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# Emergency Response and Active Shooter Training [Project Proposal]

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## PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

**Project Proposal Submittal Process:** All IC projects requesting funding will require the completion and submittal of three (3) forms:

- Project Proposal Form – project scope & outcomes** (*included in this document*)
- Project Guidelines Form – reflective document outlining desirable IC project attributes**
- Project Budget Form – Excel spreadsheet to facilitate budget planning**

### **Instructions for Submitting Project Proposals:**

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer [rhumer@plymouth.edu](mailto:rhumer@plymouth.edu)
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

**Project Funding Review Process:** All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

**Deliverables:** At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

**Instructions for the PSU Integrated Cluster Project Proposal Form:** Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

**PSU Integrated Cluster Project Proposal Form**

**Title:** **Emergency Response and Active Shooter Training**

**Project Leadership:** Kathryn Elvey

**Project Description:** This project comes in two major parts; Part I is the Part I am currently seeking funding for.

**Part I** aims to develop a university-specific active shooter training program delivered to faculty, staff, students, and interested outside parties. This training will be developed in conjunction with the administration, UPD, the counseling center, and based on best practices in the field.

While I am not currently seeking funding for Part II of this project, the ALICE\* training (which is the major cost of this current cluster project) will be used for Part II as well; therefore, I feel it is necessary to discuss both Parts of this project, but must clarify that Part I is the one with current deliverables.

**Part II** aims to create an emergency management training class/ lab utilizing multiple disciplines and the cluster model where students can create specific emergency management plans for interested local or state businesses. Therefore, contributing to students' high-impact learning, job marketability, and creating new and meaningful relationships with community partners. Using my ALICE training, the FEMA training of other faculty members, the counseling center and department as well as numerous other resources on campus this would be a top-rate class with a significant impact on students and the community alike.

\*For more information please see: <https://www.alicetraining.com/>. This program is considered the best civilian, active shooter training in the US.

**Project Goals and Outcomes:**

**1. Project Goals – Briefly identify and describe the objectives of this project:**

**Part I:** Develop a university-specific active shooter training program delivered to faculty, staff, students, and interested outside parties.

**Part II:** Create an emergency management training class/ lab utilizing multiple disciplines and the cluster model where students can create specific emergency management plans for interested local or state businesses. Therefore,

contributing to students' high-impact learning, job marketability, and creating new and meaningful relationships with community partners.

**2. Student Learning Outcomes – Outline the expected student learning outcomes**

- a. Learn how to keep safe during an active shooter scenario. (Part I)
- b. How to develop a strategic plan (Part II)
- c. How to implement a strategic plan (Part II)
- d. How to constructively reach-out to community members and organizations- which will improve overall communication skills (Part II)
- e. Develop a portfolio, which may be useful for job marketing purposes (Part II)
- f. Improve technical writing skills (Part II)

**Project Synopsis (objectives & outcomes):** 30 word maximum; capture the project objectives and most significant outcomes for the project. This synopsis should be written for potential use in our internal communications and external Marketing/PR activities.

**Project Synopsis (objectives & outcomes): I developed TWO project synopses... given that this is a multi-stage project...**

- I. Develop a university-specific active shooter training program delivered to faculty, staff, students, and interested outside parties.
- II. Create an emergency management training class/ lab utilizing multiple disciplines and the cluster model where students can create specific emergency management plans for interested local or state businesses. Therefore, contributing to students' high-impact learning, job marketability, and creating new and meaningful relationships with community partners.

**Project Documents/Pictures/Videos On-line Archive:** post the link to on-line project resources captured in this project, especially, pictures, videos, "Quotable Quotes" and other project documents.

**Project Documents/Pictures/Videos On-line Archive:** For more on the project and

**Rationale and Impact:**

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing

relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project? Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

### **Project Rationale and Impact Statement:**

This project will further the PSU mission and vision across all four of the above points: foster collaboration across disciplines, addressing relevant social issues, establishing relationships with community partners, and it will impact the whole of the university in a positive (and seemingly necessary—according to President Birx) manner.

This project aims to train the university, students, and local community on emergency responses; specifically, in Part I in regards to active shooter trainings. This is a current societal concern across the US and something that the University currently believes it is lacking. This integrated cluster project is a multi-stage process that has multiple outcomes. This project will be a new endeavor and will integrate teaching and expertise already available on the campus, while developing new content and community partnerships. Below is an outline how this project hopes to move forward (note: much of this is repeated in the time-line plan). Furthermore, this multi-stage process allows for multiple points of integration and community partnerships.

#### **PART I:**

**Step 1:** ALICE training (cluster funded). Dr. Elvey will attend an ALICE Training to learn more about active shooter scenarios and begin to develop a strategic plan for the Plymouth State community.

**Part A.** During and prior to Part A, other interested faculty and staff will be contacted to begin developing course work and planning around a broader cluster project, discussed in Step 4. Interested parties include, but are not limited to: the administration, UPD, the counseling center, the counseling department, and the nursing program. This will help to utilize resources already available at the university, while also developing the active shooter training component.

**Step 2:** Meet with stakeholders at the university, including but not limited to President Birx (who has already been consulted and very supportive of this project and working together), Campus PD, and Physical Plant. During this time, we will develop a plan that will best suit the university during and in case of an

active shooter. We will create a strategic plan based on the ALICE (civilian-based) training and UPDs current training and planning.

**Step 3:** Present the strategic and university-specific/ developed active shooter training to faculty, staff, students, and any local businesses or student groups that may be interested in attending. There is a possibility that this may be offered on several occasions to reach a wider audience who may not be able to attend on a given day/ time. However, the first training would/ should be offered during Fall Faculty days and the Deans have already been contacted regarding this and their pending approval.

**Part II:** (Again, I am currently not seeking funding for this during this time; however, the skills developed through the training will be used again and benefit the wider campus and local community).

**Step 4:** As outlined in Part A, using the momentum of the active shooter trainings, other faculty will have already begun to collaborate on a high-impact learning, cluster-oriented, and community integrated class/ lab. The class will reach out to local and state partners to see what emergency responses or trainings they may need. Using skills that students learn in this course through learning from people trained by FEMA, ALICE, counselors, and many others they will be able to help develop plans for the local community to respond to emergency events. Some of the high-impact learning outcomes in this course are:

How to develop a strategic plan

How to implement a strategic plan

How to constructively reach-out to community members and organizations- which will improve overall communication skills

Develop a portfolio, which may be useful for job marketing purposes

Improve technical writing skills

Several different clusters and disciplines are interested in such a program and it would benefit the students greatly to have such experience.

## **Project Team**

**PSU Project Participants** (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Kate Elvey	Assistant Professor	ALICE training	Criminal Justice	Kmelvey@plymouth.edu
Laura Dykstra	Assistant Professor	Go-to woman	Criminal Justice	lgdykstra@plymouth.edu
UPD	UPD	Stakeholder	Policing	(603) 535-2330
President Birx	President	Stakeholder	Presiding	dlbirx@plymouth.edu
Campus Counseling Center	Counseling Center	Stakeholder	Counseling	(603) 535-2461

**Non-PSU Project Participants** (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
ALICE	<a href="https://www.alicetraining.com/">https://www.alicetraining.com/</a>	Training	Active Shooter training	N/A

**Student Participant Profile** (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population


**IRB (Institutional Review Board) Compliance**

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

**Project Management: Timeline and Milestones**

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

**Project Start Date:** Spring 2017, ASAP

**Project Complete Date:** Spring 2018

Project Milestone	Milestone Description	Target Completion Date
ALICE Training	Dr. Elvey completes the ALICE training	Spring 2017
Meet with PSU reps	Part of the ALICE training is to develop a plan specific to the university, after training I will meet with PSU PD, the president and other parties to develop the strategic plan for the university. (Hopefully a discussion with other interested members in Emergency Management Training can begin, so that an open lab or class project can begin to get underway and ready- see below for more)	Spring/ Summer 2017



<b>Presentation/ discussion</b>	<b>Present active shooter training to faculty, staff, students, and community partners at PSU... interested parties (including local churches, businesses, on-campus orgs) can all participate and learn about better preparing themselves for these situations</b>	<b>Summer/ Fall 2017</b>
<b>Prepare Integrated Cluster Class/ Lab</b>	<b>Using the momentum of the presentation and the support of the staff, a class and lab project will be presented to curriculum committee. This class will focus on creating emergency management plans for different scenarios (preferably locally) and partner with majors who might need this type of training while on the job. Majors and clusters that may be interested in joining this venture will be: Justice &amp; Security, Social Work, Nursing, Environmental Planning, Public Management, and many others. Students will be strongly encouraged to partner with local businesses to develop strategic emergency plans which they may incorporate into a future portfolio for job marketing experience.</b>	<b>Fall 2017/ Spring 2018</b>

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements:

Just the ALICE training for me, and certificates for other faculty members who many want to participate in the class/ open lab project (which is Part II of the project). I know there is tons of knowledge on Emergency Management on this campus and I think that other than my training this will be a top notch group to provide needed services to the area!