

The Community Preparedness Webinar Series Presents...

Implementing a Youth Preparedness Program as You Kick Off the New School Year

September 6, 2011

Thank you to all who joined for two days with no presentation. Implementing a preparedness program as you pick up the school year. Please note that you'll simply listen to the presentation via your computer speakers. There will be a question-and-answer go after the presentation and you will use the keyboard to type in questions. To the right of the attendee list is a file share path. You may download the files by clicking on the founding and clicking save to my computer. Also note this webinar is being offered in closed captioning and we will be recording an post on the committee preparedness webpage. We will post a transcript of the presentation.

Establishing a preparedness program your organization may seem like a daunting task. This webinar will provide you with any of the resources available that can help your organization implement an effective program. This webinar will provide information on how the organization can integrate preparedness education into their program offerings. You will hear expertise from Regina Moran, for many of preparedness Director for the individual and community preparedness division. Having started the preparedness program in Washington, D.C. prior to joining FEMA, Regina Booker fight with guiding steps in building a program while utilizing the vast and ever going if preparedness network.

Now I will hand it over to Regina to start her presentation.

Thanks so much and thank you everybody for joining the webinar today. We hear FEMA has been placing the emphasis on this latest on this component robust you compare this with strategy is a school based in committee program which can be difficult. Today's webinar will cover the steps that needs to be taken when you start you preparedness program in your organization.

And great partnership with the American Red Cross and US Department of Education, we've been traveling across the country delivering and longer version of the training will be receiving today. I really strongly encourage you regularly check within was a upper workshop coming to a location near you. Note at the very least say in each of the 10 FEMA Regions within the next year. Hopefully, any stay close to you.

Of course, it is impossible for us to engage every person who may be interested in starting a youth program at the workshop script you want to offer a condensed version of the content which is what this webinar will really cover. I want to put emphasis on the fact that we are covering is very condensed. The workshops are typically six hours in the audience benefits from hearing from subject matter experts who already experienced considerable success with a preparedness program. We don't have time for it today. However to assist us, but getting as much information in as many tools as possible come I've also included a few documents for you. I shall mention to the left there's a file share path and there are three documents there. You will see the left-hand side and grabbed at the how-to guide which I believe

is the third document. Our webinar today will be skimming the surface of what the guide really delves into you. Please use this guide and tell us what you think and how we can improve as we finalize the document could not emphasize it is any draft form. We wanted to take a look at it and make sure it is the most couple because it will be handed out to practitioners like you.

I've also included a catalog to register with us already. Since there isn't enough time today to have the amazing program representatives should their insight, I strongly recommend reaching out to those highlighted in the catalog. Also as you build your own program please allow us to adhere to the catalog which has proven to be a great way for you preparedness programs to network with each other. That's probably the most beneficial resource I can offer you today is to get you to be a part of that larger networked.

I think we should get started. The webinar will work often an agenda that covers five modules and the how-to guide to our five modules as well. You'll notice if your following along, in addition to the five major topics we split up into how guide is evaluating and sustaining your program. First it is getting starting in engaging partners, the second module is identified a curriculum that works for you. If there is implementing a program. Before this promoting a program and like I said, which we put together in but the workshop ended this webinar, evaluating and sustaining a program where we talk about refinement. The first after starting a preparedness program is determine what risks Berkeley concert in your community. I'm sure as anybody from Texas on the line, wildfires might be a major issue that faces your community. Blizzards, floods, maybe a man-made disaster in some of our more urban areas. You need to consider your community's needs and their resources.

I'm going to move onto a slide it is kind of a handy dandy checklist we have within the how-to guide. I find this tool to be particularly helpful as we move onto her next of which is to establish goals for our program. I should say goals for your program. The first checklist which can be found starting on Page 10 of the how-to guide, covers what we went over before good we went over some risks. When you're completing this section, don't be afraid to get specific. As you can see to what risks are specific to your community? Some of the best programs are customized so much that the community not only feels correctly applied to the content, but a sense of ownership begins to foster. But I also like about this list is the last few questions come in to any current program to address these risks already? Committee partners? How we program the different? This is really interesting because can they potentially be partners. That is a resource. Engagement is so critical when you're at the development stage of your program. Truth be told come it is kind of critical at every stage, but a collective partnership at the beginning of the development is very appreciated by partners who will help you achieve your goal. And perhaps programs that have liked missions can be the best kind of partners.

Which is a good segue into determining your mission, vision and overall goal. When you determine your mission think about the direct benefits that will come from its presence. The vision should be a little bit more macroscopic. But with a long term impact will be? -- not just the children, that comprises existence more resilient because of your program. I note you've program empowers you but a great long-term goal is to have these children create preparedness behavior changes in their families or even in their community.

Of course we need to start talking about what kind of financial and nonfinancial resources you will need to get this program started. First year of a program really has a budget. That's very true for some of the programs, not all of the programs that have been so refined will find any of preparedness catalog which I don't know I mentioned I think it is the first one in the file share path.

When you think about resources try and get your mind away from just financial especially in the first year. You should consider volunteer help at your disposal. -- that's where those organizations with similar missions might be helpful. Probably the best resources at your disposal is the network of programs that have already created programs that are youth prepared a space and willing to share handouts, contents and other advice. I've been in and around you can preparedness up for almost the entirety of my career and people who are doing these programs are very helpful, very willing to share. I want you to have to reinvent the wheel. Also consider using the results they've achieved to strength any branch proposals you may write for. Remember at this point in a preparedness were not just selling you're own particular program but you're actually selling you preparedness in general is a real contribution to overall preparedness strategy for a city or locality. Please don't forget your government partners. I'm sure some are on here. They may help as trainers and guide content and possibly partner financially and open you up to grant money. Citizen Corps counseling in your committee should also know by your program from the very beginning that they can definitely help you out.

We talked about engagement already, but I wanted to make sure will he do in the right direction so you can get as much support as possible. Engagement is an interesting term, isn't it? People think of it in many different ways. Once you secure their interest then you have to identify their level of commitment and when it is appropriate you finally get to put them to work. Giving partners a role in respective responsibilities builds a sense of ownership. They can help build more interest or leverage their own partnerships. In school-based and anything having to do with kids, school systems are engaging principles or schools. Some community based organizations have already done that and they might be able to help you get by him. They can also enhance the content. That's good.

I love this chart which is also in the how-to guide. This is a chart on potential partners. If your following along with the guide, this chart I believe begins on Page 15. It might be 16. As you can see this as just a start and it is definitely not the end and they are going to be certain localities that don't do Sallie have this kind of her presentation. The types of organizations can include business and industries are you looking at private sector there. Communication and media organizations that will help with promotional stuff. Not-for-profit organizations and if there is going to be one chunk that I would push for you to engage with from the very beginning it is these groups.

Public interest groups, obviously the Red Cross would fall in here. Healthcare providers, in the world of potential pandemic, there's a lot of organizations that in agencies that are looking to push a preventative disease transmission message and can help with content.

Local government agencies, these are your friends and partners. They have community preparedness goals as well and might be able to help you especially with Security trainers and content. Workforce groups to push a message or education groups. I hope that you found that checklist as useful as I do.

And that we've got you started and we have partners interested in helping us, it will behoove us to identify a curriculum work very as components of a curriculum that it is in achieving the goal set. What you think about delivery, what age group do you see for your audience? There are pluses and minuses to any group. Trust me. Elementary school aged audiences are easy to excite and they are more prone to communicate that excitement to their parents and guardians. But we were saying earlier with messages and mission, that's kind of important because we don't want it to end with the kids, we wanted to get back to the parents and families, maybe even the communities. Put them up against a middle school students who cannot engage in more meaningful and content driven training, but they are not going to be as excited as a second grader. Anybody who works with middle schoolers know that moodiness can be a [Indiscernible]. There are team to develop their behavioral traits, but some of the programs are good towards them are very rich, very fallible, very training base. This pluses and minuses to all of those different groups and you will see in a catalog there is not one age group that is really ask -- more than another. Going back to the risks you've listed out consider having classes and modules were short presentations that directly address those risks. Children respond well to specific steps and processes. This research out there and you should rely on the research that already exist as studying these behaviors but I like to plug the last of the file share any file share path, is the youth to the forefront review, the second one in that pod. I think this is a good its resource we have because it studies youth behavior and gives tips on delivering you preparedness programming from a behavior standpoint for kids. It is a really good read. So hopefully you take advantage of that. When we are talking about being specific I'd love for you to take a second and think back to stop, drop and roll. It is very specific. There's also considerable research out there that suggest the kids feel real anxiety about emergencies and disasters. The content you provide them so long as it doesn't come off. You see, LED that anxieties addressing something that they are already thinking about is really important. Keeping a cloud over it doesn't necessarily help.

You also need to determine who is best to deliver the content or the curriculum. Is it a teacher? I'd also suggest leveraging a first responder partnerships you've already made. You might find a school resource officers which is a cadre of officers usually found in most city police departments or firehouses are eager to enhance -- engage in community programs that don't deal with enforcement. Maybe they will want to declare for the program. They might have community preparedness goals similar to yours. That might be helpful.

I want to touch on 508 compliant that Morley do in the right direction towards getting more information about it because inclusion is very important. When you're using existing material is or developing supplemental materials and exercises, designed them to be accessible to everyone including youth and adults with access and functional needs. For more information on providing access to individuals with disabilities and for general information on accessibility guidelines, I included three links. The first is a Section 504 handbook. The second one is for guidance on creating Section 508 complaint online materials. You can refer to the second link which is the electronic information technology accessibility standard. Then the last is for further information on Emergency Management and compliance with the Americans with disabilities Act. You can go to the Citizen Corps community preparedness webinar which is a part of this larger community preparedness webinar series that we are putting on. You're on one

right now and that's the last link. Moving on from 508 compliant's, there's no reason to reinvent the wheel. By tapping a program that best picture program is very important. There's some hard and fast rules that you tweak it without losing the fundamental learning needs of the youth. I did want to take a little bit of time to go over some of the do's and don'ts about adapting materials.

The first when I talk about adapting materials on talking about sampling from existing curriculum or programs so they remain customizable but don't lose their overall meaning. These are almost all of our programs if not all of our programs listed in the youth catalog adhere to this and I want to make sure as you're sampling to adapt to your community that you don't lose the overall dues and don'ts about adapting materials or just program in general for youth group you can find more -- getting into this. We have ensure your materials our audience appropriate. This is really important when you're determining who your audience is. Make sure they are age-appropriate as well. Avoid using scare tactics or negative messaging. There's a joke within our larger Emergency Management failed to exploit the fear. While it sometimes and make something more relevant it is not necessarily very helpful. For kids. We really want to give them specific steps and we want to address anxiety they already feel without making it worse.

Use positive messaging and empower children to act in an emergency and create a team mentality. If there's one thread that is woven within all of the programs within the youth catalog and through some of our most successful programs come it is that team mentality. Kids want to collect their part of something bigger. Want to adapt the length of the session that is comparable with the attention span of your audience. That is speaking to age-appropriate as well. If it is school-based, make sure each session fits within a typical class period. It will help for teachers and make your principles happy. You will want to align the curriculum with state standards of learning if you're program is school based. I wish I could hear you guys because I'm sure there was a collective groan of air. It is very difficult because state standards are not as you read, they are not national standards but rather state standards that provide or put extra pressure on a lot of our school partners when we are delivering a curriculum like this. However, I view this one as an opportunity to reach out to and really fully engage the education Department within your city or locality or whatever community that you are working in. From the very beginning, they can help you reach those standards. That's to the next point, work with educators and you're state Department of Education to see how your curriculum can support standards. I should also mention that most of the programs within the youth preparedness catalog at least do not interrupt state standards. Some of them even already a line and adhere to them. We would love to connect you with the right program once your ready to get started.

You want to keep children engaged by incorporating a variety that today's including opportunities for hands-on participation into your curriculum. Keep them moving. That's all we are saying they are. Make it fun. School-based programs you want to create a scalable curriculum so that can be flexibility to work within teachers schedules but the school day, the school calendar. My biggest suggestion with this bullet is to really create a relationship with your principals and teachers. And make sure that you don't have a program that so hard and fast that you cannot have been afloat with their needs and where they are.

The last is to consider what you would include any train the trainer session and incorporate them into your timeline. When you are really getting into the implementation, you run the -- you want to think about how you're going -- but however you train the trainer is how it is quite to be delivered. I would say here make sure that trainers are not just be just another concept also know what it is like to work with kids and note their needs and know their issues. What kind of fear they might have feared what kind of behavioral issues you might have been a classroom. Obviously, anybody who has stood in front of 50 some odd kids come it can be tough. You sometimes are putting out fires more than you are delivering content could especially if you're utilizing your first responders as trainers or people who are not traditionally in front of children come it is important to include that into the trainee trainer.

Here's the more things with adapting your materials. This is more like a checklist and you can find this in a how-to guide again. When your finishing adapting it to want to ask yourself these questions before organizing your first class. Really be honest with yourself. Are your materials audience appropriate? Is the message positive, empowering? Are you getting get something to do during the emergency? Is the length of each session appropriate for your audience? You want to think about attention span. Isn't school-based? Doesn't fit within a class period? What about the state standards of learning? Does it not interrupt standards that teachers have to face every single day? Either activities? Are they found? What would you want to be in this class? Those are important things. I know we talked about format already, but I want to be a good representation of you preparedness program without mentioning at least a few of the great programs that already are out there.

We have some in school time like -- in school time programs like step that's been in North Korea's -- northeast Region of the country but is expanding everywhere which it can be adjusted to the needs and ability of the school.

There are school-based programs like Commander ready in a sea that provide training and teaching time to its students. Her programs. Afterschool programs are looking for educational programs and several are listed in the youth catalog mostly with Boys and Girls Club. The ready program and others that have been adopted by afterschool programs. You can have community-based programs that have - alternative to school time programs. I'd also consider trying to tie your program into a larger national program like masters of disasters, and insert them it ties you immediately to a support network and perhaps even resources anything you don't have to necessarily come up with content on your own. He really is a program in a box. Be sure to customize it though.

I have some listed, the Red Cross is a great partner of ours and the larger you preparedness initiative. I should mention there or disaster patch programs within the Boy Scouts and Girl Scouts. Time to your local troop or encouraging the adoption of a disaster patch would be a cool idea. If I had any Girl Scout representatives on the line or connection to them, there's a webinar coming up toward the end of the month specifically geared towards Girl Scout troops. It will highlight the patches ready for the taking with any Girl Scouts already.

There are web-based programs and they are an awesome way to include interactive games and have well-known characters like the Sesame Street and the presented material for you. That's always a fun

alternative. So let's switch gears a little bit. I know that the webinar format is tougher -- tougher interaction, it is not near impossible but I think some activity is in order and we are talking about you to stuff anyway, it is supposed to be fun. I'd love for you to imagine you have a program and engage the partners in the cited on the content. All of your ducks are in a row. Now you need to get your school and parents and students which is hysterically hard. There is only stakeholders in any programs involving youth in each of their own concerns, worries and opinions but I like to tell you that once you get one token of support you're done, but that is not the case at all. To that and I'd like you to have your mind on the hypothetical program. It is awesome. It addresses the risks of your town, you can envision the kids carrying -- turn for the instructor and making plans with their parents. It is the dream. At least my dream. I meet stop right there because selling this program happens before all of the cheering and beautiful family preparedness bonding time. Imagine writing a letter to apparent, a teacher, the principal or maybe a business partner in the private sector or superintendent of a larger school system. What are their concerns? How can you get them to share your dream? You need to think about this before you step foot in a class. They may tell you it is not just one letter, you have to customize like we are customizing the content for a certain age, you have to customize your pitch to the stakeholder. There are so many stakeholders.

Our next activity or our collective dreamtime will be one that if I can hear you I'm sure I would hear quite a bit of groaning. I want to take a second and talk about budget. The first-year budget is allegedly easier because I'm a much harder and they probably won't have any money. We talk about that first year. How can you utilize your volunteers, nonfinancial resources, how can you get first year of data so you can become more competitive. But then think about the five-year budget. When you get to this point it helps to establish as many potential workarounds as you can. Your partners can help you of course strategic planning and budgeting, strategic planning and budgeting is a science. It is an industry at this point. But knowing when you're -- where your program is going and how it may grow can potentially be the possibility of sink or swim. You have to really think about growth potential and note that having a program not grow is bad. But having a program grow beyond your means is equally pretty devastating to a program.

That was supposed to be a lot more fun of a graphic, it was supposed to shake, but that's okay. This is because when we have this in person, it is my favorite activity is this what good am I to think about the first day of your program. I'm going to straight Murphy's Law on you until you tried out every possible thing that could go wrong, small to be. I'm not kidding to get first class I ever put on I showed up and at the doors to the school were locked. We had to have it outside. One time a fireman who are delivering the program had to be for a fire. I was going to have to step in there and take over. That's to say that flexibility is very important when your implementing these programs. When you get to the point where you're developing your program into good about implementation and you get to this activity, even though it is fun, and funny, trust me, things are going to go wrong. Especially when your dealing with kids. The potential for little hiccups is very possible.

Our next section is on promoting your program. This is always an interesting judgment interesting section to deliver to practice just because I believe it is against your collective nature to brag. By promoting your program is so important to garner interest, build community support, create a profile

that will feature programs growth. You have to think about who you're promotional strategy is going to have. More importantly, who do you want it to hit. Do you need community back in? To the private sector dollars? Be on the private sector dollars and community backing, probably a multifaceted approach. Once you determine that, post your message to outlets that make sense for your audience. Keep in mind several outlets, let's say social media, word-of-mouth, even blogging to local papers were online blogs. It is effective and here's the key, it is free. Promotion is a section where the partnerships it made many slides ago will calm in clutch. Let them help you push the praise you burned. -- and an indication goes a long way. Invite the press if you are ready. Invite community members. However, to see for themselves the great learning that's result of your program. Be sure to use projects that kids make to help you. Either hang them up if they are making family plans that are hand drawn. Make sure that whoever you invite to see them Sallie they can actually see there are activities with kids really focusing in on this and the kids find important. Who's going to turn their head away from a cute kid holding a family preparedness plan? I'm not.

The best thing you can do for your programs in terms of promotion is rooted in data. That shows and indicates its value.

Evaluating -- an opportunity to be heard. Include your program and overall he preparedness research and most important come assist you in refining your program could I really think that's an important word is refined. My not going to be changing your program especially your mission, your vision but some of your goals may change. Based on the data you have end of the most important thing is the delivery of the content can change and your interaction with your partners can change and be refined. You're not changing your program, you molding it into something that's the most effective form. The data you collect will paint a picture to your boss. Two funders, to your field, whether it be community management on the committee based organization. It also identifies your gaps. This is an important thing. To take a piece of humble pie and see what's missing. And make those changes. Probably the most important thing I can tell you guys that I feel like I see from a practitioner level is Data is collected and the intention to refined is fair, but from a practitioner level we don't have a lot of time to actually go through and analyze the data. Make sure with the Maritime and whether it be a year-long timeline for a five-year plan, that considerable amount of attention is put on refining and analyzing data. And then refining your program. It will make everything better, trust me.

When you are evaluating the most important thing that you can really ask yourself is what you need to know. What are you unsure of? Are these the best train is? Or the kids responding to the content? Has there been any behavior changes as a result of a class or a semester or year long implementation of your program? Or the principles satisfied? How about the parents? Are they getting access to the information that the kids are getting? Your goals should be SMART so specific, measurable, appropriate, realistic and a timeframe. I'm sure anybody who's done anything with organizational development, this is an old hat, the SMART goals. They hold true for you preparedness implementation as well. The questions can be framed within the SMART parameters so go back to them. Are these the best train is? Are the kids responding to the content? Your goals have to fall in line with those SMART parameters. You have types of evaluation and -- will include each. Just to skim over them I do want to get too much into them, but formative evaluation takes a look at the building blocks of your program creation. Are the fundamentals

they are? Was engagement at the beginning level at the starting stages of the development of the program? Did it work? The strategic partnerships they are? You also cannot get process evaluation which is your ongoing evaluation. Constant interaction and surveys and pre-and post test with all the stakeholders, the students, the community-based organizations, your partners, your teachers. And outcome and impact evaluation examines if you are actually achieving our mission and envisioned respectively. Outcome and impact vision. You're taking a look at I'm doing it, these kids are going through it, but am I actually achieving my mission. Their mission is never going to be that 50 kids go through each year you've preparedness program, but rather that generations of future adults are prepared. Our families are more prepared as result of the program. An evaluation that is at -- upcoming impact is a really examining whether or not at least on your way to achieving that. If your following along there's an awesome chart come it starts on Page 32 of the how-to guide. It tells into this substantively, but we are running -- I don't think we are running short time but I don't want to go to much into this, but the how-to guide actually has a really great section on this type of evaluation.

Reaching out to a sample that represents each type of stakeholder is best. It doesn't have to be everybody, but every person should be represented if that makes sense. A sample of students, principals, family members, community members and the like. It doesn't have to be everyone, but everyone should be represented in some sort of a way within all of your evaluations. If you're at the stages of having a small program and you're first year should be pretty scaled down, that might be an opportunity to hear from everybody. I will say I find a group of people missed the most are your partners. How do you think the program could be better because they are third-party but they are invested. That is a really critical relationship. When you really think about the honesty that can come from that, but sort of a measure of support in the same vein. The type of assessment tool should change based on the stakeholder. Is it students we are looking for like knowledge growth, we're looking for an attitude, behavior change. Pre-and post test can help with that. Surveys. And the parents we are looking for family behavior change. Or access to information, has that been increased as result of your program? And a teacher and principal as we are looking for satisfaction. Are you going to have us back next year or not? You are looking at different things. As you're creating your program and evaluation tools, put a heavy emphasis on -- this could be several different types of evaluation geared and customized toward a very good audience. Of course, qualitative and quantitative data to different but equally important picture. Qualitative data I'm sure I'm preaching to the choir, but you're talking about attitudes, beliefs, insight, thinking behavior changes. I will give you an example. When we were putting on our first year of a program I worked in prior, we had the program in both basic and great and fifth-grade classrooms. While the pre-and post test indicated both groups of kids of different ages were learning about the same amount, the trainers really indicated that the second graders were just so much more excited about the program and wanting to be engaged and it seemed to be more beneficial to them. Since we only had the resources and means to be in one of the classrooms in the future years, we opted to go with the second grade classrooms and that was based on evaluation and feedback we heard from the principal and trainers, but based on the attitudes and views of the students. That's example of qualitative data. There are many other ones. [Indiscernible] of course, quantitative is you're looking at your numbers. They can be measured. The most important thing when you're doing quantitative analysis is to actually make a baseline. I will admit the first classroom that I was ever in I give them a

test at the end of the five week of training that we've are giving them. I think they came out at like an 85% and the kids know 85% of the content. The teacher for the classroom we were in gave me a pat on the back and he said was that 855 weeks ago? I had no idea. That's not important thing to remember is make sure you have a baseline, something to grow from. Of course, quantitative data is going to be helpful when you're applying for grants or tried to make a case for self with the private sector and getting not just interest but also even resources. Quantitative data cannot be argued. Don't overlook it. Qualitative data will come very easily with these preparedness program, quantitative can come easily but you have to really make sure you are analyzing the data in the way we were talking before.

If it is done well and continuously your program will grow, it will expand and you will get the support needed for sustainability. It will also refund program to its maximum effectiveness. You will get the buy-in euchre looking for. When you're refining your program, we talk a lot about refinement, but devise recommendations for refining program materials. Administrative practices, that is to say making partnerships. Implementation strategy. Is the -- maybe you treat the training, maybe you tweak the days, maybe how long the classroom time is. And also promotion tactics. Evaluate every module we went through today because we are on our fifth now, evaluates it. And also evaluate how you are evaluating. Don't get -- to hear the term process by analysis, don't go overboard, but don't think anything is hard and fast. Everything needs to stay flexible could want to consider holding a strategy session to define steps moving forward and pilot test any changes with your program. When you hold the strategy session, those partners you have any beginning make sure they are still a part of the evaluation tactics as well. Whenever you have the strategic refinement, make sure they are part of it.

We have an activity that we you at the workshop during this section. I thought it would take a sick and go over it. Imagine you are hoping to expand an existing used to.

A preparedness program in your committee. I hope you do these activities when your building your program. Even given it times out with City Councilman to attempt into investment program. If you're creating some talking points to the policymakers, you have five minutes, what's included in their? How can you have been increased funding for your program? Or start funding a program? What kind of key data whether it be quantitative or qualitative will be included? Consider the internal, external audiences. Who else is hearing the message? Who else might be strategic audience that you want to touch on? Referred to your pre-and post test templates. Also connect it with some of the qualitative data that you've already drawn interest from the kids. Maybe it is even just soundbites from parents or even the kids themselves.

Enclosing them I want to talk about I've listed out three major immediate steps to take coming from this training. The first is to please look at the how-to guide. I hope most of you have downloaded it already because I skimmed the surface. It goes much deeper than I have time for. I also want you to please tell me what you think about it. Even what you think about this webinar. I'm going to be deferring it again in a much longer format at the regional workshops and I want to make sure it is in its best format. The most important thing is to hear feedback because it is still in its draft form of the how-to guide so please let me hear your comments about it. I'm going to put up my contact information on the next slide. The second step is as you start this process, know that you already have a partner. I'm

here for you, FEMA is here for you, we are ready to connect you with the assistance you need and I promise the best thing I can offer is a connection to these programs that have already have success. And the last is please take one minute and put your mouth over the National Preparedness Month widget which is in the middle of the screen. Please sign up to be a coalition member for national preparedness month and I share most of you know this, but we are in national preparedness month, September is. And at this month showcases all the amazing work as we do as a larger pervert and his team. When he could promote the stuff that both use lead and youth serving organizations are doing around preparedness. You will also be immediately connected to this team and there are so many things available to you as a coalition member. Even if it means you miss out on making a address you can find it online and click on this now and sign up to be a coalition member. Those are my three takeaways.

This is my contact information here. I want to hear back from you. Please don't hesitate to reach out and I'm happy to take any questions you might have. I'm going to go back to the national preparedness month coalition member Senate page so it is there for you guys. I'd like for you to sign up for it. I think it is a really available resource. I want to thank Sean and everybody for giving me the time to speak today.

I'd be happy to take any questions.

Thanks a lot Regina. He weighed the question and answer period works is you put your question into the chat pod, press enter and we will post it and we will have Regina answer it.

Feel free to type something in.

Do you want me to address how do we get the how-to guide? Been an Mac. I was posting that.

The how-to guide is a draft form still. But you can download it from this webinar or you can even only later. I'd love to get your feedback about it that way. I should also mention anybody who goes to one of our workshops gets a draft of it. I'm not sure what area you are in, but you're [Indiscernible] council representative should have a draft of it already. I'm happy to send it out directly. There's a lot of transparency with it.

Is there a general repository available or we could share outreach materials that can be incorporated into youth outreach programs quite.

That is funny you mention that. It is coming your way very soon. I should say right now we are working very diligently with the ready team at the ready.gov and also we are melting our Citizen Corps resources together. To have a larger network of each preparedness resources. It wouldn't just be exclusive to just youth programming, but also be valuable information for practitioners, teachers, principals, school administrators, parents. Also the children themselves. That's the dream. We are working in a general information. To get information in the future about our progress towards that, I would really recommend you sign up to be a part of the children's working group. As you go to FEMA .-dot club -- FEMA -- said some core.gov and click on each preparedness, the first link is the site to get you to send it

to be a member of that children's working through. I send out probably maybe two or three times a month I will send out a quick bulletin about our progress towards goals like that.

The next question is from Leonard. The question is what is the workshop scheduled? And that there's roughly one workshop in each of the FEMA Regions per month. When we get to the holidays it is maybe going to be a little bit more dicey. The one that is scheduled next is September 30. It is in New Orleans. That's our FEMA Region six. October is going to be in FEMA Region nine, more than likely somewhere in, California. And then late November into December its judgment on sir, that's October, November is going to be in the Region seven. The Kansas City area. We will be in each of the Regions and if you are interested and not just attending the workshop but giving us advice on where we should have them, let us know. Let me hear back from you.

My door is open.

Another question on the board says from Catherine certs. I came in late will this be available if I'd check in later? I think she's talking about the entire presentation.

That's a good question. I think that one is for me. The presentation will be recorded. The recording will be posted at www.citizencorps.gov and you will be able to get it by clicking on the webinar library. It will be in the archive. I can post that website here soon. Right now, I'm about to post the website for the children's working group sign-up.

Another question from Deanna. Since each preparedness is in draft form, can it be shared?

Yes. Absolutely. When we say it is in draft form it means we are going to be refining it until it is in its final form. It just might hope we would get much feedback as possible. But your welcome to share it. I should tell you that literally as we are going to this webinar at one point you may have heard my voice gets because I got the final -- the most recent edits to the how-to guide. We have a quick turnaround, within the next month we are hoping to get it finalized. But wanted to get as much feedback as possible because it will be an evergreen document from here on out.

Thank you. Another question or a comment from Karen is another potential resource for funding is the local optimist club -- club.

Just wanted to follow-up, I know you said there's a meeting on September 14, shoot me an e-mail and I will get you the most updated. But I'd be happy for you to send it out. That will be fine. That would be great.

I think we have time for one or two more. This question on the board asks what can you suggest for high school units?

I imagine we are talking about the help occupation students of American? My best suggestion for those units is twofold. First of all, high school students probably most naturally fit in with team circuit best because of the age range. I'd also suggest utilizing were taking a look and see how active the medical reserve Corps is. A lot of them have lower age limits. Based on expertise and interest and maturity and

stuff like that. Those are my two biggest suggestions. My third one is I don't want to call it a dream, but ideally I think that health topics need to have better coverage within all of our youth preparedness programs. Through the medical reserve Corps group through a tedious and organizations like HOSA, I'd like to make sure that work together to make sure that disease transmission and information that's age-appropriate about pandemic are included in existing resources. I would say building partnerships with existing preparedness programs is also an option.

It looks like a lot of the other comments are just saying good job. To prove that, I will say you guys did a great job. Any other closing comments Regina or Sean?

I would just say put a national preparedness month, becoming a coalition member is great and sending that to be a part of the children's working group and please be in touch with me. I will respond to all e-mails and I'm so happy for all of the feedback.

Okay, thank you very much for everyone participating in today's webinar. I'm going to slide over to the polls so if you can just take a second and I'm going to open these up. And answer a few questions for us. It helps us get some metrics down for who all attended the webinar. Once again, thank you very much. I'm going to leave the polls open for a little bit longer. Probably about 10 to 15 minutes and then close up. If there's nothing else, I think that's it.