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The Second Annual Emergency Management & Business Continuity Conference 2016, hosted by the IAEM International Council, will take place Oct. 5-6, in Dubai, United Arab Emirates. Program, speakers, and registration are available on the event site at www.emergencymanagementme.com.

Special Focus Issue: “Emergency Management & Whole Community Preparedness,” Part 2

How Stafford County Tapped into Volunteer Expertise to Enhance Whole Community Preparedness and Resiliency

By Katie Smith, Emergency Management Planner, Prince William County (Virginia) Office of Emergency Management

Recent disasters, such as Hurricane Sandy, catastrophic flooding in Texas and Colorado, and the devastating tornadoes in Moore, Oklahoma, and Joplin, Missouri, serve as ready reminders of the importance of whole community involvement in all phases of emergency management. However, even the most resilient and prepared communities face challenges to ensure that effective emergency management programs are in place.

As a result of budget constraints and staffing shortages, many jurisdictions have begun expanding their utilization of volunteers to achieve the strategic objectives and vision of whole community preparedness, response, and resiliency. By pooling resources, assets, and capabilities, communities are better able to combat budget and resource constraints for all agencies and personnel.

Utilizing Volunteers to Address Budget and Resource Constraints

Several jurisdictions are currently utilizing volunteers to effectively address these types of constraints that serve as positive case studies. These case studies can be utilized by other jurisdictions that have not traditionally relied on volunteers for their emergency management activities, or who are in need of

additional resources to increase their capabilities to prepare for, respond to, and recover from disasters.

Stafford County, Virginia, lies within 50 miles of Washington, D.C., and is part of the National Capital Region (NCR). Due to its proximity to various high-value military bases, tourist attractions, public venues and critical infrastructure, the population within Stafford County has more than tripled during the past 15 years, taxing response capabilities and necessitating the inclusion of willing volunteers in the community.

During the past five years, Stafford County has utilized volunteers to bridge the staffing and resource gap, which has resulted in significant positive impacts on the community’s resiliency and preparedness. These volunteers include organizations such as the American Red Cross, Medical Reserve Corps, volunteer fire fighters, amateur radio, volunteer search and rescue teams and, at an increasing rate, the use of Community Emergency Response Teams (CERT).

Traditional Use of CERT

The traditional use of CERT has been focused on creating neighborhood teams that can coordinate response operations in the immediate aftermath of a disaster.

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One Community's Approach to Whole Community Planning

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These volunteers have knowledge of local response operations and protocols, and provide an organized way to coordinate volunteer efforts at a very localized, neighborhood level. However, there are additional roles that CERT can fulfill if a jurisdiction focuses less on the traditional mantra and training of CERT, and more on the specific qualifications, backgrounds and expertise of the volunteers in each team.

For example, the volunteers who are being utilized and empowered in Stafford County have a variety of military, first responder, and emergency management backgrounds that are being augmented to address shortages in staffing within the county. This approach has seen significant success within the county emergency operations center, (EOC), supporting special event command post operations and logistics, and interfacing with the public through community preparedness outreach. Volunteers who have a professional emergency management background routinely fill the role of the planning section within the EOC during activations, including three snow storm events (one a federally-declared disaster), the 2012 Derecho, and other similar events. These volunteers also have assisted with writing incident action plans (IAPs) for several planned events, including county-wide Independence Day celebrations every year.

In addition, these volunteers are providing active recommendations and solutions to improving internal EOC processes through incorporating best practices and lessons learned from jurisdictions around

the country. These volunteers have proven themselves to be invaluable assets to emergency management activities in a county that has limited paid, full-time staff to fill such roles.

Other Volunteer Groups Used

In addition to CERT, other volunteer groups are used throughout Stafford County to enhance resources and free up more career staff in a growing county throughout all phases of emergency management.

- There are groups of volunteers that assist the Stafford County Sheriff's Department (SSO) with non-law enforcement duties, like traffic control and search and rescue. This allows the deputies to cover more ground during emergencies.

- Another group of volunteers work with the county's 311 public information hotline to provide citizens and residents with a single point of contact for a wide variety of information and services, which is heavily utilized during emergencies.

- A community-based police department in the county, serving more than 2,300 homes and more than 8,500 residents, utilizes volunteers to support traffic control; damage assessment; writing of emergency plans, protocols and procedures; debris removal; and many other activities, free police officers to respond to law enforcement-related calls during an emergency or disaster and reduces overall strain on the sheriff's office.

Innovative Ways to Capitalize on Untapped Skillsets

Some other potentially innovative ways to capitalize on untapped skillsets in the community can be found within integrated public and private sector partnerships that further enhance whole community preparedness and community

resiliency. It is imperative for emergency management organizations to team with local community groups, including churches, sports teams, babysitting groups, Boy Scouts, Girl Scouts, martial arts, and other non-profit organizations.

These groups can be utilized to assist with disaster response and recovery operations, including filling sandbags, assisting with child care or activities at shelters, handing out supplies at a bulk distribution site, or helping with clearing debris from affected homes and communities. The uses for volunteers during a disaster can be endless, but it requires a proactive and integrated approach to training and exercises in order to build the trust and confidence necessary to succeed.

Conclusion

Communities can effectively engage with volunteers and community organizations to fill gaps stemming from rising costs and limited resources. Other jurisdictions may find success following the example of areas like Stafford County, by tapping into the wealth of knowledge and expertise of volunteers to increase resources and overall capabilities in an effort to obtain maximum community resiliency when a disaster strikes. ▲

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...to read the rest of the articles in Part 2 of our double special focus issue on "Emergency Management & Whole Community Preparedness."

If you missed Part 1 on this topic, download the August issue of the IAEM Bulletin.

From the IAEM-USA President

Draft Key EM Issues Regarding FEMA/DHS that IAEM-USA Will Share with President-Elect

By Robie Robinson, CEM, IAEM-USA President

As the presidential race draws closer to a conclusion, I know that many of you are wondering what a new administration will mean for emergency managers. The candidates have established transition teams, and the president-elect will assign teams to departments and agencies. IAEM-USA, as the professional association representing emergency managers, is preparing a list of emergency management considerations for the use of the transition teams.

Below is a listing of some of the key issues that IAEM-USA is prepared to share regarding FEMA/DHS. Please keep in mind that if there are additional issues that you think I should have included, there is still time for you to let me know.

In addition, I would welcome your thoughts on key emergency management issues for other departments and agencies such as the National Weather Service, the Department of Health and Human Services, and the Department of Education.

Draft IAEM-USA Requests for Consideration by the IAEM-USA President-elect For FEMA/DHS (September 2, 2016)

- Nominate the Administrator of FEMA in the first round of nominees. The position is critical to the nation's ability to be prepared for a disaster that can happen any time.

- Require meaningful qualifications for the next Administrator of FEMA, in excess of those outlined in PL 109-295, the Post Katrina Emergency Management Reform

Act. In addition, senior leadership within FEMA should be experienced in emergency management. Some of the qualifications to consider for the next administrator should include:

- Demonstrated experience in comprehensive emergency management (preparedness, response, recovery and mitigation), preferably at the state or local government level.
- Ability to coordinate federal government disaster response on behalf of the President.
- Demonstrated people skills and ability to lead up and down – as well as the respect of his/her peers.
- Ability to inspire internal employees and external partners – to gain the trust and confidence of employees, other departments, Congress, and citizens at large.
- Proven ability and experience in working with political leaders.
- An excellent communicator and an innovator who is willing to consider new and exciting ways to accomplish the mission.
- A leader who views the role of FEMA as a partner with state and local stakeholders.
- Ability to tap into the physical sciences, social sciences, and other academic communities.
- The FEMA Administrator must have the authority to coordinate federal government disaster response on behalf of the President.
 - As authorized by law, the

FEMA Administrator needs to

have the elevated role as principal advisor to the President for emergency management. This is critical for effective disaster management and coordination of the entire federal government on behalf of the President. The core mission of DHS is to prevent the next terrorism attack and secure our borders. The core mission of FEMA is to deal with the consequences of all hazards, including those from a terrorist attack, should prevention fail.

- Do not create or propose a joint task force or other incident command structure (i.e. a "Principal Federal Official" or "Office of Operations Coordination") in DHS that would supplant, duplicate or conflict with the authority of the FEMA Administrator to coordinate federal disaster response on behalf of the President during Stafford Act major disasters or emergencies.

- All of the functions of the emergency management cycle (preparedness, response, recovery and mitigation) must remain intact within FEMA. Duplicate offices should not be created in other parts of DHS or other federal agencies.

- Continue to build emergency management capability at the state and local government levels by including an appropriate budget number for Emergency Management Performance Grant (EMPG) in the FY 2017 budget request. The appropriation has been \$350 million for six years and should be in-



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From the IAEM-USA President

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created. EMPG has been referred to as “the backbone” of local government emergency management. It is not a homeland security grant, and it has a 75-25 federal/ state and local cost share – requiring partnerships to be negotiated between state and local governments and the federal government.

The 2016 joint report by IAEM-USA and the National Emergency Management Association on the return on investment from EMPG is available on the [IAEM website](#).

- Focus attention on encouraging a culture of preparedness by building a nation of survivors and not victims.

- FEMA officials should continue to take advantage of access to subject matter expertise available via IAEM-USA leadership.

- We would request that priority be given to continuing the dialogue between FEMA and state and local practitioners. We also would encourage communication between the DHS Secretary and the emergency management community in both state and local governments. Consult local officials before decisions are made that impact the resiliency of our nation’s local communities and the ability of local-level emergency managers to manage effective disaster preparedness programs.

In the First 100 Days

Our recommendations for actions to be considered within the first 100 days:

- Revise HSPD 5 (Incident Command) to be in conformance with PL 109-295, the Post Katrina Emergency Management Reform Act (PKEMRA).

- Reinstatement of the Administrator of FEMA as a designated member of the President’s cabinet as needed and as provided for in PKEMRA.

- Increase capacity for the Emergency Management Institute to deliver emergency management training through its academies and also in the field. This can be accomplished by increasing the funding to allow updates of existing courses and creation of new courses to help local, state and federal emergency managers.

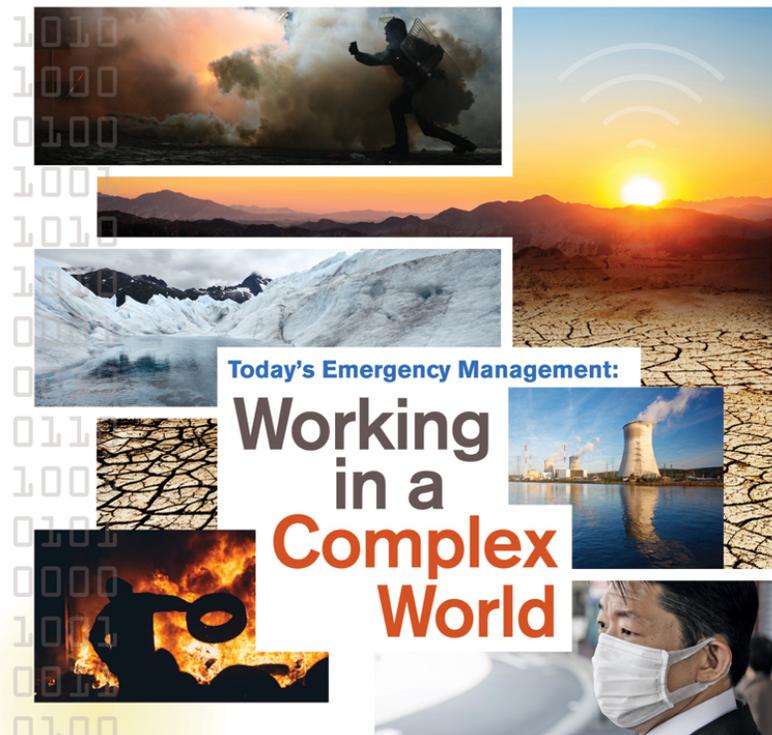
- Strengthen the expertise of FEMA staff (permanent and cadre) by recruiting emergency management practitioners and those holding appropriate professional credentials such as the Certified Emergency Manager (CEM®) designation for emergency management roles.

- Protect the use of President’s Disaster Relief Fund (DRF) for its

intended purpose of providing disaster response and recovery assistance to state, local, tribal governments, and certain private nonprofits. Do not propose or approve legislation that would amend the Robert T. Stafford Disaster Relief and Emergency Assistance Act to allow transfer of funds to other departments and agencies for federal activities, such as provisions in the Resilient Federal Forests Act which was added by the House to S. 2012.

We recognize the need for providing appropriate funding for fighting wildland fires on federal lands, but believe that funding for this purpose should be provided directly to the Departments of Interior and Agriculture, and not involve a transfer of funding from the Stafford Act. ▲

**64TH ANNUAL
IAEM CONFERENCE AND EMEX**



Savannah, Georgia • October 14-19, 2016



CEM[®] Corner

Sample Questions: Whole Community

By Daryl Lee Spiewak, CEM, TEM, MEP, Lead Trainer for the CEM[®] Commission, and Chair, IAEM-Global Communications Work Group

In a previous CEM[®] Corner article on Program Management, we discussed the concept of comprehensive and integrated emergency management, which includes all stakeholders. FEMA has coined a new term for “all stakeholders” or “partners” to make its meaning more inclusive. That term is the *Whole Community*. The basic reference for this concept is *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action* (December 2011). A free copy is available [online](#). In addition to this base document, the term is used throughout the National Planning Frameworks in lieu of “all stakeholders.” FEMA has requested IAEM adopt the Whole Community concept, and we agreed. Therefore, the CEM[®] exam has been revised to include that term. So this month we will briefly discuss the concept of the Whole Community.

Whole Community Defined

There exists a wide diversity of communities across the globe, both geographically and virtually. They include “communities of place, interest, belief, and circumstance.” According to the [FEMA website](#), the Whole Community consists of “individuals and families (including those with disabilities and others with access and functional needs), businesses, community and faith-based groups, nonprofit organizations and all levels of government.” This is truly what the term “all stakeholders” was meant to convey.

The Whole Community approach, to be effective, engages

“the full capacity of the private and nonprofit sectors, including businesses, faith-based and disability organizations, and the general public, in conjunction with the participation of local, tribal, state, territorial, and federal governmental partners.”

Whole Community Benefits

By employing the Whole Community approach to emergency management, we engage all groups and organizations to improve overall preparedness. That is, we “improve the ability of local residents to prevent, protect against, mitigate, respond to, and recover from any type of threat or hazard effectively.”

To this end, FEMA identified the benefits of the Whole Community approach to emergency management. They are:

- Shared understanding of community needs and capabilities.
- Greater empowerment and integration of resources from across the community.
- Stronger social infrastructure.
- Establishment of relationships that facilitate more effective prevention, protection, mitigation, response, and recovery activities.
- Increased individual and collective preparedness.
- Greater resiliency at both the community and national levels.

Whole Community Principles and Strategic Themes

By implementing the Whole Community approach to emergency management, we build a more resilient community and provide for more “effective emergency manage-

ment outcomes.” So according to FEMA, there are three guiding or foundational principles to the Whole Community approach to emergency management. They are:

- Understand and meet the actual needs of the whole community,
- Engage and empower all parts of the community, and
- Strengthen what works well in communities on a daily basis.

FEMA also identified six strategic themes supporting the Whole Community.

- Understand community complexity,
- Recognize community capabilities and needs,
- Foster relationships with community leaders,
- Build and maintain partnerships,
- Empower local action, and
- Leverage and strengthen social infrastructure, networks, and assets.

These six themes “represent pathways for action to implement the principles.” Emergency managers can apply these principles and themes in each of the five mission areas – prevention, protection, mitigation, response, and recovery – under the Preparedness umbrella.

The document, 23 pages long, goes into great detail on each principle and theme. Be sure to read about all of them.

FEMA IS Resources

In addition to the base document, FEMA includes the Whole Community approach to emergency

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CEM® Corner

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management in a few independent study (IS) courses. FEMA does not have an IS course dealing specifically with the Whole Community. Please review the following IS courses as you study the Whole Community approach to emergency management.

- IS-1.a Emergency Manager: An Orientation to the Position.
- IS-230d Fundamentals of Emergency Management.
- IS-235c Emergency Planning.
- IS-910.a Emergency Management Preparedness Fundamentals.

Practice Questions

For examination purposes, candidates should be familiar with the concept of the Whole Community.

Here are two core-type questions for our analysis in this article.

1. How does the emergency manager and planning team develop a better understanding of the Whole Community?

- a. Analyze past after action reports on recent community disaster events.
- b. Learn how social activity is organized on a normal basis.
- c. Review the community's land use maps.
- d. Study the predominant foreign language.

This question is asking you about a technique that will allow the emergency manager and the planning team to look at all of the members of the community. The first response of looking at old after action reports may reveal a little about decisions that were made, but it doesn't provide details of how those decisions were made and

what groups were involved. The second response of learning how the community organizes during normal times does provide details on social patterns, community leaders, points of collective organization and action, and decision-making processes, which helps define a particular community.

The third response of reviewing land use maps will describe the legal uses of various land parcels or areas. It doesn't provide much information about the community and its members. The fourth response of studying the predominant foreign language may assist with communications with a particular community group, it won't tell you much about the other groups and processes within the community.

Therefore, the correct response is **b**. See the Whole Community base document.

2. Under the Whole Community approach to emergency management, citizens and private individuals in the community have critical roles to play. Which of the following lists some of their roles in building and sustaining a secure and resilient community?

- a. Developing business continuity plans.
- b. Providing emergency shelters.
- c. Reducing hazards in and around their homes.
- d. Speaking another language.

In this question, we are asking you to recognize the role citizens and private individuals have under the Whole Community approach to emergency management. The first response is to develop business continuity plans. While this is an important role in community resilience, and it is something the Whole Community does, it is a role specific to the private sector and not individuals. The second response is

to provide emergency shelters. Although some people may provide emergency shelter to select individuals and families, it is not a role for all the citizens and private individuals in the Whole Community. This is a role of the nonprofit sector.

The third response is to reduce hazards around their home. This is certainly a role for all citizens and private individuals in the community. The fourth response is to speak another language. While speaking other languages are helpful, and governments, the private sectors, and public sectors do need to have the ability to translate their messages into the languages used by the Whole Community, it is not a defined role for citizens and private individuals.

Therefore, the only correct response is **c**. See IS 230.d.

For all examination questions, read fully the questions. Be sure you understand exactly what the question is asking of you and read each response before selecting the correct one.

In the Next CEM Corner

Next month we return to our discussion of Implementation, with a focus on Crisis Communications and Public Information. We also will analyze some practice exam questions. As usual, please send any questions you have about the examination or the certification process to me at info@iaem.com, and I will address them in future articles. ▲



IAEM in Action



IAEM International Council President His Excellency Khaled Al Mansoori was the keynote speaker at the National Security Middle East Conference & Awards, Abu Dhabi, United Arab Emirates, Aug. 29-30, 2016.

<http://www.nationalsecurityme.com/>

The IAEM International Council was represented at the National Security Middle East Conference & Awards, Abu Dhabi, United Arab Emirates, Aug. 29-30, 2016.



Vice Admiral Lt. General Awad bin Eid Al-Balawi, Director General & Chief, Royal Border Guards, Saudi Arabia (left) and IAEM International Council President H.E. Khaled Al Mansoori (right) at the National Security Middle East Conference & Awards, Abu Dhabi, UAE, Aug. 29-30, 2016.

CEM® News

Beat the End of the Year Frenzy for Recertification

AEM®s and CEM®s due to recertify this year may submit their online application at any time for review. Upcoming review dates are posted on the [IAEM website](http://www.iaem.com).

Show Off your AEM®/CEM® by Wearing your Lapel Pin at the IAEM Annual Conference

Be sure to pack your AEM® or CEM® lapel pins to wear at the IAEM Annual Conference in Savannah. If you misplaced yours, order another one *now* from the [IAEM Store](http://www.iaem.com) (under the "Special Order" section). Individuals who earned the designation this year will get their diploma and lapel pin at the IAEM-USA President's Banquet & AEM®/CEM® Awards Program.

Take Advantage of CEM® Activities at the Conference

Sunday, October 16, 2016

- **AEM®/CEM® Preparatory Course:** pre-registration and additional fee required. Details at www.iaem.com/CEM.
- **AEM®/CEM® Overview Presentation:** free with conference registration. This event will give candidates an introduction to the certification process and requirements.
- **AEM®/CEM® Consultations:** free with conference registration. Meet one-on-one with a commissioner to discuss your application and have your questions answered.
- **AEM®/CEM® Exam:** pre-registration and certification fee required.



Take advantage of this convenient opportunity to take your exam at the conference.

Tuesday, October 18, 2016

- **Navigating the Certification Online Application:** If you have questions about completing your application through the online portal, attend this session to learn how the system works. Both first-time candidates and recertification candidates are welcome.

Learn about the AEM®/CEM® credentials at www.iaem.com/CEM
Questions? Email CEMinfo@iaem.com

IAEM-USA Region 1 Co-hosted the RIEMA Annual Preparedness Conference Aug. 10-11 in Warwick, RI

The Rhode Island Emergency Management Agency (RIEMA), in conjunction with IAEM-USA Region 1, the Rhode Island Association of Emergency Managers (RIAEM), and the Community College of Rhode Island's (CCRI) Emergency Management and Homeland Security Program, hosted a two-day Annual Preparedness Conference, Aug. 10-11, 2016, at CCRI's Knight Campus in Warwick, Rhode Island.

This all-encompassing preparedness conference addressed multiple emergency management-related topics. The conference featured knowledgeable speakers, insightful training opportunities, forums in which attendees were given the chance to speak one-on-one with subject matter experts, live demonstrations, and exhibits.

"IAEM-USA Region 1 was pleased to join the Rhode Island Emergency Management Agency and the Rhode Island Emergency Management Association in co-sponsoring the conference, which brought together New England emergency management professionals who work together during times of crisis," stated IAEM-USA Region 1 President **Christian M. Lanphere, Ph.D., CEM, CCENT-P**. "It was a great opportunity for IAEM-USA members to build bridges with other emergency managers in New England. During the conference, we had approximately 450 attendees listen to great speakers and learn about ongoing challenges and ideas from other New Englanders. The conference was a great success."

IAEM CEO **Beth Armstrong, MAM, CAE**, concurred, noting, "The focus on learning from each other – and professional collaboration in general – was impressive."

"As we continue to identify changes within the environment and reflect on the increase of emergencies and disasters that impact our daily lives, one statement is evident. It's not a matter of if an emergency will happen,



From left: Beth Armstrong, MAM, CAE, IAEM CEO; keynote speaker Joe Nimmich, FEMA deputy administrator; Meghan Hughes, president, Community Colleges of Rhode Island; Andrew McGuire, BS, EMT-P, IAEM-USA Region 1 vice president; and Peter Gaynor, director, Rhode Island Emergency Management.

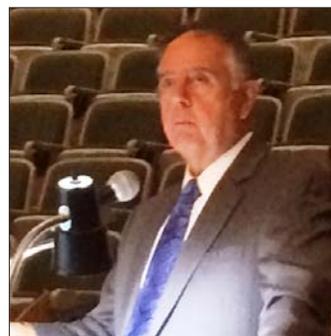
but when will an emergency will happen," said Director **Peter Gaynor**, Rhode Island Emergency Management Agency. "For this year's Annual Preparedness Conference, we focused on this concern and incorporated exhibitors, trainings and guest speakers that highlighted the importance of community preparedness, resiliency and partnership. With the help of federal and local support, private business, the community and nonprofit associations, we increase our ability and capacity to endure and overcome any and all circumstances from a disaster." ▲



ANNUAL
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#BeRhodyReady



Keynote speaker Dr. Reed Smith, chief, Arlington Fire Department, spoke about the rescue task force model that integrates emergency medical services with law enforcement response operations.



Keynote speaker Deputy FEMA Administrator Joseph Nimmich, discussed the significance of coordination and integration across all levels of government.

Conference News

Spotlight Sessions Are Back at the IAEM 2016 Annual Conference & EMEX

The IAEM Annual Conference Committee has brought back Spotlight Sessions. These extended sessions are special topic workshops and community showcases that will focus on contemporary issues. Come to these sessions to have traditional notions of response and recovery challenged. On Monday, Oct. 17, 10:30 a.m.-12:00 p.m. and on Tuesday, Oct. 18, 8:00-9:30 a.m., these 90-minute sessions will allow attendees to have more detailed conversations with the speakers and each other. The topics range from how community members, leaders, and responders, much like yourselves,

handled incidents like human trafficking, the 2011 Joplin Tornado, and active threats. There also will be sessions offered on the intersection of disaster research and practice. Dr. Brenda Phillips and Dr. Rocky Lopes, along with multiple practitioners, will address how experience and research are beneficial to planning and preparing for housing issues, adoption of change, and public health concepts and practices. Visit the [conference website](#) and search [the program](#) by tracks to see a full list of speakers and topics offered in these more interactive sessions.

Student Activities at the Conference

Sunday, Oct. 16, 8:00 a.m.-4:00 p.m.
Beach Clean-up at Tybee Beach

New this year, the IAEM-USA Student Region is sponsoring a beach clean-up at Tybee Beach. Join other students and attendees for a day of giving back to the community. Transportation will be provided. Pre-registration is required.

Sunday, Oct. 16, 11:00 a.m.-4:00 p.m.
**IAEM Student and New Professional Day:
 "Strategic Mentoring in the 21st Century"**

Activities will include a free lecture, interactive Q&A panel, and current research event, hosted by IAEM's Global Student Council (GSC) with co-sponsorship from International Network of Women in Emergency Management (inWEM). The event is intended to better prepare current students and new professionals for emergency management careers.

Both events offer students and professionals the opportunity to network and learn from each other. For more information, view our [online program](#) or the [student program page](#).

Be sure to read the feature article about the IAEM Student and New Professional Day on [page 11](#).

Behind the Scenes Tour of the Port of Savannah

Saturday, Oct. 15, 5:30-7:30 p.m.
Pre-registration required

This is your chance for an exclusive private tour of the Port of Savannah, home to the largest single-terminal container facility of its kind in North America. It is comprised of two modern, deepwater terminals: Garden City Terminal and Ocean Terminal. Together, these facilities exemplify the GPA's exacting standards of efficiency and productivity. Garden City Terminal is the fourth busiest container handling facilities in the United States, encompassing more than 1,200 acres and moving millions of tons of containerized cargo annually. [Register today](#).

Registered attendees must bring with them on the tour their valid driver's license or valid passport. Transportation will be provided to and from the Port of Savannah. Cost: \$20. Maximum participation: 50.

IAEM Spouse Program

Be sure to check out the IAEM Spouse program. This is a great opportunity to meet fellow spouses of those in the emergency management field, see old friends, make new friends, and join in on exciting exclusive trips around beautiful Savannah, Georgia. The program includes daily activities, opportunities to explore the area, and full access to all of the IAEM sessions and receptions. For more information about this fun and exciting program, please visit the [website](#). Note that conference attendees must register spouses as their guests.

Conference News

Digital Access Pass to the IAEM Annual Conference

Are you unable to attend this year's IAEM Annual Conference? If so, the IAEM Digital Pass is for you!

The digital pass will give you access to several live streams and recordings of the keynote and plenary sessions, as well as one recorded session in each spotlight and breakout session block, plus the EMvision Talks session. This represents a total of 12 learning opportunities.

In addition, those who attend the conference will have complimentary access to the digital pass, which will boost the educational benefits of attending by:

- allowing you to view *additional* sessions, not just the ones you were able to attend; and
- allowing you to review sessions you did attend after the conference.

You can watch the live stream of all of the plenary and keynote sessions plus recordings of popular sessions with the IAEM 2016 Annual Conference Digital Pass.

Don't miss this opportunity to see sessions livestreamed and recorded from the premiere emergency management event of the year – the IAEM 64th Annual Conference & EMEX.

Digital passes are available for \$89 (IAEM members), \$197 (nonmembers) and \$25 (IAEM Student members).

Register today to receive your digital pass, or register for the annual conference and receive a complimentary digital pass.

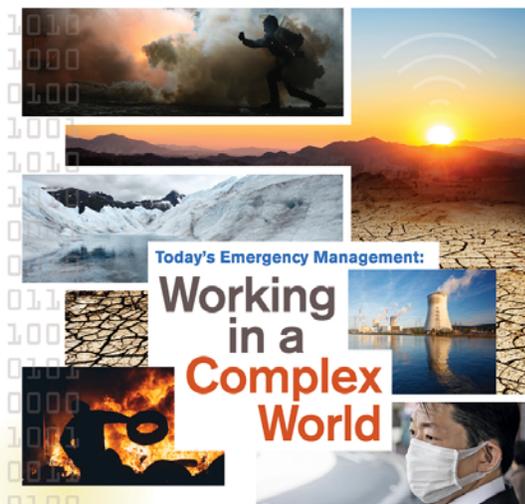
Conference attendees who register at the full or basic registration type – as well as booth personnel, IAEM-USA past presidents, speakers, students, and student scholarship recipient registrants – will receive a complimentary digital pass and do not need to separately purchase the pass.

See a list of the sessions that will be provided via the IAEM Digital Pass.

Take Advantage of Exceptional Pre-/Post-Conference Training Sessions

Maximize your educational training by adding AEM®/CEM® certification offerings and pre-/post-conference training sessions by EMI, CHDS, EMAP, and more. For a complete listing of all our training sessions, visit our [website](#).

64TH ANNUAL IAEM CONFERENCE AND EMEX



Savannah, Georgia • October 14-19, 2016



Participate in Activities at the IAEM Conference to Support the IAEM Scholarship Program

Support the future of emergency management by items to the live auction or silent auction at the 2016 IAEM Annual Conference.

www.iaem.com/Scholarships

Contact Dawn Shiley now at Shiley@iaem.com.

The IAEM Scholarship Program is highly visible at the IAEM Annual Conference, with a silent auction, basket bonanza, and a live auction being activities that many of the attendees enjoy. Bid on a variety of appealing items or services, and help IAEM to raise money for scholarships. Or donate an auction item to help in fundraising efforts.

Conference News

IAEM Annual Conference Student and New Professional Day to Focus on Strategic Mentoring in the 21st Century

By Brian Nestler, AEM, IAEM-Global Student Council Treasurer and Marketing Coordinator

The 64th IAEM Annual Conference in Savannah will mark the reappearance of a very popular event, the Student and New Professional Day. The theme of the day is “Strategic Mentoring in the 21st Century.” Taking place on Sunday, Oct. 16, 11:45-4:00 p.m., this event is brought to you by the IAEM-Global Student Council with co-sponsorship from the International Network of Women in Emergency Management (inWEM).

We have two amazing presentations and two panel discussions packed with industry leaders. We will then finish the day with several student presentations.

Role of EM at Various Levels of Government

The first panel discussion will be “The Role of Emergency Management at Various Levels of Government.” This panel will feature a variety of speakers from all levels of government and other sectors, highlighting experiences based on the integrated emergency management process, interoperability across all jurisdictions, and whole community preparedness. Speakers will offer their perspectives on the current state of the profession and give students an idea of the various career tracks.

Advice for the First Year Professional

The second panel discussion will be “Advice for the First Year Professional.” This discussion will

feature experienced practitioners from diverse emergency management areas on “what we wish we had known about emergency management when starting our careers.”

In both of these discussions, there will be ample time for students to participate in an interactive dialogue where the panel members will be able to answer questions.

Leveraging Social Media and Emerging Technology in EM and Disaster Management

The first of the two presentations will be “Leveraging Social Media and Emerging Technology in Emergency and Disaster Management,” presented by **LTC (Ret.) Wayne Bergeron, D.Sc.**, associate professor, Criminal Justice, Security and Emergency Management, University of North Alabama. Mr. Bergeron will explore how emergency managers can leverage social media and emerging technology to optimize them as tools in the tool kit in this challenging field. There is a tremendous opportunity for those entering the field to bring a familiarity of these important platforms to the position.

Addressing the Experience Gap Between Students and Professionals

The second presentation will be, “Addressing the Experience Gap Between Students and Professionals.” This presentation will be offered by **Dr. Brent Cox, DM**, assistant professor, Disaster Pre-

paredness and Emergency Management, Arkansas State University, and founder and president, Global Emergency Management Solutions, LLC. Dr. Cox will discuss how students can gain experience and why education is important for those who already have emergency management experience.

This topic was by far the number one requested topic for the IAEM-GSC Student and New Professional Day, since the balance of education and experience is something that will affect us all when we pursue employment opportunities in the field of emergency management.

Student Research Presentations

The last program of the day will be student research presentations, during which several pre-selected students will be given an opportunity to share their particular area of emergency management research. Each student will be given 10-15 minutes to make a presentation and field a few questions. This is an exciting opportunity to see what the next generation of leaders in this profession is passionate about.

If you are interested, please register for this event as part of your conference registration. When given the chance to select additional events, select the *Global Student Council Day at the IAEM AC*. The IAEM-Global Student Council, along with inWEM, look forward to seeing all students and new professionals for a great day of learning and networking. ▲

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- 11am - The role of Emergency Manager at Various Levels of Government
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- 12:30pm - Leveraging Social Media and Emerging Technology in Emergency and Disaster Management
- Break -
- 1:45pm - Addressing the Experience Gap Between Students and Professionals
- 2:30pm - Student Research Presentations

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The Emerging EM Professional

Developing the Vital Characteristics of Professionalism

“Work on your Interpersonal Skills”

By Mutryce A. Williams, New Member Coordinator, IAEM-Global Student Council

“Courtesy is sometimes imperceptible, but its absence turns out to be poignant.”

– Julita Davies

Often in our quest for success we are told that we have to work hard. The formula for success includes being knowledgeable about our field, having the qualifications to show this, continuing to build our expertise, networking, creating the right professional image, and

marketing ourselves. The focus is on getting the job.

One key ingredient that is left off of that list for acquiring professional success is the importance of interpersonal skills. Professionals have great interpersonal skills. Professionals are kind, courteous, considerate, respectful, and honest. They are team players.

Do you possess these characteristics? Have you made a concerted effort to work on these areas, just as you have worked on acquiring the

knowledge to become a professional? Have you been as vigilant in polishing your interpersonal skills as you have been in marketing yourself? ▲

The IAEM-Global Student Council is providing this regular column for the *Bulletin*. If you would like to contribute ideas or suggestions for future issues, contact Mutryce A. Williams at iaemgscwelcome@gmail.com.

Get involved in IAEM! Join an IAEM committee or caucus.

[Click here](#) to see a complete list of **IAEM Standing Committees, Caucuses, and Ad Hoc Committees**, with links to each committee’s web page. Peruse committee pages to find your area(s) of interest. Then contact the chair, and volunteer to participate in that committee’s work.



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Zika in America

By Cathy Carter Dempsey, Huntsville, Alabama

Zika is a virus spread by the bite of mosquitoes and sexually transmitted fluids or blood transfusions from humans who were infected. Emergency managers need to know more about Zika and how to limit the spread of this virus as soon as possible.

Zika is gaining a foothold in America – whether with travel-related or indigenous mosquito bites – faster than I can write this article. So emergency managers need to know how to help educate their citizens and make plans, partnership, and take prevention measures to help stop the spread of Zika. Community leaders should provide accurate information to their communities, in order to reduce illness, infant mortality, and severe birth defects.

Non Travel-Related Cases in the Americas

In recent weeks the Center for Disease Control and Prevention reported health-related news that has been anticipated for nearly a year – Zika is now spreading in locales in the United States that are not travel-related cases. During the past year, Zika infections were noted in much of South and Central America and the Caribbean to the extent that it is not unlikely that the Zika virus will become endemic to those regions by next year. One place in America has already reached epidemic Zika proportions. Puerto Rico has Zika outbreaks that are much more difficult to control, partly due to climate and poverty.

Transmission of the Virus

The Zika virus is primarily transmitted to people through the bite of an infected female mosquito

that bit another person who is infected with Zika. The biting is done by the Aedes species of mosquitoes, such as the main transmitter Aedes aegypti and the similar looking Aedes albopictus.

One grave challenge to eradicating the albopictus is that these mosquitoes can lay their eggs in places where they are able to withstand months without water and then hatch when water returns. Both species of Zika-bearing mosquitoes prefer to lay their eggs in or near standing water, so the eradication of breeding places is paramount to stopping the spread of Zika. Mosquitoes like to lay eggs in stagnant water bowls, buckets, tires, flower pots, puddles, ponds, ditches, trash containers, and kid's pools. The aggressive Aedes aegypti female has a particular taste for human blood and bites in daytime as well as at night.

"They've been applying chemicals that kill both larval mosquitoes and adult mosquitoes every day. It isn't working as well as we had hoped. That could be because some of the mosquitoes are resistant to those insecticides," said Dr. Tom Frieden, director of the Centers for Disease Control and Prevention. He continued, "It's (the Aedes aegypti mosquito) been referred to as the cockroach of mosquitoes...it lives indoors and outdoors, it can breed and hatch in a few drops of water, the eggs can last for months, and it can bite four or five people at once so it spreads disease rapidly."

What Emergency Managers Should Consider

American cities with the highest levels of travel (i.e. airports) thus far have been subjected to most of the

cases of travel-related Zika, where patients were bit by infection-bearing mosquitoes in other countries. In terms of U.S. mosquito-borne outbreaks of Zika, emergency managers should consider what are the peak summer months for the highest number of mosquitoes in their communities, and consider the climate range and bodies of water where mosquitoes thrive, to determine if they are at greater risk.

Role of Climate

Texas and Florida have mosquitoes thriving all year, and the South is particularly vulnerable because of its warm humid climate, waterways, and a natural undergrowth habitat for the mosquitoes that can transmit Zika. More Northern cities may have reduced risk as fall approaches, but it only takes the bite of one infected mosquito to spread Zika, along with the human factor of an infected person giving the disease to one another through bodily fluids. This virus is not likely to go away with one season of fighting the mosquitoes' Zika-carrying population, so preparations also must be made about what to do next year.

Role of Poverty

Poverty plays a role in the spread of the Zika virus. Poor people often cannot afford air conditioning, so they leave doors and windows open in warm or hot months, plus they may not have adequate screens on windows or doors. Financially disadvantaged people may not be able to afford personal insecticide protection for their bodies, appropriate protective clothing to cover arms and legs, mosquito netting

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Zika in America

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over sleeping areas, or insecticides for home and garden use.

Pesticide Options

In countries with Zika infections, studies showed that the best way they killed *Aedes aegypti* mosquitoes was through indoor spraying with chemicals that stick to walls, doors, and windows which kill insects that land there. Americans tend to be leery, rightfully so, of intense use of pesticides or insecticides in their homes.

Killing mosquitoes/larvae from sprayer trucks or spray dusting from low-flying aircraft is not enough to stop the spread of Zika once it is established in a community.

Another method of killing the *Aedes* species of mosquitoes, which may be more effective, is labor intensive because mosquito-control workers must use handheld chemical sprayers while also dumping standing water out of any sort of make-shift containers where the mosquitoes breed.

Trained community volunteers who use personal protective measures could assist with getting rid of debris that holds water, fill in depressions, change pet or other animal water containers frequently, and encourage residents to do the same. This would involve a lot of door-to-door interaction and possibly teaching residents how to spray or provide them with Environmental Protection Agency (EPA) registered insect repellants.

When using sunscreen, apply the sunscreen first and then the repellent. Read labels or interpret for those who cannot read, so that they understand that repellents are not to be used on babies younger than two months old.

Symptoms and Patient Outcomes

The Zika disease process itself causes illness in about one in five people who are bitten by an infected mosquito. Some people did not feel well, but not realize they had Zika because their symptoms were so mild. Common symptoms of Zika are fever, rash, red eyes from conjunctivitis, headaches, and muscle and joint pain that may last about a week. Scientists are not certain of the exact incubation time for Zika, but assume it is about a few days to a week.

Deaths are rare. The World Health Organization (WHO) estimates it is fatal about 5% of the time. Few Zika patients have required hospitalization, but the virus apparently can spread from mother to child in pregnancy or at birth. Evidence links the possibility of Zika contributing to stillbirths, miscarriages, and the birth defect called microcephaly – which means a baby’s head is smaller than normal or expected, and typically indicates that the infant’s brain will not develop normally.

Health officials are especially concerned that Zika causes greatest harm in the first trimester of pregnancy. A physician interviewed in a recent news story estimated the costs of life-long care for a baby born with microcephaly to be 1-10 million dollars per child.

An infected pregnant mother’s own immune system attacks the protective sheaths around nerve cells, which in turn may cause paralysis. This was observed by researchers in other countries who noted a suspected link between Zika patients and a surge in the rare Guillain-Barre syndrome.

“Now that we know Zika virus can be transmitted through sex (with an infected partner), this

increases our awareness campaign in educating the public about protecting themselves or others,” said Zachary Thompson, Dallas County health director. He noted, “Next to abstinence, condoms are the best prevention method against any sexually transmitted infections.”

Changing Guidelines

Guidelines with regard to Zika seem to be ever-changing, but at this time, most health advisors recommend that pregnant women or couples who desire to become pregnant should avoid travel to areas where the Zika virus is being transmitted. If people must travel to known areas of Zika, they should take protective measures for themselves and others. Men who have traveled in Zika-affected areas and who have pregnant partners should consider abstaining from sex, or correctly and consistently use condoms for the duration of the entire pregnancy (for all forms of sexual activity).

Other Mosquito Control Measures

Other than mass spraying of insecticides, some people consider using several different mosquito control measures – some of which are costly. Electrified devices (bug zappers) emit ultraviolet light to attract and then “zap” bugs with electricity. However, many other helpful species of insects are killed in that process. Also, mosquitoes are not particularly attracted to ultraviolet light, and it is estimated that generally less than 3% of the insects killed by “zappers” are mosquitoes. Other machines attract mosquitoes with Lurex or octenol scents, which are odorless to humans but attractive to bugs and trap insects without regard to

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Zika in America

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whether they are harmless or helpful.

Mosquito “dunks” are round tablets that contain bacteria harmful to mosquito larvae, and are made to dissolve in water used in ponds, fountains, bird baths, etc. Dunks are supposedly effective in preventing the hatching of mosquitoes, yet are said to be non-toxic to birds, ornamental fish, and plants. However, we should keep our pets away from the dunk-treated water – which leaves us to wonder what else does it do to other forms of wildlife?

There are relatively inexpensive mosquito-repelling citronella candles, mosquito coils, and other handy scent-producing products (such as geraniol essential oil) that repel mosquitoes.

Outdoorsmen may find modern products, such as thermacell personal repellent, which is a butane-powered device that emits

heat, and a synthetic form of permethrin called allethrin, which can repel mosquitoes up to 15 feet away.

Gadgets that attract and trap mosquitoes are too many to mention, but costs for the average person is high. There are organic, natural and chemically-based yard sprays or treatments, but for safety reasons, please keep in mind to carefully read labels for warnings, cautions, and instructions before using any of the items mentioned.

Mutant mosquitoes may be used to wipe out the mosquitoes carrying the Zika virus, and those plans were approved for use recently by the Food and Drug Administration (FDA). The mutant male *Aedes aegypti* mosquitoes were bred so that their offspring would die before they are able to reproduce, while reportedly not having negative effects on other species or significant impacts on the environment. Wolbachia is a bacterium that can be used to stop viruses such as Zika from growing in mosquitoes.

No Vaccines and No Specific Medications

There is no vaccine to prevent, or specific medications to treat Zika – only symptomatic care. Encourage citizens to notify a doctor or other health care provider if Zika symptoms appear, not only for their own health but also for the health of others. Numbers play a role in identifying needs in communities and the progression of diseases in terms of cases, outbreaks, epidemics or endemic proportions. Blood or urine tests can confirm Zika, which is helpful to protect blood supplies for transfusions and other blood products.

Conclusion

Don't wait until Zika becomes a problem in your area. Emergency managers need to act now, by teaming with partners such as Integrated Mosquito Control Management (IMM) who use a combination of methods to prevent or control mosquitoes, or Integrated Vector Management (IVM) who approach control from a mosquito biology method. It is not a good idea to attempt to educate others about a serious disease which poses risk to health and life without emergency managers first educating themselves by putting Zika at or near the top of their daily reading materials list. Emergency managers can use risk management tools, such as: identifying hazards, assessing risks, analyzing risk control measures, making control decisions, implementing risk controls, supervising, and reviewing, which will help with planning and execution of those plans. Educating the public about Zika and gathering resources – including potential team efforts among community leaders – is essential. Emergency managers can keep up with information about Zika at <http://cdc.gov/zika>. ▲

About the IAEM Bulletin

The *IAEM Bulletin*, the official newsletter of the International Association of Emergency Managers, is published monthly by IAEM to keep members abreast of association news, government actions affecting emergency management, and research and information sources.

The publication also is intended to serve as a way for emergency management colleagues to exchange information on programs and ideas.

Issues from 1999 through the present are available in the members-only [IAEM Bulletin Archives](#).

The *Bulletin* is distributed electronically via the members-only archives to emergency management officials each month, representing all levels of government, industrial, commercial, educational, military, private, non-profit and volunteer organizations.

If you haven't written an article lately, or at all, for the *IAEM Bulletin*, check out the [author's guidelines](#). The members of the IAEM Editorial Work Group know that every one of us has a story to tell.

inWEM Congratulates the 2016 International Women in Homeland Security and Emergency Management Hall of Fame Inductees

“Honoring Pioneers and Trailblazers and Transforming Our World”

By Dr. Jaqueline McBride, CEM, CPM, CVA, CRDCC

The International Network of Women in Emergency Management (inWEM) will induct two amazing women into the 6th Annual International Women in Homeland Security and Emergency Management Hall of Fame.

About the inWEM Hall of Fame

The Hall of Fame is one of inWEM's major initiatives, honoring women who are pioneers and leaders in the field of homeland security, emergency management, and business continuity in local, state, tribal, and federal governments; as well as our international communities.

Each year, inWEM honors the contributions made for the advancement of women in emergency management, homeland security, and business continuity, who have a commitment to creating a culture of preparedness for safer, resilient and sustainable diverse communities.

The 2016 Inductees

The 2016 International Women in Homeland Security and Emergency Management Hall of Fame inductees are:

- **Dr. Meloyde Batten-Mickens** (2005), the first African American female Certified Emergency Manager to serve as chief/executive director of public safety at Gallaudet University and to lead the Crisis Leadership Team. (USA)
- **Rear Admiral Mary E. Landry, USCG Retired** (2009), the first female district commander of the

Eighth Coast Guard District, in charge of operations that covered 26 states, including the Gulf of Mexico coastline from Florida to Mexico. In 2012, she became the inaugural director of incident management and preparedness at the Coast Guard's headquarters. (USA)

inWEM President Tyra Gore, CEM, commended the 2016 inductees, saying, “They are legions with extraordinary legacies.” The Hall of Fame Nominations Committee believes that these trailblazers have demonstrated keen leadership abilities through building partnerships by cooperating and collaborating with cohorts; commanding operations; and overseeing prevention and protection of life and property, public health, and the safety of critical infrastructure and facilities.

Gala Dinner and Induction Ceremonies Take Place Oct. 15

The 2016 Gala Dinner and Induction Ceremonies will be held on Saturday, Oct. 15, 2016, during the IAEM-USA 64th Annual Conference & EMEX, Westin Savannah Harbors Hotel, Savannah, Georgia.

inWEM and Hall of Fame Founder Dr. Jacqueline McBride, CEM, shared, “These dynamic women are representative of this year's Hall of Fame ceremonies' theme: “Honoring Pioneers and Trailblazers and Transforming Our World.”



Join us on Oct. 15, to salute and honor Dr. Meloyde Batten-Mickens and Rear Admiral Mary E. Landry, USCG Retired, who will join the list of 69 inductees, who have been recognized as extraordinary role models, leaders, and transformers. These women have a strong commitment to elevating the status of women and girls through promoting mentorship and sponsorship, as well as through motivating and inspiring young women who envision careers in emergency management, homeland security, and business continuity.

Learn More About the inWEM Hall of Fame

For more information about the inWEM Hall of Fame, please contact Jalarsen.inwem@gmail.com or drjmcbride.inwem@gmail.com, or visit us at <http://inwem.org/wp/inwem-hall-of-fame/>. ▲



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If you missed Part 1 of our double special focus issue on “EM & Whole Community Preparedness,” download the August issue from the IAEM Bulletin Archives.

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Questions? Contact [Karen Thompson](#), editor.

The *IAEM Bulletin* is distributed monthly to the 6,000+ members of IAEM, plus others with government and legislative roles in emergency management. It is distributed at national, regional and state emergency management conferences.

The specialists who read the *IAEM Bulletin* frequently play a key role in selecting, purchasing, and using emergency equipment, supplies, products and services.

In upcoming issues

- **The Editorial Work Group will be considering topics soon for the four 2017 special focus issues of the *IAEM Bulletin*.** If you would like to recommend a topic, please email your suggestion to Karen Thompson, editor, at Thompson@iaem.com.
- **The *IAEM Bulletin* is published monthly.** For the issues that are not built around a special focus topic, we consider emergency management related article submissions on any topic of interest to IAEM members.
 - The IAEM Editorial Work Group welcomes article submissions from members and others in **all** IAEM Councils worldwide, including the Student Council.
 - The **author’s guidelines** are [available online](#).
 - If you’re not sure that your topic is a good fit in the *IAEM Bulletin*, please [email](#) a short proposal.
 - **The IAEM Editorial Work Group invites you to contribute an article to the *IAEM Bulletin*!**

– Daryl Lee Spiewak, CEM, TEM, MEP,
IAEM Editorial Work Group Chair
– Karen Thompson, Editor

Individualized Whole Community Planning: A Case Study

By Nam LaMore, EAD & Associates, LLC, Brooklyn, New York

Whole community planning is about providing guidance, tools and resources to a community and engaging community individuals to develop an action plan to respond to a variety of emergencies. When a community adopts such an approach to emergency preparedness, individuals are more connected to their community and empowered to act for the community during and after an emergency.

Ms. Eliza Riley is a resident of Santa Clara County, California, who recently incorporated and customized personal emergency preparedness within the whole community planning framework. When Ms. Riley was in AmeriCorps, she was part of the California Safe Corps program to educate the public on personal emergency preparedness. FEMA's whole community planning



Ms. Eliza Riley reviewing the "Emergency Readiness Wheel for People with Disabilities" prior to a Whole Community Planning meeting.

was introduced well after she finished her year of community service. As an electric wheelchair user, Ms. Riley has tailored personal emergency preparedness to her needs.

"I have worked in emergency preparedness for and with people with disabilities," said Ms. Riley. "I have always been a big advocate about knowing and letting others know my personal emergency contacts. It makes such a difference to have a plan and contacts clearly laid out."

Having an Evacuation Plan and Emergency Contacts

Ms. Riley is aware of hazards and natural disasters in her region. For example, her home is located within a neighborhood with many cul-de-sac streets that may impede evacuation. However, Ms. Riley has mapped her neighborhood for routes with alleys and sound-wall openings to thoroughfares. Her emergency contacts have a copy of such a map and, in the event of evacuation and separation, they know where she is likely to be found.

Building a Personal Emergency Preparedness Kit

Ms. Riley has a personal emergency preparedness kit under her bed. Her customized personal emergency preparedness kit contains specific items for her comfort and well-being in addition to expected items, including copies of important documents, first aid kit, medications and prescriptions, and other essential items.

See checklists at www.ready.gov/kit, www.emergency.cdc.gov, and www.redcross.org.

As an electric wheelchair user,

she has items related to her mobility either on her chair or in her kit. They include the electric wheelchair's make and model number, battery voltage and charging adapter info, extra battery, and can of sealant. Though Ms. Riley's wheelchair is equipped with puncture-proof tires, the can of sealant is for others whose wheelchairs do not have puncture-proof tires. In addition to the paper copies, she has photos of her wheelchair, battery, adapter, etc., on her phone for easy identification.

An Alternate Plan to Maintain Independence

Also under the bed are her lightweight mechanical wheelchair and walker. They are backups to help Ms. Riley maintain independence if evacuated to a shelter that has a limited power source, in which instance she cannot recharge her electric wheelchair.

Unconventional Items in Preparedness Kit

Ms. Riley proudly explained that she has "some unconventional items in my preparedness kit" that are not found on any public checklists. I consider these my 'secret sauces' for getting through stressful situations like an emergency." She revealed that she has in her kit: a screw cap bottle of wine, a can of sweetened condensed milk, a bag of bitter-sweet chocolate chips, a vial of lavender essential oil, and a box of paperclips.

She rotates perishables twice a year to keep them fresh. When asked the use for a box of paperclips, she tented her fingers and calmly

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A Whole Community Approach to Emergency Management for the United States Virgin Islands

By Mutryce A. Williams Ph.D., CHPP, CAIA

Note from the Author

I pursued doctoral studies at Walden University. The area of focus was public policy administration, with a double concentration in homeland security policy and coordination and terrorism mediation and peace. The research for my doctoral studies/dissertation focused on the whole community approach concept as a means to improving emergency preparedness in the United States Virgin Islands.

My dissertation, which was recently published, was titled "A Whole Community Approach to Emergency Management for the United States Virgin Islands."

Abstract

Public-private partnerships in emergency management are widely encouraged in the academic literature, yet the government of the United States Virgin Islands (USVI) tends to view collaboration from the private sector as an

impediment to good policy. This occurs in spite of the island nation's geography that makes it susceptible to natural and human caused disasters.

Purpose of Study

The purpose of this correlational study was to use public choice theory to explore, from the perspective of potential private sector collaborators, whether sufficient support exists in the private sector to support the USVI government in emergency management efforts.

A modified version of the Mulhearn Sustainability and Community Collaboration Survey was distributed to business owners (n = 156). These data were used to determine whether a statistically significant relationship between USVI preparedness and collaborative governance exists. The results of the linear regression were significant, ($p < .001$) and suggest private sector company owners believe that collaborative governance can increase USVI preparedness.

Recommendation

The recommendation is that the USVI government and the Virgin Islands Territorial Emergency Management Agency involve the private sector in the planning, operations, and logistics of emergency management to prepare for any emergency such as natural disaster or terrorist action. The positive social change implication is based on the recommendation to the USVI government that the private sector be more involved in the planning, operations, and logistics of emergency management, thereby potentially improving emergency response in the event of a catastrophic event. ▲



Whole Community Planning: A Case Study

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said, "You clearly don't know that my middle name is 'MacGyver'!"

Serving on the Community Emergency Hub Team

Ms. Riley is an active member of her community. She considers neighborhood children part of her safety net. Immediately following a disaster, Ms. Riley is part of the

Community Emergency Hub team. The Hub is where neighbors in the impacted community can leave or pick-up messages, request or distribute supplies and services, and create a sense of calmness for the community.

"Since I know everyone in my neighborhood, it was natural for me to volunteer to the Community Emergency Hub team," said Ms. Riley. "Also, my peeps respond well to me because they know I sincerely care about each and every one of them." ▲



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Improving Resilience and Preparedness through Community-Academic Partnerships

By Meghan McPherson, MPP, CEM, Assistant Director, Center of Health Innovation, and Part-time Faculty, Emergency Management Graduate Programs, Adelphi University, Garden City, New York

As emergency managers, we know it doesn't take much water or wind to cause major problems for our communities. After an event, officials concentrate on fortifying physical assets. However, citizens and town employees within communities should be trained on strategies to build social and community resilience to complement that work. With any type of hazard, the damage to physical assets can cause cascading consequences due to the interdependencies of the critical infrastructure sectors. However, without a community preparedness layer integrated into that process, a jurisdiction is not fully prepared.

Adelphi University's Center for Health Innovation (CHI) on Long Island, New York, has focused on this issue since Fall 2011. Having personally experienced the aftermath of Superstorm Sandy, the Center developed a mechanism to increase

resilience in its wake. CHI found that in order to improve whole community preparedness and resilience, towns benefited from a guided assessment that addressed many issues, including those of the aging, those whose native language is not English, and those of all levels of socioeconomic status.

Identifying Key Processes to Increase Resiliency

Our work identified a set of key processes for increasing community-based resiliency using a whole community approach. This coordinated layer greatly enhances the ability of jurisdictions to bounce back after an event, take advantage of the benefits of systems already in place, avoid the dreaded (yet familiar) "exchanging cards at the scene" issue, and allows a neutral broker to bring about this progress.

CHI **approached** this task by offering a small set of competitive

grants to communities that were significantly impacted by recent disasters on Long Island. Applicants were required to be municipal governments and/or official first responder departments and were required to commit time to this initiative. Additionally, each applicant chosen committed to developing or implementing a municipality-wide resiliency plan as part of their participation.

During the pilot program year, two communities were selected with different populations, socioeconomic issues, topography, prior damage, hazards, and response capabilities. These grants provided modest monetary support to cover release time for municipal employees to concentrate their efforts on this project over a one-year performance period.

Self-Assessment Process to Determine Needs/Capabilities

With assistance from CHI, recipients used a guided **self-assessment** process to determine their current needs and capabilities. The self-assessments, led by each jurisdiction with their stakeholders, were completed with government and community organizations. This, in itself, was a huge breakthrough for both communities. Admittedly, they had never come together with all of the essential local stakeholders to work through the many nuances in resiliency and preparedness. This type of collaborative deliberation led to a significant amount of necessary surprises.



A day after Superstorm Sandy, Long Island, New York.
Photo: Meghan McPherson.

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Improving Resilience with Community-Academic Partnerships

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Developing Priorities

Upon completion of this assessment, those in charge of emergency management in the municipality worked with CHI staff **to develop priorities**, choosing items or initiatives that would help staff complete tasks more effectively during and after an event. We examined what issues arose during incidents in the last couple of years. With the help of graduate assistants from the MS in Emergency Management program at Adelphi University, CHI staff worked with partners to meet timelines collaboratively. There were modifications to the task list as more information was brought to light. In this portion of our project, fluidity was vital to forward motion.

With the amount of work facing emergency managers, we get consumed by one issue and the rest of the priorities fall to the wayside. In these unpredictable and turbulent times, priorities can change as local/national events and additional man-made threats occur. It is important to understand at the outset that not every concern was going to be addressed right away in the described process. However, having a true assessment and a list of needs and priorities is essential to a constantly evolving emergency management and community resiliency program. This process also provides local emergency managers with a list of needs for future budget discussions.

As an emergency manager, do you see your community in the descriptions of issues and needs listed below?

Issues

Issues that arose in the assessments included:

- need for basic continuity of operations planning (COOP).
- lack of protocols at the jurisdictional level.
- need for cross training in government positions.
- community partners with overlapping missions.
- need for more jurisdictional/community stakeholder co-training.
- overlapping jurisdictional layers of government.
- compounding storms/disaster declarations.
- entrenched turf issues.

Needs

The lists of needs for the communities included:

- basic emergency management training for staff.
- updating protocols and plans.
- developing checklists for reimbursement and management of events.
- developing a donation management program with the local Community Organization Active in Disaster (COAD).
- developing COAD priorities to supplement first responders.
- need for HAZMAT and active shooter drills.
- develop FAQ's for where citizens should go for different needs after a disaster (Who do I call if I need...).
- COOP planning at town hall.

Accomplishments

Our accomplishments over the performance period included:

- developed COOP protocols.
- redefined the local COAD from an operations perspective.
- developed and rolled out a PSA in multiple languages for preparedness in the community.

■ a citizen reference document of FAQs for needs after an event happens.

■ instructed town officials in FEMA 402-*Incident Command System (ICS) Overview for Executives and Senior Officials*.

■ developed checklists for reimbursement and management of events based on current institutional knowledge for events going forward.

■ developed the Disaster Assistance Response Triage Team (DARTT) for immediate situational awareness in the Building Inspector's Office.

■ rewrote entire Emergency Operations Plan, including updated lines of succession.

■ flip books for positions during a disaster.

Community Outreach

Finally, community outreach is essential, not only to build buy-in from citizens but also to quell fears and empower individuals. Outreach can be achieved through community-wide events and stakeholder outreach with new training. PSAs using humor, such as this one from a CHI grantee as part of their deliverables, also can be very effective. Recorded in English, it was also translated and uploaded into the two largest non-English speaking populations in the jurisdiction, Mandarin and Spanish. The video can be seen [online](#).

Grant Program Provided Tangible Outcomes

Based on all-hazard principles, this community resiliency grant program provided tangible outcomes through a process that requires dedication and a small amount of monetary support. CHI found that communities that demonstrate a dedication to

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Earthquake Themed Puzzle Room Challenges College Students to Beat the Quake

By Jenny Novak, Emergency Preparedness Manager,
California State University Northridge, Los Angeles, California

Only two miles from the epicenter of the 1994 Northridge Earthquake, California State University Northridge (CSUN) experienced heavy damages from the disaster. Despite the destruction of several campus buildings, the university was able to resume classes within weeks of the earthquake, demonstrating a high degree of resiliency. Today, many of the students who attend CSUN were not yet born in 1994, and the institutional memory of the earthquake and the ensuing resiliency is fading.

Designing an Interactive Puzzle Room Set in 1994

Puzzle rooms, also known as “escape rooms,” are live action, interactive games designed for teams to solve a series of thematic puzzles in a constrained timeframe in order to “escape the room.” These rooms are growing in popularity, with more than 2,600 escape rooms in 60 countries around the world and more than 50 currently operating in Los Angeles.

Capitalizing on this popular format to attract students, we designed a puzzle room set in February 1994, just weeks after the Northridge earthquake rocked the San Fernando Valley. This created personal relevance, as it connected students to a real incident that happened right on their own campus. To enhance realism and add a touch of fun, we decorated the room with various 90’s items, including hacky sacks, VHS tapes, floppy disks, beaded curtains, and lava lamps. Groups of students were guided back in time by a moderator using the following script:

“It is February 1994, just a couple weeks after the 6.7 magnitude earthquake struck Northridge. Your friend Julia from New York has just transferred to CSUN for the spring semester. Her father has been really nervous about the move and worried about potential aftershocks or even another quake. You have been invited over to Julia’s place to help her earthquake proof her new apartment. While Julia runs out to pick up a pizza as a thank you

for helping, you will need to secure the apartment before the next aftershock hits.”

The players then were given a note card containing their first clue, setting them off to solve a sequence of puzzles throughout the room before the earthquake hit, simulated by the earthquake early warning sound. Puzzles included:

- Locating the San Andreas fault on a map.
- Identifying the magnitude of the 1994 Northridge earthquake.
- Utilizing earthquake mitigation techniques to physically secure items in the room.
- Collecting preparedness items hidden throughout the room in order to build a kit.
- Practicing “drop, cover, and hold on” when the earthquake hit.

Moderators kept time, allowing teams nine minutes to complete as many actions as they could. Scoring rubrics were used to rank top scoring teams for grand prizes, which included a gift certificate to a local escape room, 90’s movies and music, disaster movies, and earthquake Jenga.

Improving Resilience with Community-Academic Partnerships

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preparedness and resilience activities can begin to recover on an enhanced timetable. This pilot program year provided a replicable, flexible, scalable, and sustainable model for academic-community partnerships in emergency manage-

ment to improve social resiliency in our communities. Every community will eventually face some type of hazard. Together, across disciplines and departments, we can make our communities more resilient and prepared when facing these events.

Learn More

If you are interested in learning more about the CHI Community Resiliency Grant, please contact me at mmcpherson@adelphi.edu. ▲

Incorporating Education

The puzzle room created an interactive educational experience, teaching students important preparedness concepts in a hands-on environment. However, we wanted to provide answers to questions that the game may have sparked, such as “Why do we drop, cover and hold on?” or “Why will I need a preparedness kit?” In order to facilitate a deeper understanding of these

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Earthquake Puzzle Room Challenges Students to Beat the Quake

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important concepts, participating students attended a post-game education session, presented by a CSUN geology professor who specializes in earthquakes and American Red Cross disaster preparedness outreach instructors. The educational session translated the activities from the game into concepts of earthquake science, recommended actions for what to do during a real earthquake, and how to prepare in advance to minimize damage and injury.

Having piqued their interest with the puzzle room, we wanted to connect students with community resources in order to boost social fabric within the campus community and enhance overall resilience. External partners American Red Cross and Earthquake Country Alliance joined CSUN's Police Department, CERT team, Student Health Center and Career Center to conduct informational tabling adjacent to the game. These displays provided information about local opportunities, services, and tools. Students from a general



Three students must correctly identify the San Andreas fault on the map in order to crack the code to open the toolbox.

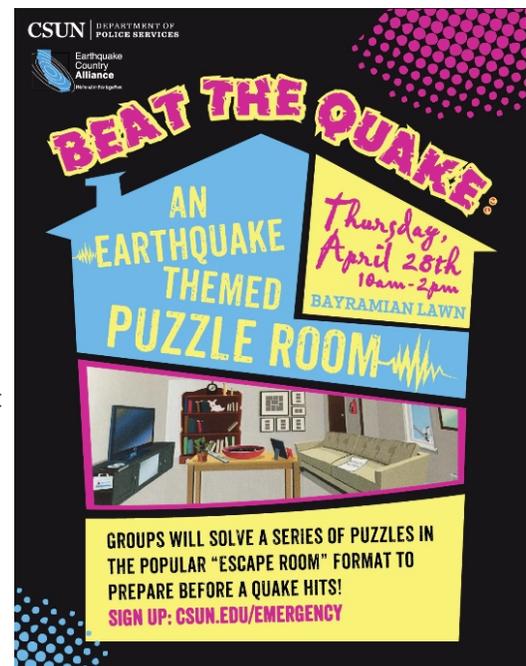
education course on earthquakes also presented their poster projects near the tables.

To further entice participation, each player was awarded a ShakeOut water bottle, a copy of the informational pamphlet *Putting Down Roots in Earthquake Country*, a mini first aid kit, and an "I Beat the Quake" neon pink slap bracelet adorned with an image of a seismogram recorded during the 1994 earthquake.

A post-event survey revealed that participants retained a high level of earthquake knowledge, with more than 98% correctly identifying the appropriate action to take during an earthquake, despite the fact that most participants had not engaged in any disaster preparedness activities before the puzzle room. All survey respondents indicated that they would like to see the Beat the Quake event held at CSUN on at least an annual basis.

The Impact of Including College Students in Whole Community Preparedness

The Beat the Quake Puzzle Room has benefited not only the students who directly participated, but also the greater campus community, as the event was showcased on social and traditional media formats through many campus channels, including the *Sundial* student newspaper. Involving CSUN students in this interactive and creative format has encouraged dialogue around the subject of earthquake



A brightly colored flyer advertised the 90's themed earthquake puzzle room.

preparedness in the campus community. While more than 113 students were directly engaged through this single day event, peripheral impacts reach far beyond campus boundaries, as participants resided in 56 distinct zip codes.

Universities are not only educational institutions, but also regional cultural hubs. While students are members of the campus community, they are concurrently members of other cities, neighborhoods, and social groups, and will bring their most memorable and impactful lessons back to their present and future home communities.

Inspiring young adults to think about natural disasters, preparedness, and resiliency while in an academic environment will have lifelong individual benefits and secondary benefits for the community, as students grow to become productive members of the workforce and can continue to implement lessons learned while attending college. ▲

Whole Community Practices and Themes Result in Preparedness and Resilient Communities

By Lynn Shipp, MA, PMP, and Dawn Skaggs, MA, National Director of Whole Community Planning & Training, BCFS Health & Human Services, Emergency Management Division, San Antonio, Texas

By looking at the specific strategic themes and principles of whole community planning, we can see how these are essential for preparedness and a strong emergency management plan. We also can see what these look like when applied to communities.

Recognize, Understand, and Meet the Actual Needs and Capabilities of the Whole Community

Planning and preparedness activities must be community-based and universally accessible. Understanding the composition of the population, such as accounting for people with disabilities, older adults, children, and others with access and functional needs, must occur at the beginning of the planning effort. Understanding and meeting actual needs through leveraging the capabilities of the whole community involves not only identifying stakeholders, but also indentifying the inherent resources in the community and the ability for these resources to meet community needs.

In one California city, the police noticed a high level of violent crime that posed a threat to residents in a particular neighborhood. In a typical policing model, the police would have assigned additional officers to patrol the neighborhood and provided residents with information. As part of an operational shift, the police took a proactive whole community approach by first engaging with the community to obtain information about the nature, frequency, and other contributing variables to the local

crimes. In a relatively short period of time, police worked with local residents to transform what had been perceived to be a narrow crime issue into a broad-based community revitalization effort. Crime decreased, residents became involved, and the neighborhood was significantly improved. This exemplifies the importance of understanding and meeting the actual needs of the community rather than perceived needs.

Engage and Empower all Parts of the Community to Local Action

Community stakeholders must participate in the planning process. The most realistic and comprehensive plans are prepared by a local, diverse planning team, including representatives from government departments and agencies, civic leaders, businesses, and organizations (e.g., civic, social, faith-based, humanitarian, educational, advocacy, professional) who are able to contribute critical perspectives and/or have a role in executing the plan. Demographic information gathered in the community profile will aid in determining who to solicit as planning team members.

Reaching out to community groups in ways that are meaningful to them (such as providing education or seeking their expertise) impacts involvement, as does attending to group culture, practices, and values. Engaging and empowering all segments of the community in preparedness planning with a focus on local resources reinforces the expectation that the members have a shared responsibility and strength-

ens the public motivation to conduct preparedness planning that reflects the community and is therefore sustainable.

The Wisconsin Center for School Youth and Citizen Preparedness created the Responding to Emergencies and Disasters with Youth (READY) Camp that teaches middle and high school students and teachers to respond to pressing needs in an emergency until additional help arrives. This program exemplifies the principle of engagement and empowerment of all parts of the community, by involving a community group that is historically not considered as a community asset.

Leverage and Strengthen Social Infrastructure, Networks, and Assets

Clearly defined mission and goals assist in the effort to identify needed resources, existing assets, and infrastructure within the community that can ultimately contribute to the goals.

Planning should anticipate the environment requiring action. Plans should be scenario-based, remembering that the demographics of the community are a key part of the scenario. Community groups, such as older adults, indigenous populations, and individuals with a disability and their families, have strong internal networks and social infrastructures that are a significant part of the local community environment. As such, planners should seek to understand the existing social infrastructure and networks to facilitate inclusive planning.

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Whole Community Practices and Themes

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Rockwall County Texas Meals on Wheels built on existing asset, networking and infrastructure to facilitate planning for older adults in their community with an Emergency Food Box program. In addition to their normal meal deliveries, older adults are provided three to five days of emergency food and instructions in advance, in the event an occurrence prevents a scheduled delivery. This planning, which is integrated into existing services, strengthens the overall program and meets the needs of the community it serves.

Foster Relationships with Community Leaders

Planning includes senior officials throughout the process to ensure both understanding and approval. The more involved decision makers are in preparedness planning, the better the products and outcomes will be. For many closed communities, the inclusion of senior officials is not only an important planning principle but is also a necessity. By creating opportunities for collaboration, equitable partnerships, and a focus on common goals, preparedness planning can benefit the emergency manager, the community leaders, and the whole community.

In Washington State, senior leaders from the City of Auburn, King County, the Muckleshoot Indian Tribe, along with elected officials, private sector corporations, and others, came together to save a heavily used public health clinic that was in danger of being closed due to budget constraints. This effort prioritized relationship building as a principle planning measure. They

convened as equal decision-making partners to focus on common interests and a goal of common benefits. By applying the concept of equitable and culturally competent relationships, they created a joint plan with coordinated resources that allowed the clinic to remain open. This increased the community capacity for both routine and emergency public health services, leading to a more resilient collective community, that included both Tribal and non-Tribal communities.

Build and Maintain Partnerships

Planning identifies tasks, allocates resources to accomplish those tasks, and establishes accountability. Preparedness planning priorities are determined in part by the priorities of the community and the resources found in the community.

This enables personnel to operate effectively as a productive team, reduces duplication of effort, and enhances the benefits of collaboration. Interacting with stakeholders on common objectives at public forums, and training and exercising together, identifies local resources that can be used both daily and in an emergency.

The Colorado Emergency Preparedness Partnership (CEPP) exemplifies the benefits of building and maintaining partnerships. It is a collaboration created by the Denver Police Foundation, Business Executives for National Security, and the Philanthropy Roundtable. As a broad coalition to implement a voluntary, all-hazards partnership between business and government, it has built trusted relationships since its inception in 2008. When not responding to a disaster, CEPP partners remain connected with their network through information bulletins and tap into their capabilities for smaller emergencies and other community needs. For

example, when the police needed a helicopter for a murder investigation, they contacted CEPP to see if there was one available. Within 30 minutes, three helicopters were offered by three different member organizations. Applying ongoing communication and collaboration efforts to daily community needs strengthens the partners, the partnerships, and the capacity of all to plan and respond to a disaster or emergency.

Understanding Community Complexity and Strengthening What Works on a Daily Basis

Preparedness planning is both a science and an art. While the science follows a logical problem-solving process, which can be learned through training and experience, the art of planning requires understanding of the dynamic human relationships, special political considerations, and the complexity of the community and situation.

Community members and community groups use problem-solving strategies daily to accomplish shared goals and objectives within their cultural values and practices. Collaborative preparedness plans that implement familiar strategies and strengthen what works on a daily basis increase the probability of success in the face of a disaster.

In the immediate hours following an earthquake in American Samoa, community leaders organized young men from each village to begin clearing debris from their local critical infrastructure, while the association of village women provided first aid, food, and water. In an attempt to mitigate damage from the impending tsunami, local leaders sounded early warning alerts in their community. This is credited

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CERT Celebrates its 30th Anniversary

By Suu-Va Tai, Director, Disaster Volunteering and Preparedness,
CaliforniaVolunteers, Sacramento, California

This year marks the 30th anniversary of the Community Emergency Response Team (CERT) program. CERT was started by the Los Angeles City Fire Department in 1986. In 1994, the Federal Emergency Management Agency (FEMA) adopted the CERT program, expanded the CERT curriculum to include all hazards, and made the program available nationwide.

Several countries also have adopted the CERT program, including Japan, Mexico, Chile, Brazil, and China. Today there are about 3,000 CERT programs worldwide. For many communities, CERT teams have become a vital part of local community preparedness.

How the CERT Program Began

The CERT program began as an idea in the Los Angeles City Fire

Whole Community Practices and Themes

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with saving the lives of an entire community. Individuals offered shelter to those who were evacuated. All of these actions demonstrate that the community, recognizing their needs and capacity, applied a culturally competent response strategy largely based on what worked daily.

Conclusion

All the examples provided illustrate that community preparedness through application of whole community principles and themes is foundational to effective emergency management and the building of resilient communities. ▲

Department in 1985. Then Assistant Fire Chief Frank Borden was given the opportunity to design and develop a program to train community volunteers to assist themselves and local emergency services during disasters. In September 1985, Assistant Fire Chief Borden visited Japan with a group of Los Angeles officials to observe their earthquake preparedness plans. In October 1985, he led a Los Angeles survey team to Mexico City to bring back lessons learned from their 8.0 earthquake earlier that year.

The two trips resulted in the following lessons learned:

- The potential for disaster exists everywhere.
- Disasters overwhelm government response.
- People want to volunteer to help.
- Volunteers can be trained to help with response.
- Response and recovery is improved.

Observations from both international experiences and past disaster history in Los Angeles were brought together in a recommendation to implement a pilot Community Emergency Response Team (CERT) program. City Councilman Hal Bernson asked Fire Chief Don Manning to develop a program that he would help sponsor in his council district. Assistant Fire Chief Borden developed a program that involved volunteer multifunctional response teams capable of performing basic fire fighting and utility control, light search and rescue, disaster medical operations, and team management. The first team of 25 people was trained in the San Fernando Valley in Los Angeles in 1986.

The CERT program grew in the City of Los Angeles through the next years, with teams from the community, business, and city government. Today more than 6,000 community members are trained annually. Soon several cities around the United States started their own CERT programs using the same basic training model.

CERT Adopted by FEMA

In 1994, FEMA adopted the CERT program, expanded the CERT curriculum to include all hazards, and made the program available nationwide.

Following the tragic events that occurred on Sept. 11, 2001, state and local government officials provided more opportunities for citizens to become an integral part of protecting the homeland and supporting local first responders. Officials agreed that the formula for ensuring a more secure and safer homeland consists of preparedness, training, and citizen involvement in supporting first responders.

In January 2002, U.S. President George W. Bush launched Citizen Corps to capture the spirit of service that emerged throughout our communities following the terrorist attack. CERT became a main cornerstone of Citizen Corps.

To ensure the growth and sustainability of the CERT program, FEMA provided several resources, including:

- A national CERT registry to ensure that CERT programs met a minimum national standard of training delivery and program management.

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CERT Celebrates its 30th Anniversary

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- Standard training materials, including an instructor guide, participant manual, and PowerPoint slides for instruction.

- CERT Train-the-Trainer course curriculum and deliveries.

- CERT program manager course curriculum and deliveries.

- An ongoing series of training webinars.

- Allowing CERT program and training costs to be eligible for Homeland Security Grant Program funding.

- CERT training manuals free of charge, printed and delivered directly to programs.

The CERT Basic Course

The standard CERT basic course educates individuals about disaster preparedness for hazards that may impact their area. Training is provided in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. Using training learned in the classroom and during exercises, CERT volunteers can assist others in their community following a disaster, when professional responders are not immediately available to help. CERT volunteers also are encouraged to support emergency response agencies by taking an active role in emergency preparedness projects.

Additional Courses

In addition to providing preparedness training to their local community, many CERT programs have developed an active volunteer cadre to assist local government and public safety agencies with disaster response. These programs have

added additional courses to their CERT curriculum for their volunteer cadre. These courses include Incident Command System (ICS), first aid/CPR, shelter operations, flood response, and many others, allowing CERT programs to focus the training efforts of volunteer cadres so they can become a vital part of their organization's emergency plan.

Supplemental Training Modules

In concert with this effort, FEMA continues to release CERT supplemental training modules. Official FEMA CERT Supplemental Training modules currently include:

- CERT Animal Response.
- CERT Emergency Communications.
- CERT Tools for Leadership Success.
- CERT Traffic and Crowd Management.
- Flood Response.
- CERT Firefighter Rehab.
- CERT Exercise Swaps.

CERT Training Resources

In addition to CERT Supplemental Training modules, FEMA has also released several CERT training resources, including:

- An online CERT course (IS-317) for those that cannot attend the full CERT course in person.
- CERT Liability Guide.
- CERT materials for teaching teens.
- CERT materials tailored for campus CERT programs.
- CERT materials tailored for private sector programs.
- CERT Annex for All Abilities.
- Drills and Exercise Guide.

Going Worldwide

FEMA has developed CERT materials in Spanish and Braille. Working with government officials from China, FEMA has created a version of the CERT program for

China. CERT programs worldwide also have translated the materials into their local languages.

Today CERT is regarded very highly by public safety agencies as an effective community preparedness training course. Thousands of fire, law, and emergency services offices around the world have CERT programs. High schools, colleges, private businesses, nonprofits, and faith communities have incorporated CERT into their organizations. CERT continues to grow and expand.

National CERT Conference

To celebrate 30 years of the CERT program, CaliforniaVolunteers (part of the Governor's office in California) partnered with FEMA, NBCUniversal Studios Hollywood, and other CERT partners to hold a National CERT Conference. The conference was held on Sept. 8-12, during National Preparedness Month, at the Sheraton Hotel in Universal City. More than 850 CERT program managers, CERT instructors, CERT volunteers, and other individuals involved in CERT were in attendance. For more information on the National CERT Conference, visit the [CaliforniaVolunteers website](#).

Learn More About CERT

For more information about the CERT program, visit the [national CERT website](#).

Find and download additional preparedness materials at [Ready.gov](#).

For more information about CaliforniaVolunteers, [visit us](#) and follow us on Twitter @CalVolunteers. ▲

Author's Note: Parts of this article were derived from the national CERT website and a document written by former Assistant Fire Chief Frank Borden on the past, present, and future of CERT.

EM Calendar

Visit www.iaem.com/calendar for details on these and other events.

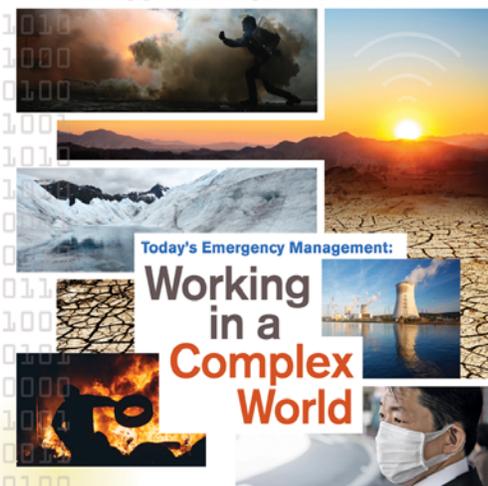
- Sept. 14-16 Kansas Emergency Management Association (KEMA) Annual Conference, Junction, KS.
- Sept. 20 3:00-4:00 p.m., DHS and IPSA Joint Webcast: "Resources and Tools for Emergency Responders."
- Sept. 22 1:00-2:00 p.m. EDT, APHL-ASCLS Webinar: "Addressing the Zika Virus Threat to the U.S. Blood Supply by Nucleic Acid Testing."
- Sept. 28 3:00-4:00 p.m. EDT, FEMA EMI Webinar: "The Role of Research in Emergency Management: Current Status and Future Directions."
- Sept. 28-29 UIA Associations Round Table: Asia-Pacific 2016, Haeundae, Busan, Korea.
- Oct. 3-7 EMS World Expo, New Orleans, LA.
- Oct. 4-6 Association of Healthcare Emergency Preparedness Professionals 2016 Annual Conference, Las Vegas, NV.

Oct. 5-6 2nd Annual Emergency Management & Business Continuity Conference 2016, co-hosted by the IAEM International Council, Dusit Thani, Dubai, United Arab Emirates, www.emergencymanagementme.com.

Oct. 11 Second Annual Crisis Management Conference, Houston, TX.

Oct. 14-19 IAEM 64th Annual Conference & EMEX Expo: "Today's Emergency Management: Working in a Complex World," Savannah, GA, www.iaemconference.info. The conference website includes information on the program, speakers, hotels, travel, sponsors, and exhibitors. Latest conference news: [pages 10-13](#).

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**REGISTER ONLINE for the
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Oct. 24-28 Nice Global Forum: International Conference on Homeland Security and Crisis Management (NGF 2016), Nice, France. **IAEM is a Partner with NGF 2016.**

Dec. 7-9 17th Annual Four Corners Emergency Management Conference: "Whole Community in Emergency Management," Branson Convention Center, Branson, MO.

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Darren Hess
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Please welcome these new members to IAEM!

New IAEM Members
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Catherine J. Pearce
 Olympia, WA

Justin S. Salus
 FPO, AP

Edward J. Taylor
 Lakewood, WA

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