

**2003 Innovations Awards Program
Application Form**

ID #: _____

Category: Public Safety / Corrections

State: New York

- 1. Program Name** New York State Law Enforcement Counter-Terrorism Training and Local Empowerment Program
- 2. Administering Agency** NYS Division of Criminal Justice Services
(in cooperation with the NYS Office of Public Security)
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- 8. Please provide a two-sentence description of the program.**

The NYS Law Enforcement Counter-Terrorism Training and Local Empowerment Program is a cost effective initiative that enhances the ability of local police agencies to prevent acts of terrorism and to respond safely when acts of terrorism do occur. The program has been institutionalized at the NYS Division of Criminal Justice Services (DCJS) where staff provide comprehensive training, a variety of resources, and unprecedented support for local counter-terrorism instructors within a specially designed context of rigorous continuous improvement.

- 9. How long has this program been operational (month and year)?**

The program has been operation for approximately 18 months. DCJS established a permanent counter-terrorism work group within the Division's Office of Public Safety (OPS) to develop and administer this initiative in November, 2001.

10. Why was the program created? (What problem[s] or issue[s] was it designed to address?)

The attacks of September 11, 2001 killed nearly 3,000 people at the World Trade Center in New York City. In addition, the economic impact of these attacks could reach \$95 billion and cost the city as many as 83,000 jobs.¹

New York continues to be an attractive target for those who wish to harm the United States. The State is a center of world commerce and has thousands of vulnerable targets with both substantive and symbolic value. Complicating the challenge for law enforcement even more is the fact that there are so many ways in which terrorists can enter the State. New York has a 400 mile border with Canada, several major airports, and one of the busiest seaports in the country.

Terrorists think globally, but they act locally. It is thus essential that the police engage terrorists in the communities where they live and operate. More generally, the police know their communities well and can be an extraordinary resource in the war on terrorism if they are given the necessary skills and information.

DCJS committed itself to ensuring that New York State would have a substantial and innovative training program in place to support local counter-terrorism efforts by September 11, 2002, one year after the terrorists attacks. The Division was also determined to establish an organizational foundation to nurture and sustain this effort over the long term. Several challenges nevertheless had to be overcome in order to accomplish this mission.

Curriculum Issues

To the best of our knowledge, no law enforcement academy in the United States had a counter-terrorism curriculum for police prior to 9/11/01. Many of New York's 40 regional police academies nevertheless began to offer counter-terrorism training from whatever sources they could find. There was no consistency in quality, content, length, or format. DCJS staff quickly realized that they needed to develop a meaningful course of instruction that could be offered to all officers in the State. They also realized, however, that the Division would have to demonstrate that the curriculum it recommended was among the very best of several that were being offered. Failure to do so would make it impossible to achieve the statewide consistency that was desperately needed.

Law enforcement trainers at DCJS knew little about terrorism prior to the attacks of 9/11 and thus lacked the academic and practical insights that would be needed to develop a strong curriculum. Those who did have the necessary expertise were scattered among many federal, state and local agencies with diverse missions and priorities. The Division had never worked with many of these agencies, but their input would be essential in order for DCJS to acquire a "buy-in" from the multiple statewide stakeholders (chiefs, sheriffs, training directors, etc.).

¹"NYC projects \$95 billion losses due to 9/11", Albany Times Union, September 5, 2002, p. B2.

Another challenge associated with curriculum development concerned the fact that there was no consensus among the experts concerning the content or organization of the training that police officers should receive. Officers clearly needed training on a wide variety of issues, but the course or set of courses that the Division ultimately recommended had to be as concise as possible in order to address local scheduling and funding concerns.

Service Delivery Issues

New York State has approximately 30,000 police officers outside New York City. These officers work in 550 law enforcement agencies that are scattered throughout 14 semi-autonomous training zones. The State also has 100,000 peace officers.² Most of the agencies that employ police and peace officers have very limited training budgets, and DCJS does not have the authority to mandate that regional academies offer the State's counter-terrorism curriculum. Consequently, the Division needed to develop innovative ways to get the training to as many officers as possible as quickly as possible.

Resource Issues

DCJS contacted the COPS Office in Washington, D.C. during November 2001 to request funding for counter-terrorism instruction. No federal money was available, however, and DCJS was unable to obtain additional State funds to hire personnel or otherwise support the program. The Division thus had to take staff from other projects to work on counter-terrorism and could not dedicate as many people to the project as it had hoped.

Program designers encountered a comparable problem at the local level where no funds were available to help the chiefs and sheriffs offset the cost of sending their officers to training. Local CEO's were very interested in the training but made it clear that they also had urgent training needs in other more traditional law enforcement topics.

Institutionalization

Terrorism will be a serious problem for the foreseeable future. DCJS thus had to develop and implement a structure that would both meet the initial demand for training and give meaningful support to law enforcement officers on an ongoing basis. Inasmuch as several State and local agencies have important roles in the war on terrorism, moreover, procedures had to be developed to ensure that all of the key players have the opportunity to offer timely input and feedback on a variety of training issues.

²New York State law recognizes full-service "police" officers and 73 types of "peace" officers such as park rangers and correction officers. Peace officers often carry weapons and have the power to make arrests, but their authority is more limited.

11. Describe the specific activities and operations of the program in chronological order.

Mission Statement

DCJS developed the following Mission Statement in November 2001 to guide the counter-terrorism initiative:

“To ensure that local law enforcement officials have the information and skills necessary to fight terrorism, respond to terrorist attacks, and to identify, gather and report relevant information in a safe, effective and professional manner. To achieve this mission, DCJS will develop, provide or facilitate a variety of high-quality training programs in both pro-active and reactive topical areas for sworn officers of all ranks in an affordable manner. In addition, the Division will seek to help coordinate and, where appropriate, standardize counter-terrorism training efforts. The agency will maximize efficiency while simultaneously minimizing the needless duplication of effort and the possibility that officers will receive conflicting messages. Finally, the Division recognizes that the threat to the nation’s security makes it necessary to establish a long-term structure and procedures to provide ongoing support and updates in a way that demonstrates an unprecedented commitment to ongoing quantitative evaluation.”

The counter-terrorism initiative is the most ambitious, complex, and sophisticated project that the Division of Criminal Justice Services’ Office of Public Safety has ever undertaken. Many of the milestones reported below were “stretch goals” that were achieved only because of the extraordinary cooperation that DCJS received from its partners. It is nevertheless important to note that the Division has limited responsibility in New York City and that the project was primarily designed to address upstate needs.

Project activities are perhaps best presented and understood within the context of five major goals that lie at the heart of this initiative. The initial set of goals and supporting objectives were established in a 12-page document that senior policy makers approved in November 2001.

- Goal #1. To establish an organizational structure that institutionalizes counter-terrorism activities within the Division and ensures that the Division receives both input and direction from appropriate stakeholders on a formal, regular basis.*

- Goal #2. To develop and implement an in-service awareness level counter-terrorism training program for sworn law enforcement officers. The course will enable officers to prevent terrorist activities and respond in a safe and effective manner when acts of terrorism occur.*

- Goal #3. To supplement awareness level counter-terrorism training with courses that provide more detailed instruction for officers with specialized needs or interests.*
- Goal #4. To integrate and institutionalize counter-terrorism instruction within all courses that are required for sworn officers in New York State.*
- Goal #5. To develop, implement and institutionalize a process of continuous program improvement in order to maintain the highest possible standard of quality.*
- Goal #1. To establish an organizational structure that institutionalizes counter-terrorism activities within the Division and ensures that the Division receives both input and direction from appropriate stakeholders on a formal, regular basis.***

DCJS established a permanent Counter-Terrorism Work Group within the Office of Public Safety in November 2001. The work group has three full-time staff members. In addition, the Chief of Program Services for the Office of Public Safety dedicates much of his time to support their efforts. Each staff person affected by this initiative received a new performance evaluation program that reflects his/her new responsibilities.

DCJS invested heavily in staff development in order to acquire an in-house expertise in counter-terrorism. By the end of March 2003, OPS personnel had spent a total of 47.5 staff days at 13 counter-terrorism training programs not including the time they spent attending seminars that the Division itself sponsored. Staff have attended training in Alabama, California, Florida, New Mexico, and Tennessee.

Officials at the highest levels of State Government were actively involved in the initiative from the very beginning. They did so in order to ensure that program staff received timely guidance and to cut through the red tape that can impede the implementation of plans that are developed at lower levels of the bureaucracy. Under the direction of senior policy makers, staff set specific goals, objectives, and time lines for all major parts of the initiative.

Input and direction for the program is received through four channels:

- The Municipal Police Training Council (MPTC). The Council consists of senior law enforcement officials appointed by the Governor to set police hiring and training standards in New York State. Counter-terrorism has been discussed at virtually every meeting since December 2001.
- The State Office of Public Security. Division officials have maintained a close working relationship since their first meeting with the Director of this new Office in January 2002.

- The NYS Executive Counter-Terrorism Zone Committee. This committee is chaired by the Superintendent of the NY State Police and has a chief and sheriff from each of the 16 counter-terrorism zones that the State Office of Public Security has established within New York. The DCJS Deputy Commissioner in charge of the Office of Public Safety chairs the Training Subcommittee and has attended all meetings since April 2002.
- Local Stakeholders. The DCJS Deputy Commissioner in charge of the Office of Public Safety makes frequent presentations at statewide and regional meetings of police chiefs, sheriffs, undersheriffs, and other stakeholders such as the State Law Enforcement Training Directors. The Deputy Commissioner provided program updates to law enforcement groups on more than ten occasions throughout New York since November 2001.

Goal #2. *To develop and implement an in-service awareness level counter-terrorism training program for sworn law enforcement officers. The course will enable officers to prevent terrorist activities and respond in a safe and effective manner when acts of terrorism occur.*

Objective 2 A. To develop a practical counter-terrorism curriculum for police officers.

DCJS clearly understood the need to deliver counter-terrorism training to New York's law enforcement personnel as quickly as possible. Nevertheless, a conscious decision was made to take the time necessary to develop a thorough and credible curriculum. Poorly designed courses offer marginal value and represent a questionable investment of training dollars.

DCJS hosted the first meeting of the Counter-Terrorism Training Steering Committee on November 9, 2001.

The first curriculum development meeting was held in December 2001.³ Participants were divided into 10 self-directed teams according to their expertise. A focus group consisting of subject matter experts and rank-and-file officers met on April 2 - 3, 2002 to preview the first draft of the curriculum.

DCJS conducted a pilot test from April 16 - 18, 2002. Thirty-three officers from 17 agencies participated. Staff completed a formal evaluation report and submitted copies for review to the Deputy Commissioner in charge of the Office of Public Safety, the State Director of Criminal Justice, and the Director of the State Office of Public Security.

³Twenty-six federal, State, local, and community agencies ultimately helped to develop the awareness level curriculum. A complete list of the Division's partners is included in the appendix.

Staff used student feedback and other resource material to modify and strengthen the course. All revisions were completed by the end of May 2002. The Municipal Police Training Council approved the awareness level curriculum, and DCJS offered the first train-the-trainer in June.

Staff collected an extensive body of evaluation data during several subsequent train-the-trainer programs and through critiques that external consultants prepared at the Division's request. (Additional detail about this part of the program's development is provided in the response to question #21.) Program staff revised and updated the curriculum in February 2003. The Division offered its first train-the-trainer using the new curriculum the following April and mailed CD's with the revised lesson plans to all of the local instructors who had been previously trained.

Objective 2 B. To give local trainers the skills and resources they need to present the police officer counter-terrorism curriculum throughout New York State.

Primary Training Strategy (Direct Training and Train-the-Trainers)

DCJS prepared a lengthy report in March 2002 concerning the use of interactive teleconferences as a primary training strategy in order to reach the greatest number of officers as quickly as possible. The report concluded that teleconferences would be cost prohibitive. The report noted that live classroom training would be preferable in any case because so much of the information would be new for even the most experienced officers. As a result, many students were likely to have questions that could not be effectively addressed through the use of other instructional techniques. In addition, live training would make it possible for students to examine such items as motor vehicle documents and inert explosive devices.

The Office of Public Safety does not have the personnel necessary to provide direct training on the scale that would be needed to support this initiative. Consequently, the Division decided to design a train-the-trainer course that its staff could offer to qualified local instructors.

It is important to note that DCJS does not charge for any of the training that it offers and that staff travel to every part of the State in order to minimize student travel time and the potential need to stay at a hotel. All course materials are also provided for free.

Staff trained 270 instructors during eight four-day train-the-trainer programs between June 2002 and April 2003. There are approximately 30,000 police officers outside New York City, so the Division has trained one instructor for every 111 officers. This is a strong ratio and provides a solid base that academies can use to support local training.

More than 2,500 officers had completed all or part of the three day program by April 1, 2003. Many more (3,000 in Suffolk County alone) are scheduled to participate before the end of the year. In addition, DCJS has learned that some academies are using hybrid one-day curricula that feature modules from each of the three days in the awareness level program. The academies are doing so to offer a training package that better meets local priorities and officer needs. This

strategy represents a credible use of the State curriculum, but the rosters are less likely to be submitted to DCJS for processing since they no longer come from an MPTC certified course. As a result, many officers will benefit from the research that DCJS oversaw even though the Division will have no formal record of it.

Secondary Training Strategy (Interactive Distance Learning)

Many agencies do not have the resources needed to send their officers to as much classroom training as they would like. The Division thus decided to develop an interactive distance learning component to help instructors and any other officer who might want to take advantage of this resource.

Program staff felt that web-based discussion groups would represent an effective way for officers to post questions and occasionally interact with subject matter experts in real time. Firewalls and other security measures on the DCJS server made it difficult, however, to operate the discussion groups from DCJS. Consequently, the Division contracted with QWK.Net in Meridian, Idaho in October 2002 to provide both the server and technical support. DCJS designated a staff person the same month to begin drafting the Operations Manual that would be needed to administer the groups. This person will moderate the groups and serve as DCJS' technical liaison with the vendor. He will also be responsible for tracking and reporting data on local use of this resource. DCJS expects to go online with its initial offerings by June, 2003.

Tertiary Training Strategy (Self-Instruction)

Staff developed four kinds of resources that local officers could use in order to learn about terrorism on their own during times when there were few calls for service.

Awareness Level Instruction Videotape

DCJS determined that the entire awareness level training program could be videotaped in a professional television studio for a fraction of the cost that would be incurred by broadcasting the lessons via satellite. Videotapes are functionally equivalent in many respects but offer greater flexibility since officers can watch the tapes on a 24/7 basis as their schedules permit.

DCJS signed a Memorandum of Understanding with the State University's New York Network in May 2002 to tape and edit the awareness level program. This part of the project was finished in September 2002, and the tapes became available statewide at no charge the following month. Thirty agencies had obtained copies by March 2003.

Computer Based Learning

Nearly every law enforcement agency has at least one computer, and officers can take advantage of computer-based training even if they do not have access to the Internet. DCJS therefore decided to purchase 1,000 copies of a CD that The BackUp Corporation recently developed on "Law Enforcement Response to Terrorism." The CD has the equivalent of 16 hours

of training and features modules on such topics as terrorist operations, suicide terrorism, and setting up an airport detail. The Division gave copies to all of the officers who completed a counter-terrorism train-the-trainer program. Staff also mailed copies to each agency and training academy in New York in October 2002.

Training Films

DCJS administers a Media Resource Center (MRC) that lends training films to law enforcement agencies at no charge. The Center had no films at all on counter-terrorism at the time of the attack of the World Trade Center. The Strategic Plan thus directed staff to conduct a systematic search to identify the best available films. As part of this effort, staff asked local academies for recommendations and, where legally possible, for copies of relevant tapes that they could give the Division for free.

Staff obtained three films concerning explosive devices and weapons of mass destruction from the United States Department of Justice and ordered four more in September 2002. The Division now has just over a dozen counter-terrorism films. The Office of Public Safety has identified several others that it plans to order later this year.

Reference Cards

DCJS made arrangements with the State Office of General Services in August 2002 to print the first 2,500 sets of First Responder and Commercial Vehicle Enforcement Reference Cards that are used as course handouts. Student feedback concerning the cards was so positive that the Division ultimately decided to make them available to any agency that wanted them. DCJS had processed requests for more than 5,000 sets by the end of March 2003.

Goal #3. *To supplement awareness level counter-terrorism training with courses that provide more detailed instruction for officers with specialized needs or interests.*

Objective 3 A. To facilitate the delivery of courses on a variety of technical counter-terrorism subjects in as many ways as possible.

New York's awareness-level training provides critical information that all patrol officers should know and understand. Time constraints make it impossible to cover all of the relevant topics, however, and some officers need much more detail in specialized areas than an awareness course can ever convey.

The first task that DCJS wanted to accomplish in order to address this issue consisted of conducting a statewide needs assessment. The data collected pursuant to such an assessment would establish the types of training that were most in demand, the priorities that local officials set for these courses, and the training zones where specific courses were most needed. DCJS mailed a special survey in May 2002 to each of New York's 40 law enforcement academies that are located outside New York City. A written analysis was then completed and submitted to the Deputy Commissioner in charge of the Office of Public Safety on July 18, 2002.

DCJS has sponsored a wide variety of technical counter-terrorism courses during the time that this program has been operational. The courses have ranged in length from four hours to several days. Some have targeted patrol level staff, while others have been more appropriate for supervisors and/or command level personnel. As of April 1, 2003, DCJS and the Office of Public Security had sponsored more than 30 courses and seminars. Over 2,000 officers attended. There were also 200 attendees at three presentations that staff made at professional conferences for peace officers.

Objective 3B. To review the courses that the DCJS Office of Public Safety already offers and add a counter-terrorism component where appropriate.

In April 2002, senior DCJS officials directed the supervisors of each work group within the Office of Public Safety to review the courses that were being offered within their designated areas. The purpose of the review was to identify any course that could be made stronger by introducing a new counter-terrorism component.

Several appropriate courses were subsequently identified. One has been successfully revised, while the others should be modified by the end of 2003. The course that has been completed focuses on Commercial Vehicle Enforcement. DCJS has offered a four-day course on this topic for several years. As a result of the counter-terrorism initiative, staff added a four-hour component on truck bombings, truck bomb indicators, and hidden compartments. The enhanced course was offered for the first time in April 2002.

One of the courses that must still be adapted is used to train School Resource Officers. As part of the initial review, however, staff learned that a substantial number of law enforcement agencies and school districts were not complying with a recent State law that requires the development and implementation of local school safety plans.⁴ Consequently, personnel developed a four-hour workshop in cooperation with the State Department of Education to advise local officials about their responsibilities under this law. DCJS offered this seminar at five locations between October and December, 2002.

Goal #4. To integrate and institutionalize counter-terrorism instruction within all courses that are required for sworn officers in New York State.

The Municipal Police Training Council requires that all new recruits complete an approved Basic Course for Police Officers and that all sergeants complete a Course in Police Supervision within one year of their promotion. No other courses are required.

DCJS empaneled a committee of subject matter experts to update the Basic Course for Police Officers in December 2001. A similar committee was formed in March 2002 to update the Course in Police Supervision.

⁴The Safe Schools Against Violence in Education (SAVE) legislation was signed into law in 2000.

Each committee was asked to update the entire curriculum and to include critical information about counter-terrorism. The challenge of doing so was complicated by the fact that both committees were asked not to increase the total number of required hours. Extending the length of either course would effectively represent an unfunded State mandate, so the committees were instead encouraged to consolidate other parts of the curriculum to make time for counter-terrorism.

The committee which reviewed the Basic Course ultimately recommended that the Council add seven hours of instruction from the counter-terrorism awareness level curriculum. The committee which focused on supervision also found a way to strengthen relevant modules such as the one on incident command. The MPTC approved the final recommendations of both committees on January 16, 2003.

Goal #5. To develop, implement and institutionalize a process of continuous program improvement in order to maintain the highest possible standard of quality.

DCJS and the Office for Public Security were committed to making every aspect of the program as good as it could possibly be. The steps that were ultimately taken to institute a process of continuous improvement are described in part of the response to question #12 regarding the reasons why the program is a new and creative approach.

12. Why is the program a new and creative approach or method?

Many states now offer counter-terrorism instruction. Several features, however, distinguish what New York set out to do and has accomplished from those States that simply provide helpful training.

1. Local Empowerment

Local law enforcement officers know very little about terrorists and the way they operate. In other states, chiefs and sheriffs are still heavily dependent upon the federal government, paid consultants, and/or the State POST to provide all of the necessary instruction nearly two years after the attacks of 9/11/01. The demand for counter-terrorism training is extremely heavy, but even the most dedicated experts cannot meet the requests of agencies that are widely dispersed and which function around the clock. Consequently, urgent training needs are not being met.

The New York State program was designed in part to address this problem by empowering local communities. In essence, the program gives police officials the skills and information that they need to fight terrorism effectively at the local level. DCJS provides interested agencies an excellent training curriculum, all of the resources needed to offer the training, regular updates, and valuable information on a variety of related issues at no charge.

2. Interagency Coordination

DCJS established a permanent infrastructure to support and promote counter-terrorism training. More importantly, program staff were given unprecedented access to and guidance from top policy

makers from several State agencies that have a role in counter-terrorism. This initiative united several agencies that had never worked together and created a level of coordination that should benefit New York in many ways during the years ahead.

3. Curriculum Development

Curriculum development typically involves the collaboration of four or five law enforcement agencies that assign subject matter experts who develop learning objectives and lesson plans. Counter-terrorism training is unlike anything that this kind of committee has addressed in the past, however, since it encompasses such a huge array of complex, unfamiliar, and diverse topics. The traditional methodology simply could not have produced the type or quality of lesson plans that were needed to train law enforcement officers in this subject.

Twenty-six federal, state, local, and community organizations provided some of their best instructors and/or insights to develop New York's awareness level curriculum. Many of these organizations had not collaborated previously. At the beginning of this project, for example, DCJS staff were not even aware of the important role that the State Department's Bureau of Diplomatic Security has in the war on terror and would not have known whom to contact if they did. Once the overall curriculum was completed, moreover, DCJS took selected segments and integrated them into other courses to ensure that additional officers would receive the necessary training. Plans have also been made to see whether or not parts of the instruction should be included in the training that is required for peace officers and security guards.

Another benefit of forming such a broad coalition was that it created the structure that was needed for the State Office for Fire Prevention and Control, the State Emergency Management Office, and DCJS to work together for the first time on the development of a unified curriculum concerning Weapons of Mass Destruction for New York State. Certain safety precautions are universal, but specific procedures and response philosophies are not. Trainers in each of these agencies now have a curriculum on which they agree.

4. Training Materials

DCJS was very concerned at the outset of this initiative that students would not remember or perhaps even read the 8 ½ x 11" paper handouts that are typically distributed at police training courses. Consequently, staff reduced the most important lessons that officers need to remember to a series of lists and bulleted statements. The information was then printed on cards that can be kept in the officer's pocket or in the box that officers use to carry Uniform Traffic Tickets. The cards are kept together by a plastic screw that is inserted in the upper left hand corner. The screw can be easily removed so that officers can insert additional cards that DCJS or the officer's agency prepares in the future.

Officer feedback about the cards has been universally positive. Consultants working for Community Research Associates in Fairfax, Virginia reviewed the entire training program and characterized the cards as "great. They are small and concise."

5. *Service Delivery*

DCJS used several techniques to make the training as accessible as they possibly could for officers on all shifts throughout the State. The Division designed a hybrid form of a train-the-trainer to serve rural areas that could not support a more traditional course of this nature and has either implemented or planned a variety of strategies that the Office of Public Safety had not done in the 30 years that it has been training local police.

New service delivery strategies that were developed to support this initiative include disseminating professionally produced videotapes of the awareness level curriculum, giving commercially produced CD's to instructors so that they could become better informed about terrorism in general, and establishing web-based discussion groups where interested officers can post their questions about terrorism in a secure environment. The Division even made the First Responder and Commercial Vehicle Enforcement Reference Cards available at no charge to every law enforcement agency in the State so that each officer could have a personal record of the most important information contained in New York's counter-terrorism training.

Another service delivery innovation concerned the use of e-Justice NY. DCJS had historically used Secure Services to facilitate local access to fingerprints and criminal history information. Program staff expanded the range of resources that are available on this network and have begun posting confidential information on other topics such as fraudulent documents.

6. *Instructor Support*

DCJS has successfully used train-the-trainer programs to train thousands of instructors on many topics. The Division nevertheless recognized that additional support would be needed for this initiative to help graduates learn more about terrorism, to boost their confidence, and to disseminate late-breaking news that they could incorporate in their lesson plans. Consequently, the Division developed an entirely new way of supporting local instructors.

First, the Counter-Terrorism Work Group at DCJS maintains a data base with the name, work address, e-mail address, and phone number of each counter-terrorism instructor. DCJS frequently uses this information to send program updates and announcements.

The Division also encourages instructors to review the videotapes that DCJS made of the counter-terrorism train-the-trainer program. DCJS used the best available subject matter experts for this part of the project, and the tapes provide a benchmark for the way that each module should be taught. The tapes constitute an invaluable resource for any instructor who is unsure of himself/herself and who wants to review the material in an unusual way before going to class.

DCJS does its best to support, encourage and motivate local instructors who want to learn more about terrorism. Each instructor is given a commercially produced CD on the subject, and trainers will soon be able to take advantage of web-based discussion groups as well.

Finally, instructors who still do not feel comfortable teaching certain modules can ask DCJS staff to watch them in the classroom. They can then meet privately with the observer to discuss their strengths and weaknesses. The Division's staff is limited, but several local instructors have sought this type of help, and no request has been denied thus far.

7. Concern for Accountability and Continuous Improvement

DCJS had instituted a variety of measures to promote the quality of police training long before the events of September 11. The attacks on the Pentagon and World Trade Center raised the concern for quality to a new level, however, and the Strategic Plan called on program staff to develop and implement additional safeguards in four broad areas:

a. Performance Review

DCJS instituted a new accountability management system to assess critical agency initiatives in June 2002. The counter-terrorism initiative was one of just a few program areas that the Office of Public Safety selected for this intensive review process. Starting in June 2002, staff have submitted program data on a monthly basis for analysis to the DCJS Office of Justice Systems Analysis (OJSA). OJSA personnel track the data over time, prepare statistical summaries, and submit their analysis to New York State's Deputy Director for Criminal Justice. The State Director of Criminal Justice personally chairs regular meetings at which the data are discussed and program activities critiqued. These meetings maximize accountability, keep the project both focused and on track, and create an overall structure for continuous improvement. They also facilitate a problem solving process in which difficult issues can be referred to any level of the bureaucracy within the State criminal justice system.

b. Quality of Instruction Offered During the Train-the-Trainer

DCJS carefully selects the best available instructors for each train-the-trainer course to ensure that each module is taught by a subject matter expert who is also an outstanding presenter. Agencies that have provided instructors for these courses include the New York City Police Department (Counter-Terrorism Unit), the New York State Police, the Nassau County Police Academy, the Suffolk County Police Department, the NYS Department of Motor Vehicles, and the Boston office of the Anti-Defamation League. Program staff nevertheless took nothing for granted and developed the most detailed student evaluation form that it had ever used in order to identify and correct potential weaknesses. The form required students to rate five variables in each of the ten modules and invited students to share their comments on any aspect of the training as a whole. The data were then compiled in reports that were typically at least nine pages long. These reports provided an extraordinarily detailed resource for staff to consider when revising the curriculum.

c. Quality of Local Instructors

DCJS has historically been willing to train any qualified officer who was eligible to enroll in one of its train-the-trainer programs. How or if that officer's agency subsequently used his/her new skills was left entirely to the chief or sheriff.

Local training is still in the hands of the chief executive officer or training director, but DCJS strongly recommends that officers selected to attend the counter-terrorism train-the-trainer have prior expertise in at least one of the areas covered during the course (commercial vehicles, fraudulent documents, etc.). The Division also recommends that each training zone send multiple teams of five instructors, each with a different specialty, in order to establish the strongest possible local base for presenting the program. DCJS had never offered this type of guidance in the past.

DCJS also encourages local academies to use subject matter experts to present individual modules wherever possible. The use of subject matter experts is particularly important for the module on Legal Updates because of liability concerns and because the lesson plans cannot address changes in relevant statutes or case law that emerge after the plans are written. Consequently, the New York Prosecutors Training Institute honored the Division's request for help and identified 40 Assistant District Attorneys throughout the State who can deliver this block of instruction. Contact information is given to each student who attends a train-the-trainer course.

d. Quality of Local Service Delivery

DCJS developed a standard one-page evaluation form that students are asked to complete at the end of each awareness-level course that local counter-terrorism instructors provide. The survey poses 12 questions about the course as a whole and asks students to rate five aspects (quality, instructor, utility, length and importance) of each module. The Division then contracted with National Computer Systems (NCS) in Pennsylvania to put the questions in a format that could be scanned electronically.

The School Director is required to return the evaluations to DCJS along with the student roster for processing. Use of this form represents the first time that DCJS has ever sought to track student critiques of MPTC-certified courses that are taught locally.

The scanning feature enables DCJS to review the data accurately and with minimal downtime. The evaluations can be sorted by training zone, date, and number of years that the respondent has been in law enforcement. DCJS can also contact academy officials to discuss any scores that fall significantly above or below the mean to learn what the instructors might have done differently. The information can also be shared where appropriate so that other academies can avoid making similar mistakes or perhaps benefit from an innovative idea.

13. What were the program's start-up costs? (Provide detail about specific purchases for this program, staffing needs and other financial expenditures, as well as existing materials, technology and staff already in place.)

Total expenses for the start-up phase of the project were approximately \$30,000. This sum is a very modest amount given the scope of the project. Costs were kept low in part because the Division reassigned three existing staff members to work on the initiative and took advantage of several federally funded programs in order to train them. Staff were also able to use Division resources such as office space and photocopiers to support most aspects of the project.

DCJS asked its partner agencies to assign staff members who could help develop the curricula, participate in focus groups, and present the instruction. This strategy enabled the Division to gain access to trainers and subject matter experts whom the Division would otherwise have been unable to afford. Most agencies additionally agreed to pay for their own travel and lodging expenses.

The biggest single start-up expense was the cost of filming the awareness level training program in a professional television studio. DCJS negotiated a special rate to have the training taped at a studio operated by the State University of New York.

New York also paid for the development of an automated awareness-course evaluation form and for all of the distance learning components of the training. These expenses included the teleconference that officially launched the program, the CD's that DCJS purchased for each agency and counter-terrorism instructor, and for new videotapes to enhance the collection of the Media Resource Center. DCJS also had to lease space on an outside server to support web-based discussion groups because the firewalls on the Division's server were not conducive for this kind of interactive exchange.

14. What are the program's annual operational costs?

Annual operational costs are approximately \$235,000. Program expenses fall into three major categories: Staff salaries, training, and office supplies / services.

Salaries account for about 85% of the operational costs. Annual salaries for the three staff members who work full-time on counter-terrorism are approximately \$160,000. Senior supervisors and a secretary support the initiative on a part-time basis, and the pro-rated salaries for the time that they invest represent an additional expense of \$50,000.

DCJS works very hard to get as many instructors as possible at little or no cost. Law enforcement agencies that have made trainers available at no charge have included the New York City Police Department, New York State Police, and Nassau County Police Academy. Smaller police departments also have subject matter experts in important areas, and town police departments such as the ones in Greece and Bethlehem (New York) have also provided instructors. Other organizations that have let DCJS use their trainers at no cost have included federal agencies such as the State Department Bureau of Diplomatic Security, New York State agencies such as the State Police and Department of Motor Vehicles, agencies from other states such as the Massachusetts State Police, and community groups such as the Anti-Defamation League and Catch a Falling Star (a private company that provides psychological services for law enforcement). In addition, Division staff have made arrangements for New York to receive free counter-terrorism training from organizations that have federal grants such as Louisiana State University and the Institute for Intergovernmental Research. Staff even persuaded Prentice Hall to fly two officers who had responded to the Columbine High School killings from Colorado to New York so that they could conduct training on critical incident management.

The Division does, when necessary, pay consultants a modest honorarium plus travel and per diem expenses. These costs, the costs that staff incur to deliver or facilitate on-site training, and other training-related expenses such as videotapes for the Media Resource Center and space on the server that will soon host the discussion groups total approximately \$15,000 / year.

Funding for office supplies / services is needed to pay for routine photocopying, burning CD's, postage, and other miscellaneous charges. Annual expenses for these purposes are currently about \$10,000. The amount should decrease dramatically once the Division has printed a sufficient number of First Responder Cards to meet the statewide demand.

15. How is the program funded?

The program is funded entirely by State appropriations.

16. Did this program require the passage of legislation, executive order or regulations? If YES, please indicate the citation number.

No new legislation, executive order or regulations were required. The initiative did, however, require DCJS to seek the approval of the State's Municipal Police Training Council for the awareness-level curriculum as well as for the proposed changes in the Basic Course for Police Officers and the Course in Police Supervision.

17. What equipment, technology and software are used to operate and administer this program?

DCJS uses several types of equipment, technology and software to support this program. The uses fall into three broad areas: Distance and computer-based learning, administration, and evaluation.

Distance and Computer-Based Learning

The initiative officially began with a major conference that featured terrorism experts from the Office of Homeland Security, New Scotland Yard, St. Andrews University in Scotland, and other leading experts from around the world. The event was held in New York City and broadcast via satellite to Albany. The teleconference was very successful and attracted more than 200 senior law enforcement officials to the downlink site alone. The satellite was expensive, however, so staff are now exploring the feasibility of using a land-based network that the State Department of Correctional Services uses to conduct teleconferences at its major facilities.

Project staff also take advantage of the Division's e-Justice NY system to support its counter-terrorism efforts. E-Justice NY is a secure extranet site. Law enforcement agencies can access information by using a personal computer that has a direct connection to DCJS. Counter-terrorism staff have already posted confidential information on car traps and will post information by the end of April 2003 on ways to identify fraudulent documents. The Division is also in the process of placing the videotapes of the entire awareness level course in a Windows media format so that local

officers can view the training via e-Justice NY on a 24/7 basis. Law enforcement agencies outside New York can register for e-Justice NY as well, so this technology will soon make it possible for agencies throughout the country to take advantage of the training.

The Division purchased and disseminated 600 CD's on terrorism and criminal interdiction. Staff subsequently conducted a survey to determine if local officers valued this resource, and the feedback was overwhelmingly positive. More generally, the survey asked respondents to rate the value of CD's as a component of their overall training effort. Thirty-three per cent reported that CD's were "very" important, and another 52% reported that they were "somewhat" important. Consequently, the Division has already started evaluating other CD's and expects to purchase/disseminate at least one more by the end of 2003.

As previously noted, DCJS has made arrangements to begin hosting web-based discussion groups. Users will be able to post questions about counter-terrorism in a secure environment and interact with subject matter experts in real time on pre-arranged occasions.

Administration

DCJS uses an electronic web-based training calendar to advertise all of the courses that it offers. Prior to 2003, however, the Division had only disseminated a paper catalog of the films that were available through the Media Resource Center. The urgency of disseminating counter-terrorism training resources as quickly as possible motivated the Division to begin posting the catalog on the web as well. New acquisitions can now be advertised in a more timely manner, and officers are able to reserve films online. Both the calendar and the catalog can be accessed through the Division's web site at www.criminaljustice.state.ny.us.

Evaluation

The Division uses customized electronic evaluation forms to monitor the quality of the awareness-level training that local instructors offer. Following the conclusion of each course, evaluations are submitted to DCJS, where the data are scanned and analyzed.

18. To the best of your knowledge, did this program originate in your state? If YES, please indicate the innovator's name, present address and telephone number.

Several states now sponsor counter-terrorism training. The intent and design of New York's counter-terrorism initiative are much broader, however, and the program originated entirely within New York.

DCJS Deputy Commissioner James DeLapp led the development of this project in cooperation with James Kallstrom, who was then the Director of the NYS Office of Public Security. Mr. DeLapp can be contacted at:

NYS Division of Criminal Justice Services

Office of Public Safety
4 Tower Place
Albany, NY 12203
(518) 457-6101

19. Are you aware of similar programs in other states? If YES, which ones and how does this program differ?

We are not aware of any other State that has a program of a similar magnitude or complexity. North Carolina recently established an Academy of Counter-Terrorism to train law enforcement officers, but the academy hired new staff to develop and present their instruction. This approach is much more expensive and has limited ability to reach officers who work nights and weekends. Another concern is that a State-run academy does not empower local agencies and trainers the way that New York's approach does. We believe that the quality of our train-the-trainer program, combined with the ongoing evaluation and support that we give to the instructors, represents a more innovative and cost effective model for larger states such as New York.

20. Has the program been fully implemented? If NO, what actions remain to be taken?

The program has been fully implemented. It is important to note, however, that the program is ongoing in nature because of the serious challenges that still face New York. Evaluation data, feedback from our customers, and world events all help to shape program priorities. The strategic plan calls for the following activities to be accomplished during the remainder of 2003.

Awareness-Level Training

Program staff will be closely monitoring the number and location of local officers who receive awareness level instruction. The Division will continue to conduct the training, promote it, and offer whatever support it can to maximize both the number of officers who get trained and the quality of the instruction that they receive. Staff also plan to update the course on an annual basis.

Specialty Courses

DCJS will offer a diverse selection of counter-terrorism specialty courses during the final eight months of 2003. Courses that staff have already scheduled include Fraudulent Documents, Incident Response to Terrorist Bombings, Counter-Terrorism through Community Partnerships, Asset Development for Counter-Terrorism Cases (developing informants), and Weapons of Mass Destruction. Arrangements are also underway to offer training on such topics as cyber-terrorism, maritime security, the ways that telecommunicators should handle situations involving mass casualties.

The courses listed in the preceding paragraph will last one or more days. Courses of this length can be thorough, but many officers will not have the opportunity to attend. Consequently, program staff also plan to develop and disseminate lesson plans for training that can be delivered in five

minutes or less during roll call. This type of instruction can be developed relatively quickly in response to late-breaking events, and interested agencies throughout the State will be able to provide the training to all of their officers at no cost.

Distance Learning

The Division expects to accomplish two major distance learning projects during the remainder of 2003. The first concerns the implementation of web-based discussion groups on a variety of counter-terrorism topics. This resource should be fully operational no later than July. The second project focuses on teleconferencing. Staff will complete their research on the State Department of Correctional Services' teleconferencing capabilities by June and hope to conduct a pilot test on a timely counter-terrorism topic during the summer or fall of 2003.

Other distance learning projects include posting additional training resources and other information on the Division's e-Justice NY. The Division will also purchase more CD's for statewide distribution and more videotapes that can be borrowed through the Media Resource Center.

Accreditation Standards

Staff have reviewed the standards that law enforcement agencies in New York must implement in order to earn State accreditation. New standards pertaining to counter-terrorism are now being drafted and will be submitted to the Deputy Commissioner in charge of the Office of Public Safety for review by April 30. If he agrees that the standards have merit, the Division will submit its recommendations in June to the Council that sets policy for the State Accreditation Program.

Course Updates

Staff have been assigned to review the curricula that DCJS uses to train School Resource Officers and Court Security Officers. If necessary, the curricula will then be updated to incorporate new information pertaining to counter-terrorism. Staff have been asked to submit their recommendations for possible revisions by June 1.

Peace Officers in New York must complete a course that meets or exceeds standards that have been established by the Municipal Police Training Council. DCJS will convene a panel of subject matter experts to review course requirements and discuss the value of including a new module on counter-terrorism. The committee's recommendations should be ready for submission to the Council at its December meeting.

Other Initiatives

Individuals who wish to work as security guards in New York must first complete a training program that meets or exceeds standards that have been approved by a special Council appointed by the Governor. Security guards have assumed an increasingly important role since the attacks of September 11, and DCJS plans to review the core curriculum very carefully. If warranted, the Division will recommend that the Security Guard Council adopt a new segment on terrorism.

The Division's report to the Security Guard Council should be ready in December. In the meantime, DCJS has worked with the State Police and Office of Public Security to develop a model counter-terrorism reporting policy for security guards. The policy identifies specific indicators of suspicious behavior as well as the telephone numbers that guards should call in order to report what they have observed. DCJS will be mailing this policy to all employers of security guards in New York State by the end of April.

21. Briefly evaluate (pro and con) the program's effectiveness in addressing the defined problem[s] or issue[s]. Provide tangible examples.

It is impossible to document the number of terrorist attacks that have been prevented as a result of this initiative. It is also difficult to empirically measure the extent to which local response capabilities have improved. DCJS nevertheless recognized that the complex nature of the counter-terrorism initiative would require ongoing analysis in order to record and evaluate the agency's progress. Consequently, the Deputy Commissioner in charge of the Office of Public Safety has directed program staff to document and formally evaluate all major program activities. Reports are submitted for his review as they are prepared, and findings are shared with other stakeholders when appropriate. Staff have come to expect immediate feedback and direction.

Overall, the counter-terrorism initiative has been scrutinized more closely than any other program that the Office of Public Safety has ever developed. Both qualitative and quantitative data have been very encouraging, and the program was highly praised following a presentation to approximately 250 police commanders at the IACP's annual conference in Minnesota during October 2002. The evaluation process will nevertheless continue indefinitely so that the program can be made even better.

Awareness Level Curriculum

Everyone who attends a train-the-trainer course is asked to complete a detailed evaluation that rates the course as a whole and every module within it. Altogether, the evaluation documents student reaction to 50 aspects of the course. A typical evaluation report contains 12 tables, all student comments (positive and negative), and an overall analysis.

When asked to rate the course as a whole, 80% of the attendees have stated that it was "Excellent" or "Very Good." Representative comments have included, "By far the best school I have ever been to", "Excellent Program", "An outstanding course, the presentation of which was top notch", "Outstanding course", "Excellent training materials provided", and "Well designed and comprehensive program provided". It is very difficult to get such consistently strong ratings from veteran officers who can be somewhat jaded or cynical.

DCJS also made arrangements to have the curriculum evaluated by two outside consultants prior to the most recent revision: Community Research Associates, a Virginia-based firm under contract with the federal Office for Domestic Preparedness, and the Institute for Intergovernmental Research, which has an offices in several states and is partly funded by the Department of Justice. The IIR report was particularly favorable and noted that New York had done “an excellent job.”

Specialty Courses

Given the high number of specialty courses that DCJS expected to offer each year, staff decided to develop a concise but insightful one-page critique that all students would be asked to complete. The form seeks comments on seven key variables and provides the information necessary to make an informed judgement about whether or not the Division should sponsor a particular course or instructor in the future.

Students rate the overall quality of the instruction on a scale on 1 (poor) to 5 (excellent), with 4 representing “very good.” The monthly averages have always been 4.0 or better.

Awareness Courses Taught by Local Instructors

Student evaluations of the training provided by local instructors were not as strong as the evaluations received for the train-the-trainers. When asked to rate the instruction overall, 88% of the students reported that the first day was “very good” or “excellent;” 74% of the students assigned one of these ratings to the second day; and 67% did so for the third day.

The lower scores were expected because the material is so new for even veteran instructors, and the data underscored the value of the mentoring process that DCJS provides. Nevertheless, more than two-thirds of the students felt that each day was very good or excellent, so the feedback can still be considered very positive.

Other Indicators of Success

- There is a growing body of anecdotal evidence which demonstrates that officers have been able to apply the skills that they acquired during the training that they received pursuant to this initiative. Officers have reported several instances where they successfully used the information during commercial vehicle stops and when examining fraudulent documents
- The training initiative included an effort to educate police commanders about the danger that acute traumatic stress can pose for officers who respond to terrorist incidents and incidents involving mass casualties. As a direct result of this dialogue, several agencies may be instituting or expanding Employee Assistance Programs and other types of support services.
- Local law enforcement officials have been very enthusiastic about using easy-to-carry reference cards that summarize important information that officers need to remember.

Several agencies are thinking about developing their own cards to supplement the ones that DCJS developed.

22. How has the program grown and/or changed since its inception?

The program has grown larger and more complex as it has evolved during the last 18 months. The awareness-level training has been thoroughly revised and updated twice since the pilot test in March of 2002, and the Division has modified both the content and marketing to sharpen the focus on skills that officers can use for a variety of purposes. Officers who complete the training will be far better able, for example, to handle such problems as gangs, illegal immigrants, and commercial vehicles even if there is no direct terrorist connection.

Another way that the program has become more sophisticated is a result of the growing capabilities that DCJS staff have acquired. Staff now have considerable expertise in fraudulent documents and are certified to conduct training on improvised incendiary explosives and complex aspects of weapons of mass destruction. Consequently, DCJS offers a greater range of courses, and staff can act as consultants in these subject areas when questions are raised by local trainers. DCJS is also contracting with consultants to offer courses on topics that had not been originally envisioned such as cyber-terrorism and bio-terrorism.

The biggest surprise concerned the level of interest that peace officers have expressed in counterterrorism. Staff designed a one-day course of instruction which they felt would be more appropriate for this audience and conducted a pilot test in August 2002. The plan then called for DCJS to offer several peace officer train-the-trainer programs between October 2002 and April 2003. Ninety-eight per cent of the evaluations that students submitted following the pilot test were "good" or better. Senior managers of several peace officer groups nevertheless advised DCJS that they wanted their staff to attend the full police training curriculum. Consequently, the Division decided in September 2002 that peace officers could attend the same training as police. Student response continues to be very positive, and DCJS has received several unexpected requests for training from probation officers, correctional officials and others with comparable responsibilities. Thus far, Division staff have provided direct training at three professional conferences of correctional and youth service officials.

With regard to service delivery, it has taken the Division longer than anticipated to implement the web-based discussion groups. Staff also did not anticipate the need for a new type of class that combines direct training with a train-the-trainer model to support instruction in rural areas.

The Division continues to monitor course evaluations, world events, and feedback from local communities very closely. Policy makers remain flexible and are confident that the infrastructure is in place to adapt to whatever develops.

23. What limitations or obstacles might other States expect to encounter if they attempt to adopt this program?

New York has developed and successfully implemented a comprehensive model that helps local communities throughout the State fight terrorism. Key components include a curriculum and complete set of supporting materials for in-service training; evaluation forms and procedures; an organizational structure and job descriptions to support the initiative; and procedures for integrating counter-terrorism instruction into the curricula of other key courses.

No community is immune to the threat of terrorism, and other States should be able to replicate the model in whole or in part. It is important to note, moreover, that very little of the curriculum content is specific to New York. Legal and procedural components that were drafted with New York in mind can be easily replaced with material that is more appropriate for officers in other jurisdictions.

Funding is always a potential problem for States that wish to adopt new initiatives. In addition, States that question whether they are likely to be targeted for a terrorist attack may prefer to focus on more traditional law enforcement problems. New York chose to implement a fairly broad strategy in order to enhance accountability and maximize service delivery, but states could sponsor similar projects on a smaller scale and with a less formal organizational structure.

Senior New York State officials provided an overview of this initiative at the 2002 conference of the International Association of Chiefs of Police in Minnesota. Division staff have also honored two requests to make presentations in Massachusetts. The feedback has been consistently very positive. We are not aware of any problems that would prevent an interested State from adopting this model.

Finally, DCJS would like to go on record as stating that it will be happy to provide other States with copies of training materials, reports, and other types of documentation that are needed to implement and support this project. Out-of-State instructors are also welcomed to attend NYS train-the-trainer courses at no charge whenever seats are available.

Appendix 1. Project Partners

Steering Committee

- NYS Office of Public Security
- NYS Division of Criminal Justice Services
- New York State Police
- New York City Police Department

Partners

Executive Leadership

- NYS Association of Chiefs of Police
- NYS Sheriffs' Association
- Municipal Police Training Council

Federal Agencies

- Air Force
- Army
- Department of State, Bureau of Diplomatic Security
- Federal Bureau of Investigation
- Bureau of Immigration and Citizenship Services (formerly known as Immigration and Naturalization Services)
- U.S. Attorney's Office, Northern District of New York

New York State Agencies

- State Emergency Management Office
- Department of Environmental Conservation
- Department of Health
- Department of Motor Vehicles
- Office of Fire Prevention and Control
- State University of New York

Municipal Agencies

- Nassau County Police Department
- Rockland County Police and Public Safety Academy

Other Partners

- Anti-Defamation League
- Mid-Atlantic Great Lakes Organized Crime Law Enforcement Network
- New York Prosecutors Training Institute
- Law Enforcement Training Directors Association of New York State
- New York State Crime Prevention Coalition

Appendix 2. Course Content and Instructor Materials

Content

The counter-terrorism awareness level training program consists of three one-day courses. The courses can be taken in consecutive days or over a longer period of time as an officer's schedule permits.

- Day 1: Terrorist Operations, Explosives Identification and Safety Guidelines, The Mission of Police, and Fraudulent Documents.
- Day 2: Hate Crime, Legal Updates, Commercial Vehicles Awareness, and Acute Traumatic Stress Management.
- Day 3: Weapons of Mass Destruction and local option. Time was left for instructors to insert their own material so that academy officials could discuss regional procedures, potential targets, and other issues of local importance.

Materials

Staff provide the following materials to support the awareness level training:

- A 177 page Instructor Guide. The Guide contains objectives and outlines for each module, an Administrator's Guide, and other necessary resource material.
- A 105 page Student Manual for Day One of the training.
- A 53 page Student Manual for Day Two of the training.
- A 76 page Student Manual for Day Three of the training.
- A CD containing PowerPoint slides and an electronic version of all the materials listed above.
- A three minute videotape that Governor George Pataki made to introduce the course and to express his appreciation for the work that the officers are doing.
- Two sets of Student Reference Cards.
- One set focuses on First Responder Domestic Preparedness. The set features 19 cards on crime scene management, biological and chemical incidents, immigration documents, bomb threats and suspicious devices.
- The second set focuses on Commercial Vehicles. This set has 17 cards and has information about such topics as common violations, log books, and HazMat incidents.

Appendix 3. Supporting Documentation

DCJS has an extensive amount of supporting documentation on file to substantiate the information that was included in this report. The documentation includes but is not limited to:

- A Strategic Plan establishing initial and revised goals and objectives;
- All materials developed to support the awareness level curriculum (course outlines, the PowerPoint slides, the Student Manual, Reference Cards, etc.);
- Videotapes of awareness level course presentations that were recorded in a professional studio;
- A brochure that DCJS has disseminated to promote the awareness level courses throughout the State;
- Forms developed in cooperation with National Computer Systems to evaluate each of the three days of instruction that comprise the awareness level curriculum;
- Evaluations of train-the-trainer programs and specialty courses;
- A needs assessment report for specialized counter-terrorism training in New York;
- Records of the date, location, and number of students who have successfully completed each course;
- Purchase orders for 1,000 CD's from the BackUp Corporation, orders for counter-terrorism training films, the agreement with QWK.net to provide a server and technical support for web-based discussion groups, and other financial/legal documents;
- Records of all in-service training programs that members of the Counter-Terrorism Work Group have attended; and
- Internal memos and memos to the field.

INNOVATIONS AWARD APPLICATION

The New York State Law Enforcement Counter-Terrorism Training and Local Empowerment Program

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