REPORT OF THE ASHSC EDUCATION AND OUTREACH COMMITTEE

September 20, 2007

Robert Hicks
SUMMARY OF PRESENTATION

• Mission of the Education and Outreach Committee
  – Statutory directives
  – ASHSC Charter provisions
• Tools and Strategies for PDM Education
• “Niche” of the ASHSC E & O Committee
• Inventory of Potential Deliverables
EDUCATION AND OUTREACH COMMITTEE STRATEGIC PLAN

- Need for a mission statement
- Need to identify educational strategies
- Need to identify educational goals
- Need to define deliverables
- Need to set timelines for development of deliverables
- Need to set timeframes for completion of deliverables
DEVELOPING A MISSION STATEMENT

• Begin by defining and delimiting powers and authority of ASHSC
• Review ASHSC Charter for “education and outreach” goals and objectives
• Analyze and distinguish “education and outreach” from other ASHSC functions
• Meet as a committee to craft a mission statement
STATUTORY AUTHORITY OF ASHSC BY RELATIONSHIP

- Governor
- Governor and Legislature
- State Agencies
- State and Local Agencies
- Public and Private Sectors
- General Powers (no addressees)
STATUTORY AUTHORITY OF ASHSC BY RELATIONSHIP

• Governor
  – Recommend issuance of formal **seismic hazard** notifications when appropriate

• Governor and Legislature

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ASHSC CHARTER PROVISIONS FOR EDUCATION & OUTREACH

• Mission
  – Advise the public and private sectors on approaches for mitigating seismic risks
  – Make recommendations to Governor and Legislature for reducing state’s vulnerability to seismic risks
  – Act in advisory capacity to all
  – Recommend studies and programs that will mitigate seismic risks
  – “Recommend and participate in programs that will disseminate information to government agencies and the public.”
  – Support efforts to address the issues related to seismic risks
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• **Success Factors and Measures of Success**
  – Advocate seismic risk mitigation
    • Provide advocacy
    • Create opportunities
    • Become familiar with current programs
    • Develop stakeholder support
  – Advocate public outreach programs
    • Encourage social environment of acceptance of risk mitigation
    • Examine existing programs
    • Be available for presentations
  – Promote seismic hazard identification
    • Promote improved monitoring
    • Promote identification, mapping and characterizing seismic sources and induced hazards
  – Facilitate partnerships for seismic risk reduction
    • Identify potential partners
    • Become involved with public and private entities addressing ASHSC goals
TENTATIVE CONCLUSIONS:

- Committee “Mission” founded in seismic risk mitigation, not immediate response
- Committee “Mission” founded in both partnering and initiating programs
- Committee “Mission” founded in facilitating other entities as well as generating new materials
- Committee “Mission” founded in the non-technical community
- Committee “Mission” will have only limited focus on ASHSC relationships with Governor, Legislature or State Agencies
- Committee “Mission” more likely to be found in ASHSC relationships with local governments and lay public
  - Public and private sector relationships, local government relationships and general powers in statute
  - Charter provisions for recommending and participating in programs that result in disseminating information
- Committee Meeting necessary for more detailed development of Education and Outreach Mission Statement
TOOLS AND STRATEGIES FOR PUBLIC EDUCATION

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• Goal: change people’s behavior by
  – Raising questions [positing problems]
  – Offering fairly simple answers [how to solve it]
  – Have authorities to reinforce the message
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  – Binary perceptions: It will happen/it won’t happen
  – Continuous, credible probability estimates “may” inspire questioning and fact-finding
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• “Perceived risk does not contribute directly to taking action.” You must teach to the personal and social characteristics of the audience
  – Formal education
  – Age group
  – Family connections
  – Gender
  – Prior disaster experience
  – Cultural background
CONCLUSIONS:
EFFECTIVE PUBLIC EDUCATION

• Explain complicated phenomena in non-technical terms
• Information should come from various credible sources
• Repeat consistent information in many different media
  – Written material for reference is most desirable
  – TV/radio is only “somewhat effective”
• Information should tell people what to do before, during and after earthquake or tsunami
• Peer discussions help belief and action
DEVELOPING EDUCATION-AND-OUTREACH
“DELIVERABLES”

What is the appropriate “niche” for ASHSC Education and Outreach?
DEVELOPING “DELIVERABLES”

- What is the appropriate “niche” for ASHSC Education and Outreach?
- Given: Other agencies/institutions have produced large quantity of quality, credible EQ educational materials, e.g.,
  - DHS&EM
  - WC/ATWC
  - DGGS
  - UAF-GI
  - AEIC
  - USGS
  - Red Cross
DEVELOPING “DELIVERABLES”

• What is the appropriate “niche” for ASHSC Education and Outreach?
• Given: Other agencies/institutions have produced large quantity of quality, credible EQ educational materials.
• Focus on Pre-Disaster Mitigation (“PDM”) or “seismic hazard mitigation” per AS 44.37.069(4)
DEVELOPING “DELIVERABLES”

• What is the appropriate “niche” for ASHSC Education and Outreach?

• Given: Other agencies/institutions have produced large quantity of quality, credible EQ educational materials.

• Focus on PDM or Seismic Hazard Mitigation
  – Define “Seismic Hazard Mitigation” to determine where others already have educational materials and programs
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  – *Facilitating* implementation of Response-Preparedness messages of other agencies/institutions
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  – Define “Seismic Hazard Mitigation” to determine where others already have educational materials and programs
  – *Facilitating* implementation of Response-Preparedness messages of other agencies/institutions
  – Develop quality, credible earthquake and tsunami educational materials and programs in areas of “seismic hazard mitigation” not already targeted by other agencies and institutions
DEVELOPING “DELIVERABLES”

• “Individual Preparedness” is the area of PDM or ASHSC-mandated “seismic hazard mitigation” where others have already developed credible educational materials and programs that focus on:
  – Assess site for faults, settlement, slide, shake, tsunami potential
  – Develop EQ/Tsunami disaster “Plan” for home, school, work
  – Cache EQ/Tsunami disaster supply kit
  – Secure, anchor and support equipment, furniture and objects
  – Determine structural resistance and safety of home, school, workplace
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• Two elements extend beyond “Individual Preparedness” and may not even be within abilities of lay persons:
  – Assess site for faults, settlement, slide, shake, tsunami potential
  – Determine structural resistance and safety of home, school, workplace
DEVELOPING “DELIVERABLES”

• “seismic hazard mitigation” or “mitigation” means [in statute] activities that prevent or alleviate harmful effects of seismic hazards to persons and property including:
  – Identification and evaluation of seismic hazards
  – Assessment of risks
  – Implementation of measures to reduce potential losses before a damaging event occurs
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• “seismic hazard” means an earthquake-induced geologic condition that is a potential danger to life and property. “Geologic condition” includes strong ground shaking, landslide, avalanche, liquefaction, tsunami inundation, fault displacement and subsidence. “Tsunami” means a large ocean wave produced by an earthquake, landslide, or volcanic eruption.
DEVELOPING “DELIVERABLES”

• Focus on “seismic hazard mitigation” or “mitigation,” meaning, activities that prevent or alleviate harmful effects of seismic hazards to persons and property including
  – Identification and evaluation of seismic hazards
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• Where, “seismic hazard” means an earthquake-induced geologic condition that is a potential danger to life and property. “Geologic condition” includes strong ground shaking, landslide, avalanche, liquefaction, tsunami inundation, fault displacement and subsidence. “Tsunami” means a large ocean wave produced by an earthquake, landslide, or volcanic eruption.
• But exclude some elements of “Individual Preparedness” where others have already developed credible educational materials and programs that focus on:
  – Develop EQ/Tsunami disaster “Plan” for home, school, work
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• And do not exclude
  – Assess site for faults, settlement, slide, shake, tsunami potential
  – Determine structural resistance and safety of home, school, workplace

• Relationship to ASHSC Stakeholders For Education and Outreach
  – Public and Private Sectors
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  – General Powers (no addressees)
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POTENTIAL DELIVERABLES TO STAKEHOLDERS

• RE Legislature and Governor
  – ASHSC Annual Report
  – Program of continuous (monthly?), encapsulated information to legislators and governor

• Caveat: clear funding and policy communiqués through DNR and Governor’s Office
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• RE State and Local Agencies
  – Draft and provide model EQ/TSU ordinances for land use planning, zoning, building codes
  – Develop working relationships with LEPA and LEPCs
  – Encourage dormant LEPCs to become active commissions
POTENTIAL DELIVERABLES TO PUBLIC AND PRIVATE SECTOR

• ASHSC Website and links (continue to develop)
• Promote public support for adoption of model earthquake-tsunami ordinances
• Facilitate public education with existing materials
  – AMEREF insert
  – AEIC/ATEP K-12 science curriculum
  – Pamphlet racks in libraries and city halls; tourist locations and CoFC
• Speakers Bureau: facilitate presentations and programs for
  – local public,
  – local elected officials,
  – local government and school administrators,
  – school children
• Program of regular, continuous dissemination of information
  – Press releases re public readiness
  – Legislators re technical and policy needs
• Packages Shelved for Opportunistic Event, distributed pro-actively
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- Packages Shelved for Opportunistic Event, distributed pro-actively
  - Model legislation
  - Model ordinances
  - Media education
  - Directory of seismic experts
  - Directory of speakers
SUMMARY AND CONCLUSIONS

• The ASHSC Education and Outreach Committee needs a mission statement
  – Focus on seismic hazard mitigation
  – Incorporate partnering and facilitating as well as initiating and generating programs
  – Target primarily lay non-technical community
SUMMARY AND CONCLUSIONS

• Effective public education requires
  – Non-technical terminology
  – Variety of credible sources
  – Consistent and continuous stream of information
  – Peer discussions
SUMMARY AND CONCLUSIONS

• The “niche” of the ASHSC Education and Outreach Committee is
  – Facilitating dissemination of rich supply of existing materials and programs
  – Generating materials and programs that are not focused on individual preparedness
SUMMARY AND CONCLUSIONS

• The target audiences of the ASHSC Education and Outreach Committee are primarily
  – Local governmental units and local agencies
  – The non-technical private sector
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• “Deliverables” described here need to be
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  – Assigned to responsible committee members
  – Given timelines
  – Assigned deadlines
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