>> Lewis Kraus: Welcome to the Emergency Management and Preparedness - Inclusion of Persons with Disabilities Webinar Series. I am Lewis Kraus from the Pacific ADA Center, your moderator. This series of webinars is brought to you by the Pacific ADA Center as a collaborative effort between the ADA National Network and FEMA's Office of Disability Integration and Coordination. The ADA National Network is made up of 10 regional centers that are federally funded to provide training, technical assistance, and other information as needed on the Americans with Disabilities Act. You can reach your regional ADA Center by dialing 1-800-949-4232.

FEMA's ODIC covers the same 10 regions with regional disability integration specialists. More information about FEMA can be found at www.fema.gov and then type ODIC into the FEMA website search.

This is the third year of this webinar series which shares issues and promising practices in emergency management inclusive of people with disabilities and others with access and functional needs. The webinars provide an opportunity for emergency managers, people with disabilities, and other access and functional needs, first responders, planners, community organizations, and other community partners to exchange knowledge and information on promising practices in inclusive emergency preparedness and management for the whole community. The series topics will cover emergency preparedness and disaster response, recovery and mitigation, as well as accessibility and reasonable accommodation issues under the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the ADA, and other relevant laws. The series alternates monthly between ADA National Network Learning Sessions and FEMA Promising Practices. We encourage you to review the series website and familiarize yourself with the full array of sessions available in this year's series at www.adapresentations.org/schedule.php.

These monthly webinars occur on the second Thursday of the month at 2:30 Eastern time, 1:30 Central time, 12:30 Mountain time, and 11:30 a.m. Pacific time. By being here, you are on the list to receive notices for future webinars in this series. The notices go out two to three weeks before the next webinar and open that webinar to registration.

For those of you who are new to this webinar series and its software, we will review some of the features of the webinar platform before we begin the session today. In this session, only the speakers will have audio. The audio for today's webinar is being broadcast through your computer. Make sure your speakers are turned on or your headphones are plugged in. You can adjust the sound by sliding the sound bar left or right in the Audio & Video panel. If you are having sound quality problems, go through the audio wizard, accessed by selecting that microphone icon with the red gear symbol on the Audio & Video panel.
If you do not have sound capabilities on your computer or prefer to listen by phone, you can dial 1-805-309-2350 and enter the pass code 555-2153. Do note this is not a toll-free number. If you want to use a local number, you can find that at www.adapresentations.org/local numbers.php.

This webinar is being recorded and can be accessed on the ADA presentations website in the archive section next week.

You can follow along the platform with the slides. If you're not using the webinar platform, you can download a copy of the PowerPoint presentation for today at the www.adapresentations.org/schedule.php website.

Realtime captioning is provided for this webinar. The caption screen can be accessed by choosing the CC icon in the Audio & Video panel. The box showing the captions can be resized to show more or less text as you would like.

The Whiteboard where the presentation slides are shown can be resized smaller or larger by choosing from the dropdown menu located above and to the left of the Whiteboard. The default is Fit Page.

You can resize or reposition the chat, participant, captioning and audio video panels by detaching and using your mouse to reposition or stretch/shrink. Each panel may be detached by using the icon with the several horizontal lines and the little arrow pointing down in the upper right corner of each panel.

At the conclusion of today's presentation there will be an opportunity for everyone to ask questions. You have may submit your questions using the chat area within the webinar platform. The speakers and I will address them at the end of the session so feel free to submit them as they come to your mind during the presentation. To do that, you select the chat box text area or press control m and enter text in the chat area. If you are not listening by phone and not logged in to the webinar -- sorry, if you are listening by phone and not logged into the webinar, you may ask questions by e-mailing them to adatech@adapacific.org.

If you experience any technical difficulties during the webinar, send a private chat message to the host by double clicking Pacific ADA Center in the participant list. Type your comment in the text box and enter. On your keyboard use F6, arrow up or down to locate Pacific ADA Center, and select to send the message. You can also e-mail to that same address, adatech@adapacific.org or you can call 1-510-285-5600.

Today's FEMA Promising Practice is titled "Establishing Disability Community Preparedness through State and Local Efforts." Today's webinar will focus on two practices that assist communities in the emergency preparedness of people with disabilities. In the first presentation, we will hear from the State of Texas about the development of a state-wide task force on emergency management, disability and functional needs support services, FNSS issues, which resulted in the development of an FNSS toolkit. This presentation will present a model for including individuals with disabilities and their organizations in advising and shaping emergency management practices and policies at the state level. In particular, we will look at the FNSS Task Force development of the toolkit, especially what has been included in the toolkit.

The second presentation will examine how Community Emergency Response Teams, or CERT neighborhood teams, can assist local agencies in working collaboratively with the whole community, to enhance emergency preparedness for all at the neighborhood level. This presentation will explore how a legal CERT team in Contra Costa County took it to a new level using the strengths of an entire neighborhood to build a better team to work with people with disabilities and others with access and functional needs side-by-side preparing, planning, training, and exercising together.

Our first speaker today, I have to say -- you are noticing that there is only Angi English listed there. That is because Dede Powell, who was going to join Angi and is the State Coordinator for Operations at the Texas Division of Emergency Management at the Texas Department of Public Safety, has been called to action today in real-life emergency preparedness and emergency management effort due to the flooding that is going on in the state. So Dede will not be able to join us today.
Angi English is the Division Chief of Strategic Programs and Senior Advisor at the Texas State Office of Risk Management. She oversees all operations at the division's four departments which include Risk Management, Workers' Compensation, Communications & Development, and Document Processing. She is also Former Executive Director of Texas Governor's Committee on People with Disabilities in which capacity, together with Dede Powell, led the initiative to form a task force on emergency management for the state that addressed disability and functional needs. At the end, Russell Cook, who was the Chair of the Disability Task Force on Emergency Management, will join Angi to help answer questions about Angi's presentation today.

So, Angi, I'm going to turn it over to you.

>> Angi English: Thank you, Lewis. It's a pleasure to join you today and everybody that's on the webinar.

There will be two parts to our conversation today. I will be talking about the functional needs and support services toolkit. And, of course, since Dede is called to action, I've taken over her slides, with the help of Russell, will be talking about the work of the Disability Task Force.

I understand that we have a very diverse audience today so I'd like to say that we have two objectives for our presentation. The first objective -- and if you only remember one thing today, let it be this -- that the key to a successful emergency management program is the full inclusion of people with disabilities and those with access and functional needs as full team partners in your planning practices and policies. And the second objective is to describe our toolkit. And you'll notice that I've hyperlinked in the slide for the toolkit but if you Google FNSS Texas toolkit, Google will take you to the web page. It will be the first option. And then you can access it from there. It's 107-page document and it's hosted on their website.

I think I need to give you just a little bit of context about Texas. Texas has played a very important role in emergency preparedness and resilience over the years. That's because we've had lots of practice. This is in large part because we as a state have experienced more presidentially declared disasters than any other state since 1953. We are big in population and in geography. We are the second largest state behind California. We have 26 million people. And we are geographically diverse with mountains, deserts, piney woods, and coastlines. We have 254 counties. We share 1,254 border miles with Mexico and have 367 miles of coastline. And we're in a very prime spot for hurricane activity. As an example, just since 1980, Texas has had 70 tropical and sub-tropical hurricanes. However, Texas is a strong and independent-minded state, much like its people. And our greatest resource is our people. So when we started to develop the toolkit, we really wanted to be inclusive and get very diverse perspectives. We brought in disability leaders as full partners to the planning table and we had a very diverse population from state, public, and private entities.

And as you take a look at the toolkit, the initial group was about 17 people. And they are listed in the toolkit. The impetus for the toolkit initially was based on two things. One was that the FEMA guidance on planning for integration on functional needs support services and general population shelters had had just been published. And, number two, we had just had two hurricanes back-to-back. The impact of Hurricanes Katrina and Rita on Texas clarified the need for a multifunctional organizational collaborative process of preparedness for and with Texans with disabilities and those with access and functional needs.

As a result of those two things, the Texas Governor's Committee on People with Disabilities, of which I was the Executive Director at the time, and the Texas Division of Emergency Management put together a task force. The initial group of 17 representatives created the toolkit but the toolkit and the group is something that was much bigger and we later called it the Disability Stakeholder Task Force. So after the toolkit was developed, as I said, we got bigger, stronger, and more active.

Now, here's something to think about. If we live long enough, at some point in our lives most of us, either by age, disease, or accident, will experience a disability. So really having a disability is part of the human experience. And with that thought process in mind, we developed a toolkit to assist local and state emergency management professionals to help them understand the opportunities and challenges of planning for and with people with disabilities. Specifically, the toolkit guides emergency
managers and first responders and provides them with basic information about interacting, planning, preparing, mitigating disasters with Texans with disabilities during the disaster. The toolkits’ central theme is to identify disability leaders in local communities and to encourage full inclusion into the emergency management planning cycle.

In Texas, we have a decent life system and we depend on local emergency managers to know their community demographics and resources. The disability community has the same paradigm. The community knows its demographics and resources. And this can be a powerful tool for resilience for emergency managers at the local level.

Even though we had a small initial group, over time there have been over 40 disability-related organizations involved in the process. It took a year to develop the toolkit. This dedicated initial group met twice per month. In short, the toolkit is about inclusive engagement and network action. The toolkit not only provides information and resources but it has been integrated into training and workshops for Texas emergency management, governmental agencies, and elected officials.

Both the Division of Emergency Management and the task force consider the toolkit a living document. And by that I mean that it’s periodically updated to include new resources as they become available. So instead of downloading the document and keeping it in paper, you may just want to link to it from the Division of Public Safety’s website so that you can have the current version.

The toolkit was designed with generosity in mind. One of the guiding concepts was that we wanted the toolkit to be open source. Anyone can use it. So we encourage you to take the toolkit, look at it, change the forms, make them your own, download it and customize it for your state.

And let me break this concept of generosity down for a moment. Designing for generosity is a focus on relationships instead of programs and projects. It’s about community. It’s about relationships, relatedness, connections and networks. And the reason why generosity is a good way to build relationships is because people are wired to connect to each other. It’s part of our social DNA. And it works as a guiding principle with the toolkit.

And finally, on this slide, I just want to say that as a state and as a smart practice for any state is that Texas welcomes its citizens into the emergency management narrative because we really cannot spare the talents of anyone willing to serve. So there are loads of tools in the kit. I especially like the algorithm tools that help emergency professionals make quick decisions about sheltering and medical needs.

And the tools are broken down into three categories, as is the toolkit: Planning, Operational, and Recovery Tools. I just want to draw attention to three of these that I think are especially handy. You will see there are selected county demographic information for functional and medical needs data. That comes out of the American Community Survey. So you can get a general idea of the number of people in your county that have disabilities just by looking at that census data.

Under the Operational Tool section, under Tab 8, there’s a Rapid Assessment Triage Form. And that form helps staff make very quick decisions. It’s an algorithm so it helps you make quick decisions on helping to decide with the evacuee which shelter is appropriate, either a medical shelter or a general population shelter.

And then finally, just as an example of the great tools that are in the kit, under Recovery is the Medical Functional Needs Discharge Assessment. And that helps staff determine when it’s appropriate to discharge someone from the shelter. And it even goes into helping managers know what kind of transportation is going to be needed by an individual to get back to their home.

Also in the kit there are loads of links to videos but I just want to talk about two that I'm especially fond of. The Northeast Texas Public Health District has 18 emergency preparedness videos that are accessible to people who are deaf, blind, or who have limited sight. And the information in these videos is downloadable for public use. There are no charges for these materials. So you can link to them and put them on your website if you would like. Again, this is another example of the open source generosity concept.

And the other set of videos that are particularly helpful are developed by the Texas Health and Human Services State Agency. It's called "Texas Prepares." And this series of videos, with options for
American Sign Language -- the subject matter are hurricanes, wildfires, tornadoes, floods, work at home preparedness and business planning. And these videos have a very unique Texas flair featuring survivors of Texas disasters telling their personal stories of preparedness, recovery, and survival.

And this is an important point as you develop your own toolkits or if you use ours. You want to have people tell their personal stories of survival and how they prepared because the concept of this social influence of neighbor to neighbor is important. People will listen to fellow community members as a peer instead of a government official telling them what to do more readily. Stories make the disaster real and carries the message that disasters are all too real and can be survivable.

There's a link there also to the toolkit.

I want to start talking about the task force. Russell, you're welcome to join in here at any time. After we developed the toolkit in 2010, we said, you know, we really thought that this was a successful effort and so we put together the Disability Task Force in 2011. Initially there were two functions we wanted the task force to do and that was to be a resource and to provide input for the Texas emergency management community in their local planning and response activities. There was a webinar, a complete webinar, that is on the ADA Pacific site that was a lot longer, about an hour long, about the Disability Task Force. And there is a webinar link there if you wanted to get into great detail about the Disability Stakeholder Task Force. And it was presented by Ron Lucy who is now the Executive Director for the Texas Governor's Committee on People with Disabilities and was also the Chair for the task force at the time.

Sorry. I got behind in my slides.

So the unique features of the task force is that it became so prominent and so successful that we actually branched out and had three subcommittees. The subcommittees were Outreach and Effective Communication, a training subcommittee, and a planning subcommittee.

So the Outreach and Effective Communications Committee provided guidance and technical assistance on effective outreach and communication for emergency managers. So it talked about the unique kinds of accommodations that local emergency managers needed to know about to communicate with people in their local communities. The Training Subcommittee developed lots of training programs including public health and many topics related to emergency management as well as disability awareness and etiquette training. And the Planning Subcommittee suggested guidelines for local governments related to planning with and for Texans with disabilities and access and functional needs.

So the key ideas on establishing a statewide Disability Task Force is that the most important element, in my opinion, is that you must include people with disabilities and those with access and functional needs into your planning process as full and equal partners because they are really the Subject Matter Experts. Network with anyone in your community ahead of time because as a general principle, you don't want to be exchanging business cards in the middle of a disaster. So getting to know your community up front prior to a disaster is very important. And if you don't have a full-time disability coordinator, which I recommend, then you have to take a consideration how to sustain the energy and the work of your task force. It does help to have a full-time person who acts -- who is accountable for the program and keeps the energy of the group working and is knowledgeable about disability services.

So I'm putting up a slide on my contact information. You're welcome to contact me about any issue related to people with disabilities. I still love my work with related to people with disabilities and really would enjoy talking with you.

Dede Powell's information is also there. And Dede is currently in the Texas Division of Emergency Management and can update you on the latest changes in either the toolkit or the task force.

And with that, Lewis, I'm going to hand it back to you.

>> Lewis Kraus: All right. Thank you so much, Angi.

Our next speaker today is Kathryn Gerk. Kathy serves as the Emergency Manager for the City of Richmond Fire Department Office of Emergency Services and has been that for the past 27
years. She has received numerous awards including FEMA 2009 Honorable Mention for National Citizens Corps Achievement Award Celebrating Resilient Communities and many state and local awards. Kathryn has served on numerous committees collaboratively working to improve emergency preparedness for the whole community, CERT, as well as for people with disabilities and others with access and functional needs at the national, state, and local levels.

So, Kathy, I’m going to turn it over to you.

Kathy, you need to unmute your phone.

>> Kathryn Gerk: Sorry about that. Thanks, Lewis, for this great opportunity to share our struggles and our successes.

To give you a background, a little bit of background, the City of Richmond, we’re in the San Francisco Bay area, population of about 110,000. We stretch out over 56 square miles with 32 of those miles on shoreline. So we’ve got some major issues. Some of our major threats are an earthquake -- we sit between two earthquake faults which many of you have probably seen The Rock in the San Andrea film this last year. So that’s a major threat for us. Secondly, we have hazard materials releases and several major transportation thoroughfares; and thirdly, the winter storms. So that’s where we sit with the City of Richmond, to give you a little background.

What we want to cover today is some of the lessons that we’ve learned over the past 20 years or so. We’re going to cover emergency response teams programs we get here and especially for the City of Richmond and some of the best practice that we’ve developed. We have 22 CERT programs here in Contra Costa County and we are willing to share with you what we’ve developed, where we’ve gone, some of the successes, some of the mistakes we’ve made so you don’t have to make them yourselves.

So getting on with lessons learned from Hurricane Katrina, looking back, many of us realize that we needed to do a better job when we came back home. I was deployed to Florida and Hurricane Katrina, Rita, and then Wilma hit. When we look at some of the lessons learned -- what we see in this picture, there are a lot of people laying around in the airport. 73% of the deaths in New Orleans were from people age 60 or over but they only comprised 15% of the population. That's a huge impact. So I came back here and says, ok, why is this and what lessons can we learn, bring back to Richmond and Contra Costa County.

We had to ask the tough questions. And that's where we started. So number one, I knew that I had to secure top-level support. And I'm very fortunate to have a supportive city manager, mayor, city council, fire chief, and police chief. And I agree with Angi, what Angi said, too, one of the major critical issues are including people with disabilities and access and functional needs. Those are two things that we really must do for any type of successful program.

Another thing, the next step we did, was surveys, beginning 2006 to 2009. And we'll share those surveys. Lewis will make them available to you. We had to ask the tough questions, had to open dialogue with people with disabilities and with our elderly population here in the City of Richmond. We wanted to know what their concerns were. What keeps them awake at night? What keeps me awake at night? What are their challenges?

What we found -- we went through, like I said, three years, four years of surveys. What we found out was safety and security was really critical to them. That was number one. Number two was their supply of their medications, family caregivers. How are they going to communicate with them? How are we going to communicate with the city? How are they going to communicate to us? And finally, transportation and lack of.

So the realizations that we came to - I started look in 2005 when I came back from the hurricanes on what was available, what I can do to see what the gaps were in our emergency operations plan. And there wasn’t a whole lot back in 2005. It was pretty overwhelming. So what I did find that was really useful was the FEMA ADA toolkit for local government. And that's massive. It's huge. So what I started doing, I took two chapters of that and I broke it down into manageable categories. I came up with 57 points of actions that I needed to make sure of.
Again, this is something that you can't do by yourself. This is a group effort. So -- and I'll share that matrix with you, Lewis will after this, to save you time. You don't have to reinvent the wheel.

What we looked at was who, what, where, how, and when we were going to take care of these issues. We looked at needs assessment, identify the resources and the gaps, shelter operations, the facilities, the usage, ADA accessibility. We looked at quiet rooms, all of these things that ADA requires of us. We looked at resources and procedures for shelters and the forms. We also looked at medical planning and social services. We made agreements with different agencies such as County Health Services. Training, training both for shelter staff and EOC staff and the communications going along with that. And we had to make sure that that was continuous training, continuous improvement. The seventh thing we looked at was transportation. We had to identify collaborations and resource lists and plans and collaborate those plans with all the neighboring jurisdictions. And then finally, we looked at public outreach, outreach to our community to the county, to the region, the state, and so on.

And then from there what we did is we built a collaborative task force, a work group, based on the concerns, based on the ADA toolkit and the surveys. What we did then was to look at our plans and our training gaps. And, again, this is a group effort. We couldn't do this alone. And we would not ever want to do it alone. We looked at the issues and challenges with the resources.

One great effort that came of this was a separate subcommittee or task force that County Health Services led and that was for DME providers. And we have agreements in place thanks to the county -- Contra Costa County Health Services because they have their service list, their people that they help day-to-day. And they keep those lists current. So we can work together as opposed to using a registry that's really difficult and almost impossible to manage and to keep current. So that was one great thing that came out of that. We knew that we could build a better system and we knew we couldn't do it alone. We had to work with everyone. And don't forget, one thing we have to look at is not every disability is visible.

So we knew where we wanted to go. We wanted to be fully inclusive. And that's what FEMA is telling us we need to do. We need to plan for real, not for the easy. So ideally that's where we wanted to go. We looked at CERT. CERT is a nation -- we have a lot of CERT graduates and CERT teams in our city, across our county. And they were in a unique place. They were ready, willing, and able and trained to help us. So we enlisted their help. Their goal is to do the most good for the most number of people. Ok? So that fit right along with us. They're in a unique place because they're in the neighborhood. They've gone through the 20 hours of basic training. And they have gone through additional training, quarterly training, yearly training with their drills and their exercises. And then they've gone back to their neighborhoods and formed neighborhood teams. There is a commander, planning sections, all of that. They are ready and they are willing to work. And we need to keep them busy, keep them active. So we developed the training with everyone, with our CERT teams and people with disabilities and access and functional needs.

We started building an extra layer of CERT training. So we started with the basic ADA issues. Respect, absolutely respect everyone. We know this is not something that's going to go away. We need to keep building upon it. It has to be continuous improvement because people with disabilities and elderly and access and functional needs, that population is growing. It will continue to grow. We know that. So we need to get ahead of the ball and keep it rolling.

And then we looked at, as Angi said before, including people with disabilities and others with access and functional needs in the training. It's so important. It's critical. And nothing about us without us. It just makes sense. It's the right thing to do. And so we taught everyone to be prepared, number one. We're all responsible for ourselves, first and foremost. Ok? And safety first. We looked at accessibility issues, mobility issues, lighting and audio within the training and within the CERT teams. Everyone needs to be involved. Again, you can't do this alone. You have to have a team effort. And the CERT teams are in a unique place to help and they want to help. We know that planning before an emergency can help reduce illness and injury. And it's better to train now than to hope for help later.
So we know that CERT empowers everyone to work together, individually, as a family, as a team. And as FEMA says, the steps you want to take is make an emergency kit, stay informed, and get involved. So getting involved with a CERT team really is a key point and key way to get there. Ok? In our CERT training we get asked -- we trained over 9,000 people in the City of Richmond and the 20-hour basic CERT training. So we've got a lot of resources here that really work and that we want to keep going. But we frequently get asked: What can I do? What's my role?

In the picture here, you can see one of our CERT graduates in a wheelchair. She was the incident commander for that day, for that exercise. She's been safety officer. She's been a lot of different goals. But a person with disabilities, a person who is elderly, a person with access functional needs can perform any of these jobs. So there's a job to do for everyone.

So what we looked at -- I think I hit -- sorry about that.

Ok. What we looked at was the buddy system. And in the CERT training we have a buddy system. You never go into a build alone. You always go in with your buddy. We start out with class one, Me and My Buddy. And then class two, we build on that, Me and My Buddy Wearing our proper PPE, Proper Protection Equipment, and we build on that. Every class we build on Me and My Buddy are going to do this. So once they've graduated, they know that they are in there with a buddy system. They are not going to respond without being safe, without their buddy.

Now we take it to a new level. We ask that the buddy system in the neighborhood takes a look at what I'm going to show you in a few minutes here, the outreach packet. We're working with people with disabilities and access and functional needs in their homes in their neighborhoods and partnering them up with the larger team and working with them for what works best for them.

Ok. So additional training that we looked at. We suggest that a person with disability or access and functional needs creates a emergency support network. That's huge. We asked them to work with providers of social support networks in connecting and developing their contingency plans for emergency, personal preparedness, sharing their plans, completing a vial of life, which is in the packet that I'll show you in a few minutes. Carry a list of your medications. Develop your transportation plan and share that with your family, with your neighbors, with your CERT team.

Again, it's personal preparedness. Make your kit, stay informed, get involved, share your emergency plans. Have your communication plan. And then the neighborhood CERT also has their own communication plan as well as countywide communication plan.

And then transportation. How are you going to get to Place A during a disaster? Who is going to bring you there? Who is going to be with you?

So now I'm going to give a big shout-out. This is another item that -- a program that we will share with you and will also make it available for you. A shout-out to Contra Costa County CERT. Again, there were 22 CERT agencies in the county, Contra Costa County, and Richmond is one of those CERT teams, CERT programs.

Basically what we did is we worked together with a grant from Homeland Security with County Health Services, with County Animal Services, and American Medical Response. And we developed this program in English and Spanish. And this is the community outreach program for people with disabilities and those with access and functional needs. It includes a community guide, a 20-page guide, giving emergency preparedness issues, resources, checklists, things that anyone can do to prepare themselves, their families, their neighborhoods during a disaster. There's a two-on-one resource guide giving them resources across all different sections of our county, and a vial of life.

If you haven't heard of the vial of life, we resurrected that. We didn't create it. We resurrected it. About 10 years ago Contra Costa County, across the nation, excuse me, and it gives the person's date of birth, their next of kin, the medications they are on, any concerns that the first responder might need to know about them coming into their home. There's also the window decal for the vial of life. And that tells first responders at a glance when they come up to the scene what's going on, that this person inside this house has a vial of life and they can look for that and see automatically what concerns there might be, what the list of medications are for that person, and better help them if that person isn't able to speak for themselves.
We also have the I'm OK/Need Help window placard that you see on the bottom. It's in English and Spanish and pictogram. The idea being that the person with disability or access and functional needs or anyone in the CERT neighborhood can put that in their window anytime. It could be on a 24-hour basis. It could be after a disaster. If they have that green sign that says “I'm OK” with the pictogram thumb up, I'm ok, we know everything's ok. The opposite side of that is red and it says, “Need Help” in English and Spanish. So we can watch for that. The team is trained to watch for that.

And then there's also instead of a registry here, which we don't have to handle the registry, we have a 911 dispatch contact. It's in English and Spanish. Basically the person fills that out and mails it to the Richmond Police Department dispatch. And that tells dispatch and 911 police and fire anything that that person wants us to know about in order to help them better. And the onus is on that person to update that if they need to, as their need changes. That could be I have a key next door at Mrs. Jones house; please don't break down my door. It could be anything they need us to know. I have a dog that barks but doesn't bite. Anything like that.

So that's worked well. We made about 10,000 copies of this. And right now we've distributed about 8,000 of those. So they've really been successful. People love them. We hand them out at fairs. We hand them out anywhere we can do it. We like the CERT team to hand them out in their neighborhood and meet with that person. And right now we've got a neighborhood of about 300 people and they are going door-to-door and distributing those to the person and they give them emergency kits while they're doing that. That's thanks to a grant that we have from Chevron.

Why are we doing all of this? We are doing it all together because it's the right thing to do at the right time for the right reasons. And to me, it's good for the whole community. And that's intelligence. We've looked at some of the past disasters we've had. We know the people that were first on scene were the people in the neighborhood. They were not trained but they were in there trying to rescue people that were trapped. The onus is on us as a city, as a government, to train our people. We know that it's going to happen again and we know that we want them trained to save their lives and to better help us.

So in conclusion, you must have top-level support to start any of these programs. And you can't do it alone. And you must include -- as Angi said, you must include people with disabilities and those with access and functional needs because we don't have all the answers. We don't even know all the questions to ask to get all the answers right.

I've said this story. I could write a book or a checklist on scuba diving. I don't scuba dive. My kids and grandkids do. But for me to write something like that without having somebody here to help me write it, I would probably not -- I'm sure I would not do a very good job of it and I might cause loss of life by doing that. So include everyone. And continue to outreach, continue to question. Again we don't know what we don't know. And unless we bring -- unless and until we bring everyone to the table, nothing about us without us, we have to bring everybody to the table, continue to collaborate, continue to do the right thing for everyone. So working together increases everyone's chances for survival. And again, it's the right thing to do at the right time for the right reason.

Thank you all. And thank you, Texas University. And thank you, Lewis, for bringing this all to us.

I'll hand it back to you, Lewis.

>> Lewis Kraus:  Ok. Thank you so much. That was great.

Just a reminder to everyone if you have questions, do submit them in the chat window. We're going to get to those in a moment.

In the meantime, I do want to point out that Kathy was noting a few of the items that she is making available to you. Those are at the www.adapresentations.org website. Right now it's under schedule. Next week it will be under archive. Let me just read down the list of what's up there already. There's a special needs questionnaire. There's the Richmond ADA Action Items Checklist for emergency management and shelter items in a blank format, in Excel format. There is a Disability Access and Functional Needs Emergency Planning Guide that's in Excel. There is a questionnaire that they used at the Senior Fair, a couple of questions there that might be useful and also a quick
reference glossary terminology list. So do note that those resources are there for you on this website and avail yourself of them because Kathy has been kind enough to make them available.

Now, before we go on to the questions I also want to point out that somebody noticed that one of the addresses that came up on the screen in Angi’s presentation might have been an incorrect one. So we are going to get the correct one and I will put that into the PowerPoint. So next week when you go to the archives section, you can get the PowerPoint with the corrected web address.

All right. Before we take questions, because the first couple are for Angi, Russell, we want to make sure that you have audio. Russell, can you say hello?

>> Russell Cook: Hello. Can you hear me, Lewis?

>> Lewis Kraus: Yes. Ok. That's great.

All right. We'll move to -- actually, let me move through a couple of questions here. This first one is for Kathy. Is the nation -- are the national CERT videos available for local CERT teams to download or purchase? This is from a CERT leader.

>> Kathryn Gerk: Can you hear me?

>> Lewis Kraus: Yes.

>> Kathryn Gerk: Great. I'm not sure what that question -- national CERT videos should be available. Yes, they should be available on the FEMA website. They are not for purchase. They are available on the website.

>> Lewis Kraus: Ok. So they can go to the www.fema.gov website.

>> Kathryn Gerk: Right.

>> Lewis Kraus: All right. Excellent.

The next question, I believe this is also for Kathy. A high percentage of seniors are not computer literate or do not use Smartphones or even feature phones. I think this came up as you were describing the population that you noticed in Katrina and what could you do coming back to California. Do you have any input on that or how that worked in with how you moved forward?

>> Kathryn Gerk: That's a great question. And that's something we noticed here, too. That's one reason why the CERT teams were so valuable and so critical because that's face-to-face, door-to-door, hitting the ground out there. They are out there looking and talking to people directly. And we can help them better. If there's a form that needs to be filled out, we can fill it out by hand. We don't have to go on the computer and do that. So it's work face-to-face. In a city this size it's really difficult but having so many CERT teams out there is one of the things that really does help.

>> Lewis Kraus: And Angi and Russ, do you have any input on the seniors and the not available with mobile phones?

>> Russell Cook: Yes, actually, I would like to add to that. To add to Kathy’s response, she's absolutely correct. In essence, you help to leverage the entities that are already in the communication channels. So she mentioned CERT. But what we do is we look at all of those programs. We look at Meals on Wheels, we look at all of those programs in the community that reach those individuals on a day-to-day basis. And we leverage those programs. We bring those individuals to the table.

>> Angi English: And I think, Russell, you're right on target. Sort of at a 50,000-foot level, the senior population is going to continue to grow because the baby boomers started turning 65 in January of 2011 and they turned 65 at a rate of 10,000 people per day until the year 2030. So the aging population will continue to be a resource and a challenge as we continue to face disasters across the country. It will be a very large population.

So Russell mentioned leveraging all of those community groups. That is extremely important but we also try to design the toolkit with low-tech and high-tech capabilities. So pencil and paper works great. Some of the algorithms that we have in the kit are pencil and paper but there's also things that you can use in a digital format.

>> Lewis Kraus: And while you're on this, Angi, you had mentioned that the toolkit is available. You guys want to share it. Is there a place where people can go to get it or do you want to put it on our website? What -- how would you like to guide people to find that?
>> Angi English: I think the best thing to do, Lewis, is to provide you the link to where it is housed on the website because the toolkit is there but there are loads of other things there. There's an effective communication toolkit. There are pictograms, the ADA assessment form. There's all kinds of things there. And because it is a living document, we update it to include any kind of new resource that come about. So providing the link and then letting people go and maybe linking to that from their website that would be awesome, too.

>> Lewis Kraus: Ok. So if you have -- if you know it off the top of your head, feel free to enter it into the chat window in the room tab. If not, if you want to send it to me later, I will add it to the webinar archive.

>> Angi English: That would be great. And I'll send that as well as the corrected link. If people can click on the hyperlink in the PowerPoint -- I don't know if it's technically possible -- but it will take you the page as well.

>> Lewis Kraus: Ok. Great.

New question. This one is for Kathy. What kind of modifications have been made to the CERT program to include people with intellectual or developmental disabilities?

>> Kathryn Gerk: That's something we continue to work on and we continue to work with groups. Right now we're under another revision because we're working with another huge group here in the City of Richmond. We're fortunate to have a lot of diversity in our community. We've got the California Autism Foundation with 300 clients here. We have the George Miller school for adult mentally disabled. So we continue to work on those. And it's not something that I can give you right now but it is something that we continue to work on. In the next couple of months we'll be working even more and putting that out.

Basically, the CERT program, you just need to know -- it's very basic, number one. And you can put that out for anyone in your community and everyone in your community and work with the agencies, the support agencies, to tailor that to that individual audience. So we're basically giving the same information at a level that the agency works with us to put out there. So not much of it is changing. Just make sure that -- has a person who can find interpreters -- you adjust as you see fit. So it's not something that we really -- we're just scratching the surface is what I'm saying now.

>> Angi English: I'd like to sort of piggyback on what Kathy is saying. There is a program, and it was developed by the State of Hawaii, which I know is in the service area for ADA Pacific National Network, but they developed a program called Feeling Safe/Being Safe. And it is specifically designed for people with developmental disabilities for self-preparedness. So when Texas found out about that program, we loved it and we wanted to sort of what we call Texify it, to put it in a Texas format. But that's one of the things that the Disability Stakeholder Task Force is looking at right now, modifying that Feeling Safe/Being Safe program for Texas, specifically designed for people with developmental disabilities.

>> Kathryn Gerk: That's a great program. Yes.

>> Lewis Kraus: Ok. That is one -- this is one of these synergistic moments for the webinar because the question was asked by Debbie Jackson of Hawaii who wanted to know about this, so this is a great connection, Angi, that you referred to her presentation and also for everyone else to realize and to learn that Debbie and her colleague will be talking about this very topic in a couple of months on a webinar on our series. So there you go.

>> Russell Cook: Wonderful.

>> Lewis Kraus: The next question here. Sort of going on the same topic here in terms of who can be in CERTs. Understanding that CERT training programs are often volunteer-run and underfunded, how has your CERT program been able to fund or provide qualified sign language interpreters for the 20 or plus hours of training so the Deaf community can participate?

>> Kathryn Gerk: That's for me, Lewis. Right?

>> Lewis Kraus: Yeah.

>> Kathryn Gerk: Ok, great. That's a case-by-case basis. We look for grants. We look for any money that we can get. It's a tough one. That's required by law so we make sure it happens. If it's me signing, I do have a deaf 24-year-old granddaughter so I know -- I'm learning sign. I continue to learn
sign. My daughter is an interpreter. We have a lot of resources here, not enough. But to pay for them, that would be really tough. So we do the best we can with what we have to work with. The same thing with the blind. And we work with FEMA to make sure that we get the curriculums in Braille and all of that. Funding is just a matter of browsing around and finding funding for it, finding grants to help us.

>> Lewis Kraus: All right. We'll move along unless Angi or Russell want to add anything to that.

>> Russell Cook: No. But I just want to say that the challenges that everyone is speaking of, these are ongoing challenges. And these are challenges that impact us all. Again, like Kathy said, we have to go out there and just try to use every resource that's available. I'm glad they're asking the questions, Lewis, because I don't want anybody to reinvent the wheel. There are a lot of tools, mechanisms, created like we put in these toolkits. So I implore people to reach out across partners across the entire country to try to find solutions.

>> Lewis Kraus: Right. And there are people who have been writing in to remind people in the concept of nothing about us without us that you can collaborate with your local independent Center for Independent Living. So that would be a resource as well.

>> Kathryn Gerk: I don't know of anything right off the top of my head but I will look for that, research it. It's something we need going forward. Yes.

>> Lewis Kraus: Ok. We are being corrected by our FEMA disability integration specialist in Region 9. The Feeling Safe/Being Safe program was created by the California Department of Social Services, apparently. So anyway. That doesn't take away from the fact that Debbie is going to talk about something like this when she gets to talk.

>> Angi English: I appreciate the correction. And they are correct. I was thinking Hawaii piggybacked on what California was doing and then Texas trying to piggyback. But the good thing is we're all working together even though we are thousands of miles apart. But great work is great work.

>> Kathryn Gerk: Absolutely.

>> Lewis Kraus: Right. And I am actually -- this seems to have struck a nerve. We have actually the link here now. I'm going to put it in the room. There is the link for the Feeling Safe/Being Safe information from California.

All right. There you go if anybody needs that.

A-ha. Here's the functional -- I've got the link now, been given to me, for the functional needs toolkit from Texas. There is that one in the room, in the chatroom, if anybody needs that.

All right. Moving along. Another question, actually both of you, can you describe a little bit about if any of the work has been used in an emergency and what kind of learning came out of in the case of Kathy a CERT in an emergency or in the case of Texas the toolkit -- I know the toolkit is really there for a lot of planning stuff but how was it used? Did it turn out to be something that was helpful?

>> Angi English: I'd like to say that when you look at the toolkit, many of the forms, especially the algorithm forms, are used in actual disasters and in sheltering. So all of those forms are used actively in disasters. Those forms are also amenable to change if we see something in a disaster that the form doesn't quite work well. But it really helps when you're in a disaster and you're stressed and you really want to try and make the best decision possible. Those algorithm forms really help you. And you're making those decisions with people with disabilities. So we're not assigning people to a medical shelter or a general population shelter. We're actually taking their input into their own personal experience of having a disability, in trying to get them to the place that can serve them the best.

>> Kathryn Gerk: And as far as -- all of the work that we're doing here with the matrix and the action items, toolkit, the task force groups, all of that helps day-to-day operations as well as in a disaster. Day-to-day, we have seen a lot of people that have been helped with the CERT outreach program where first responders are able to really help that person knowing full well what their wishes are ahead of time. It does prepare people to be prepared for themselves individually and as a team.
Some of the other efforts are the [inaudible] taken out from the State of California on to the larger and to the nation functional assessment service teams. A lot of the task forces like Texas is talking about -- they keep growing. The International Association of Emergency Managers and NEMA, National Emergency Management Agency, has taken the checklist and developed that and revised that. And going forward with the EL, FEMA, Emmitsburg, Maryland, EL-197 course. So there's a lot of things that keep rolling out. It's just a huge thing. It's taken us a while, I think, as emergency managers to get to this point but I think we're on a roll and we're all sharing this information for being fully inclusive. It's going to continue to grow and to enrich everyone's life.

>> Lewis Kraus: And I just want to add something because it kind of got garbled and the closed captioner didn't capture it. That this is the FAST team.
>> Kathryn Gerk: Correct. Functional Assessment -- they were deployed to the Napa Valley fire this last year and worked very well along with the CERT team.
>> Lewis Kraus: Ok. Next question. Are there any FNSS exercises that could be shared?
>> Russell Cook: Angi, you can add to this but -- an FNSS specific exercise. We try to integrate persons with disabilities and access and functional needs into all of our existing exercises.
>> Kathryn Gerk: And we're doing the same thing here. I'm sure there are exercises out there. We need to look at what's available.
>> Angi English: If I'm understanding the question right, so if you were doing a training exercise instead of having people act as people with disabilities, in Texas we actually recruit people with various kinds of disabilities so that the emergency responders actually have to deal with a person with a disability. I think that's what they are asking.
>> Kathryn Gerk: Ok. And that's huge. Yes.
>> Lewis Kraus: Ok. Angi and Russell, maybe you can actually -- given that you are experiencing an emergency down there in Texas right now, how has this toolkit -- how is it playing out as this is going on right now?
>> Angi English: Russell, I'm going to let you take that one. He's closer to the emergency than I am.
>> Russell Cook: Yes, exactly. I've been doing constant situational awareness. That's a good question, Lewis. That's why we use that toolkit. We talked about that feedback earlier. Kathy and Angi responded on that. For example, we didn't talk much about the registry but even during incidents we are in constant connection with the local emergency responders and we are adding and updating that data. When we activate our Emergency Operations Center, we actually bring in people with that GIS expertise, with the targeted capability. And during the event, like during right now in our response, they are talking to us at the activation level in the Emergency Operations Center and we are giving them feedback for them to use in the field.

For example, one of the things we are doing in our registry work, they wanted to see did we know how many individuals had safe rooms in their houses. Because what we found is they were going through communities and we had a tornado -- we had a couple of tornadoes recently. And when homes and things are being destroyed, we were not able to identify if someone was possibly trapped. A person with a disability, with limited mobility, may have been trapped in those buildings due to the safe rooms. So now we have added that to our registry. We are mapping all of those individuals and houses that have safe rooms and sending it out to the field during the response.

And that's just one example. But we do that constant back and forth feedback during the response, trying to find that data locate those individuals, and give that to the individuals in the field. We do that through every event.

>> Lewis Kraus: That's great. That's very interesting and very topical.

All right. So we have some feedback about the videos for people who have asked about that. Someone even noted that there is a FEMA preparing -- a video from FEMA that's on YouTube called "Preparing Makes Sense for Older Americans" and "Preparing Makes Sense for People with Disabilities and Access and Functional Needs." And it does have ASL as well. So that's from someone who is on this session here. So you can look that up in YouTube.
Russell Cook: To add to that, FEMA also produces those in document format. So you can request all of those, preparing for persons with disabilities, they do it for pets and everything, you can request that from FEMA and they can give that to you in document form also to be handed out.

Lewis Kraus: Ok.

The next question is: Can you talk about how much the disability and access functional needs training messaging is integrated into city and state disaster worker programs?

Russell Cook: I'll talk a little bit about what we are doing there. This is Russell again. Angi kind of mentioned -- we have a link in Angi's presentation to the webinar we did a little while ago. It's kind of like part one of this where we went into the different subgroups, the different things they are doing. But one of those subcommittees that we had under the task force is a training subcommittee. And they are producing training. We kind of go on the road. We do it two ways. We do a Train the Trainer where we are educating those individuals at local government level for them to plan all the emergency responders in their jurisdiction, and we do road shows. We go on the road. We went to a firefighters academy presentation. And now we've developed an electronic version of the training that we have added to the website so individuals can use that. And then, again, they can perform the training themselves without us having to go there.

Kathryn Gerk: Pretty much that's what we're doing here in the City of Richmond. Basically we make sure -- as Angi was saying before, we don't put somebody in pretending to be a person with disabilities into our exercises. We include everyone into the exercises, our EOC exercises as well as our CERT exercises. And then next month we'll be starting a new series of training for our first responders, police, fire, on people with disabilities, people with disabilities and access and functional needs.

Russell Cook: I don't know how far Angi got into this, but even the FNSS toolkit that Angi spoke about, we developed training for it and it's also posted. We are doing -- we developed a 15-minute whole community briefing where we educate trainers to introduce that 15 minutes into your presentation. Again, we're not trying to reinvent the wheel, dictate how they do training. We're just asking them to help include this whole community concept, add this to your existing presentations. And a lot of them have really liked that.

Lewis Kraus: And let me just add that what Russell is referring to in terms of his previous presentation which happened a couple of months ago, you can find that at the www.adapresentations.org/archives.php. So you can go back and look at that if you missed that.

The person who asked the question for both of you that you responded wanted to follow-up and say: Which agencies or departments are involved in the subcommittee training?

Russell Cook: Well, the development of the training again is at the task force level which includes just a multitude of organizations. Again, we just try to bring in subject matter experts from all fields, all levels of organizations, federal, state, local, government. We have nonprofits. We bring everybody in to create that training.

Now, when we roll that training out, we are primarily rolling that training out to local emergency managers because they have the pulse on their jurisdiction and can easily spread the training throughout their community. But when we're talking about organizations, we have Texas Independent Living Centers, some of the ones Angi talked about, the Mayor's Committee on People with Disabilities, the Governor's Committee on People with Disabilities. We use the national organizations. We have the American Foundation for the Blind. We just use a multitude of organizations at all levels, even volunteer organizations. We have multiple individuals. We have Salvation Army, American Red Cross, again, too many to name. We bring everybody to the table. And then we vet all of these programs and process them before we send them out.

Kathryn Gerk: And we do the same thing, too. Thanks, Russell. And that's one of the great things of establishing your task force early on is you bring all of those people to the table, all of those agencies to the table and then you have all of those resources when you need to develop your plans, develop your training.
And remember, every year you're continuously training and continuously improving upon those trainings. So with our task force that we developed back in about 2006, we had about 87 different agencies on there. So we've got a wealth of information. It's not enough. We still don't represent everyone but we continue to collaborate and continue to invite people to the table.

>> Lewis Kraus: Ok. Great. While those answers were being given, some people did volunteer some more information for those of you who wanted to get to FEMA resources. I put them in the room window but I'm going to read them off anyway.

FEMA publications are available at ready.gov/publications.

You can also e-mail FEMA-publication-warehouse@FEMA.gov to order materials in large print or Braille or you can call 800-480-2520 from 8:00 to 5:00 Eastern Standard time. And allow four to six weeks for shipping.

All right. Sorry. It's publications warehouse. Publications, plural. FEMA-publications-warehouse@FEMA.gov. That's the address.

All right. I think we're coming to a close here. Thank you for attending. And thank you so much to Angi and Russell for stepping in for Dede and to Kathy for your time today.

For those of you listening, you will receive an e-mail with a link to an Online Session Evaluation. Please complete that evaluation for today's program. We really value your input and we want to let our funder know what the value has been of these presentations.

I want to remind everybody that the session was recorded and it will be available for viewing next week at www.adapresentations.org/archives.php. And that will include copies of the PowerPoints, transcripts from the closed captioning. That will include all of the slides in various accessible formats and all of the resources that I read off to you earlier from Kathy and the City of Richmond.

With that, we are going to end a little bit early. Thank you very much for attending today's session. We look forward to seeing you on April 14 for our next webinar, "ADA National Network Learning Session - Including People with Disabilities in Emergency Planning: Projects for the Centers from Disease Control and Prevention, CDC."

Have a great rest of your day. Good afternoon.

>> Russell Cook: Same to you. Thank you, Lewis.

>> Kathryn Gerk: Thank you.