of the deploy include: a private security/public safety training initiative that builds sustainable preparedness in rural areas, building preparedness by increasing communication and cooperation between private security and public safety agencies, developing and implementing an evaluation plan that ensures continuous improvement and identifies best practices and lessons learned.
- The National Nurse Emergency Preparedness Initiative (NNEPI) is a web-based training initiative for nurses, focused on providing opportunities for dynamic and interactive application of both theory and practice through scenario-based learning. This highly-interactive, web-based course will provide setting-specific emergency preparedness training for nurses working in hospitals/acute care, schools, public health, ambulatory care, hospice/palliative care, long-term care, occupational health, and home health settings. NNEPI is designing this web-based course in a manner that incorporates elements of the critical-thinking involved in performance-level training but via an online delivery method. NNEPI goes beyond teaching nurses the basics about CBRNE – nurse learn how to triage, assess, and treat patients and practice clinical-decision making within the online course learning environment. NNEPI will provide nurses with information about opportunities for face-to-face training to build upon what they’ve learned in the NNEPI web-based course. (Links to DHS/ODP Training Partner course offerings appropriate for nurses will be offered on the NNEPI website).
- This recipient proposes to develop a network of four regional offices that focus on and provide information to individuals with hearing disabilities on disaster preparedness and homeland security. Project directors in each of the centers will provide ten workshops each in and around their region. An online information resource will also be developed to provide information nationally to this special needs population.
- This project will develop and deploy a standardized, exportable disaster life support training program to increase awareness of the basic skills, competencies, knowledge, and resources that are critical for a coordinated and effective local emergency response effort. There will be an implementation of training formats that promote the ability to learn, retain, and utilize content from the Core Disaster Life Support (CDLS) course. Electronic versions of the course will be developed to greatly increase the number of first responders in rural and underserved areas who can access standardized educational opportunities through the use of self-paced distance learning methodologies.

## **FY 2005**

- The applicant and partners will prepare and equip states throughout the nation to develop Continuity of Operation (COOP) Plans that will ensure, to the fullest extent possible, those essential governmental functions throughout those states will not be disabled during man-made or natural disasters, and that critical services and communications links will be maintained. Through the proposed model program, “Preparing the states: Implementing Continuity of Operations Planning,” the applicant will provide intensive training to teams of high-ranking emergency officials from the states who, in turn, will return to their home states to train top officials as well as officials from county and city governmental agencies.
- The applicant and its partnering institutions proposed the development and national delivery of a 16 hour ODP approved agricultural vulnerability assessment training program for agricultural facility managers and state, county, and local officials to assist in the prevention and deterrence of a WMD attack. The program will provide the tools and training to identify agricultural sites of greatest vulnerability and to have the knowledge to put measures in place at the local level to reduce those vulnerabilities where feasible. This training initiative will strengthen the ability of state and local communities to improve intelligence and

operational capabilities for prevention and deterrence of terrorist acts that target the agricultural sector.

- The applicant proposes to provide resource enhancement for venue management professionals needing intensive training in safety and security protocols for emergency preparedness, crises communication, and adoption and expansion of the use of the DHS On-line Vulnerability Self-Assessment Tool (ViSAT) which was jointly developed by IAAM and IAIP. Target trainees include personnel responsible security, safety, and emergency response at public assembly facilities and public events throughout the United States.
- The applicant proposes a joint project to develop and implement a curriculum for prosecutors and community corrections officers, focusing on identifying and responding to "precursor" crimes (e.g., threats, hoaxes, identity crimes and drug trafficking), with particular emphasis on sharing information with their law enforcement colleagues at federal, state and local levels. This collaboration will train community corrections officers across the country in techniques for identifying potential terrorist or terrorist-supporting activities among offenders on their caseloads and it will ensure that the vast amount of data collected by community corrections agencies, from pre-trial detention and pre-sentence investigation reports to case supervision records and violations of probation and parole, will be analyzed for terrorist implications and shared with local prosecuting attorneys' offices, multi-jurisdictional antiterrorism task forces and regional intelligence fusion centers.
- This applicant, in cooperation with several partners will develop a comprehensive computer crime curriculum to train state and local law enforcement officials to recognize the association of white collar crimes when identifying potential terrorist activities via computer aided devices. The three course offerings (Advanced Criminal Intelligence Training to Prevent Terrorism, Fast Cyber Forensic Triage, and Information Security for Law Enforcement) will collectively train over 750 officials nationwide in essential intelligence analysis skills and cyber crime investigations related to terrorism. The training will include instruction to analyze communication records, financial data, and terrorism-based investigative reports. Participants will receive training necessary to safeguard their agency's information system and cyber forensic resources from network intrusion and terrorist attacks.
- The proposed program addresses training for the 50 million Americans reported to have at least one known disability, and are at a higher risk for not being prepared. This specialized CERT training is designed to help them become self-reliant and prepared. The application provides a superior explanation of the requested information and presents a program with a sound and innovative approach. The application needs no revisions.
- The applicant proposes the continued development of the Teen–Student Emergency Response Training (Teen SERT) pilot program, which provides students with knowledge about the effects of natural and human-caused disasters and their emotional, social, and economic impacts. Teen SERT will build decision-making and problem-solving skills and strategies to help students make informed decisions regarding readiness, response and recovery, and mitigation efforts to reduce loss of life and property.
- The applicant proposes to provide train-the-trainer programs with supporting tools and materials for campus public safety or emergency services personnel at colleges and universities nationwide to train Campus Community Emergency Response Teams (C-CERT) and to form campus Citizen Corps Councils integrated with local, surrounding or adjacent communities consistent with the National Preparedness Goal.
- The applicant team has identified a need to produce and deliver a *Transit Terrorist Tools and Tactics (T-4)* course that will be targeted specifically to transit authorities, public safety, and private security officers charged with the responsibility of maintaining our nation's largest infrastructure—public transportation. The applicant and their partners will join forces to develop and deliver a three (3)-day course delivered on-site in 24 locations across the United States.
- The applicant and its consortium of partners propose to address this issue area (transit) need through the creation of the Ferry Passenger Partnership Program. The program will train first responders, ferry passengers, and crews about maritime-related security issues in general and WMD threats in particular. The



Ferry Passenger Partnership Program creates a sustainable, capacity building, cross-discipline curriculum, as well as a flexible training delivery and communication system which are applicable to all domestic ferry operations. The leave-behind capabilities of these systems are a crucial element of program planning.

- This recipient will address port security by designing training curriculum for individuals and teams working in and protecting port facilities (port employees, security personnel, and supporting local agency first responders). A needs assessment will be conducted and followed by design and development of seven projected programs of instruction which include: Instructor Training (TTT), CBRNE Training for Port First Responders, Training for Port Security Guards, Training for Port Police Officers, Field Exercise Team Training, Vulnerability Assessment and Risk Mitigation, and Team Performance Skills. In all, up to 300 hours of instruction will be developed in partnership with port operation and security experts from Tetra Tech Consulting and the Learning System Institute, and in cooperation with the American Association of Port Authorities (AAPA) Security Subcommittee as well as representatives from 14 deep-water ports in the State. The training will improve awareness of threat situations, knowledge for preventing and/or responding to potential threats, and the ability to recover in the occurrence of a security incident.
- The applicant has outlined steps to maintaining and strengthening airport security from the risk of terrorist action. This proposal highlights a number of training components that take into consideration a number of different publics ranging from traditional respondents to a disaster such as law enforcement and fire departments, to non-traditional partners such as residents living in proximity of small sized airports, businesses, and service personnel working at the airport or responsible for deliveries to the airport. The proposal details the steps necessary for participants to take in becoming knowledgeable in detecting potential risks. The scope of this proposal is designed around the need to train the police, sheriff deputies, fire, and emergency personnel to prevent terrorist acts. The design lends itself to be scalable to a regional or a national scope. In this respect, this proposal has national significance and is consistent with national preparedness goals and guidelines, and the National Response Plan. The instruction would detail the role of responders in dealing with victims and scene control.
- The recipient's proposal, the National Emergency Medical Services Preparedness Initiative (NEMSPI): Cross-Disciplinary, Web-Based WMD/T Training for EMS Providers involves the following activities: (1) Development of a video game-based training ("serious game") for EMS professionals, training them in a virtual environment for CBRNE preparedness and response; (2) Policy Summits for key leaders in the EMS field; and (3) an inventory of existing DHS-funded courses with regards to EMS-related content and the alignment of that content to the UTL/TC.
- The recipient will deliver customized training to community and tribal health care providers to ensure their preparedness to respond and recover from weapons of mass destruction (WMD)/terrorism incidents. This training will be customized based on results of an assessment of hospital emergency preparedness plans, processes and capabilities. They possess a comprehensive training guide (developed in 2001) and plan to continue its development with this program.
- The applicant proposes to develop a standardized, interactive multimedia "course" that can be used at any time or location to train. The proposed "Virtual Medical Incident Management Institute" will train senior public health and medical professionals to function effectively as critical participants in local and inter-jurisdictional incident command structures and maximize medical surge capacity and capability during WMD attacks.