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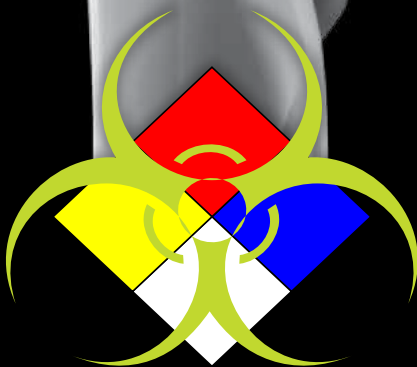
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Articles are written by professional practitioners in homeland security, domestic preparedness, and related fields. Manuscripts are original work, previously unpublished, and not simultaneously submitted to another publisher. Text is the opinion of the author; publisher holds no liability for their use or interpretation.



The Center for Domestic Preparedness fulfills a unique role by identifying and closing training gaps across multiple disciplines. In an exclusive learning environment, students gain greater confidence in their skills and equipment through cutting edge courses that address current and emerging threats. The multidiscipline training experience is enhanced with venues designed to simulate authentic disaster environments.

In June 2015, DomPrep was invited to take an exclusive inside look at this training facility, which offers something that could be beneficial to any of DomPrep's readers. After spending a week in Anniston, Alabama, DomPrep's Kimberly Arsenault and Catherine Feinman compiled this comprehensive supplement with text, photos, and podcasts of the experience they had at the training facility. DomPrep would like to thank many people for contributing to this project.

A special thanks goes to Lisa Hunter, External Affairs director at the CDP, for all of her planning and coordination, as well as to Mike King, superintendent at the CDP, for making this project possible. The following people took time to share their expertise in the recorded podcasts: Andrew L. Garrett, MD, MPH, director of NDMS; Lou R. DeGilio, section chief at NDMS; Jeffrey Ryan, Ph.D., Jacksonville State University; Kent Davis, RDML in Navy Reserve and deputy superintendent at the CDP; Gary Milner, assistant director for COBRA Training Facility at the CDP; Kent Latimer, training specialist at the CDP; Bernice Zaidel, assistant director of curriculum development and evaluation at the CDP; and Chuck Medley, assistant director of training delivery at the CDP.

Thank you also to Robin Scott, executive director at McClellan Development Authority, and Nathan Hill, military and federal sector liaison for Calhoun County Chambers of Commerce, who took the time to speak with DomPrep and share their knowledge of the area and experience with the CDP. And many thanks to the numerous instructors, staff, and students at the CDP and NDMS, including: From the CDP, David Hall, Dan Cody, Bernadette Hayes, Rick Dickson, Mickey Pinkston, Woody Davis, Holly Terrell, Donnie Belser, "Chip" Jessie Giddens, Bob Hentzleman, Candice Gillan, Ian Jones, Robi Mobley, and Candy Waylock; From NDMS: Timothy Davis, Susan Briggs, Elizabeth "Ann" Newsome, Bryan M. Scyphers, Cynthia "Cyndy" Roxburgh, Sharon Henry, and Phil Nix; as well as Christopher Vega, Dana Bentley, Josh Lyman, Vinnie Atofau, Sonya Drechsel, and Brian Yorko, who shared their student experiences.

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About the Cover: Smoke, realistic tapestries, moulaged actors, and personal protective equipment are just a few of the training pieces used to create a unique environment for response personnel from any discipline to hone their skills and learn new ones. (Photo by the Center for Domestic Preparedness)

An Agency With a Critical Mission to Identify & Fill Training Gaps

By Kimberly Arsenault & Catherine Feinman

Established in 1998 under the Department of Justice, the Center for Domestic Preparedness (CDP) is situated among rolling hills and wooded land on a 176-acre campus in Anniston, Alabama. On the grounds of the former Ft. McClellan Army base, the CDP has converted many of the military facilities into a unique training complex for government and civilian students. In June 2015, DomPrep had the opportunity to sit down with retired Army Lt. Col. Mike King, who is the superintendent of the CDP, as well as with other CDP staff, instructors, students, and partners. That visit provided an inside look at a facility that serves as an invaluable asset to local, state, tribal, and territorial response agencies across the nation.

In the United States, more than 11 million emergency responders currently serve as the first line of protection against various threats and hazards. To help maintain the training necessary to protect communities across the country, the CDP offers both resident and nonresident training to more than 10 different emergency response disciplines: emergency management, emergency medical services, fire service, governmental administrative, hazardous materials, healthcare, law enforcement, public health, public

COMING SOON...recorded podcast with the presenters below



From left to right: Kent Latimer, Dr. Andrew L. Garrett, Lou R. DeGilio, Gary Milner, Dr. Jeffrey Ryan, Bernice Zaidel, Chuck Medley, Kent Davis, and Lisa Hunter.

safety communications, and public works. Resident training offers an all-expense paid opportunity that includes training, travel, lodging, and meals. The low student-instructor ratio ensures that each student receives training to fit his or her needs and levels of experience. To meet the current demand of approximately 225 students per week (48 weeks per year), the CDP employs more than 900 people, consisting of 93 federal employees and 800 contractors, with more than 300 of these contractors working as instructors.

Operational Footprint

In 1998, Congress transferred portions of the former Ft. McClellan Army base property, including a biological and chemical training facility, to the CDP. Since much of the needed infrastructure already existed, the cost savings was approximately \$51 million in 1998, which equates to nearly \$100 million in today's construction costs. In addition, a 2014 purchase of 94.04 acres of leased property from the McClellan Development Authority at a very reasonable price provided further cost savings for the CDP, freeing budget money to aid other training purposes.



Simulated exercise at the Advanced Responder Training Complex. Source: CDP.

After 9/11, the large influx of federal money emphasized training and created a spike in demand. In 2003, the CDP was transferred from the Department of Justice to the Department of Homeland Security. At that time, federal staffing numbers were small, with contract staff handling most of the duties. However, that changed quickly after the 2005 response lessons of Hurricane Katrina, when more CDP staff members became federal employees. The curriculum was updated to support new and emerging needs, and most importantly, the National Incident Management System and the Incident Command System were incorporated.

In 2007, post-Katrina legislation took affect, which changed the CDP's focus from chemical, biological, radiological, nuclear, and high-yield explosive (CBRNE) threats to a broader, all-hazards approach to preparedness. The CDP now markets its training to address all hazards, with concentration on the hazards most likely to affect the students' jurisdictions. This approach promotes a multidiscipline, multijurisdictional training focus, which attracts a broader audience. The combination classes and the Integrated Capstone Event (ICE), which was added to the curriculum in 2012, in Anniston convey a more robust experience for students from local, state, tribal, and territorial agencies. By sharing perspectives from various jurisdictions, students gain a greater level of awareness and broader understanding of operational practices in other parts of the country.

In addition, with federal response agencies training at the CDP, local jurisdictions have the ability to work side-by-side with these resources, which may not otherwise occur until a major disaster strikes. Today, the facility continues to expand its footprint to meet the rapidly growing needs of training operations, and courses are continuously updated to ensure that the quality meets doctrine, Incident Command System, and National Incident Management System requirements.

Fulfilling a Vital Mission – Unique Facilities & Innovative Equipment

To fulfill its training mission, in 2014, the CDP purchased \$3.5 million in infrastructure and other real property. Among the 48 buildings owned by the CDP, the Chemical, Ordnance, Biological, and Radiological (COBRA) training facility, the Noble Training Facility, the Advanced Responder Training Complex (ARTC), and the CDP's Administrative Building each offer realistic training opportunities. In addition to permanent structures, motorhomes serve as mobile command centers during training and the Integrated Capstone Event.

The COBRA Training Facility houses the only civilian training courses in the United States that use toxic agents, which include VX (chemical nerve agent, contact hazard), GB (chemical nerve agent, vapor hazard), nonpathogenic ricin (biological hazard), and nonpathogenic anthrax (biological hazard). This training includes standard triage techniques for responding to weapons of mass destruction, which means that students must learn to perform immediate extractions and make rapid decisions in a high-intensity situation. Outside on the COBRA grounds, Northville is a small-town simulated setting – including a school, a pizza parlor, and a police station – that serves as a hazardous materials scene. Although no toxic agents are present in Northville, injects such as agent simulants that alert test kits, smoke, lighting, and other special effects may be added to change the scope of training to more authentically simulate real-life scenarios.



*Integrated Capstone Event at the Noble Training Facility.
Source: DomPrep.*

The Noble Training Facility is a 170,000 sq. ft. hospital, the only of its kind dedicated entirely to training emergency responders. This 100-bed hospital provides a venue for teaching emergency management in a real-time clinical environment, with actual nurses and doctors evaluating and coaching student performance within the emergency room and other areas of the hospital. The main floor houses the emergency department, emergency operations center, morgue, radiation training area, and dining hall for students. On the second floor are hospital rooms, surgical suites and

units – Intensive Care Unit, Neonatal Intensive Care Unit, step-down care unit – along with additional patient rooms, an isolation ward for infectious diseases, and a nursing station. Designed with classrooms, the third floor of the hospital replicates an emergency operations center and hosts the public health command center during Integrated Capstone Events.

A building that previously functioned as the reception center for new U.S. Army recruits now serves as the Advanced Responder Training Complex (ARTC), which is furnished with common venues found within any city. To facilitate a more realistic environment, the complex uses vinyl picture drapes, referred to as tapestries, to simulate real-life storefronts that include: an industrial park, a shipping store, a pizza parlor, an electronics store, and a public transportation location, complete with subway cars. The tapestries are more efficient and cost effective than permanent structures and offer greater flexibility while maintaining realism. Whether facing a subway collapse or a terrorist bombing, this building provides space for students and role players to enact the response: extraction, triage, casualty collection, decontamination, treatment, transport, and rehabilitation. The ARTC is also used for regular training in addition to serving as a realistic setting during the Integrated Capstone Event. Often, three classes with a total of more than 130 students train simultaneously throughout this complex.

In the Administrative Building, Operations Alley is designed to simulate a college or university campus. To enhance the training experience, a series of classrooms move students through several hands-on scenarios including the identification of devices, triaging, decontamination, and protective measures such as donning and doffing personal protective equipment (PPE). The classrooms are divided into four stations, which replicate real-world scenarios to help students identify hazards and respond to threats:

- Principle mass casualty response and triage, which is in a cafeteria setting;
- Technical Emergency Response Training (TERT), which is in a locker room, weight room, and stadium setting;
- Chemical-biological scenario, which is in a laboratory setting; and
- Scene survey and safety, which is in a dorm room and office setting.

Students learn firsthand how to process both ambulatory and nonambulatory patients, while ensuring personal accountability reporting. Within its facilities, the CDP has 50 human simulators, 400 static mannequins, and more than 100 role players (scheduled as needed for training exercises to play the roles of government officials, patients, parents, and adolescents) dispersed to various training areas. Students participating in Integrated Capstone Events interact with the role players, mannequins, and simulators who portray survivors in various response scenarios. The high-tech simulators each serve a different purpose, with the most expensive being “Grandma” at \$250,000. The physiology-based Grandma gives students the opportunity to perform their skills using real medical equipment, allowing them to inject medications and obtain accurate vital statistics. Grandma will let students know if the medication and dosage administered cause her to live or die. Students already have extensive

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knowledge in their respective fields, so they benefit greatly by being immersed in incident scenes that help build confidence in equipment and fine-tune operational skills.

Stringent Safety & State of the Art Security

Safety and security are paramount at the CDP. “Scene survey safety” is a mantra that is repeated throughout training at the CDP, and students learn to identify and observe items at the scene that are potential hazards. The training complex has security on duty 24/7, a full maintenance staff, housekeeping, groundskeepers, and even bomb technicians on site.

The COBRA Training Facility is subject to many third-party inspections, and has enhanced multi-tiered safety and security measures in place, which include:

- Complete air turnover in the training bays every 12 minutes;
- Wastewater decontaminated and incinerated onsite;
- Nonhazardous materials disposal onsite;
- Control room to monitor activities in every training room;
- Redundant radio communication systems;
- Air monitors in all rooms to alert staff and students should toxic levels rise above levels that are immediately dangerous to life and health;
- Two agent custodians assigned to each class to handle the agents;
- Two paramedics, a registered nurse and physician on location during trainings;
- Facility security guards qualify with their firearms while wearing PPE;
- A logistics section to maintain, clean, sanitize, and check equipment for integrity;
- Electrical grid redundancies, with a generator that goes online after only one second; and
- Established interagency agreements with the local community for fire and police services.

The structure is able to withstand the forces of an EF4 tornado and has a negative air pressure system, along with a laboratory equipped with glove box, hood, and pass-through chamber

From the October 2014 Issue Multidiscipline Training Listen to Podcast



Since 1998, the Center for Domestic Preparedness (CDP) in Anniston, Alabama, has been offering interdisciplinary training to emergency responders. In April 2014, the Baltimore regional incident management team (IMT) traveled to Anniston for a pilot program developed for IMTs.

Listen to Captain Michael Pfaltzgraff of the Anne Arundel County Fire Department describe his experience at the CDP.



*Identification of live agents at the Chemical, Ordnance, Biological, and Radiological (COBRA) training facility.
Source: CDP.*

to transfer agents safely to the bays for training sessions. The nerve agents and biological materials require that students and personnel take extra precautions for personal safety and health. The personal protective equipment and the M40 masks in use protect against the live biological materials (i.e., ricin and anthrax) and chemical agents (VX and GB) encountered during the course.

Working in this toxic environment gives students a level of confidence that no other course offers. Knowing that 280 lethal doses of GB are contained in just 0.35 ml, and 800 lethal doses in

1.0 ml of VX, students become fully aware of the threat they encountered and recognize the criticality of properly donning and doffing their personal protective equipment (PPE). In addition to this equipment, the COBRA Training Facility supplies all articles of clothing worn during hot-zone exercises – including bras, underwear, and socks. Contractors are responsible for servicing and maintaining the equipment and live-agent rooms within the COBRA Training Facility.

Before students are permitted to enter the hot zone, multiple tests and extensive health screenings must be performed: six-page health form, blood pressure, blood draw, vital statistics, quantitative fit test of masks, and a mass confidence exercise (a secondary fit test ensures that the masks have a secure seal). The health screenings are performed again after students exit the hot zone and go through the decontamination process.

This hands-on training and real-life simulation help protect students and instill within each of them a greater level of confidence – in themselves, their use of the equipment, and their donning and doffing techniques. During DomPrep’s exclusive visit in June 2015, Dana Bentley, an emergency department nurse from Mercy San Juan Medical Center in California, described her initial apprehension about going through the COBRA training. However, she further stated that the pre-exercise instruction and training made her feel fully prepared by the time her group entered the hot zone.

Emergent Threat Case Studies

The CDP is part of a larger preparedness group known as the National Domestic Preparedness Consortium ([NDPC](#)). The member groups are located around the country and conduct trainings in various areas of expertise. In collaboration with consortium members

and other partners, the CDP consistently uses real-world incidents to build robust training programs. In fact, the CDP was founded after gaps in training needs for first responders were exposed by two 1995 incidents: the Aum Shinrikyo sarin gas attack in Japan and the Oklahoma City bombing. Response personnel needed safeguards and real-world experience to build their confidence, knowledge, and skills for future threats. Since then, the CDP has continually observed the threat environment and used valuable partnerships to develop new curriculum to meet these emerging needs.

In partnership with the Department of Homeland Security's Office for Bombing Prevention, the CDP helped develop the Vehicle-Borne IED (Improvised Explosive Device) Detection course inspired by the 2008 attempted bombing in Times Square. Another real-life response was the 2012 Aurora, Colorado, movie-theater shooting, which the CDP used to rapidly fill a training gap and further build responders' mass casualty skills. Similarly, the 2013 Boston Marathon bombing resulted in simulated pressure-cooker bomb training being implemented within one week.

Then, in 2014, the Ebola crisis raised the CDP's nationwide training to a new level. The need for training to don and doff personal protective equipment became apparent. There was a noticeable gap in knowledge of and experience in dealing with people who may have been exposed to the Ebola virus. This was especially true of Transportation Security Administration agents, law enforcement officers, first responders, and airport authority staff who greeted passengers arriving from West Africa. In less than two weeks, the CDP developed a new eight-hour course (Personal Protective Measures for Biological Events), the development team performed a walkthrough, the course material was fine-tuned, and instructors were in place to deliver the training.



Moulage creates a more realistic environment for students during the Integrated Capstone Event. Source: DomPrep.

Delivered as a nonresident training course (mobile teams taught the training to agencies across the country), this material was in such high demand that the CDP reached out to its NDPC partners to assist with the training requests within their respective FEMA regions. The Ebola course is still in high demand across the nation, especially for its technical decontamination and control aspects.

Cutting Edge Curriculum & Timely Courses

The CDP continues to assess needs or gaps in preparedness and training in order to find new ways to serve responder and receiver communities with constantly evolving curriculum. The CDP and subject matter experts develop curriculum based on demand, case studies, and the National Preparedness Goal's [core capabilities](#) to identify gaps and training needs. The process from gap identification to training implementation typically takes 60-180 days,



Students learn how to care for victims while maintaining personal safety during the Technical Emergency Response Training (TERT). Source: CDP.

depending on the availability of subject matter experts. A formal systematic process ensures development of consistent and updated student materials, activities, visuals, lectures, performance assessments, checklists, and instructor notes.

Other developments over the past few years include the standardization of classrooms, the move toward tablet devices, and the use of electronic files versus printed materials. These changes have resulted in significant cost savings, as well as reductions in the environmental footprint. The CDP is constantly determining the best and least expensive options for

reconfiguring training areas to make them relevant to the changing student population and to the evolving threat environment.

With three main training tracks – Hazmat/CBRNE, Healthcare, and Law Enforcement – the CDP offers 54 courses spanning wide and diverse topics, including: (a) courses focused on the handling, managing, triaging, and treatment of mass casualties following the dispersal of CBRNE agents and other hazards; and (b) courses addressing pre-hospital, hospital, public health, and environmental health issues. Other types of trainings include:

- *Vehicle-Borne Improvised Explosive Device Detection* – teaches law enforcement officers how to question people at stops and how to recognize out-of-the-ordinary items that may be explosive devices;
- *National Special Security Events* – includes Super Bowls, All Star games, and the 2015 Special Olympics in Los Angeles, California;
- *Hospital infectious and communicable diseases* (being developed, pilot test in December 2015) – teaches how to establish barriers, precautions, and controls in receiving, treating, and releasing patients with highly infectious diseases within the students' local hospital;

- *Field force training* – teaches first responders how to manage crowds as well as to protect the First Amendment rights of citizens;
- *Hospital Emergency Response Training (HERT)* – simulates a casualty collection point, triage, decontamination, and treatment process;
- *Technical Emergency Response Training (TERT)* – tasks students with surveying the scene, monitoring the environment, detecting and identifying hazards, and reporting findings;
- *Advanced Public Information Officer: Health and Hospital Emergencies (APIOHHE)* – this course has a media room for holding press conferences and briefings in order to help students learn; and
- *All-hazards training.*

For students who attend multiple courses at the CDP, the staff is developing progressive learning tracks to meet basic, intermediate, advanced, and certificate needs. For example, Josh Lyman is a police officer (and member of SWAT) from Brigham City, Utah, who saw the increased value each of the four times he has attended courses at the COBRA. Certifications include International Association for Continuing Education and Training (IACET), the University of Alabama at Birmingham for continuing medical education, and other continuing education units.

The CDP's mobile training courses (also referred to as nonresident training) help a broader audience to develop effective preparedness skills with mutual aid communities coming together for training. These training programs can also be embedded into police and fire academy training curriculums. Currently, the CDP has training programs embedded in several police academies, including New York City, Chicago, and Los Angeles. In addition, the Atlanta Fire Department sends their trainees to the CDP for two weeks as part of their initial training.



A human simulator during an Integrated Capstone Event in conjunction with National Disaster Medical System (NDMS). Source: DomPrep.

The Integrated Capstone Event, A Culminating Training Event

Approximately 20 weeks each year, the functional exercises culminate in the Integrated Capstone Event, which occurs on the final day of training (usually Friday). Instructors assign student roles – based on skills, experience, certifications, expressed desires, and functional areas – and serve as evaluators and guides during the student-driven Integrated Capstone Event. Students with strong leadership skills begin to emerge within the first two days of



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training and are often chosen for leadership roles. By working toward common objectives, students from various disciplines and jurisdictions use what they learned during the week to develop and operate as cohesive response teams.

Throughout the Integrated Capstone Event, an onsite emergency operations center observes the activities, monitors other hazards such as weather and information alerts, and releases situational updates. Students are completely immersed in the environment with the use of moulaged role players and mannequins to represent various types of injuries resulting from a particular scenario. The exercise control center monitors the actions of the students and injects new situations as needed, including gunshots, bombs, patient noises (screaming, yelling), phone calls, sirens, and media reports or newsbreaks. In addition, the training exercise manager can increase or decrease the pace of the exercise. Once the exercise is concluded, all students gather in an open forum for an after-action report to evaluate what was done right or wrong, to share challenges faced, and to discuss lessons learned during the exercise.



*Called "Legs," this simulation device provides students practice in managing amputee survivors.
Source: DomPrep.*

Assessments, Evaluations & Improvements

The CDP is able to continually improve its offerings by identifying gaps through the administration of learning assessments and evaluations. Instructors choose a student representative from each course to have breakfast with the superintendent and report any pertinent student feedback. Additionally, the instructors are assessed during classes to ensure that they are encouraging interaction – among students, from the student to the instructor, and from instructor to student. Using Likert-type scales, students respond to surveys at the end of each training course, as well as complete another survey three to six months after training. Using this feedback, the CDP staff updates curriculum and training experiences to ensure the content is relative, current, and accurate. Online training classes are currently being developed within this system as well.

Technological advances on campus have significantly reduced paper and printing waste, while increasing the training footprint of its courses. Tablet devices with the course material preloaded are issued to each student the first day of the training week. These tablet devices are used for the duration of the course. When technological and language challenges arise – for example, a student is not familiar with the use/technology of the tablets – the CDP has protocols and procedures in place to quickly work through such challenges.

Vital & Mutually Beneficial Partnerships

Curriculum that is developed at the CDP is available to other training partners such as the NDPC. The established partnerships with members of the NDPC enable the CDP to respond rapidly to emerging threats. Having a budget that has remained flat over the past several years, the CDP always looks for new ways to maximize efficiency and create cost effectiveness through its partnerships, which include:



Partner agencies find mutually beneficial ways to share resources with CDP. Source: DomPrep.

- Establishing formal agreements with other federal agencies to maximize federal dollars – for example, National Disaster Medical System (NDMS) using the CDP’s facilities for training exercises;
- Developing courses for emerging threats with the collaboration of other agencies – for example, with the Domestic Nuclear Detection Office, the Office for Bombing Prevention, the Veteran’s Administration, and the Centers for Disease Control and Prevention;
- Sharing existing infrastructure with teaching agencies – for example, the Centers for Disease Control and Prevention and Ebola training for donning and doffing personal protective equipment;
- Hosting three FEMA academies – Incident Management Assistance Teams (with support from FEMA Corps members), FEMA Incident Workforce Academy, and the New Employee Orientation Program;
- Working closely with subject matter experts – for example, a team of scientists and other professionals at Jacksonville State University, led by Dr. Jeffrey Ryan, introduced the CDP to biological, live-agent training in 2012 by providing subject matter expertise and technical advice in building a Biosafety Level 2 (BSL 2) Laboratory;
- Helping to increase the business base within the area and grow the community – for example, McClellan Development Authority leverages the CDP to create complimentary business development that benefits everyone;
- Offering fee-based turnkey operations – for example, the Georgia Regents University Nursing School uses the facility for training and simply pays for the meals, lodging, use of facilities, and any other incidentals; and
- Accepting interns – such as through the FEMA Pathways scholarship program and Jacksonville State University.



Students participate in simulated decontamination exercise at the Chemical, Ordnance, Biological, and Radiological (COBRA) Training Facility. Source: CDP.

The success of the CDP is founded on broad and effective partnerships. Resources from these partnerships feed into the CDP to enhance training efforts and increase the students' learning experience with hands-on experiential-based training.

As local jurisdictions face challenges – including aging infrastructure, new and emerging terrorist tactics, technological changes, and training sustainment – the CDP wants to work with local, state, federal, and tribal agencies to bridge these gaps. The CDP is willing to engage in advance discussions to personalize trainings as much as possible, as long as requests do not impede other students or the curriculum. This means the CDP might include a jurisdiction's software, processes, or other tools, which help familiarize students with their local technology and processes.

The CDP offers many reasons to visit its facilities: for state, local, tribal, and territorial responders; fully funded training; unique venues; emerging threats; partnerships; and business opportunities. However, regardless of the venue or location, the ultimate shared goal is for all responders to be prepared, trained, and equipped before the next large-scale incident occurs. Disasters know no boundaries and neither should training efforts to prepare for, respond to, and recover from them.

Call to Action

Students: In its resident courses, the CDP trained 13,766 students in FY2014. Thus far in FY2015, the center has trained 12,937 students. Courses currently have a fill rate of 90-92 percent. Classroom sizes, dormitory rooms, and funding (the CDP can only afford to train approximately 14,000 state, local, tribal, and territorial responders each year) are the only limits to training availability at the CDP. Whether from a large urban metropolis or a small rural community, students: (a) find organized courses taught by instructors with real-world experiences; (b) have the ability to network across disciplines and jurisdictions; and (c) develop relationships, while receiving fully funded, hands-on, skill-based training, lodging, food, and transportation.

To apply for enrollment, click the “Register” link at <https://cdp.dhs.gov>

Instructors & contractors: Instructors & contractors: The CDP permanently staffs 44 instructors, and more than 250 instructors travel from around the country to teach under a training delivery contractor, which ensures that the training is effective and applicable in real time and that all other aspects of the campus run smoothly. At a minimum, instructors must have 10 years of experience working within one of the disciplines that support all-hazard incident response: law enforcement, fire service, emergency management, emergency medical service, hazardous materials, government/administrative, healthcare, public health, public safety communication, and public works. Comparable military, federal, or private sector experience may be acceptable. Instructors must also have all-hazards experience with manmade or natural disasters.

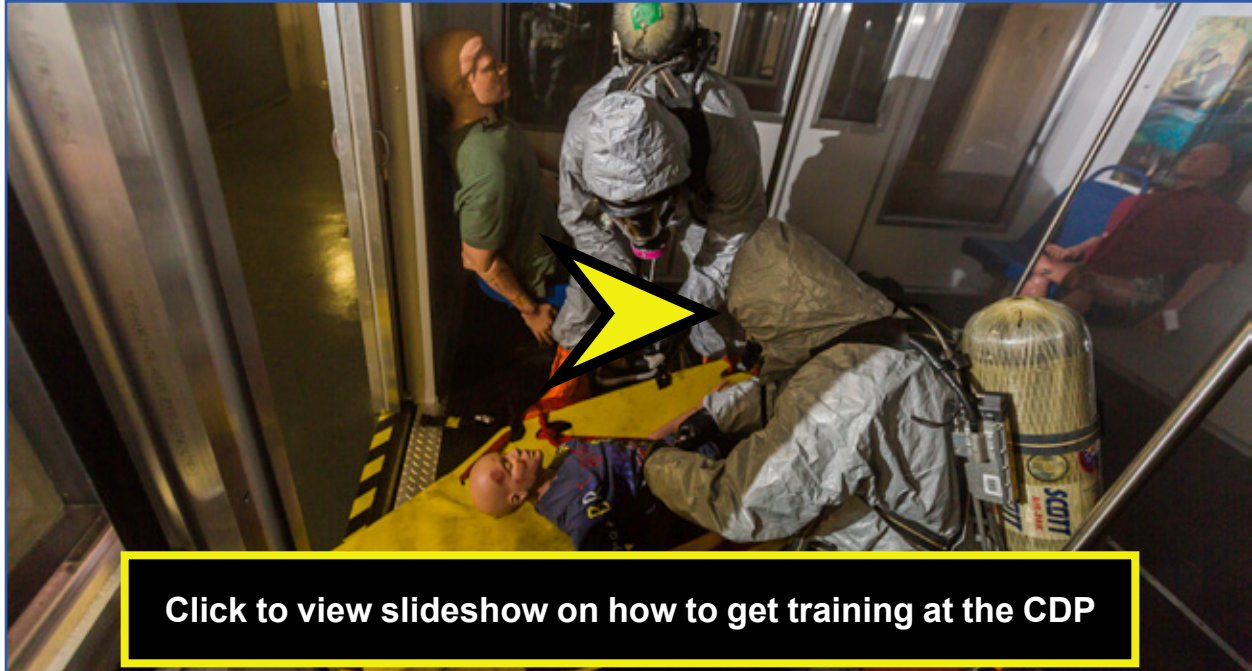
To view job federal job announcements for the CDP, visit <https://www.usajobs.gov>

To apply to be an instructor, visit <https://cdp.dhs.gov/job-announcements/>

Partners: The CDP is continually developing mutually beneficial partnerships with public- and private-sector agencies and organizations. Other uses of the facility might include a strategic staging area for agencies in the southern region of the United States that may be affected by manmade or natural disasters. The CDP is congressionally chartered to train state, local, tribal, and territorial responders. In addition, several government organizations have partnered with the CDP for training. For example, the Department of Health and Human Services’ National Disaster Medical Systems regularly uses CDP’s training support to conduct training for their Disaster Medical Assistance Teams. Another agency, the Veterans Health Administration, sends personnel to take courses at the CDP.

To discuss partnerships, contact the director of Mission Readiness Integration, Rick Dickson, at Richard.dickson@fema.dhs.gov

Businesses: Nearly one-third of the original McClellan Army Base property has been placed back in use, while another third has undergone environmental remediation: approximately 2,500 acres of explosive ordinance land has been cleared; and 2.9 million



Narrated by Chuck Medley, Assistant Director of Training Delivery at the CDP.

pounds of munitions removed and recycled. The last third of the property will be available in approximately three to five years as development is completed and land is cleared and prepared for businesses. The CDP is the prime magnet anchor in the community, contributing to the local and extended economy through employment opportunities and the infusion of additional income from its frequent visitors and resident training program. Businesses that have synergy to be gained from such close-proximity partnerships may be interested in positioning their facilities on this land.

To learn more about purchasing available land near the CDP, contact McClellan Development Authority by calling (256) 236-2011, or by visiting <http://www.exploremcclellan.com/contact/>

For additional information:

Website: <https://cdp.dhs.gov>

Twitter feed: <https://twitter.com/cdpfema>

Facebook page: <https://www.facebook.com/CDPFEMA>

The CDP is on LinkedIn at "Center for Domestic Preparedness" and the LinkedIn Group, "Center for Domestic Preparedness."

The CDP also has a YouTube channel, just type in "Center for Domestic Preparedness" to see course promotional videos and news stories.

About the Authors



Kimberly Arsenault joined Team DomPrep in August 2015. As the project manager, she coordinates with the editor and with clients to develop new projects that address various topics of emergency preparedness. She also serves as an intern at the Cleveland/Bradley County Emergency Management Agency. Previously, she worked in business aviation as a corporate flight attendant and charter flight coordinator. She was also a station manager at the former Midwest Express Airlines. She currently holds a bachelor's degree in emergency and disaster management from American Public University, where she is currently working toward her master's degree in the same field.



Catherine Feinman joined Team DomPrep in January 2010. As the editor, she works with writers and other contributors to build and create new content. With more than 25 years experience in publishing, she previously served as journal production manager for Bellwether Publishing Ltd. She also serves as an emergency medical technician, firefighter, board member of Ready Chesapeake, and member of the Media Advisory Panel of EMP SIG (InfraGard National Members Alliance). She is currently working toward a master's degree in emergency and disaster management at American Military University.

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