EARTHQUAKE ENGINEERING RESEARCH INSTITUTE

SCHOOL EARTHQUAKE SAFETY INITIATIVE

– promoting safe buildings for school children –

Workshop for Strategic Plan Coordination and Committee Launch

Thursday, February 19, 2015
Fox room, 500 12th St, Suite 105
Oakland City Center
10:00 am – 6:00pm

NOTES

Welcome by Barry & introductions by all

- Phil - has a project to share about Missouri Seismic Safety Commission that aligns with this schools initiative

Discussion of SESI Strategic Plan document

Mission & Vision Feedback

- no comments

Background and Justification Feedback

- no comments

Scope Feedback

- Add timeframe to the scope - 1 year, 2 years, etc. Other arguments to keep it out, but use words like initial to add timing elements. Don't want to miss targets.
- move focused and narrowed statement to the top of the scope section
- is 'volunteer' too limiting? "primarily/mostly volunteer"?
- how will we use this scope? share with others to promote our activity (not just internal), brochures, one-page action document, website, …
    - difference between advocating to earthquake professionals to join, vs parent to join us.
- lots of "however" in the scope. consider avoiding this because it has a negative focus.
- vision, mission, background, scope ideally posed for eqk experts. Will need to condense for target audiences to simplify and clarify message.
- "Earthquakes will be the primary hazard addressed in this Initiative."
    - It may be beneficial to some regions to include multi-hazard in scope.
    - the primary is X, yet other hazards will be considered as regionally appropriate including tsunami, tornado, etc
    - earthquake includes earthquake related hazards includes ground shaking, liquefaction, landslides, tsunami
    - does regionally appropriate mean multihazard?
    - FINAL: "Earthquake and earthquake related hazards (shaking, tsunami, liquefaction, landslides, etc.) will be the primary hazards addressed in this Initiative."
- "While all schools are important, efforts will be focused on schools in high and moderate seismic hazard regions and for events that have a higher probability of occurrence."

- ○ nonstructural may be an important focus
- ○ high probability of occurrence? should this be important or are we worried about larger structurally damaging earthquakes? Where should we focus our limited time: life loss, injury, financial loss, …
- ○ if the problem is too big, action will be stymied. Perhaps we need to focus on low hanging fruit that encourage preliminary and beginning actions. Can we start the momentum with some small items?
- ● "Schools are broadly defined to include public, parochial, charter, state, and private schools from kindergarten through university level, however the initial focus will be on preK-12 public schools."
  - ○ add preK because it is mandated.
  - ○ should we include all items beyond just primary focus (i.e. do we need to define all school types in the scope?)
  - ○ change "primary" to "initial"
  - ○ schools are (not will be)
  - ○ do we want to include university? all other types have attendance requirements, unlike universities. entirely remove?
  - ○ do you house students in university buildings? what occupancy are universities - if they are included with other schools, there may not be a need to remove them?
  - ○ Would preclude student chapters to conduct university focused efforts if we remove university
- ● "The stakeholders engaged will depend on the activities of each subcommittee, however the initial focus will be on knowledge transfer and outreach to: state agencies, school administrators, code development committees, legislators, teachers, students, and parents."
  - ○ parents - likely to be key advocates for change
  - ○ students
  - ○ state agencies that deal with schools
  - ○ are we getting them interested or giving them tools? both?
  - ○ could "school community" incompass: teachers, students, and parents
- ● "EERI's SESI advocates for mitigation of earthquake risk to children in existing schools via building retrofit, abandonment, or replacement, as well as non structural retrofit."
  - ○ nonstructural missing
  - ○ attrition of students, leading to school closure/abandonment could be done strategically.

Subcommittee Breakouts

Subcommittee breakout notes were taken independently by subcommittee chairs, therefore there are either appended at the end of the document or not included.

A. Safety Screening, Inventory, and Evaluation of Schools (Ken, Phil, Barry, Veronica, Mike, Cale, Lucy)
B. Earthquake Education (Thalia, Lelli, Vince, Ivan, Eddie, Heidi)
C. Code Updating and Improvements (Rob, Sissy, Ayse, Bill)

Subcommittee Preliminary Updates & discussion of role for Safety Advocacy and Messaging Subcommittee

Safety Screening, Inventory, and Evaluation of Schools (Ken, Phil, Barry, Veronica, Mike, Cale, Lucy):

- Messaging must include 2 parts: internal EERI and external EERI
- need help of a communication specialist (especially EERI staff expert but others too)
- need to develop much of their own messaging (draft1) to align with their efforts (due to complexity of their own eval processes), then get help from messaging experts & exec committee to refine it. For example, messaging should:
  - answer why should a school or district conduct a inventory or RVS?
  - clarify ways RVS can be done (examples)
- The committee wants to support RVS implementation at regional chapter level by providing tools & messaging
- how to interpret RVS score is another step/challenge

Earthquake Education (Thalia, Lelli, Vince, Ivan, Eddie, Heidi):

- A goal of education in classroom is to establish an ongoing dialog that creates parent, teacher and administrator advocates for SESI and mitigation efforts.
- Will need priority messages or lessons to share with stakeholders from SESI and other committess
- this group creates the avenue for messages to be sent through.

Code Updating and Improvements (Rob, Sissy, Ayse, Bill)

- A primary issue for this committee is the designation of schools as post-disaster shelters (how to inform about this, implement, and advocate in code)
- code changes mostly affect new buildings, but perhaps we need to prioritize existing buildings before changing code for new buildings?
- would prefer to recommend this groups messages on to other groups

Messaging Discussion Notes:

- Can we use the page 2 bullet messages from the strategic plan as our key messaging points?   Should the exec committee pick out a selected list of these?

- memorable messaging? short phrases? long term goal and timeline?

- need messaging for the actions we have so work on them.

- The committee should create a generic communication/change model with options (cost and benefits of each approach) to share with other subcommittees to help them implement.

- what are different ways to *persuade* other people?

- how to communicate with a variety of stakeholders?

- consider a variety of multi-media messaging?

- does EERI have messaging people as members? is this a staff issue or area where they can help?

- utilize outcomes from ATC project team about communication? Reach out to others from ATC list?

- serve in a supporting role to other subcommittees.

- do we need funding for this?

- solicit members in EERI to help in this communication subcommittee and if successful reach out beyond to universities or other places?

- needs to interface with other action subcommittees to support them in their activities

Subcommittee regroup and prep for report out

Safety Screening, Inventory, and Evaluation of Schools Next Steps:

1. document best practice & online database of these best practices
2. framework for screening

Funding needs: travel, database development, communication training, booth materials at convention

Synergistic activities: Informational or Educational Fair booth materials

Earthquake Education Next Steps:

1. solicit committee volunteers & pilot members
2. launch pilots

Funding needs: ~$25k

Code Committee did not meet during this session, thus no additional update.

Discussion of Organizational Structure & Executive Committee creation

No comments on organizational structure. Confirmed Executive members include:

FIRST	LAST	Email
Barry	Welliver (Chair)	bhwelliver@mac.com
Ken	Goettel	KenGoettel@aol.com
Rob	Jackson	rob.jackson@aecom.com
Thalia	Anagnos	thalia.anagnos@sjsu.edu
Lelli	Van Den Einde	lellivde@eng.ucsd.edu
Bill	Holmes	wholmes@ruthchek.com
Ayse or Veronica	Hortacsu or Cedillos	ayse@atcouncil.org
Phil	Gould	pgoul@seas.wustl.edu
Ivan	Wong	ivan.wong@urs.com
Vince	Pericoli	vspericoli@ucdavis.edu
Eddie	Vega	eddie.j.vega@gmail.com
Lucy	Arendt (Board Liaison)	arendtl@uwgb.edu
Heidi	Tremayne (Exofficio Staff)	heidi@eeri.org
Mike	Mahoney (Exofficio Funding Agency Rep)	Mike.Mahoney@fema.dhs.gov

Suggested Executive Committee Members who need to be contacted or who are still considering their participation:

Cale	Ash (considering, but happy to continue as regular member representing the Washington Regional Chapter)	cash@degenkolb.com
Yumei	Wang (not at workshop, thus needs to be contacted)	

Summary of Next Steps

EERI Annual Meeting Plenary Session in Boston

Plan for session:

- Barry (mission, vision, history,)
- 3 slides for each subcommittee
    - one = goal
    - two = plans for the next 6 months
    - three = how to get involved
- Discussion with Audience, Barry to prepare questions for discussion (if needed)

The 3 slide presentation will be made by a Subcommittee representative. Subcommittee Chairs to identify speaker and confirm traveling to Boston (due March 1)

Heidi to create slide set template (due March 1)

Subcommittee chairs to develop 3 slide draft (Due March 13) then send to committee for review and consensus. Final consensus slides should be sent to Heidi to compile (due March 23)

Barry (& Heidi) to reach out to schools committee to encourage to attend the session.

A Pulse announcement describing school launch and how to attend in Boston and how to join would be helpful. Heidi to coordinate with Stephen LaBounty.

Heidi to work with Barry and Phil to contact local organizing committee on other topics as needed.

EERI Annual Meeting SESI Committee Meeting in Boston

General consensus is that a SESI committee meeting would be helpful, and it should be open for those to indicate interest. Plan to hold on Friday morning, April 3 at 7:30 am, so that it occurs after Thursday afternoon School plenary session.

EERI Initiatives Development Proposal

SESI Management & Exec Comm funding needs to consider for IDC proposal include EERI staff, intern, exec comm meeting travel, and subcommittee expenses.

<u>Action Items:</u>

Annual Meeting Session:
- Heidi to create Annual Meeting Session 3 slide set template (due March 1)
- Subcommittee Chairs to identify speaker and confirm traveling to Boston (due March 1)
- Heidi to create slide set template (due March 1)
- Subcommittee chairs to develop 3 slide draft (Due March 13) then send to committee for review and consensus. Final consensus slides should be sent to Heidi to compile (due March 23)
- Barry (& Heidi) to reach out to schools committee to encourage to attend the session.
- A Pulse announcement describing school launch and how to attend in Boston and how to join would be helpful. Heidi to coordinate with Stephen LaBounty.
- Heidi to work with Barry and Phil to contact local organizing committee on other topics as needed.

IDC Proposal:

- Subcommittees to submit budget and 1 paragraph description/justification to Heidi by March 6
- Heidi & Barry to finalize IDC proposal by March 13

Finalize Strategic Plan:

- Heidi & Barry to update Strategic Plan based on comments (especially scope section).

Subcommittees:

- Chairs to ensure committee members know action items and deadlines based on subcommittee breakout discussions.

Other Items:

- Phil to contact John VandeLindt about NIST Center options with SESI
- Ayse to keep us informed of FEMA-ATC School Project
- Heidi & Barry to schedule next Exec Comm Meeting at Annual Meeting in Boston

Pilot where have both regional and student chapter
     Bring the two chapters together

Focus on one or two lessons that exist
     Start with the lessons that are furthest along – this will allow us to move quickly
     Masses on rods is interesting – but need a design challenge

Kick off at annual meeting
     Schools session – Thursday afternoon
     Tuesday – Young Researchers Symposium - Ezra and Anahid - Welcome reception
     Heidi will introduce Thalia and Lelli to Ezra and Anahid
     Set up at EERI Booth
     University/Industry Expo – not really a good venue

Expand the Committee –
     Add school teachers
     Look at interest list for SESI

Regional Chapters will meet with the Board on Tuesday afternoon
Conference call on March 6 with Chapter Presidents – 11 AM PST

Need toolkits polished as early as possible. Have something available to give to Stanford student chapter in April.
New officer elections at Stanford are done in spring so that it is a spring to spring term. Many of the members are PhD students who are there over the summer.
Davis – leadership can transition at odd times.

Design application process.
Training people from spring to fall –
Sustainability model (when are officer elections, what is availability in summer)
Professional is the contact?

What is the possibility to collaborate with ShakeOut?
Put together lesson and post on ShakeOut
Come back later in the year so that you have an ongoing relationship.
Balsa Water Tower – Video lecture.
Think about videoing pilot for training students

What is the link to school safety –
     Looks at the recommendations at Napa
     Checklist for classroom – then do the same at home
     Nonstructural videos from NEES or E-Defense testing
     Is the assessment too scary or causes panic
     Work with the teacher in advance – maybe have a grant to fix something.
     A short list of things the teacher could do in the classroom to make your room safer and lessons they could use in the classroom to help convey the message.

Follow up with providing a connection to the school . Letter the parents. Would you like to have someone come and talk to your school about earthquake safety in schools.
Translate into multiple languages

Vision: Use education in the classroom to create on ongoing dialog with parents, teachers, and administrators and develop advocates for earthquake school safety.

Some training for professionals –
Evening seminar that gets EERI and ASCE together to train them
Have teacher teaching the teacher
Community Resources for Science – nonprofit to train professionals
One single point we want to make

Action Items
1) Broaden group
    a. March 6 conference call with Chapter Presidents. – Thalia, Ivan, and maybe Eddie
    b. Email to SESI interest list with plan
    c. Pair with regional university - Ivan
    d. Identify partner schools/teachers for delivery of activities (2015-2016 AY)
2) Select 1 K-8 and HS activity – Lelli/Heidi/Thalia/Vince/Eddie
    a. Assemble into the lesson plan with appropriate documentation - Lelli/Heidi
3) Collaboration with Messaging Subcommittee
    a. Letter to parents
    b. Letter to teacher
    c. Consider if messages are regionally specific
    d. Top lessons from Napa
    e. Connect to ShakeOut – (Year 2)
4) Select a pilot group
    a. Develop application – Stanford and UCSD
    b. Possibly **Boston, Seattle**, or Vancouver – would have to identify partnering school
5) Ask Student Chapter if wants to participate (Eddie – Stanford, Lelli – UCSD, others EERI staff)
6) Create training materials -
7) Budget
    a. 4 implementations – two HS to K-8
    b. 6 hand powered shake table and one powered shake table + K'Nex
        i. $300 for hand operated shake tables x 4 = $1200
    c. $2000 K X 4 = $8000
    d. Get K'Nex on eBay - $300 X 4 = $1200
    e. Mileage - $150 X 4 = $600
    f. Field trip is optional
    g. Training workshops – shadowing – train the trainer
        i. Travel for trainer – need to include an educator along with an engineer - $2000 X 4 = $8000
        ii. Travel committee members to observe $2000
        iii. Video record training - $3000
    h. $1000 shipping and printing
    i. Total - $1200 +$8000+$1200+$600+$8000+$2000 + $3000 +$1000= $25,000
8) Next Meeting – Heidi to send a Doodle