

PACIFIC ADA CENTER
EMERGENCY MANAGEMENT AND PREPAREDNESS – INCLUSION OF PEOPLE WITH
DISABILITIES WEBINAR SERIES
ADA NATIONAL NETWORK LEARNING SESSION: EMERGENCY COMMUNICATIONS
APPROACHES DURING AND AFTER AN EMERGENCY
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>> Lewis Kraus: Welcome to the Emergency Management and Preparedness Inclusion of Persons with Disabilities Webinar Series. I'm Lewis Kraus from the Pacific ADA Center, your moderator. This webinar 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 on www.fema.gov, then type in ODIC into the FEMA website search.

This is the fourth 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 others with 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. This 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.

This series alternates monthly between ADA National network Learning Sessions and FEMA Promising Practices. Upcoming sessions are available at www.adapresentations.org/schedule.php, and that is in your chat window. These monthly webinars occur on the second Thursday of the month at 2:30 Eastern, 1:30 Central, 12:30 Mountain, and 11:30 a.m. Pacific time. By being here you are on the list to receive notices for future webinars in the series. The notices go out two to three weeks before the next webinar and open that webinar for registration.

For those of you who are new to this webinar series and its software, we will now 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 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 that Audio & Video panel. If you're having sound quality problems go through the Audio Wizard, accessed by selecting the microphone icon with the red gear symbol in 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 with the passcode, 555-2153. This is not a toll-free number. Local numbers, though, can be found at www.adapresentations.org/local_numbers.php.

This webinar is being recorded and can be accessed on the ADA presentation website under the Archive tab next week.

You can follow along on the sidelines, on the webinar platform, with the slides. If you are not using the webinar platform, you can download a copy of today's PowerPoint presentation at the www.adapresentations.org/schedule.php page.

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 this presentation slides are shown, can be resized smaller or larger by losing from the dropdown menu located above and to the left of the Whiteboard. The default is "fit page." You can resize and reposition any of these panels by detaching and using your mouse to reposition or stretch/shrink. Each panel may be detached using the icon with the several lines and the down-facing triangle in the upper right-hand corner of each panel.

At the conclusion of today's presentation there will be an opportunity for everyone to ask questions. You may submit your questions using the chat area within the webinar platform and 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 submit your questions, enter your questions into the chat area text box or press control m and enter that text into the chat area. 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, you can send a private chat message to the host by double clicking Pacific ADA Center in the participant's list. A tab titled Pacific ADA Center will appear in your chat panel and type your comment in the text box and enter. If you're using the keyboard, use F6, arrow up and down to find Pacific ADA Center, and select to send your message. You can also send an e-mail to adatech@adapacific.org. You can call us here at 1-510-285-5600.

Today's National Network Learning Session is entitled, "Emergency Communications Approaches During and After an Emergency." It is well-known that people who are deaf or hard of hearing can experience communication issues during emergency announcements. It is also well-known that meetings need communications accommodations for people who are deaf or hard of hearing. In the emergency world there are usual meetings that people in the community need to be involved in after an emergency.

Today's webinar highlights two efforts to bridge those gaps. First, the North Carolina Division of Services for the Deaf and Hard of Hearing, the DSDHH will share its experience in organizing events for Hurricane Matthew survivors who are deaf, DeafBlind, and hard of hearing, with assistance from FEMA and the North Carolina Emergency Management

Recovery. They will review the obstacles survivors who are deaf, DeafBlind, hard of hearing face when they attend local community events provided to the public even when communication access like ASL interpreters or CART are being provided. The DSDHH will describe how the event for survivors was set up with FEMA's and North Carolina Emergency Management's participation.

In the second presentation, the Arizona Commission for the Deaf and Hard of Hearing, the ACDHH, along with the Arizona Department of Emergency and Military Affairs, the Maricopa County Department of Emergency Management, Arizona Department of Forestry and Fire Management, and the American Red Cross of Arizona-New Mexico-El Paso chapter collaborated to create the Emergency Response Interpreters Credentialing program, or ERIC, for ASL interpreters and CART providers wishing to provide services during emergency and disaster response situations. As a result of this program, trained and qualified interpreters and captioners are available to work in a variety of high-pressure settings such as evacuation shelters, press conferences, active wildfire camps, and community meetings.

Our first speaker today is Donna Platt. Donna is the Emergency Preparedness Coordinator with North Carolina Division of Services for the Deaf and the Hard of Hearing. She has over 17 years' experience providing support, training, and consultation to 911 tell communicators and emergency responders on effective communication access to deaf, DeafBlind, and hard of hearing individuals in Washington State and North Carolina as well as education and resources on 911, emergency notification and preparedness to those consumers.

Donna was one of four co-organizers in coordinating Disaster Preparedness Skills Building Training for Deaf, DeafBlind and Hard of Hearing in Seattle. And she was one of subject expert matters -- matter experts for the Development of Telecommunications for the Deaf and Hard of Hearing, Inc.'s Community Emergency Preparedness Information Network Training Manual for both emergency responders and community members who are deaf, DeafBlind, and hard of hearing. She is currently the NENA Accessibility Committee Co-Chair to ensure that 911 technologies and services are communication accessible for individuals with disabilities when calling 911 directly. She has served on three national committees: National Association of the Deaf's Emergency Communication Subcommittee, FCC Emergency Access Advisory Committee, and Preparedness and Emergency Response Research Center National Advisory Committee-University of California-Berkeley.

Donna, I hope that introduction was good enough for you. Please take it away.

>> Donna Platt: Ok. Hi, this is Donna. I want to, first of all, thank Lewis for the great introduction and I wanted to thank Lewis and Guy Jones with FEMA for inviting me to provide a presentation for this webinar. It's a great honor to be here and to share my experience with all of you with Hurricane Matthew. Hurricane Matthew hit in North Carolina last fall.

Before I go forward with my presentation, I do want to let you know that I will be presenting in American Sign Language. I am using a live sign language interpreter to voice for me during this presentation.

You see a map in front of you of North Carolina. And the eastern part of North Carolina is shaded which indicates that there were 50 out of 100 counties in North Carolina that were impacted by Hurricane Matthew, and that is half of our state.

I'd like to talk about how North Carolina responds to a disaster. You see three different levels in front of you. And North Carolina is a home-ruled state, which means all activities start from the state -- the county level, the local emergency response level, they have to respond

using their local resources. Once they become overwhelmed or they've exhausted all of their resources and need more assistance, they then contact the state level and the state provides additional resources to assist in the disaster if those resources are depleted and the state becomes overwhelmed and they need more assistance, then they reach out for federal, for the federal government. The governor contacts the federal level for assistance. The U.S. president has to declare that North Carolina and a specific number of counties are part of the federal disaster. At that time they then send FEMA individuals to come into North Carolina for assistance.

So that is the system that you have to go through, the appropriate chain and the appropriate chain of command and the appropriate channels in order to receive assistance. The North Carolina Division of Services for the Deaf and the Hard of Hearing, that I will refer to as DSDHH is a state Deaf and Hard of Hearing agency. We have a main office and seven regional centers throughout the state. Each regional center serves all 100 counties. And each regional center is divided up into specific regions.

On the screen you see four different levels indicated. This is focusing on the staff that responded to the disaster. It doesn't show you the full organization structure of the state. At the top of this chart is the Emergency Preparedness Coordinator, which is my position. And I work with emergency responders at the state level. Then we have the Communication Access Manager who focuses more on interpreting services. And he supports me and is the backup for me if I need any assistance. Below that we have a Staff Interpreter. Occasionally when there are press conferences initiated or they need interpreters, then they contact both the communication access manager and the staff interpreter and both of them respond and provide interpreting services for the press conferences.

Below that there are three regional centers. I mentioned that we have seven regional centers. Of the seven, three of those served the counties that were impacted by Hurricane Matthew. These three regional centers cover the eastern part of North Carolina. Each regional center, of all the seven, each has a community accessibility consultant position and they are the primary contact person to collaborate with emergency responders, locally -- local emergency responders in the county. So they have the tools and they have the resources to provide communication access to their region.

In North Carolina -- North Carolina is a unique state because it appears that the DSDHH is the only state Deaf agency that has a position such as that, an emergency Preparedness Coordinator as well as a community accessibility consultant. DSDHH works with all Deaf, Hard of Hearing and DeafBlind North Carolinians so they have the ability to communicate their needs and to receive information easily and effectively in all aspects of their lives, especially their health and their well-being.

I wanted to mention this because we stick to and adhere to this mission because it's important we get information out and share information to the Deaf, DeafBlind and Hard of Hearing individuals in North Carolina to ensure that they are safe. And we let them know what programs and services are available so that they are able to survive through disasters like Hurricane Matthew. And during that time we do work with emergency responders and other entities to ensure they have access to those survivors as well who need their assistance.

The next several slides will show examples of announcements that were sent out to the Deaf, DeafBlind and Hard of Hearing communities during Hurricane Matthew. What you see in front of you is the governor's press conference. And this is a screen shot of an interpreter standing next to the governor. And there's closed captioning provided on the screen

as well. During a disaster there are frequent press conferences, sometimes twice a day, sometimes every day until the recovery phase of the disaster.

Each regional center has their own e-blast and they send e-blasts out to their consumers in their area. They get this information from me. I receive information from the state Emergency Response Team. It could be someone from the North Carolina Emergency Management, the state Emergency Response Team, or other state agencies. They will send me an e-mail with information and I will forward that out to the regional center so the regional center can then forward it out to their consumers in their area.

Now, sometimes each region will receive information from their local emergency responders. And when they receive information, they can also send that information out from local agencies as well.

A word of mouth is also a way that information gets out, or sign language. Sign language is used among the Deaf community and that's how they get information out to the Deaf community. If a deaf person learns something, they may call another deaf family member or friend and share information that way.

Some counties have their own emergency notification services. You have to sign up to receive alerts for that information but that is another avenue by which a person can receive notification.

DSDHH also has a Facebook page. You can see the slide in front of you, an example of a Facebook announcement. The one on the left is an example of getting information that we do post. We do post announcements that may say where an open shelter is located, where a disaster recovery center is located, any pertinent information about that particular disaster is posted on our Facebook page.

On the right side of the slide you then see one of our regional centers in the southeastern part of North Carolina who received an alert from the National Weather Service. So they got information and realized that they needed to put out a blog. They needed to post -- it's almost like a blog but we use a v for video so it's a vlog. And this is done in sign language, and that is how we get information out to the Deaf and Hard of Hearing community that we will be expecting maybe torrential downpours, heavy flooding. There are warnings not to drive through water, to stay safe. If they feel a need to evacuate, there is information about a shelter. So this is giving our Deaf and Hard of Hearing consumers warning messages to help them get out safely.

There's also an app that we have in North Carolina that can be downloaded to your smartphone. I have two examples of that. On the left is the ReadyNC app. And these are just resources. These are not alert devices. These are resources. For example, if you're looking for an open shelter, you can open this app and it is updated with an address to the shelter. There is an evacuation route if you are told to evacuate. Or there are links you can access through this app to evacuate.

On the right side there is a FEMA alert app. FEMA sends out alerts, too. And they tell you where to go if there is a shelter available in your area. If you need to register for assistance with FEMA, then this app will tell you where to go. And you can have -- you can go to a live center and they can help you apply for assistance.

There are phone numbers and other resources that you can call online. All of that information is housed in one central location. And these apps are free.

DSDHH also partners with FEMA. As I mentioned earlier, the governor must request for federal assistance, and at that time when the U.S. president declares a federal disaster,

then a cadre of FEMA individuals then come down to North Carolina and they set up offices, called Joint Field Offices or JFOs.

Now, in those offices there are different cadres. And they have different programs. And one of them is a Disability Integration Program. There's a Disability Integration Advisor that works closely with DSDHH and other agencies who serve people with disabilities. They host teleconferences with partners to serve people with disabilities. They meet daily. And later on as the disaster subsides, they meet less frequently.

But they meet and, say, they are looking for a place for a disaster recovery center to establish a disaster recovery center which means setting up a place where people can go to register for assistance with FEMA. And those are set up all over the eastern coast in various locations where the disaster has hit. They will tell us the location, the hours, and they provide communication accommodations. They basically explain what that will involve and they talk about temporary housing and so forth, just based on whatever event is happening. Sometimes they ask the DSDHH for resources if they are not able to find resources. They reach out to us and we provide feedback and referrals or whatever they need. And that information is included in an e-blast to the agency that serve people in the eastern region.

I have been working closely with the Disability Integration Advisors and I worked with them throughout the duration of the Hurricane Matthew event. We share information, and really the entire connection that we have and relationship that we have has been a great partnership because we do share a wealth of resources with one another.

Once we have these disaster centers and disaster offices set up, the standard timeframe for applying for assistance with FEMA, is that is it is supposed to happen within 60 days, which means everything happens really quickly during this time. We try to provide outreach for the community, to encourage deaf and hard of hearing and DeafBlind people to apply to FEMA for assistance so their name will be in the system to receive help. If it's beyond 60 days, and FEMA takes this case-by-case, but if it's beyond that window, they cannot apply for services.

Many of the county that we served and county emergency entities will set up community meetings. They set those up. And they take advantage of that time to invite FEMA to give presentations on an overview of their service that they provide. And they also take the opportunity to explain what the process looks like, what the registration process looks like when someone applies for federal assistance.

FEMA does provide sign language interpreters and realtime captioning translation on site. The challenge that's faced here is how the notifications go out to the public about these community meetings because sometimes these meetings happen on a short notice. Sometimes they're within the same day or within the next 24 hours. And so our challenge is how we get these notifications out to the public in a timely matter. Sometimes messages go out by radio or word of mouth or they may be announced at a shelter. And oftentimes when that happens, people do miss the opportunity to attend these community forums or community events.

If deaf and hard of hearing people get that information, then sometimes they have limited or restricted transportation and can't get there because the event wasn't prepared in advance. Then when they get to a meeting, depending on how long the meeting is and depending on the communication accommodation, then they are not sure if they have the opportunity for questions and answers. Sometimes there's just that limited opportunity for that, too.

I would like to share with you several examples of some e-mails that I received. You will see that on the next few slides. The first one is an e-mail example from FEMA. And when I speak of FEMA, it's the Disability Integration Advisors, and I have worked with them for a very long period of time. When they e-mail me, they let me know that there will be a community forum that will be happening in a particular county. In this e-mail it says it happens tonight at 6:00 and that there will be interpreters provided and CART services, Computer Assisted Realtime Translation, similar to captioning.

So I got this e-mail that this was happening the same day. I got it that morning, forwarded it out to the appropriate regional center. The regional center received it. And on the next slide, it sent out the RCC that is happening that evening. So they highlight all the important information in yellow to showcase and emphasize to their clients the important information, that there is a meeting happening within the day. And there will be interpreters, there will be communication accommodations provided. And at that time they send it to their clients on their e-mail lists.

The question still remains if that's enough time for them to make the appropriate accommodations to get there. If they get it first thing in the morning, that may only give them a couple of hours to get there. They may not see the e-mail in time. They may not get the information in time to attend the meeting.

Everything during this disaster moves so quickly, everything happens. And there was a lot of information coming in from everywhere. So it is easy to lose track of everything happening as it's happening. But the important information we felt we needed to get out there to the public, and what we needed to get out as much as possible was that it was important to apply with FEMA.

Another example was that FEMA shared with me that there will be four community meetings happening the same night, in different locations. So they were trying to work out logistics of where most Deaf people may go because they were trying to figure out the best places to send an interpreter, which really does depend on the number of available interpreters in that area at that moment. There might be four. It could be eight. It just started and FEMA people were just starting to come in. People didn't come in all at once from FEMA. So they're not sure how to get an interpreter and where to send them.

So they reached out to me for my advice. And honestly, I didn't know either so I contacted the regional center manager at that area, who served those counties in this area. And I asked them for advice. I said, Here's a list of places; do you know of anyone that can help? And they couldn't answer because they only knew -- they only know of consumers who use their services and attend their events but not all deaf and hard of hearing or DeafBlind people in the area come to DSDHH to receive services. So you have to think about that population.

So this was a very challenging time for us. And this wasn't the first time that this had happened. It's happened over the years and sometimes several meetings at the same time happen and it's hard to get resources at the same time. So we found ourselves in a bind trying to find communication or trying to provide communication access services.

So a regional center that serves the Southeastern Region posts public forums or public meetings every two months for the Deaf and Hard of Hearing community. It just so happens when Hurricane Matthew hit in November, they had the perfect opportunity to use that time and invite FEMA to come in to present to that group. They knew at the time, because

the meeting was set, that there would be more opportunity for outreach, outreach was better at that time. So this also allows for more time for personal interactions and an open Q&A session.

So tips for setting up a meeting is something you may want to think about setting up in your areas, in your states, could be before you set something up, I would encourage you all to find out where Deaf and Hard of Hearing events would be happening. They could be having them at Deaf clubs, or at Deaf organization meetings or it might be another Deaf event. But reach out to the coordinator to ask them if there's any possible way to include information about FEMA on the agenda. And they can make time to include FEMA and allow you to share information during that meeting or event. If that doesn't work out, you can set up another event if you need to. But the most important thing is to make sure that you have the date, time, and how long of a duration. Because everything moves so quickly, you don't want to sit on it too long because you must act within 60 days so that we can comply with the application deadline.

And it is important to book a meeting room, of course. And once you have all of those logistics worked out, create an agenda of what you want to see for the event. It could be a presentation, a booth or information session set up. And then you would invite someone from FEMA to collaborate on meeting expectations.

You work with the Disability Integration Advisor from the Joint Field Office during these preparations. The two of you will come together and discuss, for example, wanting to set up registration for the community to fill out for assistance or presentations on FEMA programs and services. You have to be specific with them because they have what they call a Speaker's Bureau Request Form. So you have to be specific about what you want and you also have to include an agenda with this request form to request the appropriate individual to provide the services that you need. That form then goes to the different cadres and the cadre coordinators review the request and send an appropriate representative from each cadre to attend these Deaf events to help them provide the specific information that's being asked for.

Also, when you're interacting with the FEMA disability integration Advisor, you talk about the communication accommodations like interpreters, realtime captioning, and assistive listening equipment. The assistive listening equipment for a group and a one-on-one interaction, which is a different kind of equipment that might be needed. FEMA will provide some equipment but may not have access to all the equipment. It just depends on equipment availability.

Sometimes if there are no specific locations, the location may happen to be having an event at the same time and may need the equipment. It's important to coordinate that information to find out who is able to provide what resources. DSDHH can help them in some ways or your agency can help them and they help you, vice versa. So those are things to consider to make sure you have communication access for your meeting.

I also wanted to show an example of communication accommodations. On the screen you see two people standing up at the front. These are individual assistance coordinators. One of them is with North Carolina. The other is with FEMA. And they are there explaining their programs and what they provide. On the right side you see a sign language interpreter. On the left is the realtime captioning. And some of the audience members have assistive listening device that they wear. And the presenter has a microphone that they wear so that the audience can pick up the sound.

And one thing I wanted to share with you, that the interpreter is a little far away from the speaker but best practices for interpreters are to stand next to the speaker. It just so happened the way logistics worked out because of the stage being elevated it made it difficult

for everyone to stand close together, plus the lighting and the way the PowerPoint was designed. It just really worked out best for the interpreter to be positioned on the right side. But as much as possible, do provide a space for the interpreter to be able to stand beside the speaker.

Before you make the announcement of these events, I would like to encourage you to also include food. Because this is a cultural thing. Deaf people really like getting together and if you feed them, they will come. It's just a cultural thing. It's not just here in North Carolina. I've seen that all over the country. Let's just say you don't have money in the budget for food. It's still ok. Just an idea for you. Get in touch with the Red Cross, partner with some other agencies in the area that could distribute food for survivors. Contact them and ask if they're willing to provide food for the event. Just an idea. And you make sure to note on the flyer that there will be food provided and that may draw more individuals.

There are different avenues to attract the public to the event. For example, the development of an announcement like a flyer, vlog or Facebook page. Again, that is extremely helpful. Vlogs are the best avenue because they are put out in sign language and you can explain what's happening in your event. You also want to allow more time for the announcement to the public, you could announce the events a couple of weeks in advance. Because keep in mind, there is that FEMA deadline you're working against. So I would try to get that out as early as possible.

The event happened in the north, happening in the north, happened two days before the deadline for FEMA registration. And the challenge we faced during that time with everything that was happening during the holidays. We had Thanksgiving in November, Christmas in December, and then we have New Year's which posed a great challenge. And we had the north meeting two days before the FEMA deadline. The Southeastern Region had more time to meet. So timing is something to keep in mind.

And the last two are very important, especially thinking about FEMA and Disability Integration Advisors attending. You ask FEMA if they're able to provide a booth, if they have disaster survivor assistance for them to apply for certain assistance. You also have to have an internet connection at the site that you are at.

So when you find a meeting room, also make sure to ask if they have an internet connection that you can use. FEMA does have a backup plan. If not, they utilize the smartphone so that they can connect with the wireless carrier for internet service. But they do want to ask which carrier has the stronger signal in that specific area. So make sure you have that information on hand so you can share that with FEMA so they can have their backup plan in place in case they don't have access to the internet. But having access to the internet will help because they fill out applications electronically.

The next few slides will give you more examples of event announcements. What you're looking at is an example of the flyer. This one is for the Southeastern Region. It did happen in November. And as I mentioned, this region has a meeting every two months. So it just so happened that this event fell on the meeting, of their November meeting. And this was held in Lumberton. And Lumberton is one of the few -- one of several cities heavily impacted with flooding. And Lumberton also has a lot of Deaf and Hard of Hearing community members.

Another city, about 30 minutes north, was also heavily impacted but was in a different county where several other Deaf people lived. So Southeastern Region asked other centers to step in and help out, to see if they could partner to hold this event because there are several

people that came in from the north that would travel to Lumberton to go to this event so they could learn about FEMA and FEMA-assisted programs.

So we had a good turnout. Like I said, this happened every two months. So people already had it standing on their calendars. And as I mentioned, they would have the disaster recovery flyers that you would fill out for people, or assistance applications you could fill out for help. And the information that they provide in the presentation is also on the flyer.

Also be specific with the name of assistance that FEMA in North Carolina will provide at that event of they will have an information booth or if there will be more time needed to be at this event so that deaf, hard of hearing and DeafBlind people have an opportunity for registering for this event.

There are a list of vlogs, American Sign Language, that you see that are posted on YouTube. The links that you see here I'm not going to be able to show you live but you are able to go to the adapresentation.org and you can go in and open my PowerPoint there. And when you open that PowerPoint, you have the option to open links that you can look at your convenience.

The list you see now are examples of resources -- excuse me, the example of events that were happening, the announcements that were happening, including FEMA.

And before I forget to share with all of you, FEMA does not host the event. They have to be invited to participate in a local or some other community event. If they are already hosting events, FEMA can tag into those but they cannot host on their own.

On the next slide, another list of vlogs in American Sign Language of FEMA-related information. And I watched these. And I kept an eye on the news of the Deaf community related to accessing this information and explained that they needed more detail to help outreach -- to help increase outreach in the Deaf and Hard of Hearing community so people would come register with FEMA for assistance. Some Deaf people didn't register with FEMA during this time because they thought that maybe the flooding was not significant but later found out that it would have been beneficial to apply with FEMA. So outreach and education is definitely needed.

On this next slide, there were FEMA representatives. Remember I talked about the different cadres and different programs provided. This list gives you a brief overview of assistance that's out there.

And that's pretty much it for my presentation. If you guys have any questions or you want to reach out to me, you can always get in touch with me anytime, call me, e-mail me. And if you have any questions, Lewis, as mentioned, will be asking all of you for questions through the chat feature. And then we will answer it then at the end of our presentation.

Thank you so much for the opportunity to speak to all of you and share my experience with Hurricane Matthew.

>> Lewis Kraus: Thank you so much, Donna. That was fabulous. And very helpful. I think people were quite interested and there are quite a few questions lined up on the technicalities of many of the details that you were giving. So we will get to those in a moment.

Now let's move on to our next presenters. First we have Vicki Bond, who is the Interpreter Outreach and Development Coordinator at the Arizona Commission for the Deaf and Hard of Hearing where she provides outreach and education to interpreters and providers working with interpreters throughout the state of Arizona. She helped to create the pilot ERIC program, ensuring that the training content and support systems created by the team would be sufficient to sustain the professionals providing access during emergency response events in

Arizona. Vicki has been an ASL/English interpreter for 13 years, having earned a Bachelor of Science degree from the University of Arizona in educational interpreting and a Master of Arts degree in interpretation from Gallaudet University.

Judy Kioski is the Administrator for the Arizona Emergency Information Network, the state's source for realtime emergency bulletins, preparedness information, and related resources. The website is the national model for emergency response agency partnerships and social media interaction. Judy has been working in emergency public information and crisis communication since 2003. Over the past 13 years, she has been responsible for coordinating a "single governmental voice" when responding to an emergency that requires state assistance and coordinates the state Joint Information System.

Norval Tyler has worked wildland fire service crews and engines with the state of Arizona, Bureau of Land Management, and the US Forest Service. He is currently the Center Manager for the Arizona Department of Forestry and Fire Management's Arizona Dispatch Center. The center is responsible for the dispatching of resources for wildland fire and all risk incidents throughout the state. The center also provides intelligence, operational and logistical support to incidents. The center mobilizes aircraft, crews, equipment, and personnel within the state and assists various federal and state agencies throughout the nation with resources.

So, I'm going to turn it over to you, Vicki and crew. You can take it from here.

>> Vicki Bond: Thank you so much, Lewis.

First, this is Vicki Bond speaking and I would like to thank you, Lewis, for the opportunity to present to you all today. What we're going to be talking about is the Emergency Response Interpreter Credentialing program which we refer to as ERIC because that is a mouthful.

To get started I'm going to talk to you about my agency, which is the Arizona Commission for the Deaf and Hard of Hearing. You can see a few statistics on our screen there. We are celebrating our 40th anniversary this year. Primarily what the commission does is outreach and education to anyone who either has a hearing loss or is impacted by hearing loss in some other way. One of the most important things that we do is to partner with other state agencies and private organizations as well, essentially with a mission to improve the quality of life for people who are deaf and hard of hearing in the state of Arizona.

So these are a few of our programs. One that we'll touch on today is American Sign Language Interpreter licensure. And then actually this program is a result of our community development mission as well as our community partnership.

The reason that the commission exists is because hearing loss is such a high incident disability. It is, to our understanding, the highest incident disability in the world, the country, and the state of Arizona. So here in Arizona we estimate 1.1 million individuals that have some level of hearing loss and approximately 20,000 who are culturally Deaf. And, of course, those individuals are protected class under the Americans with Disabilities Act.

So one of the things that we found and that we talk about in our agency is that there is actually, the 28 CFR code that prohibits public entities from requiring a person with a disability to provide their own interpreter or from relying on a minor child to act as an interpreter. This is relevant because what we were noticing in the state, particularly in emergency situations, is that family members, neighbors, friends, children, were being asked to interpret for deaf residents who were impacted by fires, floods, and other disasters in the state.

In the ADA there is a definition of qualified interpreter that is somewhat vague. Essentially it's saying that you have to be able to interpret from ASL to English and from

English to ASL using any necessary specialized vocabulary. And in the state of Arizona we also have a licensure law. In order to act as an interpreter who is compensated for their services, you have to have a license that's issued by the Commission for the Deaf and Hard of Hearing. We have three categories of licensure. The legal category is our highest, and those individuals are nationally certified and they additionally have specialized legal training to allow them to work in settings where there may be court proceedings or interactions with law enforcement, etc. Our general licensed interpreters are those who are also nationally certified. They cannot work in legal settings. And then the provisional are those not yet nationally certified. And I promise I will get to why this is all relevant in just a second here.

One of the biggest concerns for us as a commission and one of the primary reasons that we created licensure was due to liability if you use an interpreter who is not qualified. Many of our state agencies have expressed concern in the past that they just didn't know how to find a qualified interpreter, what constituted a qualified interpreter, what to do if the interpreter that they utilized did something wrong, perhaps something unethical or something illegal or really just didn't do an adequate job, what could they do in that situation. Well, without licensure there was no ramification, there was no recourse. Furthermore, what we're concerned with, particularly in emergencies, is the impact on a Deaf community member or deaf resident if they are not provided interpretations or if they are provided inadequate interpretation.

So what we did in response to the legal requirements of the ADA and licensure as well as our concerns with the impact of the community of -- if unqualified interpreters were used was to create this program, the Emergency Response Interpreter Credentialing program, ERIC, was created in response to lacks in service that we were noticing when emergencies occurred in state of Arizona. The program was created to provide training for our sign language interpreters as well as our CART providers.

And for those who may be unfamiliar, CART is Communication Access Realtime Translation. And those are individuals who type out every word of what's being said. I believe the previous presenter mentioned that as well.

So we have now a small pool of both sign language interpreters and CART providers. In addition to training those people, we needed to figure out how to get them to those emergencies in a timely manner and in an organized manner where they would be tracked like other emergency responders and they would be given the information that they needed, they would be cared for, they would have all of the resources that they needed as well.

We also wanted to make sure that those people that we were sending were of the highest quality that they had the skills that were necessary and could do the job justice. As anybody who has lived through any kind of emergency knows, it can be very scary. It's a very stressful situation and to not have access to communication or have substandard access to communication exacerbates that situation. And we certainly want to see something better than that in our communities. So we created ERIC. And we hope it's addressed all of those concerns.

At this point, I'm going to turn it over to Judy Kioski with the Department of Emergency Military Affairs as the Public Information Officer, Judy has a lot of experience with where communication is necessary in emergencies. So she's going to talk about where our interpreters and CART providers are going to be utilized.

>> Judy Kioski: Thanks, Vicki. Good afternoon.

You can see on the screen there are some of the various ways and methods that we communicate during an emergency: press conferences, social media, videos. We may conduct public meetings if there's people that have been evacuated. That's one method of communication. If shelters are open, you know, we're communicating there. And we work in reception and care centers. So this is not a complete list but this identifies some of the very common methods that we are communicating with the public.

So for instance, when we look at press conferences, the broadcaster, whatever broadcaster network should be providing the captioning on that. And if there are social media videos being used, there's captioning that should be taking place before those videos are posted. So those are just some of the different communication methods that we're looking at in order to make sure that we have that covered.

Switching gears a little bit, going to -- back to the ERIC program, when we started working together, these were the partners that came together to develop the training. And you can see we have -- we started with our county Emergency Management. So they are kind of the instrument that started this, reaching out to the state agencies, and including the Red Cross. So these are partners we work with all the time. And it just seemed like the best group to come to the table, to work on this.

>> Vicki Bond: And I just want to add to that. One of the reasons that all of these partners were so imperative to include was because of their roles in emergency response. So if we didn't have partnership within these agencies and by information of these agencies, then we could create a training program all we wanted but our providers that were now trained wouldn't be utilized unless each of these agencies saw the need for it and was willing to integrate them into their plans. So having all of these people at the table was the first step in making the program successful.

>> Judy Kioski: Great. Thanks, Vicki.

So the next step we come together is, What do we need to have in the training that's going to give the ASL and CART providers the information that they need? We want them to feel like they are part of the team. We want to make sure that they are familiar with the process so when something happens, they can quickly integrate to be part of the team.

So we talked about what emergency managers do and the role of emergency management versus the first responder. You know, because we're at a different level. So we have a different focus. We're concerned about shelters. When a disaster has occurred and there's some consequences, right, people have had to evacuate and such, that's what emergency managers are worried about. If you -- we also wanted to make sure we included a review of the National Incident Management System, which is the overarching way that we look at disasters. And this is a nationwide approach. So we're all using common language. That's very important.

The incident command system, so when the CART and ASL providers report to the various incidents, they understand that there is a chain of command where do they fall in into the command system so they have an overall understanding of where they fit in but also it helps them when they are providing their interpretation to understand that as well.

We used -- we incorporated some Community Emergency Response Team training. And that's actually training that the public can get. It's about 20 hours of training. We did a shortened course of that. The big concern on that is we want to make sure that people are prepared, their families are prepared. So if you are an ASL interpreter that you make sure that you take steps to have your family covered so you are comfortable and able to deploy.

So a little bit of training from that Community Emergency Response Team.

We included spokesperson training, which goes back to some of those communication methods that we talked about earlier. As a public information officer, I am concerned that we make sure that the message is clear but having an ASL and CART provider there when we are doing planning for what we're going to communicate to the public is really important so we can make sure that we eliminate any jargon and sometimes the double meaning that can occur with one word.

We do have within Arizona a functional needs support program. So we needed to make sure that we included some of the resources that are out there. So we wanted to cover that. The Red Cross was an important part because Red Cross is our lead for establishing shelters, so understanding how they're going to come and do that, how they're going to integrate. You know, we actually saw the equipment that they're going to use. All of that is really important to make sure that the folks that are going to be doing interpreting have the information they need.

And then for us in Arizona, we looked at four hazards specifically focused on those. There are many hazards, and we take an all-hazards approach, really. So no matter what the disaster is there are certain things that are going to happen. But these are more likely in Arizona. And it's important that we kind of took each one of these and looked at the language that an interpreter might come across that might be a little bit different.

And I'm specifically talking about that nuclear incident. So we have a nuclear power plant here. It can be complicated -- the response can be complicated as it is but I think we want to make sure that we're using clear language and it's described in a way that's understandable. So including some information about that was really important as well. You can see from all of that, that's a lot of training content. And it really took -- we design it to be a three-day course. So we could address all of those items.

So one of the things that we started doing a couple of years ago is using ASL interpreter at some of our nuclear power plant exercises. For me, this was taking -- I'd had it in my plan for a long time but we need to take the next step and that is to make sure that we have the interpreters at the exercises. So it was a great step. It helped me understand what their needs are.

And now with the development of the ERIC program, we've taken that a little bit further and have incorporated CART into the exercises as well. So that's really important. I've had this in my plans but taking that next step. So activating it, what's the real logistics process and going through that, doing it now, understanding it is going to make it so much easier than when we have a disaster.

We also learned the importance of having the ASL and CART providers in with the public information officers before we even go out to the media, before we do anything they are a partner with us in the room that way they can ask questions. They can hear the language. It just is a good partnership to understand the exact terms that are going to be used.

And now I'm going to turn it over to Norval Tyler that's going to talk about requesting resources.

>> Norval Tyler: Thanks, Judy. I'm going to speak to a couple of things today. I'm going to speak to the training qualified interpreters and how and what kind of systems would do that and how we move stuff around.

As was spoken to at the beginning, what we do is we get the right, requested, qualified resource whether that's an airplane or a driver or an ASL interpreter to the proper location in

the proper amount of time that's requested and track them from point A to B. So the initial part of that is ensuring in our system that we have the qualified people to a national standard that are going to meet the requirements of the incident or the drill or whatever that is to meet those needs.

And what we have is an incident qualification system that we put all of these in. And basically it's a software program that allows us to track all of the incident qualifications, experience, tasks; makes sure regardless the information level throughout the nation that allows the users to track and develop training needs and ensure that those qualified people are there.

Within that system we also print up these qualification cards for us. We call them Red Cards. And what it does is allow you to have this paper/document that you can take with you as you're deployed throughout the state or the country and it shows to the national standard what you're qualified to do for what job. So it's kind of like a driver's license that says I am qualified to do this where it is.

If you see at the bottom, ROSS, ROSS is the system we did. So when we were looking into this, we looked to see how can we get these interpreters moved around and it just seemed a natural marriage for us because what we do is we move people throughout the state and the country whether it's from a roadside fire or to an event as large as 9/11. We can move people throughout the country.

And this ROSS system we've been using since 1998. And it was developed through the National Wildfire Coordination Group. It's a web-based database system that allows us to move people, borrow, send, and get people -- borrow, send, and get people. It coordinates across bureaucratic line. So it puts everybody in a large pool regardless of if you're state, local, or federal. And over 400 dispatch centers currently use it throughout the state -- the United States.

And there's thousands of pieces of equipment, thousands of personnel. And in the state we already track and move everybody throughout there. So we have the system in place. So it just seemed a natural fit for us to put the ASL people into this system and allow them to be mobilized regardless if it was to help a local incident or large-scale incident to move with the same efficiency and coordination to the same standards that we move everything else.

So throughout this process, what we will do is allow the interpreters to get the request and we'll help move them around. It uses a standardized approach that has financial codes and all this process that we put in place for all of this stuff to just kind of let the marriage go in together to be able to move around.

The passbook, so when we started to develop this program, we thought, How can we make sure that we have the right qualified people to have the proper training to do this? Even as we developed this training, we do have this -- it says not NWCG approved which is just our National Wildfire Coordination Group. They set the standard for how we clearly outline, how we train people, how to ensure that you have the proper experience. You get things signed off on there.

And we just wanted to make sure that these expectations were clear to find from the subject matter experts. So we tied in with Vicki to see what she felt was interpreter. We tied in with Judy to see, you know, how can we do this. And then through our own kind of clear expectations together we developed this program that would say this person to come to respond to a wildfire. It's different than if you go to just respond or go to a courtroom. So we

kind of tailored it for this all-hazard, all-risk environment to show what you might need to do, what you're going to expect to be doing.

And some of these you get trained in a not real world setting but you can actually do this through classroom training or drills or stuff like that to develop the skillset, to know that when you do get deployed, you're a qualified person that's going to meet the expectation. And the people on the other end know what level of interpreter they're getting on that end there. In this capacity where you have people that are qualified in the position, they can sign you off. And then your supervisor actually signs off in the end saying I see you've met these qualifications, feel free to go forth and help out everybody in the field with what you can do.

And the final approval will be by the ACDHH after review of the transcripts and interpretations to ensure that the level of service that's going to be given is to the highest standard that we can do and actually operates in this all-risk environment.

This here is an example of the task book we developed. The front page, this works for anything -- we use task books from everything from a person driving a car to somebody that may be the incident commander for Katrina, 9/11, or something like that. So every position has this task book. And basically what you do is it gets initiated, and you go through the steps. People sign you off that are qualified. And by the end of the process it is clearly defined that you have met the expectations of the Subject Matter Experts in this field to be qualified to do what you do.

And this is just more that shows -- here's some of the parameters that have been shown to me. Please do this, do this. And then they're signed off it typically takes more than just one assignment. And sometimes it could take one. And sometimes it could take years, depending on the level of assignments you get to get qualified.

>> Vicki Bond: Ok. This is Vicki speaking. I would like to point out the program limitations of ERIC. It is a fledgling program. We are brand new. Our training was completed in November 2016, and we have just very recently managed to get everybody qualified and into the ROSS system. What we're doing right now is only sending our interpreters on Arizona-specific emergency and disasters.

Typically what we'll see, for example, in a wildfire situation is a responder like a firefighter going out for two weeks at a time. Our interpreters, what we're looking at right now is what is the actual need for their work, for their assistance. We think at this point it's going to be about three to five days during the peak of community outreach and communication needs. So, of course, we want those interpreters and CART providers available at community meetings. We want interpreters on screen, on camera, at press conferences. And anytime public information officers are creating video updates for social media purposes, which we're seeing a lot of now, especially on wildfires, we want to make sure that those are captioned at minimum but ideally we would like to have those interpreted as well.

So, a lot of that information, that kind of activity is happening in a very short span of time when the incident is developing, when it's at its peak and they're perhaps evacuating people or sharing information with the people who are impacted by this.

We do have a limited pool of providers right now. We've only offered the training one time. We are hoping to offer the training ongoing on an annual basis but that will be dependent upon resources. If we have a greater need in a different area, we might have to pull an interpreter out of the incident that they're on at that moment.

So as the program grows, we're hoping that all of these restrictions and limitations will no longer be a concern for us but realistically this is where we're starting given it's a fledgling

program and it's also a pilot. So we're still in the stages of figuring out what is going to be most effective and what's going to be most necessary as well.

If the ERIC program is something you're interested in duplicating in your state, there are a few takeaways that we learned from our experience developing this. The first thing is to establish the need and to convince everyone around you that it's a need. So look at what's going on in your state right now. Some states have already got some great actions -- excuse me, some great plans in place. And they are following through with those plans. Other states have great plans in place and they are not quite following through with those plans. And other states have plans that don't fully take into consideration the communication needs of Deaf and Hard of Hearing citizens. So take a look at what you have right now and go from there. If you have a great plan, excellent, I'm happy for you. Look at how that plan is being implemented and see if that's actually working.

And once you've identified that there is, indeed, a need in your state, you're going to look at the agencies that are going to be impacted by any changes that you would propose. For us, we were -- we are asking that any entity that is managing an emergency request those ASL interpreters and those CART providers for very specific things that we previously mentioned; for example, community meetings, shelter intake and registration so that if there is a need it's addressed immediately.

I bring that up because what we've seen in the past is if a Deaf resident goes to shelter, they will scramble around and try to find an interpreter. We're hoping to avoid that scrambling. We're hoping that we get interpreters and CART providers, if that's what's necessary, at the shelter when it is established so that that need can be addressed immediately. But that means that the Red Cross chapter in your state needs to be involved. And the local and statewide agencies that would be running the disaster and paying for any emergency response efforts be involved as well because their buy-in is going to be critical of.

Once you get those agencies involved -- like we've had DEMA, Department of Forestry and Fire Management because we have a lot of wildfires in our state so we knew right off the bat that a lot of our response would be around forestry and fire management. We have the Red Cross involved. We have the counties involved and also we have tribal nations that needed to be brought into the fold as well. We wanted everybody to believe that was a worthwhile effort so when the emergency was theirs to deal with, when the disaster was theirs to manage, they would utilize the resources that we were putting out there.

During that process we became aware of existing resources such as ROSS that was being used by Forestry and Fire Management that would work out really well for us so that we didn't have to reinvent the wheel. The alternative to having the interpreters in ROSS would be for me to be on call 24/7 and get a phone call that an interpreter was needed four hours north in Arizona and try to find that person. I love my job but I also like my sleep. So having ROSS available really made the program a viable program.

Once you've done that, found out what your resources are, then, of course, you're going to want to utilize those. And I've already mentioned how important ROSS was. It's important to have that centralized call-out mechanism because otherwise it's just not going to be feasible. If you say to people you have to have sign language interpreter, you have to have CART providers, maybe they'll say, ok, sure, we'll do that but if they don't know where or how to get them, you're creating a barrier that a lot of people -- that is going to prevent a lot of people from even trying to move forward. If you say you need to have this and here's how to get it, of course people are going to be much more inclined to come into compliance with that.

There has been a question as to who pays for the interpreters. The incidents pays for the interpreters. And I'm going to ask either Judy or Norval to talk briefly about what that looks like.

>> Judy Kioski: Really it's that requesting agency that's going to be the one that is paying for that. So, for instance, when we're doing trainings regarding the nuclear power plant, the funding actually comes from the nuclear power plant but it's through our agency. It could be if at my agency we're going to have a press conference, then my agency is going to pay for that. If it's a county that's having a public meeting, then they are the ones. And it can be -- you can split hairs depending on who the owner of the incident is but that's basically what it comes down to.

>> Norval Tyler: And another thing to think about when you do this is see who has the largest tentacles fiscally to touch. Because of our agreements, fiscally, with so many different agencies, we can have those already in place. So even though we have a standardized code for doing that, everything downstream is shook out because those agreements are already in place. Because a lot of times the fiscal component does catch people up and they're worried about that. So try to use some horse power of other agencies or providers that already have those agreements in place, is a takeback from my side.

>> Vicki Bond: That's all we've got. I know Lewis will moderate some Q&A; otherwise you're welcome to e-mail any of us if you've got questions specific to our areas of the project. And we're happy to assist you in whatever way we can.

Thank you for your time.

>> Lewis Kraus: Thank you, Vicki, Judy, and Norval. That was tremendous. And for all of you listening, there's a lot of information that was given in both presentations. That information, all of their slides, are there on the ADA presentations website, www.adapresentations.org. It will be in schedule today. It will be in archive tomorrow. And also the recording will be archived in there next week.

Let's get to some questions. The first question I want to direct to Donna and it relates to your e-blast and what you guys were doing with the e-blasts. The people are trying to clarify. Were you sending those via e-mail or via text or both? And if via text, do those incur charges to the end user?

>> Donna Platt: Yes, this is Donna. We just sent out e-mails. We did not send out any text messages. Each regional center already has their own list of clients with different e-mails for their consumers for any type of interest if they're interested, they can sign up for it not just for emergencies but for general community events. So that was what we utilized and sent out those notifications.

>> Lewis Kraus: Great. Thank you.

This question might be for both of you. Can you give a real world example of how you collaborate your interpreters and CART resources with the FEMA resources?

>> Vicki Bond: This is Vicki. We haven't yet had an incident where that's occurred, so hopefully Donna can give us an example of that.

>> Donna Platt: Yes, this is Donna. FEMA Disability Integration Center has interpreters contracted with them on call as a part of the FEMA staff. For CART they don't necessarily have very many. They have a limited list of resources. And each Disability Integration Services already has the equipment, like individual assistive listening devices that they have ready. So they have communication access stuff like captioning phones and, what else -- I'm trying to remember what all they had. They had video remote interpreting tablets that they used to get

ahold of a VRI agency they had a contract with for video remote interpreting if they didn't have live interpreters. But they were prepared when they got here to have that information.

But I guess the question is that it just depended on if they went to an event. Sometimes they did exhaust the resources or did not have someone available so they contracted with an agency from an outside entity to provide interpreters for their staff or the community as needed.

>> Lewis Kraus: Ok. Great. Thank you.

Next question. This is for Vicki and crew. Do you allow interpreters from outside the state to go through the training or for leadership of other agencies to sit in on the training so they can take the training back to their state?

>> Vicki Bond: The short answer is not yet. Like I said, we just started this and we did limit it to in-state interpreters only. One of the reasons for that was because we wanted to make sure that the resources we had were readily available. Because we were focusing our efforts only in the state of Arizona. So for example if we allowed interpreters from California, which we did have some requests, as a matter of fact, we would then be waiting for them to get here. We would potentially be paying a lot of extra travel costs and things like that that we just aren't prepared to do right now. So we have limited to the state.

And as far as allowing other providers or other Emergency Management Agencies to sit in and see what we do, I'm sure that we would be open to that, and future trainings, but we've only had the one training so far. I have had several phone calls from out of state asking about our content what we developed, how we developed it, and I've been more than happy to share that. So if folks have more specific questions about what that looks like and what we're doing, I'm more than happy to entertain those.

>> Norval Tyler: And I think one of the other key factors is when you go to the training and you're state of Arizona qualified in that system so it may not lateral over to another state or another agency. So we have chosen and tailored it and set our criteria for the state of Arizona to be certified. But I don't think it's a problem to share the content and the task book and how we do that so somebody could model it there. But then they would have to find out who that certifying agency would be within their state or their local area. But I think sharing the information would be great. But there's not much merit to getting an Arizona state certified if you're not going to use it in the state of Arizona I guess.

>> Lewis Kraus: And to follow up on your point about content, there was a question. Is the training on working with the Deaf and Hard of Hearing community given to emergency management partners on topics such as preferred technology, cultural competence, assistance etiquette, message languaging, etc.?

>> Vicki Bond: My agency, the Arizona Commission for the Deaf and Hard of Hearing does a lot of outreach and education. And as an agency, we offer training to first responders and any other -- literally anyone in the state of Arizona that wants training on how to effectively communicate with the Deaf and Hard of Hearing community as well as cultural sensitivity and awareness. So that's a training that's been -- that's long since been developed and available for the state. And it's considered separate from the ERIC program but it is offered on an ongoing basis.

The training that we added after ERIC was created was a short presentation, very similar to what you saw today, geared toward emergency managers and public information officers. So when there is an incident, they know how to get interpreters, why they need interpreters, and they know roughly what to do with us when we get there.

So two-fold answer in terms of general community outreach and education. We've got a lot to offer from the commission perspective but on specific to the program, we did create and we are working very hard to get that information out there as well.

>> Judy Kioski: And from the state emergency management point of view, so we really help provide Vicki the opportunity to do those presentations, whether it's quarterly Emergency Management meetings, we have a statewide Arizona Emergency Services Association. So identifying where the audience is fresh and can hear these messages and take steps to really put that into place. So we just partner to give her the opportunity to make those presentations.

>> Lewis Kraus: And sort of a follow-up to generally your program, one question was, How many interpreters and CART providers do you have ready to deploy at this point?

>> Vicki Bond: We have 11 sign language interpreters and three CART providers. So as I mentioned, it is a very small pool. And part of this initial first year of the program is going to be how necessary are they. How many incidents are they being sent on? How long are they needed to stay at those incidents? And that will help us determine how much we grow the program over the next few years.

>> Norval Tyler: And I also think the intent was to keep the initial pool small so we could ensure the quality of training and opportunities for them as much as we could get. With a larger pool, you want people to have buy-in and interest. And I think if you go too large out the gate, you're going to lose that momentum instead of starting small and trying to snowball from there.

>> Lewis Kraus: All right. That was fabulous. Thank you very much.

We realize many of you may still have questions for our speakers and apologize if you didn't get a chance to ask your questions. But you can also contact your regional ADA Center at 1-800-949-4232 if you have any questions that relate to the Americans with Disabilities Act and these presentations.

You are going to 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 make sure that our provider of our funds understands how well we are using those funds.

We want to thank all of our speakers today for sharing their time and knowledge with us. I think it was a very informative presentation from both sides. And it was actually -- I think a lot of that information will be, as I said before, available for you for looking at next week after we post the recording of the archive.

So thank you very much for attending today's session. Please note, we will not be having a webinar in April. We will not be having one in April. But we look forward to seeing you in May, on May 11, for our next session ADA National Network Learning Session: Clear and Effective Emergency Communications over Wireless Devices.

All right. Have a great rest of your day. And thank you all to the speakers.

Good day. Bye-bye.