

FEMA THINK TANK
TRANSCRIPT

DATE: January 26, 2012

TIME: 1:30 PM – 3:30 PM

PARTICIPANTS: Patrick Hart
Richard Serino

ABBREVIATIONS: [U/I] = Unintelligible
[PH] = Phonetic Spelling

<u>Speaker</u>	<u>Transcription</u>
	(Music Playing 0:00- 28:59)
<i>Operator:</i>	Welcome and thank you for standing by. At this time all participants are in a listen-only mode. We will conduct a question and answer session during the conference. To request to ask a question, please press *1. Today's conference is being recorded. If you have any objections you may disconnect at this time. I will now introduce your host for today's conference, FEMA Deputy Administrator, Rich Serino. You may begin.
<i>Richard Serino:</i>	Thank you and good afternoon to everybody. It's a pleasure to be here, especially here in Milwaukie at the University of Wisconsin in Milwaukie and before we start I just wanted to really take a moment to thank Chancellor Lovell from the University here and for welcoming us to Milwaukie and giving us a great venue to do this. And if somebody starts to hear a little crackling it may not be the phone that you're hearing. We're actually in a fireside lounge with a fire roaring behind us as we start this think tank. So I'd just like to turn it over to Chancellor Level just for a few comments.
<i>Chancellor Lovell:</i>	Well thank you very much and it's a great pleasure for us to welcome all of you to the University of Wisconsin, Milwaukie. And we really appreciate and are thrilled to have the opportunity to serve as a host from FEMA's national conversation and I really want to commend FEMA for establishing a program that really engages partnerships to promote innovation in the area of emergency management. The work of FEMA really mirrors some of the things we're doing here at the Academic and Research goals of our

	<p>institution, particularly in our Helen Bader School of Social Welfare and we're very excited about the fact that this forum actually was a ground-up initiative in many ways established by our students and the work that they were doing with FEMA. And I'd like to also recognize Stan Stojkovic, our Dean of the School of the Helen Bader School of Social Welfare for really being an advocate for the types of activities that FEMA does and helping set this day up. And our school, our University has a history of community services committed to providing cutting edge information to both private and professional constituents. And our Helen Bader School in particular has a mission to improve the lives and strengthen communities through research teaching and service. And by hosting this today, I really believe that we're helping. The FEMA Think Tank is just another way that our school can help fulfill its mission and again I want to welcome everyone both who are in this room today with us and through the phone. And we are really excited to be hosting this opportunity.</p>
<i>Richard Serino</i>	<p>Great. Well thank you very much, Chancellor. It is truly a pleasure to be here and thank you so much for the hospitality that you've shown and your entire students, faculty and staff here have been tremendous for setting this up in here today. Right now I'd like -- there's a few people around the table so I'd just like to go around very quickly introduce yourselves. And then we'll kick this off. Start it with Andrew.</p>
<i>Andrew Velasquez:</i>	<p>Good afternoon. My name is Andrew Velasquez and I serve as the Regional Administrator for FEMA Region 5 with the Offices in Chicago.</p>
<i>Steve Franc:</i>	<p>My name is Steve Franc. I'm the City of Milwaukee Emergency Management Homeland Security Director. I'm also the Urban Area Securities Initiative point of contact.</p>
<i>Carl Stemble:</i>	<p>Good afternoon, Carl Stemble, Milwaukee County Office of the Sheriff Emergency Management Division.</p>
<i>David Macrosine:</i>	<p>Good afternoon, David Macrosine, County Office of Emergency Management and for those of you, David, who were at the Light House last week, one of the recipients of the Champions of Change.</p>
<i>Mark Owen:</i>	<p>Good afternoon, Mark Owen, Ozaukee County Emergency Management Director and President of Wisconsin Emergency Management Association.</p>

<i>Joe Maher:</i>	Good afternoon, I'm Joe Maher, Dodge County Director of Emergency Management and Vice President of Wisconsin Emergency Management Association.
<i>Rob Schmidt:</i>	Good afternoon, Rob Schmidt, Washington County Emergency Management Coordinator.
<i>Bill Folte:</i>	Good afternoon, Bill Folte, Waukesha County Emergency Management.
<i>Steve Kay:</i>	Good afternoon, Steve Kay, Global Business Continuity and Crisis Manager, GE Healthcare and Chair, Southeast Wisconsin Public/Private Partnership.
<i>Thomas Havis:</i>	Good afternoon, Thomas Havis, Director of Community Relations, Milwaukee County Executive of the Office of Chris Abley.
<i>Dan Harris:</i>	Good afternoon, Dan Harris, representative with Congresswoman Glen Moore's office.
<i>Stan Stojkovic:</i>	Good afternoon, Stan Stojkovic, Dean of the Helen Bader School of Social Welfare here at University of Wisconsin, Milwaukee.
<i>Greg Engle:</i>	Good afternoon, Greg Engle with the Wisconsin Office of Justice Assistance and the Homeland Security Program Director.
<i>Ben Schleseman:</i>	Hi, good afternoon. My name is Ben Schleseman, Southeast Region Director for Wisconsin Emergency Management.
<i>Roxene Gray:</i>	Roxene Gray, the Statehouse Mitigation Officer in Wisconsin Emergency Management.
<i>Larry Reed:</i>	Good afternoon, Larry Reed, Deputy Administrator, Wisconsin Emergency Management.
<i>Pat O'Conner:</i>	Good afternoon, Pat O'Conner, Director of the Bureau of Response and Recovery, Wisconsin Emergency Management.
<i>Brian Satula:</i>	Good afternoon, Brian Satula, Administrator for Wisconsin Emergency Management.
<i>Don Dunbar:</i>	Hi, Don Dunbar, Adjunct General for the State of Wisconsin.

<i>Pat Hart:</i>	Good afternoon, Pat Hart. I'm the Senior Advisor to the FEMA Deputy Administrator.
<i>Rich Serino:</i>	<p>Okay, well thank you everybody and thanks everybody for taking the time to join us here but more importantly thanks to all of you that are on the phone at this time. First off, I just want to say on behalf of Craig Fugate, the Administrator, thanks to all of you for joining us here in Milwaukee, on the phone and really across the nation. This is the first of monthly conference calls for the FEMA Think Tank. We'll begin discussion with some of the ideas that were presented over the past number of weeks through the online forum of the Think Tank and for those of you that submitted ideas, I want to thank you very much. Those of you who commented on the ideas, thank you very much. This is an opportunity for us to bring together people from across the country as we're able to do this. And people on the phone, people in this room are keenly aware of what goes on on the front lines when disaster strikes your communities; dealing with challenges that are really challenging to say the least. But often coming up with solutions for these challenges is going to be the key. This is going to give us an opportunity to get direct, unfiltered productive comments from people in the solutions from across the entire management community and by that, I mean the entire whole of community, whether it not just be federal, state, local. It's the private sector, the faith-based community, it's the governmental -- nongovernmental organizations. It's also bringing together the public at large. Also I just want to take a minute here, if people have questions as we're going along there's a number of ways that you can get them through the phone. But you can also on Twitter go to #FEMAThinkTank. And you can submit questions on Twitter there as well as we do this. In the last, little bit over two years that I've been with FEMA, I've had the opportunity really to travel across the country and meet with survivors and listen to their concerns and I've met with the emergency management officials, local officials and heard thoughts how we can improve. And out of those conversations, I've really learned a lot of great innovative ideas on how we do emergency management; how we're there to help and support the survivors and the first responders. And with that, we wanted to look at the ways we can continue to institute a program not just to bring these ideas to light but how we're able to actually put these into practice. In November, I had the opportunity to speak at the International Association of Emergency Management Conference where we announced the creation of the FEMA</p>

Think Tank and the Think Tank from there has really taken this forum to discuss the ideas that are viable, feasible and valuable. But we, not just as I say putting the ideas out there but how we can engage to further discussion and how we can take action because a good idea without the action and without the solutions, really won't be going anywhere. And the first part, the online forum, has been tremendously successful. This is the first of the monthly calls that the Think Tank will have the opportunity from really the whole community. Submit ideas and make the comments and discussions about a lot of the innovative problems -- solutions to the problems we face day-to-day. The first round as I mentioned earlier, we've gotten over 200 ideas, 1,000 comments on those from the online forum and there was some really great ideas in there. In fact, some of them have already taken shape in both not just in the federal government but in the state government, local governments, reading some of the comments. People have actually taken those and put them in place already from the forum. And others that we are in the process of implementing. In fact, we won't necessarily be highlighting them here today by having a discussion because we didn't need to. We could just implement them. One of the ideas came from Shay Cooper from Louisiana and Mira Domick from Virginia and that idea was how we can develop a federal disaster management internship program within FEMA. And this will give an opportunity for students who are interested in emergency management with the opportunity to gain valuable experience while they're still in school. The purpose of the program would be developed critical emergency management skills within each extern that assists them in creating a career path in the emergency management profession. It's something that we need to do, we have internship programs but this has really taken it to the next level where it's a great idea. So I want to thank both Shay and Mira for those suggestions. And another idea that we plan to implement came from Nick Sloan in Texas. On the Emergency Management Coffee Break Training Program. It's an idea that really sparked some of the most robust exchange of ideas on the Think Tank and several comments and feedback points on how to develop it and how to take it to the next level. And just from the comments, from the suggestion and the really valuable exchange, there's a way that we're going to be instituting that and really how to exchange that valuable information for the emergency management community on a consistent basis in a format that's really easily digestible and maximizes limited time. We all get so much thrown at us but

this could just be in short segments on a daily break as it says, coffee break, terming the amount of time it takes you to have a cup of coffee; whether it's Dunkin Donuts or Starbucks, we won't go there. But I think that it's really an important thing for us to do that. So I really want to thank those individuals for submitting these ideas because that's the type of thing we're able to really improve what we're doing; not just within FEMA but really in agencies across the country and also for your participation in the Think Tank. And the other aspect beside the online is just the monthly conference calls and we're going to be gathered to discuss all of your ideas that have come forth, share the best practices and collaborate the best way to implement these ideas. Whether it's implementing them at FEMA, implement them at state, implement them at a local level; whichever is the best way to do that. And we're going to be looking for feedback from this as well. And really now for us, this is an opportunity for us to listen and discuss the ideas generated by members of the community. We're really not looking to get, you know, again, to a big group consensus recommendations on this but this is really a sharing of ideas from the participants. And we're really not making any decisions on the agency policy or our policy during the call. This is for the exchange of ideas, come to solutions and for people to take those ideas on their own and take them and if we can do that, we will. We want to hear from the individuals, their viewpoints from really as broad and diverse of spectrum of stakeholders as we can. And to identify in the best ideas, we convened the Think Tank Board from various departments within FEMA to really look and evaluate some of the ideas that are online. And as we kick off the monthly conference calls, we're going to discuss three ideas from the online forum. Each of the originators of the ideas we're going to discuss. We'll give a brief introduction of those ideas. They'll discuss them then we'll open up the call for some question and answers. We can discuss the idea and each of the presenters has a limited time to discuss ideas and respond and then we'll be going back and forth. And for logistical purposes, a little bit of guidance: when we open up the lines for your questions or comments, please direct your questions or comments to the ideas that we're discussing at that time. We'll make sure that we have time at the end of all these presentations for more open time for discussion but we want to focus on each one because we're there and then we'll move on. And really excited to be here for the first call in Milwaukee where we actually, you know, I was here this past summer in August I think it was and met a couple of the interns and really

	<p>generated the idea for this and then talked to some people in some other cities across the country and they had had some think tanks. So I'd really like to thank the interns Drew Bothy and Steph Sickenger as well as Desiree Mattel-Anderson for really helping bring this all together. It's really taking off on a volunteer effort in an academic institution which really I think helps us embody the whole of the community. So with that, I'd like to introduce our first idea, which is incorporating preparedness into the school curriculum. The first idea really takes the fostering of the culture of preparedness right to our children by reaching them in the school. Maggie Myer from Oklahoma submitted this idea. She'll provide a brief introduction in a minute and we're also I believe going to be joined by Bill Mojesky from the Department of Education who can provide some insight on this idea and assist in answering any questions. Given the flavor of the submission online, it stated in part, "Disaster preparedness should be taught as part of a school curriculum for children of all ages. I remember being taught about 9-1-1, stop, drop and roll and only you can prevent forest fires in grade schools." And I think a lot of remember that. "The homework was to find my household fire extinguisher, check the batteries in the smoke detector and create a fire escape plan with my parents. These lessons were incorporated in lessons on science and spatial reasoning, making a map of your house. There was also much money spent on curriculum designed and yet preparedness is not taught in the classroom." From that, that generated about 25 comments and a couple of those comments -- one was from Shelby Thompson who said, "Solution starts with children," it was much longer but I'm excerpting that and anybody with kids or was a kid knows that you can get your parents and family to do almost anything. And having kids involved I think is really, really important. And Alice Lasherbrook says it works in Oregon. They're doing it in Oregon. And one thing that Rocky Lokes mentioned, this is not new. A lot of these ideas people have talked about for a while. But I think what is new is some of the ideas in the forum to do this. So somebody in Oregon can talk to somebody in Wisconsin who can share the idea online with somebody in Massachusetts who can share that online with someone in Louisiana. And in realizing that we have to be flexible for the states and the localities to really taper it towards what they need. So with that, I'd like to turn it over to Maggie and give us a quick presentation on that and then we'll open it up and have a little discussion after that. Maggie?</p>
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<i>Maggie Myer:</i>	Okay, thank you Deputy Administrator Serino.
<i>Rich Serino:</i>	Rich is fine.
<i>Maggie Myer:</i>	<p>Okay. I was a public high school teacher in New Orleans when Katrina hit, which is really when preparedness education became real to me. I'm originally from Central Virginia so what I learned about evacuation in New Orleans came from my landlord and friends in the area. So when I went into my classroom and especially post-Katrina, I thought about what was I teaching in my classroom when danger was really so present? And a lot of the books that were assigned were Romeo and Juliet, very standard literature. But I thought what could I, as a teacher have done, to help my students out. And the first -- after Katrina my other friends who were teachers were saying how do we -- where do we find these resources? Because there is a level of discretion. As a high school reading teacher can find reading comprehension paragraphs to teach the students. So that's really where this came from. A lot discussion was people were talking about the standards that are heaped on teachers and I understand that. I definitely understand that as a former teacher and when I went back into teaching a bit after storm, I was really held to time. And so therefore, how do I get these standards done in time that I have? Well one thing that teachers really like is sharing resources. They like having their resources available that they can bring right into the classroom and they can bring right to the students. And as you mentioned, people were talking about Risk Watch and Masters of Disaster; and programs that have always been there; the Smokey the Bear kind of things. But I really think that what I would like to see is a portal, possibly a partnership with FEMA and Department of Education, a portal where teachers can submit their own lesson plans and where communities can submit lesson plans for teachers to use divided by grade level, divided by subject attached to state standards so that teachers can find this very easily. FEMA has a FEMA Kids section which has a lot of resources but those resources aren't ready for the classroom. And that's normally what a teacher is doing with their evening is going online and saying, okay, where can I find a resource? Where can I find a worksheet while they're creating their own tests. So I think that that is really, really what I would like to see as a former teacher and as somebody affected by disaster, to bring preparedness right back into the classroom. I think it would be really effective if kids in hurricane areas went home and said as part of their homework, hey mom</p>

	where will we evacuate? No just oh, yeah we're learning about hurricanes in school but really find ways that teachers can bring this home and bring it into the community.
<i>Richard Serino</i>	Great, thank you. And Bill are you on the line?
<i>Bill Mojesky:</i>	Yes, I am Rich.
<i>Richard Serino:</i>	Do you have a comment in response to that?
<i>Bill Mojesky:</i>	Yeah, I do. First of all let me say -- let me say thank Maggie for that wonderful idea. It's a great idea but before I get into it, if you let me pause for a second and say thank you, Rich and thanks Craig for spearheading -- at FEMA spearheading efforts to forge I think a real strong alliance between FEMA and Department of Education. And I've been here at Education in a lot of capacities for several decades and say it hasn't always been this way. You know there are many years when each agency even though we're only separated by one street -- we're across the street from each other, there are many years when we took separate pathways to address different -- the same issues on emergency management. And I think thanks to your leadership and to Craig's leadership and the leadership of your staff, this is no longer the case. You know we still may be two individual agencies but we're two agencies that are working together building on a strength that both agencies bring to the table. So I want to thank you. And I hope your audience realizes that there is really -- it's almost becoming seamless between our two agencies. Curricula -- you know this is interesting. Over the past decades, we've been approached by a lot of groups, persons and organizations to develop curricula for almost every issue that we come up against. You know we've been asked to develop curricula on alcohol and drug prevention, suicide prevention, violence prevention, infectious disease, sexual assault, bullying, more recently on more esoteric topics such as trafficking, domestic radicalization and emergency management. And our response to formal curriculum development -- I want to separate this out from what Maggie says because I think that she's heading in the right direction. But from Department of Education developing formal curricula, our answer has always been the same and that is we're prohibited by statute. That's a statute that formed the Department of Education in developing or recommending any particular curriculum. You know, we view this as a state and local responsibility but what we view as our responsibility is to

	<p>develop the material and get the material out to people like Maggie so they could very much as she said, put that into the classroom. And so over the course of the past several years, you know, we've developed a TA center that has a wide -- I should say very diverse amount of information on that that's rims.ed.gov. We've developed partnerships with your agency, with DHS, with SAMSA, the Office of Victims of Crimes, with Red Cross because we recognize this is not only about us. This is about us working in partnership with a whole variety of people. We developed model crisis plan guidelines. We provide training and technical assistance to local school districts. We operate Project Serve, which basically provides funds to schools after a crisis such as the one that was down in New Orleans. And in picking up again what Maggie says, we have list serves to share information and I think that's vital because there are so many good ideas and that's the wonderful thing about this forum is that there are great ideas out there and unfortunately we're not doing a good enough job in connecting the dots and making sure that everybody has those ideas. And I'd like to work with you and your organization to find out how -- find a better way for taking good ideas and seeing whether or not we could -- especially as they pertain to schools, build them into what we're doing in emergency management.</p>
<p><i>Rich Serino:</i></p>	<p>Bill, thank you. I think that, you know, this suggestion from Maggie I think to -- actually a lot of them but one of the ones that I really took away was really that sharing of resources and developing a portal to do that in a place that they could put up lesson plans or whatever online. Just for sharing. I know we have something in our LS, the Lessons Learned Information System or for very much on the emergency management base that people can look at after-action plans and look at ideas on where to do that. And I think this is a great idea in just how we can work out some of the details, whether it's with FEMA, with Department of Ed, or partly a joint effort. But also besides FEMA and Department of Ed, local emergency managers and local and state agencies also have a lot of resources as well. So Maggie, I think it's a great way to go and really look forward to trying to figuring that out. And actually now I'd like to open it up for any comments or suggestions. Just to give you an idea for those of you on the line, we have 564 people on the line right now. So if you don't get through right away, you know, we'll try to get to you. So I'm going to turn it to the operator for a minute to see if we have any questions or comments on this topic, on, you know, incorporating preparedness into the</p>

	schools and school curriculum.
<i>Operator:</i>	Thank you. We will now begin a question and answer session. To ask a question, press *1. You will be prompted to record your name. Please unmute your phone and record your name when prompted. You may withdraw your question by pressing *2. Once again, to ask a question press *1 and record your name when prompted. One moment please as questions queue. Our first question comes from Jason Stanfield, your line is open.
<i>Jason Stanfield:</i>	Yes sir, and good afternoon to everyone.
<i>Richard Serino:</i>	Good afternoon Jason. Where are you from, Jason?
<i>Jason Stanfield:</i>	A lot of the things you're talking about right now, there are already programs out there. You're just not aware of them necessarily and what I'm referring to and I'm -- I'm not being promoted by the organization. I'm not, um, I'm not working for them. I'm a volunteer -- the Boy Scouts has that. It's -- it's the professional side of Boy Scouts called the Explorer Program. You can go to learningforlife.org and look under programs and all of the programs, they offer 12 different sub programs that fit under everything FEMA does with the exception of I think like four of them, like arts and drama -- arts and humanities, stuff like that. They offer those programs to government agencies, to corporations, to businesses that all fit every single role of everything you've said. The difference is you have to sponsor those organizations for each government agency, each police department, fire department, ROTC, whatever it is. And it's -- I think it's \$30 a year for the government agency or whatever company and then each, you have to find 14-21 year old co-ed youth interested in a career path. Because I was a police explorer in my local town. That's why I'm asking or talking to you about this. There's something out there that most people don't know about. I've been -- every single teleconference I get invited to -- because I get all these government newsletters through e-mails, I try to help, you know, inform people. There's not enough knowledge out there about the professional side. This isn't, you know, Boy Scouts and just boys. This isn't just Christian conservative. It has nothing to do with that. It has everything to do with your particular government agency, FEMA in this particular instance, that has the opportunity to teach your program to those youth using Boy Scout guidelines to a degree but the Boy Scouts are more hands-off and your agency is more hands-on. You develop your own curriculum or the school or whatever. You can even

	<p>have student government involved in it if you want to. I'll leave it at that and if you want to ask me some questions I might be able to answer or I'll tell you where to go, Web sites if you need to.</p>
<i>Rich Serino:</i>	<p>Well, Jason thank you. I think you gave us the Web site. Feel free to give us that Web site again if people want to look and I think you raise a great point as to you know there are a lot of programs out there and I think that that was sort of one of Maggie's ideas is to have that all in one place to do that for people, to have those curriculums. So if you want to give that Web site and then we'll go to the next caller.</p>
<i>Jason Stanfield:</i>	<p>Sure, it's learningforlife.org. And it's like I said, it's co-ed, it's age 14 to 21, both male and female. There is actually also a kindergarten through 12 program.</p>
<i>Rich Serino:</i>	<p>Great, thank you very much, Jason and Paulette Aniskoff from FEMA and I kind of steering this program. Paulette?</p>
<i>Paulette Aniskoff:</i>	<p>Yeah, thanks so much. You know one thing that has been very, very exciting is as we have begun to work with organizations across the country, we've been cataloging all of the resources and the programs out there. We are up to about 84 programs, many, many awesome curricula that folks can look at and take a look at and see what fits their program. It is a better Web site and I think we're not to a place where we have that great idea finished yet of making sure we've got a place where people can share all their resources. But people have been e-mailing their resources left and right so we have a, what we call a children's catalog of programs on our Citizen Corp Web site so we'll make sure -- I think it's a great starting point for people who we'd love to find out what resources are out there to add to the catalog. And make sure it's a complete list of all these programs.</p>
<i>Rich Serino:</i>	<p>Great, thank you, Paulette. Is there another question or comment?</p>
<i>Operator:</i>	<p>Yes, the next question will come from Dietrich Vonbiedenfeld.</p>
<i>Dietrich Vonbiedenfeld:</i>	<p>Yes, thank you for these great resources, great information. I appreciate the forum and I especially appreciate your time, Deputy Administrator and before I move into the question I would like to say that I think it's a very innovate idea and because even though some of these resources do exist</p>

	<p>elsewhere, they don't exist in a focal point. I remember having attended Loyola University in New Orleans, experiencing a bit of an emergency management education myself, realizing that when servers were down and cell towers were down, that Facebook became one of the primary ways that I could communicate with friends and a host of other enlightening things. And also realizing how many federal entities even down to the Defense Intelligence Agency have kids' pages. But I do wonder with regard to a portal, how do you propose to counter what I might call the Google effect where one search leads to quite a bit of information, some of irrelevant and also what efforts are made to address the demography and in that sense, perhaps the Department of Education could work within its mandate to provide a lot of its demographic research that I know it does. In the sense that for example where I am in Houston we have a very large Vietnamese community. And I'll be in New Orleans again next week and I've noticed just like here in Houston, there's an increasing population of native Spanish speakers and so in that sense, resources that these children can use to educate their parents -- because I think many educators and presently I work at a large community college. We learn a lot from the students and so those collaborate efforts to see where the need is and then address it but also to rely on those students to educate their parents who may not speak English as a first language. So anyway, I appreciate your time and hopefully you can look into those questions.</p>
<p><i>Richard Serino:</i></p>	<p>Dietrich, I thank you for your comment. And I think you raised a couple of good points and one is that you know -- and I think Bill mentioned this from the Department of Education is to actually take some of these into a national program is one thing but really have to make this localized and it has to be what's the right training, what's the right program for that individual community? Training on, you know, snow storms and what to do in blizzards in Southern Florida may not be the best thing to do. A while ago you may have said you don't have to worry about hurricanes in Vermont but we learned better on that one now.</p>
<p><i>Dietrich Vonbiedenfeld:</i></p>	<p>Yes.</p>
<p><i>Richard Serino:</i></p>	<p>So I think that's a very important point. And also, you know, the programs themselves as you mentioned with Google and how those -- the Google effect I think is important to also look</p>

	<p>at, you know, some of the programs and make sure these programs that are vetted in the curriculum are appropriate and I think Maggie mentioned that earlier is to make sure that there was a portal for grade, age specific and by community. And I think that's important as well and I think she was right on with that as to make sure with that. Maggie, did you have any comments about that?</p>
<i>Maggie Myer:</i>	<p>I actually do have some comments. When I was teaching, because I had some Vietnamese students in my class in New Orleans and I actually found other teachers and conversations would say well I didn't have anything about the culture so I researched it myself. Here's a worksheet or here's an exercise and so the more specialized that your students are, I think -- my sister is a literacy specialist in New York City and she, you know, works with students who cannot read at all and some are non-native English speakers. But she said her biggest challenge is she has to write her own reading stuff so that it's relevant to the students, so that you're not insulting the students. When they're 15 years old but they're reading on a first-grade reading level, you want it to be relevant but also age appropriate too. So I think the more you reach out to teachers, they more you'll find people who say hey, I had to work really hard to build this myself so here, have it. You know, teach your students and they really do want to share the knowledge that they've had to create themselves.</p>
<i>Richard Serino:</i>	<p>I think that's an excellent point that, you know, a lot of times for us in emergency management, I firmly believe the best ideas come from the local emergency managers as I believe the best ideas for how to teach our children will come from teachers and parents who are there. I may have a little skewed part of that. I have two of my kids are teachers. So I hear it all the time and I understand it. But I think it's an important point to realize to maybe find that forum and I'm just brainstorming here, listening to this; looking at how we already have some built-in forums like Lessons Learned Information System is maybe have a separate section on something like that. Again, open up to any more questions or comments.</p>
<i>Operator:</i>	<p>Thank you. The next question will come from Frank Chris.</p>
<i>Frank Chris:</i>	<p>Hello. I just wanted to put in a little input. Back in 1996, when I was working for Red Cross in Chicago, I had an opportunity to work with one of the three largest cities in Illinois to develop a program to train as a part of the community disaster</p>

	<p>education program. And one of the things that we did was is we took and had a school district Aurora, Illinois agree to take a look at our program and they had all their media people come in and we did a training session. And then they took the information back to their local schools. And I have to agree that, you know, the local schools are really the answer and they're going to want to do what they want to do. And so what they did was is they went back and made a presentation to each of their schools and each school decided on what they wanted to do if anything. And a number of schools really handed out appropriate sheets for the time. In other words, just before the winter season started, they handed out Red Cross materials on winter storms and things like that. But the school -- one of the schools took it a step farther and actually ended up winning an Illinois Governor's Hometown Award for Volunteerism in that they took -- they sat down and they took and actually integrated the Red Cross materials into a program within their school where they not only used it to supplement their regular texts for things like weather and stuff like that. But then what they did was is they took reading materials and books that were relevant. One of the books they had was on a flood situation and involved a couple of kids who got caught in a flood. And they did that and tied it in. And what they did was over I think it was fourth and fifth grade if I remember right, they actually sort of had the weather training in the fourth grade and then they followed up with the reading. So they integrated it into more than one curriculum. And that to me is probably the best way you could do it is to make it so that they don't have to do anything extra. They can actually just integrate it into whatever they're teaching but make it apparent that it's part of that training. And then that way they don't have to create a whole new curriculum. Because they're under the gun time-wise to get the things done that they need to do for the testing programs for the school. And so if you're going to integrate something into the schools, you really need to make sure that it's integrated somehow into the curriculum.</p>
<p><i>Rich Serino:</i></p>	<p>Frank I couldn't agree with you more. I think that that's one of the keys is how to integrate it into what it is and I know some of the programs that people have mentioned that have been out there, do that. In fact I'll be visiting one tomorrow here in Wisconsin in one of the schools. And a little story, last year -- I'm sorry, two years ago in 2010 with the floods in Rhode Island, I had been in Rhode Island visiting a school that had a preparedness program for fourth and fifth graders. And literally two weeks later Rhode Island was hit with their worst</p>

	<p>floods ever in this exact community where I was. And went back to the school about three or four weeks after the floods and spoke to the teachers and to the kids but speaking with the teachers afterwards, they noticed a significant difference with the kids in the classes that had the preparedness training and program that when they came back to school that they actually were functioning better because they had an idea what to expect. They had done a lot of the work. And they had done that. They had read like everything from pearlesque type books to a lot of age appropriate books for the kids. And you know, they integrated across the training so I think that that -- across the curriculum and I think that's absolutely key. So thanks, Frank, that's a great suggestion. And just anybody in the room have any comments on this before we go to the next call? Yes, go ahead, Steve.</p>
<p><i>Steve Kay:</i></p>	<p>Briefly from a private sector perspective, one of the things that we try to do internally is when we send out our messages to employees about overall preparedness, we also include periodically information directed towards child preparedness as well. And then we push the information that's available through ready.gov, readywisconsin.gov, as well. And this ties in with the step programs et cetera. So I think even if you take it outside of the school curricula, you can still from the business perspective, reinforce this and then during National Preparedness Month for example, there are a lot of documents and publications that we can give parents that they can give to their kids as well for school discussion.</p>
<p><i>Richard Serino:</i></p>	<p>Again, Steve, I think you're on because I think this is a way that we can target many different ways to deal with children. School is obviously where the kids are at but in addition to that, whether it's after school programs, it's coming home from parents' work. It's coming from many different ways because in the future, I mean kids -- it's not a secret, kids are our future. But I think that if we look and have kids being prepared, we'll in turn have huge ripple effect. Any other questions online? And then we come to you, Dan. Any questions on the phone?</p>
<p><i>Operator:</i></p>	<p>Yes, the next question will come from Rosemary Cloud.</p>
<p><i>Rosemary Cloud:</i></p>	<p>Hi, I'm Rosemary Cloud. I'm the Fire Chief in the City of East Point, Georgia and I'm just so inspired. Thank you so much, Deputy Administrator for hosting this conference call. It just so happens that I just returned from a high school, a local high school where we had over 150 partners there and I just think</p>

	<p>that these kids are already, it's just a matter of how we're going to position it. I have many 20 plus community service programs including community deputy fire marshals. We do have people in the high school that we're training. We're doing a lot of community outreach but I think where I'll need help and Maggie, hopefully I can follow up with you -- what I've noticed as a generational thing, we noticed this as it relates to smoke alarms. We noticed that children under five were not responding to smoke alarms and it's because of the generation -- the sound that's going on with the games and all these different gadgets that they play with. So we have to approach it from that perspective and put together some programs to heighten their sensitivity and I think on the same hand, we also need to think about the generations that we're dealing with; the millenniums and the next generation X on how we approach preparation for disasters. Because the same models that worked 10 years ago may not work, you know, five years from now. So I think we need to be involved in that and I think what I've heard -- I'm very encouraged by it. We have high school, about 50 churches in my community and we have a good connection. So I'm inspired by what I saw this morning that I feel that I can go to them and pull them back together to look at this preparedness piece without making it seem taxing to those educators who are already overtaxed.</p>
<p><i>Richard Serino:</i></p>	<p>Great, Chief, thank you very much and thank you for your service and thank you for your community outreach because it is all local and I think that the leadership that you're showing your community is just what we need and I think you're right. It's how we reach out to kids may not be the same way that you know? Some of us grew up with mimeograph. Perhaps looking is there an app for that? And there actually are apps for this and some cities, San Francisco and others have San Francisco Hero -- give the kids, there's an app and it's a matter of having a clearinghouse for some of that. So Dan?</p>
<p><i>Dan Harris:</i></p>	<p>Thank you, Rich. Having a wife who is a schoolteacher, I understand the need to have some sort of turnkey type of curriculum that can be easily accessed. One of the challenges though as we ask our schools to do so much more than we did you know even when I was in grade school 30 some years ago.</p>
<p><i>Richard Serino:</i></p>	<p>It wasn't that long ago. I thought it was --</p>
<p><i>Dan Harris:</i></p>	<p>Everything from bullying education to, you know, down the</p>

	<p>line. And I would love to have them teach preparedness in the classroom but the reality is that there's only so many hours in the day. But having some modules that could be easily brought in -- and one of the things I discussed with FEMA staff last week when I was in Washington was having you folks put together for us, some turnkey type of presentations or programs that we can localize you know at our level; maybe insert some of our pictures but basically it's ready to go. Because most of us have small offices in emergency management. I have a 1.3 person office so to be able to develop curriculum or even presentations takes a lot of time away. So that would be a good thing. But I think that addressing children is on the right track and we've been utilizing the community emergency response team training for our teens and pre-teens and have had great success with that. We had a class in August of one year and the next spring -- one of the girls that went through the class, her neighborhood flooded and she just jumped right in and started telling her mom and brothers what to do, helped her neighbors. So targeting children, whether it be in the classroom or Scouting movements or teens and youth in general is something that I think we need to do. They're the ones that remember it and they're the ones that are going to go back and tell mom and dad, hey, we should do a fire drill tonight. We should go practice our tornado drill. Those types of things.</p>
<i>Richard Serino:</i>	<p>Great, thank you very much. I appreciate that and before we leave this topic, I just want to go back to Bill if Bill has any more before we jump to our next topic, Bill?</p>
<i>Bill Mojseky:</i>	<p>No, I think that the discussion was great and I think that we're getting back to the fact that sure, these things are necessary and we need to find a mechanism to getting some of the best and brightest ideas. And collect them, put them together and get them back out to the school districts in this country.</p>
<i>Richard Serino:</i>	<p>Okay, Bill thank you very much and we'll touch base shortly. One of us can walk across the street. You have the better food at the cafeteria. But I think that would be a good way to continue the discussion and see if we can get that clearinghouse if you will. So again, thank you very much, Bill and thank you, Maggie for a great idea, suggestion and obviously some great discussions and comments and we're now over 600 people on the call as we move to our second idea. It's really talking about how we can increase interoperability. And on the call with us is Steve Swayze who</p>

	<p>submitted an idea about using the US National Grid as a common locator amongst our responders. In part, Steve wrote, "Long ago the US Armed Forces realized that an effective delivery of mission required every part of a response force in operational realm; air, land and sea, had to use the same language location. Above all other possibilities to include latitude and longitude the base concept of the US National Grid was selected for land-based operations." At FEMA we obviously recognize the utility of the National Grid to really identify locations. And we've begun to utilize this tool with some of our programs. We've been encouraging the use in incident action planning used by urban search and rescue teams -- we used it quite extensively following the tornadoes in Alabama. And it's just -- some of the comments this generated, about 35 comments in the online discussion. Randy said, "Just promoted with emergency management and first responders and people will follow and all FEMA has to do is open the door." And also GIS John said he actually offered a lot of useful links that I -- and I know a bunch of other people did on the online forum -- put a bunch of links on there that I didn't know existed and if I searched and searched and searched but on the online forum listed a bunch of links. And this, John isn't the only one that did that. On some other topics we're not even discussing today, people put up a whole list of links that were great. Some I had never seen before and a list of apps on different things. So I think there are a lot of good points and good tools here but I'd like to turn it over to Steve to kick off the discussion. Steve?</p>
<p><i>Steve Kay:</i></p>	<p>Thank you very much Deputy. I like the other speakers previously, I would like to thank you very much for this opportunity. It's very impressive as far as I'm concerned that FEMA has moved towards this element of engagement and transparency so thank you very much. I have four items that I'd like to comment. First on is the origin of the idea. Second is my background, third, why the US National Grid and what is needed from FEMA would be the fourth point. First on the origin of the idea, as your comments related, I'd like everyone to realize that the US National Grid is not my idea. Rather it's the idea of a much greater community of trained geospatial professionals and dedicated responders. It's the reason that US National Grid sits at the top of the idea Think Tank and has the greatest number of comments. In addition, during a recent DHS-sponsored event held in the Twin Cities, an event that brought together an exceptionally diverse group of 85 geospatial professionals, infrastructure owners, emergency</p>

services sector personnel and senior decision makers such as the Minnesota State Chief Information Officer, a cabinet level position, the number one finding was that the greatest bang for the repairist dollar in the Twin Cities region would be the universal use of the US National Grid as a response language of location. And coming from a bunch of tightwad Scandinavians, that's saying something. Okay, onto item number two so that you and other listeners can put my comments into perspective, onto my favorite topic, me. Currently I serve as the Chair of a state sponsored committee attached to one of the Nation's leading state geospatial entities, the Minnesota Geospatial Information Office. This committee, the Emergency Preparedness Committee is made up of 190 volunteers and I stress the word volunteers from the geospatial and emergency services sector communities who have been working together tirelessly to leverage ways that geospatial revolution can be used for the benefit of the emergency services sector. As for me, well I think relevant to today's discussion, during Hurricane Katrina, Ophelia, Rita and Wilma in 2005, I served as a Senior Department of Defense Emergency Preparedness Liaison Officer to the Pentagon staff and I coordinated and directed DDO assistance along the gulf coast. I subsequently participated in the Department of Defense and Department of Homeland Security sponsored efforts to create an emergency management common operating picture that can be used by all levels of responders and decision makers. With that, let's move onto point three, why the US National Grid? For me one word, Katrina. While watching from inside the beltway that the Nation was unable to effectively respond to that hurricane and the others of that fall, I became convinced one of our greatest failings was the inability to communicate where. I think one story more than any communicates that point. As some on this call may be aware in basement of the Pentagon is the National Military Command Center where crisis action teams work during events of national significance like Katrina. The main floor space in the adjoining Joint Chiefs of Staff briefing room are absolutely filled with top secret and above intelligence systems. You can essentially peer into caves in Afghanistan. Yet during the fall of 2005, the only way that we had to geospatially understand what was taking place in the Katrina/Rita area of operation was by placing yellow sticky notes on a National Geographic wall map of the US. The nation can do better than that. Yet despite spending hundreds of millions of dollars on High-field, A-Ship, A-Cams, I-Cam, One View, Virtual USA and a whole slew of other high-tech

geospatial products, I contend this country is no better off than it was on that fateful day of 2005 because we refuse to acknowledge that all parts of the situational awareness equation need to speak the same language of location. Think of it this way -- I don't care how fancy the navigation and control systems are that you put in an airplane, if every airline in the world used whatever language and navigation system they wanted, planes would be running into one another left and right and falling from the sky. That doesn't happen because no matter where you go in the world, one language is used between air crew and controllers, English and one system of geospatial referencing is used, latitude/longitude. We need to take that example and do the same thing for the emergency services sector. We need to have a standard way of communicating and using location. That way is the US National Grid and here's why. Basically there are four ways that you can relate communications that are related to location. First is the current de facto standard is street address. But oddly, unrecognized by most from the beginning of time, this approach has often acknowledged the need for a grid. The original layouts of many towns are grid, street A through Z, avenue one through 200. Indeed sections of Minneapolis use street names in alphabetical order but the deficiencies in using street address are numerous. Number one, similar sounding names. The entire state of Maine is preparing to do a review of street names because of a very tragic event this past summer where police officers failed to arrive at the scene of a murder/suicide in time to stop it. They were sent to 4 Murray Lane when indeed they needed to be at 4 Marie Lane. Near Shattuck, Wisconsin is this address, 2324 and One Half Street. Try finding that with a GPS. Roads change names. There's a road near Chamberlain, Minnesota that changes names four times in eight miles. How about one address for a 22-acre park? How exactly does that yield specificity required to facilitate a response? Then there is the reality that 35 percent of calls go to a location without a street address. I one day had to listen to the tragic details about a farmer working in a remote field in Luck, Wisconsin who had his leg stuck in a PTO. The response was greatly delayed because this scenario responding to a location without a street address had not been thought through in advance. And then there is what we are doing when it comes to issues of areas that have been -- well there are no street markings left. Everything is gone and you bring in responders from out of town. How does that work exactly? Option number two, public land survey system, PLSS, and give that a try. Anybody

on this call want to respond to an incident taking place at a tract of land being part of the southeast quarter of the northwest quarter in part of the southwest quarter of section 18 township 47 north range east St. Charles County Missouri? Besides, the public land survey system is not in all states. Now the biggie -- latitude/longitude. By and large the folks I run into that thing latitude/longitude is the answer to standardization are either academics or think GPS means you must use latitude/longitude. Beyond the fact that this last thought is totally false, the reality is latitude/longitude brings with it all the weaknesses inherent in a system that was developed centuries ago by photographers, think academics, to support worldwide navigation by seagoing vessels. It's based on base 60 math, one degree of longitude at the equator equals 60 nautical miles. There are 60 seconds in a minute and consequently 60 minutes in a degree and basically I just don't know many people who are good at doing base 60 math. In addition, as we've moved into the digital age that base 60 math, degrees, minutes, seconds has been joined by two other forms of latitude/longitude; degrees, decimal degrees and degrees minutes, decimal minutes. Mixing any two of those three forms of latitude/longitude together will typically produce disaster results. One needs to look no further than the September 2008 rescue efforts for the crash of Maryland State Police Helicopter Trooper 2 where two forms of latitude/longitude were mixed together and the response went to a location 30 miles away. Finally, let's move onto US National Grid. Shortly after World War II, the leadership of the US Armed Forces, as the Deputy pointed out, came to the conclusion that it had lost too many lives due to the geospatial miscommunication. After reviewing every available option, these seasoned responders opted to create what we now know as the military grid reference system. Based on a worldwide projection known as UTM, this base 10 system has the capability of finding a location through grids or squares that can range in size from millimeters to expansive areas covering hundreds of miles. Consequently, MGRS, Military Grid Reference System has since been adopted by NATO in a variety of other countries for their land-based worldwide military operations. As for US National Grid, well it really is nothing more than refinement of the Military Grid Reference System for use inside the United States. It's a topic I could talk about for hours as you probably can guess so far. But there are a -- here are the highlights: it is a non-proprietary mapping standard recognized by the US Geographic or sorry the US Federal Geographic Committee. Nobody owns it. It's simple

	<p>because the military was involved from the get-go. It was designed to taught at the fifth grade level, understandable in 15 minutes. The new series of maps for the nation produced by the US Geologic Survey already incorporate it. Use would put the first responder and the last responder on the same system. Thereby greatly facilitating interoperability. Because it's based on 10 it inherently creates geographic standard. It yields maps that are interchangeable from one jurisdiction to the next. It means that the incident responder's use of things like Chang's Atlases that are referenced to bingo grids that don't reference anything Precision with a 62-mile area, an eight-digit US National Grid coordinate gets you to within 33 feet. And finally it merges seamlessly with GPS functionality including the dry two coordinate feature. So what's needed from FEMA? Point four. Bottom line is this, I'm not looking for the checkbook. Basically, Sir, respectfully what we're looking for is leadership on this. The issues are that basically on the most basic level there is a degree of pushback in putting something like this in place and that's often an indicator of institutionalism. Case in point, NIMS and ICS talk about the importance of KAW and then leave it to the imagination as to what that means. I know that that means to every single responder I talk to. Radio. It would take absolutely nothing to ensure documents such as these two would prominently mention US National Grid as a best practice. Bingo. Now, volunteer efforts such as the one in Minnesota engaged emergency management types in others have an unambiguous touch point that can be used to build grassroots efforts toward putting the entire nation on the same sheet of music.</p>
<i>Richard Serino:</i>	Steve, I just want to say I can tell you're passionate about this.
<i>Steve Ray:</i>	Yes, sir.
<i>Richard Serino:</i>	<p>And I appreciate that passion and I think it's something to raise the awareness and I think some of the point that you raised that this is simple, easy to use, you know it provides a common language, it's scalable and it's also GPS compatible. So I think that those key points are what will make the first responders, the people in those state and local communities utilize this. And what I'd like to do is maybe get some questions or comments from people in the audience to get an idea of what some of their challenges are and some of their successes have been with this, the US National Grid. So Operator, any questions?</p>

<i>Operator:</i>	Yes, the next question will come from Douglas Laird.
<i>Richard Serino:</i>	Doug?
<i>Operator:</i>	Douglas, Laird, please check your mute button. Your line is now open.
<i>Douglas Laird:</i>	This is Doug Laird. Hi, Rick.
<i>Richard Serino:</i>	Hey, how are you, Doug?
<i>Douglas Laird:</i>	Good, thanks. I was actually -- I was going to comment on the public education so I'll just forgo on that. This has been a great topic. I appreciate this effort and I will definitely -- would like pursue more information on that public education aspect. Everything's been very interesting and I appreciate all the work.
<i>Richard Serino:</i>	Okay, great, thanks and you know, feel free -- some of the comments online in the Think Tank and as you can tell we actually read them so we appreciate it. Operator, next comment.
<i>Operator:</i>	The next question will come from Chris Chaffee.
<i>Chris Chaffee:</i>	Deputy Administrator, I apologize if I'm circulating back a little bit to the school preparedness and that topic. However, I have to agree with you and I think that you said it best. The culture of preparedness is the method to really get this concept and these ideas into the schools because if we implement an entire curricula, if we implement hours and hours of learning and teaching, it starts to break the teachers' backs then it starts to really become this push and struggle and it becomes something that we really can't handle. Whereas if we instill this culture of preparedness and we instill it into everything that we do, just like we instill cultures of overall safety and cultures of ensuring that we prevent bullying and things like that. It begins to build onto itself every single step of the day and at every single point throughout the day; we're referencing back to that and we're using these as possibly homework assignments and light sort of work but we're keeping morale up by making it a fun and an exciting topic as opposed to this major curricula that's been implemented by the higher-ups that we're not happy about.

<i>Richard Serino:</i>	Great, thanks, Chris and we appreciate the comment. Operator, anybody -- any comments on the US National Grid?
<i>Operator:</i>	Next question will come from Jason Stanfield.
<i>Jason Stanfield:</i>	Yes, sir, I was on with you earlier. I mentioned about the Explorer program and the Boy Scouts. To the gentleman that read off his thoughts on the program we're commenting on now, is he still on the line?
<i>Richard Serino:</i>	I believe so, Steve?
<i>Jason Stanfield:</i>	Steve?
<i>Steve Ray:</i>	Yes, I am definitely with you.
<i>Jason Stanfield:</i>	Okay, have you heard of the DATA DOT program? It's D-A-T-A D-O-T. It's a miniature GPS tracking device for putting on like a removable, put on your car, put on your totes, put on your equipment, put on road signs? That might be something that might help your program. I don't know. I'll put some information on the FEMA Think Tank Web site that I found and feel free to look me up on Facebook if you want and I can talk to you a little bit more about that. Something that's working in my local city through the police department and the city government.
<i>Richard Serino:</i>	Jason, thanks for that.
<i>Steve Ray:</i>	I appreciate that -- thank you for the thought.
<i>Richard Serino:</i>	That was data.gov?
<i>Jason Stanfield:</i>	Yes -- no, it's DATA DOT. It's the program. I don't remember the Web site, but like I said, I will post it onto the FEMA Think Tank . You just look up DATA DOT on Yahoo.
<i>Richard Serino:</i>	Great, well thank you very much and we'll be looking for it there as well and I think we have a question from -- oh, and post it on Twitter as well. That would be great. And feel free if anybody has any comments they can also get through on Twitter, which may be easier than the phone and that's #FEMAThinkTank, #FEMAThinkTank. Operator, any -- next question?
<i>Operator:</i>	Next question will come from Barry Dorn.

<i>Richard Serino:</i>	Barry?
<i>Barry Dorn:</i>	Oh, Rich, hi, Barry Dorn. Actually my question has been answered. I just also, either as there's a lot of interesting people on this call, which is great -- and I just would encourage everybody to try not to make a big speech but to let us put out some ideas that we can all bounce ideas off because I think it's really helpful and I want to congratulate you Rich, because I think this is really a great idea.
<i>Richard Serino:</i>	Okay, thank you. So do you have a great idea to throw out there?
<i>Barry Dorn:</i>	My what?
<i>Richard Serino:</i>	You have a great idea to throw out there since you said for people to throw out a great idea, I figured I'd ask if you had one.
<i>Barry Dorn:</i>	No, I'm going to listen today, Rich.
<i>Richard Serino:</i>	Okay, great. Operator, next one?
<i>Operator:</i>	Edward Tait.
<i>Edward Tait:</i>	Thank you for having me on and I really do appreciate it. Steve, I fully support everything you said. I do want to bring up one area that needs to be considered. The USNG only applies to the continental United States as of right now. I do know it overlays with the NGRS. However, FEMA does respond from the Caribbean all the way out to Guam. And when we're dealing with those areas, a lot of the folks there are still doing the lat/longs or their means and USNG has not lined up 100 percent with the NGRS. Is that something that's going to be considered in the development of it?
<i>Steve Ray:</i>	Well my response to you would be that MGRS and US National Grid are effectively identical as long as they're referenced to the 1983 world database and it's simply -- unfortunately I guess maybe in the beginning was the idea that the term US National Grid would be more acceptable within the civilian quarters rather than using the term Military Grid Reference System but with some very subtle differences the systems are effectively the same.

<i>Richard Serino:</i>	Great, thanks, Steve. And thanks, Ed. Operator?
<i>Operator:</i>	The next question will come from Darwin Way.
<i>Darwin Way:</i>	Hello all, Deputy thank you for having me aboard. Steve, I'm listening to your proposed system and I am wondering what does mapping system either require or benefit from any coordination with state level or local level responders or even lay persons for that matter?
<i>Steve Ray:</i>	I think the answer to that is that there is a huge education wall to climb here. The reality is that I think the most effective way that we have found is through online outreach and a suggestion that went forward is that all of the developmental work that has gone on in Minnesota is available freely to FEMA or any other state or local organization that would like to use it. You can find that stuff through the Emergency Preparedness Committee in Minnesota.
<i>Darwin Way:</i>	Okay, thank you.
<i>Richard Serino:</i>	Is there a Web site people could look at or could you just post it on the Think Tank if you don't have it right there.
<i>Steve Ray:</i>	Most certainly, Deputy, I'd be happy to do that.
<i>Richard Serino:</i>	Thank you. Any comments in the room? Yes? Dan?
<i>Dan Harris</i>	I hate to keep jumping in but --
<i>Richard Serino:</i>	No problem
<i>Dan Harris:</i>	-- from a private sector side, I do want to comment from our public/private partnership perspective, we have very good communications I think between the public sector in this area reaching out to the private sector. When an event occurs, the private sector tends to be the greater recipient of the need for response and so in our own vested interest, we would like to see a proper response having a clear, consistent set of coordinates would be advantageous to us. The other part that goes with that, however, is that we also should be considered as part of that and that if we're going to be involved for example with GIS systems where we may wish to share some of our resources with the public sector, we should all be talking about the same way and therefore please consider the need for training private sector on this as well.

<p><i>Richard Serino:</i></p>	<p>I think that's a great point and you know, as we started with this overall call, we talked whole community and then as we got to this topic, we really are down to mainly governmental but I think you're absolutely right. This is not just governmental. It has to be -- we have to include the whole community in that so I think that's a great point and we all -- all of us here and all of us on the phone need to take that back. So thank you. Appreciate that. Any other comments in the room? Yes, go ahead.</p>
<p><i>Unknown Male Speaker:</i></p>	<p>I think one of the things reference training aspect is that the military is putting out tens of thousands of young men and women who trained on reading the maps in this manner who are now finding -- who are in emergency management, in law enforcement, in fire and I think there are more folks out there who can do it than perhaps we realize.</p>
<p><i>Richard Serino:</i></p>	<p>Great point and I think not only are they going into jobs in emergency management, public safety, police, fire, EMS but probably the vast majority are actually going into the private sector to follow up on Steve's point so I think that's a great opportunity. So thank you. I think we'll move onto the next topic so we'll have time for that and then we have time for other discussion as well. Next idea presentation is community mapping and that involves really how we can take community mapping and it comes less from Angia Del Alta Pruitt from Puerto Rico. In the online forum, Angia stated that in addition of mapping risk and protective factors, this process makes the whole community more resilient by bringing the community together to collectively plan, which increases the sense of ownership and responsibility of the disaster response and recovery activity. Addressing issues that have been ignored for a long time by giving voice to the marginalized groups including those with access and functional needs. Increasing awareness of all of the members of the community including the elderly and children regarding disaster preparedness, response and recovery. We also will have Wendy Freytag on the line who was also at the White House last week, a Champion of Change with Dave in a program that recognizes individuals that work better in their communities. We actually already talked and looked at this one from Angia and then last week at the Champions of Change, listening to Wendy, she is doing something similar as well. So we have up in the State of Washington to Puerto Rico and really how we can bring these ideas together in the community mapping idea and we'll first</p>

	<p>go to Angia and then Wendy to talk for a little bit in how she did something in her neighborhood. And I think this will be an opportunity that we can look at what's important. And I know in my neighborhood what we have done, nothing really fancy but I think most people realize that you know, okay, I have a generator and I come from New England and Boston and I know my neighbor has that snow blower for the big storms and I know another neighbor has other things. And you know, coordinating as a neighborhood, a neighbor helping neighbor at the most basic level. But first I want to turn it over to Angia first. Angia? Are you there? Are you on mute by chance?</p>
<i>Angia Del Alta Pruitt</i>	<p>Oh, can you hear me now?</p>
<i>Richard Serino:</i>	<p>Yeah, we can hear you now. Faintly so maybe speak up a bit.</p>
<i>Angia Del Alta Pruitt</i>	<p>Okay. Thank you very much, Deputy Administrator. I think you made a presentation already, very nicely. Let me see what I can add to that. I work with the American Red Cross, national headquarters as a FEMA liaison in Region 2 in the Caribbean area division. Last year when I read the presidential policy directive aid and realized that the whole community approach is the foundation of this new guidance, I was very excited because I was reminded of my work in South Asia, actually post-tsunami in Sri Lanka where I worked at the American Red Cross Delegate. And we used community mapping as a tool for assessment, planning and implementation of the program that we were involved in. Before I explain what you do at the community level, how do you lay out this community mapping approach, I would like to talk about four considerations that we need to think. First is that the community based programming, anything especially community mapping is a huge task to reach out to all the communities. So we need to have a long-term commitment for that. Second thing is that we need to have really solid partnership with all the government level partners and then the private sector and the nonprofit organizations and the faith-based organizations. And we need to, once we target an area, we need to identify a lead agency in that area because not all agencies have the same capacity and same acceptability and presence in all the communities. Once we've identified as lead agency for a region, we also need to get a buy-in of the community leaders in the communities that you want to work in. So those are four considerations. Now I'll quickly tell about the five-step process of community mapping that we've done in the past. We begin with organizing the community groups</p>

based on gender, age, functional needs, other marginalized groups in the community like Maggie said, we can have focus groups in the school. I remember having focus groups all during the schools in Sri Lanka because children are not positive but they're active survivors and they're active members of the community and it's just smart to include them. Second step is to facilitate the development of a community map. It is not necessarily based on the GIS technology but it's based on the perceptions of the people, how they see their community. This map can be two-dimensional, three-dimensional and it's a visual for the community members to see their community. And where the school is and where the playground is and where the residential areas are. Are there any holes, main holes in the roads or if there's a playground where people can run to. So it's a visual of their community. The next step is to free lift the risks in the community. In every focus group where we have women's group, children group, elderly, we start doing the free lifting of the risks that they think that the risks are in their community according to their perception. And once that's done, we prioritize those risks and we say three to five risks, we're going to address these for the next phase. Once we've done that, we take the most important step, which as you just mentioned, what are the strengths or protective factors that we have in the community? And we take a moment and we look around at each other and as a community and say okay, what is a good protective side? For example, if the risk that we identified was a river for example in Puerto Rico that's very common, creeks and little rivers we have and there are many cases where people have drowned, so that's a risk area. What would be a protective factor if there are a set of volunteers that are ready to make a wall by that area so that when the child is running behind its wall, it's stopped by that wall eventually. The other protective factor could be a builder who stays in that community that is ready to provide the raw material to build this wall. So based on this risk and protective factors in the community, the community comes together then to collectively plan and reveal these building projects such as building the wall for example. Now in some communities there will be a builder that will be able to provide the raw material for the wall but maybe in some communities there will not be. So the next step is also to network. This community networks with private sector, with governmental partners, with nonprofit partners to bring in those external resources to the community to help them implement those resilient projects. Now when we have external resources, we also have to have a solid accountability

accounted into our project so that we can continue to get that support. So community mapping can also serve as a monitoring tool because every six months, the community can go back to their map that they had come up with and they had identified risks. For example that risk area where the river was, now has a wall. So the hazard is still there but now because we have the wall, the risk has gone down. And because of volunteers have come together, now we have an organized volunteer group which has not become a protective factor. So that way we can kind of monitor how the risks are going down and the protective factors are being strengthened. Now, six benefits of community mapping, there are many. I'm just going to focus on six. First process versus results, yes it's good to have good outcomes but in this case, even the process right from the get-go has a very positive impact on the community. It brings in the people together. They start talking to each other. There's increased sense of community like you just read. The second things is, there is sharing of experiences. When people -- it's not a mechanical process and people are putting this map together, talking about risks and protective factors, they're all just sharing the experiences. For example one person can say oh, last time when there was a hurricane and I was trying to evacuate I chose a particular road to go out of the community and it was flooded. But this time I will take the other one which doesn't get flooded as much. So lessons learned can be shared at this time as well. The other thing is, the third piece is individual and the state partnership. This is a great platform for individuals to be able to partner with the state and you know the programs that are filtering down to the community level; the search and all the other long-term programs; long-term recovery groups. All these things can be clumped together. Fourth is increased sense of citizen responsibility. For example if people have been involved in pre-identifying the triggers for evacuation and have themselves identified where they're going to evacuate, it's more possibility that they will evacuate when that trigger happens. And because they know where they're going to evacuate, the threat of evacuation, leaving your comfort zone reduces to a great extent. So that's that. The other one is it sets the stage for the recovery process. If you would notice my friend Anna Ruddy has written a nice write-up to see the relationship between community mapping and NDRF, these people when they're already in the mindset before the disaster and they're aware of their risk and protective factors, when they come back to their communities after the disaster is over, they're not passive victims but they're active survivors and

	<p>they're already in that mode and so their recovery process is faster. Final point is that it's very effective yet it's very economical. If you're bringing people right from the community to the community center, you don't have to pay the travel fare, you don't have to arrange for a big luncheon. They can just come for a one-hour meeting and they can go back to their houses. Yes, there will be a budget amount attached to it for stationery, to buy newsprint and something like that but it's going to be very, very little. At the end I will conclude by saying disaster responders meets the needs of the survivors effectively must be planned by them primarily. Because each human being is unique and therefore each community is unique and so are their coping mechanisms and their recovery points. And therefore this is crucial in facilitating their holistic recovery which in turn will enhance resilience both at community and national levels. Thank you very much.</p>
<p><i>Richard Serino:</i></p>	<p>Thank you and I think your summary is right on. It's a local issue and it's an issue that is best done by folks in a local area who know their citizens, who know their survivors, who know their community and know what it's going to need, before, during and after a disaster strikes. Like to quickly go to Wendy Freytag from Washington, Wendy?</p>
<p><i>Wendy Freytag:</i></p>	<p>Thank you so much, Deputy Serino for inviting us to share the program that we've been using here in Washington State that we think is a great pairing with the community mapping. To begin with, I just want to say that our program, that was developed here in Washington State by one of our former public education managers, Dr. Lou Ann Johnson, was really designed to be from the very beginning a neighbor helping neighbor program. Yet it grew out of her experience and her first-hand experience in the 1989 Loma Prieta earthquake. And through that experience, she recognized that there were really some crucial things that needed to get done in neighborhoods and particularly in the first 60 minutes, which we call the golden 60 minutes there were very critical things that needed to happen and those things in most cases, could only be done within the neighborhoods, within people helping people because a lot of times we find time and time again in disasters that first responders cannot reach those neighborhoods for a variety of reasons. And so our program from the beginning was built with the concept and idea of neighbors reaching out to help neighbors. It requires a single person stepping up and taking the leadership and becoming the leader or the facilitator to bring a neighborhood together</p>

	<p>and the term neighborhood in the case of our program is defined with approximately 15 to 20 homes. It also has been used very successfully in condos, in any kind of setting where you could actually define that setting within a manageable group of people that can come together and really assist each other. And so the program is designed, we provide the facilitator with a DVD. The entire training, you bring the neighborhood together into one person's home and the entire training takes no more than 90 minutes. So again, we're very aware that people have very busy lives and that they -- we need to design programs that really recognize how valuable people's times are today and that they don't want to spend a lot of time on this. The program that the word map your neighborhood in the program actually translates to actually sitting down as a group and mapping out and writing out where houses on a piece of paper -- this could also be done obviously using technology such as Google Maps. But a lot of folks we find in neighborhoods are not necessarily technology savvy and so they like to just actually sit down with a piece of paper and draw out the configuration of the neighborhood. In addition the maps also include the locations of propane and natural gas meters or propane tanks. The mapping also allows you to record contact information for each of the houses.</p>
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