

ARI Contractor Report 98-07

Army National Guard Distance Learning Initiative – Annual Report

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Army National Guard Distance Learning Initiative

ANNUAL REPORT

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ARMY NATIONAL GUARD DISTANCE LEARNING INITIATIVE ANNUAL REPORT

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ARMY NATIONAL GUARD DISTANCE LEARNING INITIATIVE ANNUAL REPORT

INTRODUCTION

At the direction of Congress, the National Guard Bureau (NGB) is developing an interactive distance learning (DL) network that links Army National Guard (ARNG) facilities. It started with a demonstration program in FY 1996 by establishing DL sites in DC, MD, PA, VA, and WV. In FY 1997, it is connecting all 50 states, the District of Columbia, and four territories. The network emphasizes shared usage by the ARNG and local communities. The classrooms can operate with those established by the States, civilian agencies of the federal government, and private businesses. This report focuses on the academic component for the DL network, including training events, courseware, and training capabilities of the DL classrooms and instructional tools.

MISSION STATEMENT

Training ARNG soldiers presents unique challenges such as geographic dispersion, competing civilian employment demands, and travel costs. These factors adversely impact the number of ARNG soldiers trained each year. DL uses information-age technologies to meet some of these challenges and increase the number of soldiers trained at home station. DL can improve readiness through increased access to training. Community quality of life is also enhanced through opportunities for shared usage of ARNG DL facilities.

ORGANIZATION

At the NGB, two directorates are responsible for the DL initiative: NGB-Automated Information Systems (NGB-AIS) and NGB-Operations, Training, and Readiness (NGB-ARO-T). NGB-AIS is responsible for facility preparation and installation of equipment, and for program funds for site preparation for initial classrooms. NGB has procured contract support for the network. Carson Associates provides oversight, verification and validation, and coordination with other agencies. Booz-Allen and Hamilton (BAH) provides business operations and training of site personnel, develops software, develops an information services system, identifies and obtains commercial courseware, and designs a repository for the commercial courseware (Figure 1).

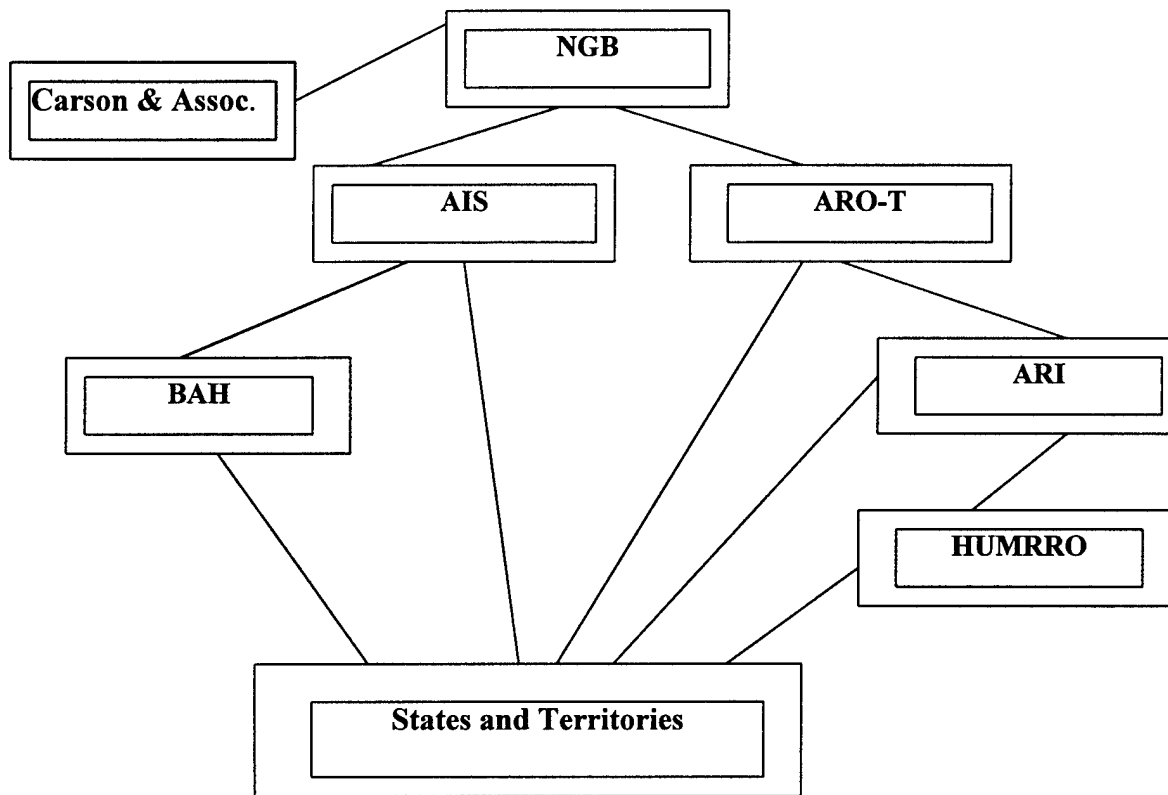


Figure 1. NGB-AIS Classroom Configurations

NGB-ARO-T is responsible for functional requirements to meet training needs, assignment of Total Army School System (TASS) training missions to the States, coordination of military training and availability of military courseware, validating that equipment meets the functional requirements, development of site fielding plans based on input from The Adjutants General (TAG), and liaison with the state DL points-of-contact (DL POC). NGB-ARO-T has a Memorandum of Agreement (MOA) with the U.S. Army Research Institute (ARI). The MOA encompasses the support of ARI to the NGB for the academic component of the DL program. Subjects cover a full spectrum of education and training approaches that advance ARNG personnel skills and readiness through the use of computers and interactive technologies, to include video teletraining. ARI works with the NGB to develop a strategic plan, procure courseware for initial demonstrations of the DL network, and evaluate the courses. ARI has responsibilities as program manager for the academic component. ARI coordinates with NGB staff on technical issues, arrangements for site visits, access to subject matter experts, and interfaces to other government agencies.

ARI arranged contract support for the academic component. Through ARI, the Human Resources Research Organization (HumRRO) assists in the design and evaluation of courseware. HumRRO also provides technical and administrative support to the NGB in the formulation, coordination, scheduling, evaluation, and follow-through for the implementation of DL events. The NGB also contracts through the Office of Personnel Management for courseware development by various contractors.

CLASSROOM CONFIGURATIONS

Four classroom equipment and telecommunications configurations can accommodate the varying functional training requirements of the States. The selection of configuration depends on the requirements of the State such as the number of soldiers and units to be trained and the community population. The four configurations are (a) DL Computer-Assisted Classroom, (b) DL Classroom, (c) Special Purpose Distance Learning Site, and (d) Multi-Session Instructor Site. The classroom configurations have modular interoperability to adapt to the mission at the site. The configuration can be adapted to serve the other functions so that investments are not wasted if the site is changed. Table 1 describes the functional capability and approximate cost (in 1996) of each configuration.

Table 1. Classroom Functional Capability

Classroom Configuration	Functional Capability	Approximate Costs
Distance Learning Computer Assisted Classroom (DLCAC) With Sat. Comm. (one classroom)	One Work Station Video Tape Presentations Audio Conferencing Internet and Remote Courseware Access Audio Training Fax	\$15,000
Distance Learning Classroom (DLC) With Sat. Comm. (one classroom)	Up to 7 Work Stations DLCAC Package plus: VTC Capability Local Computer Based Training Access	\$37,000
Special Purpose Distance Learning Site (SPDLS) With Sat. Comm. (one classroom)	4 to 12 Work Stations DLC Package plus Enhanced Wide Area VTC and Courseware Access	\$77,000
Multi-Session Instructor Site (MSIS) (two separate classrooms: Video Teletraining (VTT) and Computer Assisted Classroom (CAC))	12 to 28 Workstations SPDLS Package plus Full Scale VTT/CAC	\$118,000

The ARNG DL initiative uses a toolbox approach. Users can select different instructional tools to satisfy training requirements. Included in the DL toolbox are the following technologies, described in terms of their functions:

- Audiographics. Provides the means to display, mark and transmit visual images and text between sites over telephone lines.
- Audio conferencing. Provides the means to transmit audio between sites over telephone lines.
- Facsimile machine. Provides the means to transmit paper-based images between sites.
- Microcomputer/CD-ROM (Pentium). Provides the means to deliver computer-based training and originate text, graphics and pictorial images for transmission by the audiographic system.
- Student Response Unit. Provides the means for students to respond on-line to instructor questions. The response unit can also be used for automated testing.
- Video Cassette Recorder/player. Provides the means to play instructional tapes and record training events transmitted by satellite or terrestrial line.
- Television monitor. Provides the means to display images and text received from autographic systems, satellite downlinks, terrestrial lines, and videotape. A 32-inch monitor is recommended for class use.

ACADEMIC COMPONENT

The academic component was designed ensure that the DL program had appropriate courseware, and that ARNG units actually used the system for training. Military trainers are well aware of systems implemented in the past that never fulfilled their training potential because they never were really used; for various reasons, including courseware deficits, the hardware stayed in storage. High technology systems especially need assistance for their use by personnel who do not know how to operate them. Thus, a major hurdle is actually getting units to start training with the new DL systems in the first place. The ARNG in some States already had strong DL programs. Staff of the academic component coordinated with those units, but focused on facilitating DL training for novice users. The training events and courseware described in this section illustrate that facilitation.

The ARNG has developed both internal and external partnerships to develop and deliver quality training. Internal partners include the Counter Drug Directorate, the Human Resources Directorate, and the Safety Office. External partnerships include agreements with the Air National Guard and other networks to use their existing satellite downlinks, which created a large *ad hoc* network of sites to present ARNG programs in all fifty states. The ARNG also partners with the Regular Army Satellite Education Network (SEN) at Ft. Lee, the Multi-Media Branch at Ft. Rucker, and Arizona State University to use their uplinks to broadcast training events. Cooperative agreements with civilian agencies such as the Federal Emergency Management Agency (FEMA) and the Community Anti-Drug Coalitions of America (CADCA) provide a wide range of programs to ARNG audiences.

The Training and Doctrine Command (TRADOC) is the approving authority for all Army training. TRADOC also sets the priority for MOS Course conversion. The ARNG DL initiative has developed a course identification and selection model that insures that course with the most potential impact on readiness are selected from the field of candidates. This model works within the framework of the Army Distance Learning Plan avoiding duplication of effort and leveraging of resources to improve Total Force readiness. Details are provided in the strategic plan developed through ARI.

Training Events

In FY 1996 and 1997, the NG has used a range of technologies from its instructional toolbox to deliver quality training and education to a diverse audience at field locations. These technologies included audioconferencing, audiographics, and one-way video, two-way audio instructional satellite television. During the period of this report the academic component provided many DL events. Table 2 summarizes the events and the remainder of this section describes some of the courses.

First-Line Leader Training (FLLT) was a four-hour block of interactive instruction that taught the first-line leader the dynamics of maintaining personnel strength. Key learning points were the formula for readiness, attrition management as a budget issue and as a team building issue, trust and your team and other pertinent topics. This training complemented the NGB goal of focusing attrition management on first-term soldiers who choose to end their association with the ARNG prematurely. Studies indicate that in some areas four out of five soldiers committing to a six-year enlistment never reach ETS.

Risk Management broadcasts covered risk management and risk assessment in support of mission requirements. Topics were understanding the risk management process, rules of risk management, and integration of risk management and risk assessment into mission planning. The target audience included supervisors at all levels, commanders at the battalion and company level, mission planners, and safety and health personnel. Five programs were planned; one was canceled due to lack of customer demand, and the others trained hundreds of ARNG personnel.

Table 2. Training Event Summary

Training Event Title	Broadcast Date	States	Training Sites	Audience
First-Line Leader Training	21 Oct 95	7	7	260
First-Line Leader Training	4 Nov 95	10	10	800
First-Line Leader Training	2 Dec 95	10	10	694
UC	8 Jan 96	11	14	51
First-Line Leader Training	14 Jan 96	5	5	324
Ethnics	30 Apr 96	14	17	524
UPS	3 Jun 96	9	9	30
Risk Management	7-8 Jun 96	26	37	427
OOA	17 Jun 96	1	1	11
Call for Fire	13 Jul 96	4	4	77
UC	8 Aug 96	14	15	66
OOA	19 Aug 96	1	1	9
Creative Problem Solving	20 Aug 96	10	10	68
93C Air Traffic Controller	Various	8	8	34
Risk Management	4-5 Oct 96	13	13	101
First-Line Leader Training (FLLT)	5 Oct 96	1	2	301
DOE Violence in the Workplace	10 Oct 96	1	2	10
First-Line Leader Training (FLLT)	5 Nov 96	2	4	334
First-Line Leader Training (FLLT)	7 Dec 96	2	23	1,678
FEMA Terrorism Update	19 Dec 96	44	54	352
NFG Counter Drug Program*	25 Mar 97	47/D.C.	193	**5,000
Risk Management	4-5 Apr 97	11/D.C.	16	261
WAATS Airspace Management	17 May 97	4	4	26
Risk Management	25-26 Jul 97	16	20	168
Medical Management of Biological Casualties	16, 18, 19 Sep 97	24	32	300+
Total				11,906

* Public Access Cable Channels relayed 25 March "Say It Straight" Program to Springdale, AR, Santa Cruz, CA, March AFB, CA, Greeley, CO, Syracuse, NY, and Oakland, Port Huron, and Ann Arbor, MI.

** Estimated live audience at registered sites based on feedback.

Terrorism Update had two parts. This broadcast was marketed in a cooperative effort by the ARNG and FEMA to an ARNG audience and to law enforcement, fire, medical responder, and state/county emergency preparedness audiences. This event demonstrated the community-use potential of an ARNG DL network. The program addressed new anti-terrorism legislation and funding initiatives as well as lessons learned from the Summer Olympics and the Democratic National Convention. The second part consists of a roundtable discussion with key individuals in anti-terrorism training and experiences with a chance to call in and ask questions.

Airspace Management and Battlefield Graphics/Control Measures, sponsored by the Western ARNG Aviation Training Site (WAATS), covered facets of new air-space requirements instituted by the FAA. It also covered reading and understanding of battlefield graphics from the aviator's point of view. The audience for this no-cost, interactive event was any member of the Army aviation community who is required to read FAA sectionals or military battlefield graphics. The broadcast originated live from the campus of Arizona State University. The audience had the opportunity to ask questions and discuss materials presented during the broadcast.

The Workplace Violence Awareness satellite broadcast featured an executive awareness briefing by a national consultant. Viewers received an update on the Train-The-Trainer Violence Awareness course sponsored by the Vermont TAG.

ARI evaluated the relevance and effectiveness of some of the training events. Appendix A presents details of the evaluation method and results.

MOS Training

A major focus of the ARNG DL initiative is the qualification of soldiers in their military occupational specialty (MOS). Relocation, reassignment or realignment of units requires some soldiers to be retrained in a new MOS. Since the number of MOS-qualified soldiers in a unit is an indicator of readiness, MOS qualification has a direct impact on readiness. The Total Army School System (TASS) will use Total Army Training System (TATS) courses to train soldiers in all components the same tasks to the same standard. Thus, outdated RC Configured Courseware (RC3) will be replaced by TATS courseware. The ARNG is assisting in TATS courseware redesign. Of primary interest are approximately 400 MOS-producing courses, because they facilitate MOS qualification reclassification training which ARNG units need to maintain readiness. NGB has a Web site that lists current military DL products that are available: www.ngb5.ngb.army.mil/tng/arngdl.htm.

The following MOSQ-producing courses are available now or will be available in FY 1998. All of these courses are designed for prior-service soldiers who are reclassifying to the MOS in the course title.

- MOS 91P Radiology Specialist
- MOS 13E Fire Direction Center Operations
- MOS 13F Forward Observer
- MOS 67T UH-60 Helicopter Repairer
- MOS 52D Power Generation Equipment Repairer
- MOS 63B Light Wheel Vehicle Mechanic
- MOS 63E M1 Abrams Tank System Mechanic
- MOS 63H Track Vehicle Repairer
- MOS 63S Heavy Wheel Mechanic
- MOS 63T Bradley Fighting Vehicle System Mechanic
- MOS 63W Wheel Vehicle Repairer
- MOS 63Y Track Vehicle Mechanic

The ARNG Multi Media Branch at Fort Rucker is conducting the 93C Air Traffic Control MOS qualification course. They are applying the latest state-of-the-art technology to conduct this training at a distance. Also, NGB is working with the U.S. Army Signal School to adapt the existing 31F MOS course to DL. NGB is conducting a study to determine optimum strategies for adapting the existing course.

NG Functional Training

The NGB is funding the DL conversion of ARNG functional courses taught at the Professional Education Center (PEC), in Little Rock, AK. An example is the Unit Clerk Course. In an ARNG unit, the unit clerk is responsible for a broad range of topics, such as finance, life insurance, personnel qualification, statements of medical examination, unit manning reports, and discharge certificates. Altogether, forty-seven tasks are trained to students in the Unit Clerk Course. Until recently, ARNG training for the unit clerk was conducted entirely at PEC. This three-week course required soldiers to travel to Camp Robinson, be billeted and provided meals. A DL initiative at PEC converted the course to a DL format. A study comparing the academic performance of students taking the course in residence and those taking the course via audioteltraining demonstrated that the DL students performed as well or better than those in a traditional format.

The Combat Lifesaver (CL) is trained to provide emergency care as a secondary mission. Each squad, crew, team, or equivalent-sized element is expected to have at least one member trained as a CL to provide assistance to fellow soldiers when (a) the CL's primary combat responsibilities have been attended to, and (b) a medic is not immediately available. Given this requirement, the training demand is substantial. Thus, the Combat Lifesaver Course (CLC) was a prime candidate for conversion to DL. The courseware was developed in 1996, including interactive television, audiographics, and computer-based training. The latter, in the form of CD-ROM, has undergone a preliminary evaluation at the primary CLC training site, Ft. Indiantown

Gap, PA. Further evaluations, encompassing all of the course materials, were made in early 1997, with subsequent transition to the wider population of trainees.

The Personnel Sergeants Course is designed for battalion/squadron or higher-level personnel sergeants. This course is for initial entry full-time support personnel sergeants with two years or less on-the-job experience. It enables personnel sergeants to perform critical administrative and personnel related tasks. This course is performance based; the students complete actual tasks required on the job.

The ARNG Retirement Benefits Planning Course is a two-hour interactive broadcast outlining the Reserve Component Survivor Benefit plan and the benefits associated with a 15 or 20 year retirement.

COMMUNITY USE

A central tenet of the ARNG DL network is that it is shared with the civilian community. The DL strategy implemented by the ARNG is a strong model for community collaboration in local hometowns, at the State level, and on a national basis. The ARNG will be a leader in meeting the stated goal of the Executive Branch to deliver "life-long learning" to all Americans. Toward this goal, the ARNG fosters learning partnerships with other networks and program providers to enhance learning possibilities. Several such partnerships were described earlier; they include the spectrum of military and civilian federal government agencies. The ARNG at the State level has developed a number of dual-use programs; these include Iowa, Florida, Oregon, Wisconsin, Virginia, Georgia, and Texas, among others. These state systems link with academic, corporate and private networks.

The Government Education and Training Network (GETN) and the Government Alliance for Training and Education (GATE) are organizations whose members are federal agencies doing training at a distance. The organizations provide programs, equipment standardization, and shared usage among the member agencies, of which the ARNG is a member.

Counter Drug and Terrorism Update programs are excellent examples of how the ARNG can reach out to its communities. The target audience included local law enforcement, fire and emergency officials and educational leaders. These kinds of programs benefit not only ARNG audiences but also the community as a whole. Through the individual state's business plan, individuals and businesses can use ARNG DL sites on a cost basis. The NGB is planning a courseware repository for civilian courseware.

PARTICIPATING IN THE ARNG DISTANCE LEARNING NETWORK

Even the best programs do not usually find an audience on their own. Events must be aggressively marketed by calling designated POCs in the States (Appendix B), and by promoting events under the sponsorship of the Directorate Manager. The ARNG DL team also developed a

web site to advertise and promote its distance learning events. Web pages currently are used to publicize the events and courseware available to the ARNG units and members. Registration and interactive information are scheduled to come online during the next six months. Courses and learning modules are also projected to be available on the Web. The address for information papers describing the DL initiative is www-ngb5.ngb.army.mil/tng/Demosite.htm. Figure 2 summarizes the web sites for NGB DL information.

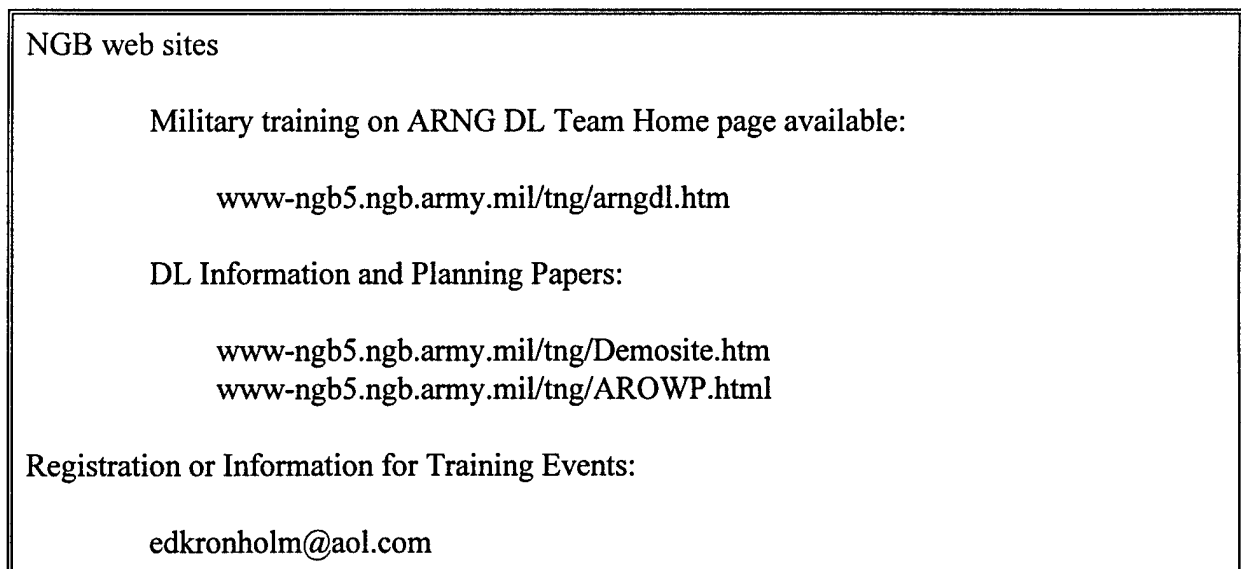


Figure 2. Internet Addresses for ARNG DL Information

Broadcast coordinators facilitate the training events. They advertise each event in advance, and send registration forms to interested personnel at the sites. The form describes the training, and tells how to register (Appendix C). Registration is by telephone, fax, or e-mail.

Customers also require assistance in viewing DL programs. This support includes locating downlinks, providing detailed site support packages customized for each program, and obtaining feedback to improve future programs.

APPENDIX A

Evaluation of Distance Learning Courses

ARI evaluated five distance learning courses on the topics of Risk Management (two courses), Airborne Call for Fire, Creative Problem Solving, and Terrorism Update. Questionnaires were sent to training site for students to complete immediately after the course. Site managers mailed them back in prepaid envelopes. Since not all of the students returned questionnaires, the sample sizes for these analyses are smaller than those in the body of the report. The questionnaire started with questions about demographic information (military rank or civilian, tours of duty), level of education attained, importance of the course to the student, the number of previous interactive training events, and time required to travel to the training. Questions concerning the effectiveness of the instruction used a five-point scale from poor to excellent, and the option "Not Applicable." The students rated the classroom environment, content, and instructor.

Most of the military students were field grade officers, warrant officers, and enlisted personnel in their second tour (Table A-1). Two courses had substantial proportions of students who were company-grade officers (Airborne Call for Fire and the first Risk Management course). Most of the students traveled one-half hour or less; few had to travel for over an hour (Table A-2).

Computation of results concerning instructional effectiveness and relevance to the job included both the military and non-military students' data. One question asked the students to rate how much they learned compared to what they already knew (Table A-3). Of students who had no previous course in the topic, more than half over all courses rated them highly. The percentages who gave high ratings varied with the course: the lowest percentage of high ratings was for the Terrorism Update and the highest was for the first Risk Management course. Among students who reported previous courses on the topic, only 28% gave the training events, overall, the high ratings. Almost half of them assigned ratings in the middle of the scale, averaged over all six courses. Naturally, students who already know a lot about a topic have a "ceiling effect" so there is less room to increase their knowledge.

Table A-4 shows the results of the ratings of classroom environment, course content, and instructor. Many of the rating averages indicated highly positive ratings, especially for the first Risk Management course. The exceptions indicate areas to examine the courses for improvement. For example, the second Risk Management course had audio problems, reflected in the low ratings for that factor. The Creative Problem Solving course was abstract and not directly job related; it received lower ratings than the others, especially regarding content and instructor effectiveness. At some sites for the Terrorism Update, the toll-free telephone line for questions was not available; that problem might account for low instructor and question ratings for that course. Airborne Call for Fire, a highly relevant course, had room for improvement of the classroom learning environment and the instructor.

Advances in distance learning technology and practice by those people who apply it are likely to improve the factors evaluated in this research. Fewer students are likely to have long travel times as more distance learning sites are established. Site administrators and instructors are likely to learn how to overcome technical difficulties. These results show that selection of content that is relevant to the jobs of the students can improve the effectiveness of system use.

Table A-1**Rank of Military Personnel**

Event	Percentage by Training Event				
	E1 to E5	E5 to E9	Warrant Officer	2LT, 1LT, or CPT	MAJ, LTC, COL
Airborne Call for Fire	1%	0%	79%	20%	0%
Creative Problem Solving	0%	19%	19%	5%	57%
Risk Management (Jun 96)	1%	30%	13%	17%	40%
Risk Management (Oct 96)	6%	46%	15%	10%	24%
Terrorism Update	6%	41%	5%	11%	37%
Overall	3%	31%	20%	14%	32%

Table A-2**Travel Time by Training Event**

Event	1 to 29 minutes	30 to 59 minutes	1 to 1.5 hours	1.5 or more hours
Airborne Call for Fire	62%	17%	10%	11%
Creative Problem Solving	95%	5%	0%	0%
Risk Management (Jun 96)	66%	17%	10%	7%
Risk Management (Oct 96)	57%	19%	11%	13%
Terrorism Update	79%	11%	5%	4%
Overall	69%	15%	8%	7%

Table A-3

Additional Learning ^a

Event	Ratings ^b					
	No Previous Course			Previous Course		
	1-2	3	4-5	1-2	3	4-5
Airborne Call for Fire	7%	50%	43%	7%	60%	33%
Creative Problem Solving	17%	42%	42%	43%	43%	14%
Risk Management (Jun 96)	5%	31%	64%	21%	47%	32%
Risk Management (Oct 96)	13%	35%	52%	16%	50%	35%
Terrorism Update	19%	40%	40%	34%	42%	25%
Overall	13%	36%	51%	27%	45%	28%

^a Used all available subjects (Military and Non-Military).

^b "Compared to what you already knew about "the topic," how much more did you learn in this training event?" (rated on a 5-point scale, with 1 being "none" and 5 being "a lot more"), cross tabulated by attendance of a previous event on the same topic.

Table A-4

Effectiveness/Relevance of Instruction ^a

Question	Event				
	Risk Management (Jun 96) (n=227)	Risk Management (Oct 96) (n=88)	Airborne Call for Fire (n=87)	Creative Problem Solving (n=21)	Terrorism Update (n=297)
<u>Classroom Environment</u>					
Location of Video Screen	4.5	4.4	3.8	3.8	4.4
Quality of Audio	4.1	2.7	3.4	4.0	4.4
Quality of Video	4.5	4.0	4.0	4.0	4.3
<u>Content</u>					
Relevance of Course to Guard duties/job	4.4	4.4	4.1	3.6	3.6
Overall Learning Environment	4.2	3.9	3.7	3.0	4.2
Overall Effectiveness of Instruction	4.1	3.9	3.9	3.1	3.6
<u>Instructor</u>					
Instructor Effectiveness	4.2	3.9	3.8	3.4	3.6 ^b
Opportunity to Ask Questions	4.0	3.9	3.9	2.3	3.6 ^c
Responsiveness to Questions	4.4	3.9	4.2	2.5	3.8 ^c

^a Mean Ratings of Training on a scale from 1 "poor" to 5 "excellent." All Subjects (Military and Non-Military) are included in this Table.

^b Multiple instructors taught this course.

^c The 1-800 call in number for asking questions was not available at some sites.

APPENDIX B

Point-of-Contact List for Training Events

State	Name	City	Zip Code	Phone
AK	SGM Craig Steinman	Fort Richardson	99505-5800	99,1,907,428-6231
AL	SSG Wayne Padgett	Montgomery	36109-0711	99,1,334,213-7551
AR	MAJ Philip Roser	North Little Rock	72199-9600	99,1,501,212-5902
AZ	CPT Joseph Baldwin	Phoenix	85,008	99,1,602,267-2918
CA	LTC Randy Newman	Sacramento	95826-9101	99,1,916,854-3504
CO	MSG Jim Thorpe			99,1,303,397-3231
DC	LTC Anthony Alford	Washington	20003-1719	99,1,202,433-6557
DE	MAJ Perry McGinnis			99,1,302,326-7092
FL	1LT Michael Cowart			99,1,904,823-0185
GA	CPT VanAmburgh			99,1,404,675-5133
GU	MAJ Mark Calvo	Ft Jaun Muna, Tamuning	96911-4421	99,1,671,647-2828
IA	MAJ Russell Perry	Johnston	50131-1902	99,1,515,252-4402
ID	MAJ Dean Hagerman	Boise	83705-5004	99,1,208,422-3688
IN	CPT Mark Camacho	Indianapolis	46241-4839	99,1,317,247-3217
KS	LTC Mike Davison			99,1,913,274-1109
KY	COL Jasper Carpenter			99,1,502,564-3444
MD	COL Charles Denmead	Baltimore	21201-2288	99,1,410,576-6025
ME	CPT Peter Rogers	Augusta	04333-0033	99,1,207,626-4312
MI	MAJ Mark Eitrem	Lansing	48913-5101	99,1,517,483-5602
MS	CPT Gary Ladd			99,1,601,973-6170
NC	CPT Jeff Copeland	Raleigh	27607-6410	99,1,919,664-6410
ND	LTC Steve Perry	Bismarck	58506-5511	99,1,701,224-5147
NE	LTC Ronald Schrock	Lincoln	68508-1091	99,1,402,471-7139
NH	LTC Harry Masse			99,1,603,225-1201
NJ	LTC Janek Skutnik	Ft. Dix	08640-7600	99,1,609,562-0772
NM	LTC Timothy Olivas			99,1,505,474-1523
NV	CPT Pete Menicucci	Carson City		99,1,702,887-7330
NY	MAJ Paul Steves	Latham	12110-2224	99,1,518,786-4911
OH	CPT Jerry Rees			99,1,614,889-7104
OK	LTC Mike Miller	Oklahoma City	73111-4398	99,1,405,475-1501
OR	LTC Don Bond			99,1,503,945-3996
PA	LTC Jerry Beck	Fort Indiantown Gap, Annville	17003-5002	99,1,717,861-8816
PR	MAJ Victor Serranno			99,1,787,289-1579
RI	CPT Kevin Entwistle			99,1,401,457-4126
SC	CPT John Liebenrood			99,1,803,806-1641
SD	LTC Dennis Flanery	Rapid City	57702-8186	99,1,605,399-6634
TN	LTC Jimmy Watson	Smyrna	37,167	99,1,615,355-3644
VA	LTC Ernest Bachman			99,1,804,775-9390
VT	SSG Kim Spaulding	Colchester	50446-3004	99,1,802,654-0374
WA	CPT John Ludiker	Tacoma	98,430	99,1,206,512-7793
WI	MAJ Bryan Much	Madison	53704-2572	99,1,414,242-3650
WV	LTC Michael Todorovich	Charleston	25311-1085	99,1,304,341-6454
WY	MAJ Tim Sheppard	Cheyenne		99,1,307,772-5273

APPENDIX C

Sample Registration Form

Program Title: National Guard Workplace Violence Awareness Satellite Broadcast Date: Thursday, 22 May 1997 Time: 1300-1600hours EST (Adjust for your time zone) Test Pattern: 1230-1300 EST (Adjust for your time zone)

The Directorate for Human Resources, National Guard Bureau, will host interactive (ITV) training via satellite on Workplace Violence Awareness on Thursday 22 May from 1300-1600 hours EST. This three-hour broadcast will feature an executive awareness briefing by a national consultant. In addition, broadcast viewers will receive an update on the Train-The-Trainer Violence Awareness course sponsored by the VT TAG. The target audience for this program is senior managers within the Army and Air Guard and anyone else with concerns about workplace violence. A more detailed program agenda will be provided to program registrants.

Topics that will be covered include:

- Summary of workplace violence issues and data
- Components of a Violence Prevention Policy
- Development of an Internal Response Team
- Team Composition
- Roles and Responsibilities
- Behavioral Indicators of disturbed and/or violent individuals
- Video case history
- Development and implementation of an early warning system
- Issues in the investigation and assessment of threats or dangerous behaviors
- Threat assessment model for local facility implementation
- Initial assessment skills to gauge the "dangerousness of situations and the imminent potential for acts harmful to facility personnel, property or resources.
- Personal protection skills used to protect employees from potentially violent employees or others.
- A legal issue such as litigation exposures and forensic litigation services to counter negligent hiring, retention, training, supervision, or security suits.
- Practice simulations and skill building on actual workplace violence incidents.

You may receive this no cost, public domain program at over 150 Air National Guard Air Warrior Sites or at any other ARNG, ATN, or SEN broadcast site within the Government Education and Training Network (GETN). You may also receive the program at any site that has a steerable KU-band satellite dish. Possible facilities include high schools, community colleges, some VA hospitals, selected local Chambers of Commerce, and some civilian hospitals. Funding for any receive site costs is a local unit responsibility.

To register for this program or for further information, please contact the NGB broadcast coordinator for this program, Mr. Ed Kronholm, at 602-730-1388 or email: edkronholm@aol.com. You may also register on-line by using the form below:

FAX/ Fax Registration form to: 602-820-5238 or Email it to: edkronholm@aol.com
(Type or neatly print responses in the space provided)

Event: NGB's "Violence in the Workplace" Date: Thursday, 22 May 1997 Time: 1300-1600 hours EST
(Test pattern 1230-1300 hours) Convert to your time zone

Your/State/Territory:

State/Territory POC:

Commercial Phone:

Commercial FAX:

Email Address: (if available)

Receive Site Information. Provide the following information for each training site within your state/territory. (Use additional pages if necessary):

Site Facilitator Name:

Satellite Technician Name:

Commercial Phone:

Commercial Phone:

Commercial FAX:

Commercial Fax:

Email Address:

Email Address:

Site Address For Support Materials: (Please provide Bldg. and Rm. # as materials may be shipped via overnight carrier)

Total student capacity for each site: _____

Estimated audience for each site: Thursday, 22 May 97 _____ Please check how you plan to receive the broadcast:

KU-Band _____ ANG Warrior; List Site # if known; _____ and IRD(s)#s;
_____ Other: _____ USAF, SEN, etc.

The above information is required for tracking and evaluation proposes and to ensure each site has the appropriate class support materials and satellite coordinates /authorization. Please track any costs or costs savings associated with the reception of this program.