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Next Responder of the Future

By Kay C. Goss & Catherine L. Feinman



Today's Emergency Manager: Versatile Enough for Any Industry

By Keith Grossman



Mentorship – A Four-Step Example

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Next Generation Emergency Management

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FEMA Corps: Youth Engagement in Emergency Management

By Sierra Griffith



FEMA Corps: Bringing in the Next Generation

By Richard Serino & Jennifer Grimes



Schooling the Next Generation of Professionals

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Pictured on the Cover: (top row) Future Responder, Source: DomPrep, 2017; Emergency Manager, Source: ©iStock.com/Rawpixel; (second row) Mentorship, Source: ©iStock.com/mavoimages; Millennials, Source: ©iStock.com/juststock; (third row) FEMA Corps: Youth, Source: FEMA/Paul Whitman, 2016; FEMA Corps, Source: FEMA/Jocelyn Augustino, 2012; (bottom row) Urban Assembly School for Emergency Management (UASEM), Source: Sal Puglisi, 2017; Intergenerational Learning, Source: Sal Puglisi, 2017.



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Emergency Management: Not Just for Emergency Managers

By Martin D. Masiuk



This special edition of the *DomPrep Journal* focuses on the field of emergency management, which embodies the essence of DomPrep’s mission: to bridge the emergency preparedness gap between disciplines and jurisdictions. True leaders in the field demonstrate through continued action that emergency preparedness does not begin or end with a job title. [Kay Goss](#), [Craig Fugate](#), and [Richard Serino](#) are just three of the internationally renowned emergency managers who have moved on from their federal roles, but have not slowed down in their efforts to make communities and the nation safer and more prepared for the next disaster.

Emergency preparedness necessarily includes stakeholders from all disciplines at all levels: from school-aged children to seasoned professionals who have spent a lifetime acquiring their knowledge and skills. As the frequency and intensity of disasters change, the need to [protect children](#) and to introduce emergency management skills to youths in [schools](#) and beyond (such as [FEMA Corps](#)) is growing. This means including youths in the preparedness process by listening to [their views](#) and [integrating them](#) into the workforce.

The future of emergency management is here, and its success lies in the intergenerational, interdisciplinary, and interjurisdictional cooperation and collaboration of all stakeholders. By understanding the [versatility](#) of emergency management, stakeholders can better understand their roles in emergency management even if they do not hold the title of “emergency manager.” For those well versed in emergency management, [mentorship](#) is the key for passing on legacy knowledge to the [emerging workforce](#).

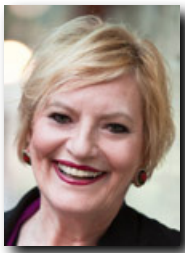
Since its inception nearly 20 years ago, DomPrep has always aligned itself with dedicated, forward-thinking professionals that span disciplines and jurisdictions. This edition builds on this network by welcoming the next generation of professionals who are just now beginning to enter the workforce, regardless which profession that may be. Through joint efforts and effective communication, together we can continue to bridge any existing emergency preparedness gaps and build more resilient communities.

Martin Masiuk is publisher and founder of DomesticPreparedness.com (DomPrep). Comments and suggestions are welcome. Publisher@DomPrep.com

Next Responder of the Future

By Kay C. Goss & Catherine L. Feinman

Each year, experienced emergency management and first responder personnel are retiring from their careers, and retiring the vital skills that they spent their lifetimes learning. As the next generation of young adults moves into these fields, it is critical for the knowledge, skills, and abilities of the previous generations to be passed on through education, training, and mentorships. Some organizations are leading this effort with youth programs that strive to attract new interest in emergency preparedness and response.



To address the importance of passing on legacy knowledge to the next generation and instilling in them the critical thinking skills needed to address threats that previous generations have not faced or even imagined, DomPrep hosted a panel discussion on 22 May 2017 in New York City (NYC). [Salvatore Puglisi](#), emergency management teacher at The Urban Assembly School for Emergency Management ([UASEM](#)), organized a panel of seven subject matter experts to share their lessons learned and best practices of intergenerational collaboration. [DomPrep Advisor Kay Goss](#) moderated the discussion and shared her knowledge on this topic based on her lifelong experiences in emergency management and as a champion for intergenerational education and mentoring in emergency preparedness.

Setting the Stage for Knowledge Sharing

The tragic events on the morning of 11 September 2001 were a turning point in how communities across the country manage threats, as well as how they prepare and respond to disasters. As such, the [National September 11 Memorial & Museum](#), located at the World Trade Center, provided a sobering yet inspiring backdrop for the May discussion. The venue symbolizes the nation's resilience as communities continue to face many uncertainties in an ever-changing threat environment. Some of those present at the panel discussion had been called to respond on 9/11 and some had not even been born yet, but all were forever affected by that tragic incident in some way.

The 9/11 Memorial & Museum serves as a reminder of the lives lost that day, but it also symbolizes the post-9/11 world that the youths of today are growing up in. As experienced emergency management and first responder personnel retire from their careers, the next generation needs to harness the knowledge, skills, and abilities that those retirees spent their lifetimes learning. The Urban Assembly School for Emergency Management (UASEM) is a New York City Public School, established by then-Mayor Michael Bloomberg in the post-9/11 environment to help bridge this transitional gap through education, training, and mentorships. Other programs in NYC that introduce pre-college youths to emergency preparedness and response include [FDNY High School for Fire and Life Safety](#), [NYPD Law Enforcement Explorers](#), and [NYC Youth Police Academy](#).

The May 2017 panel comprised three students from UASEM and four mentors from partnering agencies (see Figure 1, from left to right, with Kay Goss and Salvatore Puglisi on the right):

- *Keith Grossman*, Emergency Management Director, [NYC Department of Education](#)
- *Gisselle Aguirre*, UASEM student and NYC Department of Education Intern
- *Anita Sher*, Assistant Commissioner of Training, [NYC Emergency Management](#)
- *Jalynn Jobe*, UASEM student and NYC Emergency Management Watch Command Intern
- *Chuck Frank*, Director of Emergency Management & Continuity of Operations, [Metropolitan College of New York](#)
- *Amado Toledo*, UASEM freshman and student in undergraduate class at Metropolitan College of New York
- *Paul Whitman*, Region II Exercise Officer, Federal Emergency Management Agency (FEMA), and former [FEMA Corps Member](#)



Fig. 1. May 2017 Panel Discussion. *Source:* DomPrep (2017).

This interactive discussion covered various topics and commemorated the first graduating class to complete the full program at UASEM. Topics included:

- Existing opportunities available for youths interested in emergency preparedness and response;

- The roles and responsibilities of current personnel to recruit and mentor the next generation of emergency preparedness and response professionals; and
- Ideas and actions that jurisdictions can use to integrate youths into emergency operations and build a robust intergenerational workforce of the future.

NYC Department of Education

Keith Grossman’s mentor (Rich Rotanz) was in the room as he discussed his year-long mentorship with Gisselle Aguirre. With 1,800 schools in 1,500 buildings, 1.1 million students, and 160,000 employees, the NYC Department of Education is the largest landowner and largest employer, with the largest contracted bus system in the country. As such, the agency provides wide-ranging opportunities to build emergency management skills, which include: exposure to vulnerable populations and those with functional needs; walkthroughs to assess safety and security needs; and emergency sheltering practices.

With family in the emergency medical response field, Aguirre described her internship with the Department of Education as an “eye-opening experience” as she gained knowledge of response operations. She realized that help might not be immediate during a disaster, so there is a need for personal preparedness. Her newly acquired knowledge helped her in creating a new active shooter plan for the Division of School Facilities and School Food Warehouse Building in Long Island City in Queens. Although she wants to be a doctor, she stated that she will always take emergency management with her.

In addition to managing emergencies, emergency management involves public administration and management training. The field includes professional development as well as economic development because a strong emergency management program is more likely to attract industries and investments into preparedness efforts. When learned at a young age, these skills naturally traverse and become embedded in various disciplines and jurisdictions.

NYC Emergency Management

NYC Emergency Management has collaborated with the UASEM since before the school’s doors opened. Anita Sher described how exciting it has been to watch the school and their partnership develop, grow, and evolve over the years:

For us as partners, our relationship has changed and evolved. First, it was about helping with curriculum and bringing resources in (What do these kids need to know? What were they ready to know? How can we marry emergency management with education?). Then, we came to a point of being able to bring young interns into the agency. We were not really structured to bring in high school students but, with the help of my staff, we were able to bring in three interns. We thought long and hard about what roles they could play, where they would fit in, and where they could learn and support the agency.

Sher and her staff came up with three places to embed high school interns into the agency’s operations: (1) the Watch Command and day-to-day operations, which includes

some research projects; (2) the Medical Unit; and (3) the [Ready New York Program](#). Since this was a pilot internship program, the agency and the school are continually learning how to improve the program.

Jalynn Jobe worked in the Watch Command, where she shadowed personnel to learn what they do. She also conducted a “History of Watch Command” project, where she learned about incidents that were not on the news, but were still a big deal, such as a street collapse or house explosion. In doing so, she learned how the agency managed information and communicated with other agencies and the public. She stated that she felt very prepared when she began the internship because she had a foundation from the school. Jobe expressed an interest in furthering her study in business, but feels that what she has learned in the classroom will complement her future career endeavors.

No matter which career path these interns take, they all will certainly become ambassadors for the mission of emergency management, which is linked to business continuity, as outlined by the National Fire Protection Association in its [NFPA 1600](#). All sectors need someone on the staff who knows about emergency management, resource management, and business continuity. After evaluating what went well, NYC Emergency Management plans to develop a long-term internship program and expand the opportunity to other schools.

Metropolitan College of New York

In addition to being the director of emergency management and continuity of operations at the Metropolitan College of New York, Chuck Frank is also a member of the new advisory board to the UASEM. In this role, he works with other board members to determine how to build a bridge from high school to undergraduate study:

We started a program where students that were chosen from the high school could come one night a week to take a lecture class, be enrolled in the college, get their I.D., have the use of all the facilities (e.g., libraries, computers) at no cost to the high school or to the students. If they pass the class, then they start to build their transcripts with college credit. The first class they are exposed to is Introduction to Homeland Security, then they have an opportunity to continue with an online class (i.e., Introduction to Business Continuity). These young people gain knowledge and want to apply it to other fields. So, at no cost, they can get six credits toward college.

Although the program is usually only offered to high school seniors, one young student broke that trend. At 14 years old, Amado Toledo took the Introduction to Emergency Management course, which gave him a different perspective and made him consider emergency incidents that could occur. College offered this bright student a new challenge and, as he stated, it made him “think harder.” Afterward, Toledo received a summer internship in politics at Princeton University. Because he felt prepared with a strong foundation from the UASEM and Metropolitan College, he stated that he did not feel intimidated by college students or the college environment.

Unlike Toledo, Aguirre, who was in the first Introduction to Homeland Security course at Metropolitan College, admitted that she did feel a little intimidated being in a class with much older fellow students. However, the experience was unique and beneficial:


I don't have an emotional tie to events like 9/11 because I was only 1 year old. I know it was terrible, I know it was horrific, but being able to sit there and talk about how emergency management has shifted since that event with the professor's and students' experiences, it was different than being in a classroom with only people my age. We weren't there. We only know the facts that are on paper. Having a young person's perspective and an older person's perspective combined was a really good and unique learning experience.

The professor and some college students who were veterans challenged the thinking of younger students and provided different perspectives. All students were encouraged to be interactive and use critical thinking to analyze and determine other ways of handling these situations. For example, lectures introduced post-disaster events and concerns that are not discussed publicly (e.g., human trafficking after a disaster), with guest speakers including the Federal Emergency Management Agency (FEMA) and The American Red Cross.

In exercises, participants tend to practice what has already happened, but it is necessary to imagine what could go wrong, along the lines of "worst case scenario," including incidents that have not yet occurred.

A critical component of emergency management is collaboration on a broad scale. The more diversity represented, the better. For example, making plans for senior citizens or persons with functional needs, but not including representatives from these populations in the planning process is a grave error. Planning efforts should include people from all ages, genders, nationalities, religions, races, et cetera in order to build trust.

Photos from the 9/11 Memorial & Museum
New York City
22 May 2017



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FEMA Corps

Paul Whitman is the FEMA Corps program manager for Region II and an advocate for the mentor-mentee relationship. He has had the opportunities to experience the benefits of such relationships from both sides. After taking advantage of internship opportunities, he found [FEMA Corps](#), which is a 10-month service year “deployment” program for those aged 18-24. With four FEMA Corps campuses around the country (i.e., Sacramento, California; Baltimore, Maryland; Vinton, Iowa; and Vicksburg, Mississippi), the program offers many hands-on disaster-related training opportunities, including: FEMA qualification training, disaster survivor or individual assistance training (e.g., community outreach, disaster relief centers), logistics, planning, geographic information systems (GIS; e.g., to determine needs, map locations, update profiles), public assistance, and external affairs.

FEMA Corps offers two types of field experience: (1) during disasters; and (2) steady-state non-emergency (e.g., mitigation, disaster preparedness, disability mapping, logistics inventory process). The program is designed to meet unmet needs, which could include support to The American Red Cross and flood recovery efforts. There are currently about 40 teams (280 total members) worldwide with more planned in the future. Students earn financial accounts, which serve as scholarship funds as well as small stipends for living expenses during their service time.

The Mentor-Mentee Experience

When asked why they chose emergency management over other programs, the three mentee panelists provided different responses. When she saw UASEM at a community fair, Aguirre knew that UASEM would be a good fit based on the emergency response exposure she had through her family. She described the school leaders as welcoming and said they created an environment for youths to thrive. Jobe did not learn about the program until she was already in the school. Her interest grew from that exposure. Toledo chose emergency management because it seemed different and intriguing, and he likes having the opportunity to save lives. Whitman also wanted the experience to help others and, as a student, FEMA Corps offered that opportunity.

To encourage other students to explore the emergency management experience, the panelists described highlights from the program:

- Hands-on learning, such as tabletops, CPR, and first aid;
- Eye-opening classes on planning, preparedness, mitigation, and response and how to apply these skills during a disaster;
- The diversity of the emergency management field, with many scenarios to analyze and real-world experiences to explore;
- Improved chances to get into emergency-related professions;
- Opportunities to help people;
- The ability to apply lessons learned in other situations; and
- Discussions about different aspects of disasters to broaden perspectives.

“The concept of emergency management fits so well in the high school environment because you can fit all the basic skills into emergency management (math, English, science, history). All the basic skills you learn in high school are things you need to bring to emergency management ... and to life,” said Sher. “There’s a place for everyone in emergency management. Everyone has a role and needs to come to the table.” The more inclusive the field is, the better and stronger it is as well.

In addition, Grossman added, “You don’t even need to pick a focus. You can put emergency management anywhere (e.g., healthcare, medicine, IT). When I was coming up in the field, I didn’t have any of these opportunities. I had to make them for myself. When you have these opportunities, you never know where you will end up.” A lot of progress is being made, and the future is looking bright in emergency management. The key is to harness and build upon ideas and feedback from emergency preparedness professionals and youths who strive to build and retain strong workforces to prepare for and respond to any type of threat, hazard, and risk.

In addition to the participants and attendees who made this event possible, DomPrep would like to recognize and thank Megan Jones, director of Education Programs at the 9/11 Memorial & Museum, and other museum staff. Thank you for your hospitality in allowing DomPrep to use your facility, for orchestrating the logistics for the participants and attendees, and for partnering with UASEM and DomPrep on this successful event.

On 11 September 2017, the 9/11 Memorial & Museum will be offering a free webinar featuring retired FDNY firefighter Bill Spade and two other guest speakers who will share their 9/11 stories and engage in a moderated discussion. Register for this event at www.911memorial.org/webinar

Kay C. Goss, CEM®, is president of World Disaster Management, U.S. president of The International Emergency Management Society, president of the Council on Accreditation of Emergency Management Education. She is also part-time faculty online and Go-To-Meeting, as well as in person, in the Executive Master’s Program in Crisis and Emergency Management at the University of Nevada at Las Vegas and in the Graduate Program in Emergency Management and Homeland Security at Metropolitan College of New York. Previous positions include: executive in residence at the University of Arkansas; senior principal and senior advisor of emergency management and continuity programs at SRA International (2007-2011); senior advisor of emergency management, homeland security, and business security at Electronic Data Systems (2001-2007); associate Federal Emergency Management Agency director in charge of national preparedness, training, and exercises, appointed by President William Jefferson Clinton and confirmed unanimously by the U.S. Senate (1993-2001); senior assistant to the governor for intergovernmental relations, Governor William Jefferson Clinton (1982-1993); chief deputy state auditor at the Arkansas State Capitol (1981-1982); project director at the Association of Arkansas Counties (1979-1981); research director at the Arkansas State Constitutional Convention, Arkansas State Capitol (1979); project director of the Educational Finance Study Commission, Arkansas General Assembly, Arkansas State Capitol (1977-1979).

Catherine Feinman, M.A., joined Team DomPrep in January 2010. She brought more than 25 years of publishing experience to her current role as editor-in-chief and works with writers and other contributors to build and create new content that is relevant to the emergency preparedness, response, and resilience communities. She also volunteers as an emergency medical technician, firefighter, and member of the Media Advisory Panel of EMP SIG (InfraGard National Members Alliance). She received a masters degree in emergency and disaster management from American Military University.

Advice From W. Craig Fugate: Learn, Do Not Just Observe



I was only 31 when I started in emergency management. There are a lot of young emergency managers out there faced with some pretty hefty responsibilities. If I were to provide advice to the next generation of emergency managers, I would say this: Don't let past lessons learned be only lessons observed.

In a crisis, we tend to do what is comfortable. Even experienced emergency managers tend to plan for what will likely happen instead of what may happen in a worst-case scenario. We look at past events – even catastrophic events – and do not change our plans. We simply observe, but do not learn.

Today, we often teach young emergency managers what to do, without teaching them why. Without that “why” factor, they cannot adapt; yet adapting is the key to a successful crisis response. The focus should be more on training and education, more on why we do things, not simply what to do. If we focus on the “why” factor and emphasize adaptive planning, we will be able to adjust much more quickly and effectively when we need to adjust our plans.

For young emergency managers, do not just observe past events, study them, learn from them, and adapt your own strategies accordingly based on the “why” factor. Ask yourself, “Why did things fail, and how can we adapt to ensure a successful response next time?” It is never too late to learn that lesson.

W. Craig Fugate is currently senior advisor to the chief executive officer at The Cadmus Group Inc., a strategy and analysis company serving the homeland security, energy, and environmental communities. Previously, he served as the Administrator of the U.S. Federal Emergency Management Agency (FEMA) from May 2008 to January 2017. Prior to his tenure at FEMA, he served as the state of Florida's emergency management director from 2001 through 2009. In 2016, he received the National Emergency Management Association (NEMA) Lacy E. Suiter Award for lifetime achievements and contributions in the field of emergency management.

Today's Emergency Manager: Versatile Enough for Any Industry

By Keith Grossman

If someone were to walk into a high school classroom today and ask the students about their future professions, there may be one or possibly two students who wish to pursue this career. As much as the emergency management field has grown since 2001, emergency management is still not the dream career of the average high school student. It is much more likely that these students would consider more traditional fields in the business, health, or finance world.



To those looking for the next generation of emergency managers, this may seem disheartening. However, the expansion of the emergency management field may now provide an attractive alternative for these students. Often, current members of the emergency management community began in a different industry and moved into the field as a second or even third career change. The reality is that, now, there are so many aspects to emergency management occurring in many fields that a person new to the field can have the opportunity to transition into these jobs with the educational and related services they receive in a degree program. This is a departure from the days when an emergency services background was expected in order to break into the field. This speaks to the versatility of the field and the expanded opportunities for individuals.

Same Process, Different Setting

In July 2004, the [National Commission on Terrorist Attacks Upon the United States](#) (also known as 9/11 Commission) published its [final report](#). The report contained a number of recommendations including the adoption of the National Fire Protection Association 1600 ([NFPA 1600](#)) code as the standard for emergency preparedness. The NFPA 1600 standard is applicable to many different agencies and organizations, which include: the government at all levels, commercial businesses, and industries; not-for-profit and nongovernmental organizations; and citizens.



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Each agency and organization has its own focus, unique mission, responsibilities, resources, capabilities, as well as operating principles and procedures. As a result, it is vital that today's emergency manager is able to work in many diverse settings

to accommodate the varied needs of industries requiring an emergency manager. With the increased need for the adoption of emergency management into practice, emergency management has become an industry in and of itself, with its own specific subfields such as disaster recovery, business continuity, crisis management, and public health emergency preparedness. This, in addition to the standard areas of practice – such as operations, planning, logistics, finance, training, drills, and exercises – highlight the versatility of the field.

Emergency management is a versatile field that needs qualified individuals with various backgrounds to support public and private agencies and organizations.

Given the change in setting for many emergency managers, the basis of formal training of today's emergency manager has not changed drastically. [The principles of the Incident Command System](#) implemented by [FIRESCOPE](#) in the late 1970s are still as applicable today as they were then. The idea of taking a general all hazards approach to planning is vital to the success of an emergency manager. Today's emergency manager still goes through the same general planning process, where objectives are established and stakeholders come together to plan for response to a specific hazard. In this respect, there are many lessons learned to draw from, allowing these managers to be successful.

A Versatile Skill Set for Bankers, Healthcare Providers & More

With a more global adoption of the NFPA 1600 into the aforementioned industries, the need for the emergency manager's skill set has grown tremendously. For example, in standard practice, emergency managers are taught to evaluate hazards, mitigate significant risk based on a benefit-cost analysis, plan for response to said hazard – including tactics, logistical needs, and cost – then evaluate the plan. In this current paradigm, in addition to identifying hazards, knowledge associated with the industry of practice increases the ability to address a range of significant issues related to emergency management.

Emergency management can also become specific to a field while still encompassing a more traditional approach. For example, a business continuity manager in the banking industry looks at the ability of the business to function and needs to engage the managers of these business processes to create an operationally effective plan. This requires knowledge of business process and likely knowledge of the finance or banking industry. Also, due to the significant reliance on technology by the banking industry, increased technological knowledge is likely to be essential.

Emergency preparedness coordinators for healthcare organizations identify hazards such as patient surge, hazardous materials, infectious disease outbreaks, and utility failures. They work with healthcare providers and administrators to create an effective plan for their facilities to respond within the context of the community. This requires knowledge of healthcare trends, possibly some medical knowledge, and an understanding of the needs of the community.

Those in banking and healthcare would have different titles and vastly different primary hazards, and would engage very different stakeholders, who probably view preparedness

as an ancillary topic. With all of these differences in environment, these two emergency managers are essentially performing the same task. They are identifying all risks to the continued operation of their organizations and engaging stakeholders to ensure continuity of operations.

Given the many other examples of programs and opportunities in the field, the versatility in emergency management presents as a vibrant field that needs qualified individuals to support public and private agencies and organizations. In a high school classroom full of future nurses, doctors, emergency responders, information technology/business professionals, and engineers, the successors for today's professionals can be found among them. No longer are the days of civil defense or public sector emergency management being the only jobs in this field. The principles of emergency management are sound and tested with applicability to all industries.

Keith Grossman, MPA, is the director of emergency management for the New York City (NYC) Department of Education (DOE). In this role, he is responsible for the system-wide emergency planning for the largest school system in the United States consisting of over 1,800 schools in over 1,300 locations. His team is responsible for shaping the role of the DOE in the citywide response framework, serving as the 24/7 point of contact for the NYC's emergency services, serving as the logistics chief for the Emergency Sheltering System, and conformity of emergency programs with the American's with Disabilities Act. Before working at the DOE, he served as the director of emergency management safety at Brookdale Hospital in Brooklyn, the planning section chief at Brookhaven National Laboratory and the emergency management coordinator at Nassau University Medical Center. He holds a Bachelor of Arts from Binghamton University, a graduate certification in emergency management from Adelphi University, and a Master of Public Administration from Alfred University.

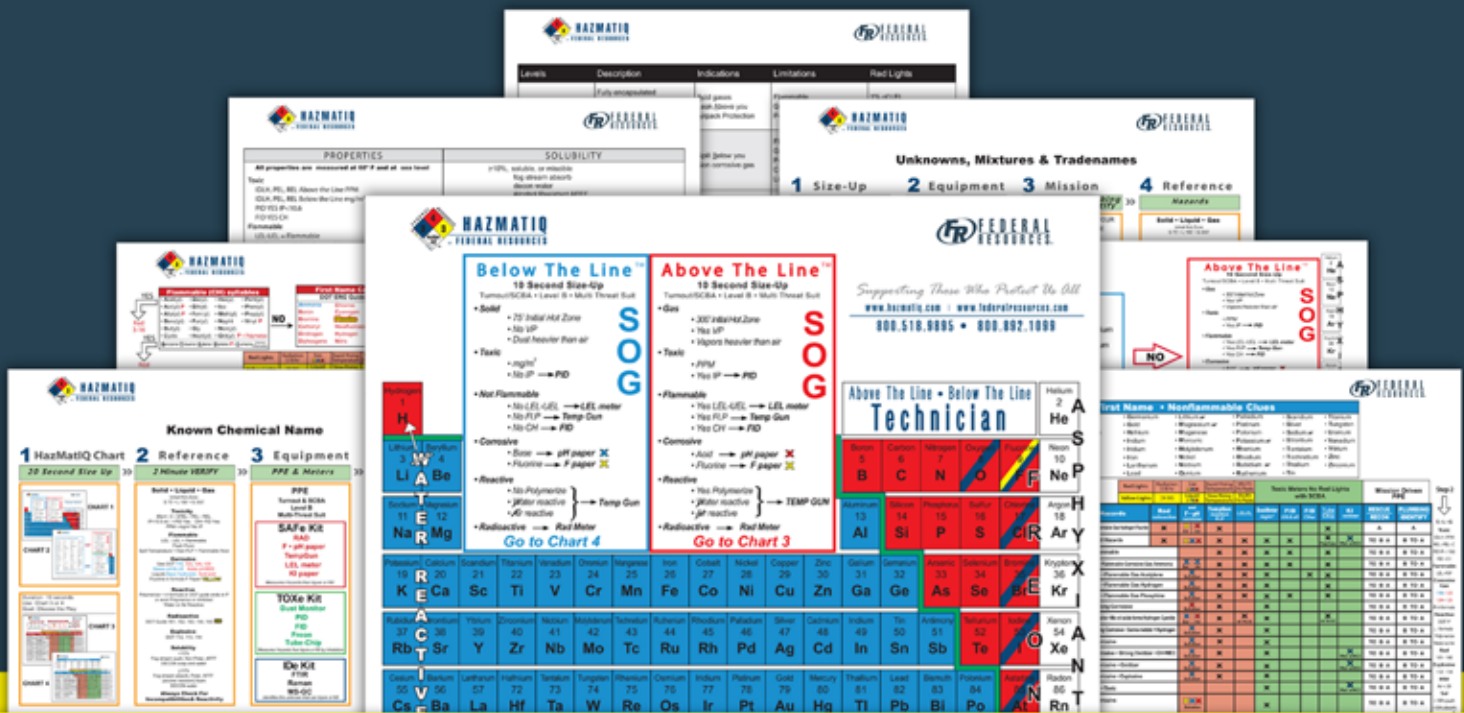
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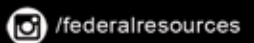
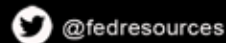
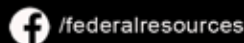
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Mentorship – A Four-Step Example

By Sarah Geydarov

They meet in the local diner across the street, in a small coffee shop meters away from headquarters, or in the office behind closed doors. But, these get-togethers between emergency management colleagues are not to discuss upgrades to the latest heat emergency plan, or to flesh out details for an upcoming tabletop or functional exercise. These meetings instead promote professional development by providing a roadmap to help emergency management neophytes navigate pages of plans and protocols to learn from their colleagues' experiences in the field.



Mentorship is a priority at the New York City Emergency Management Department (NYCEM). Until recently, most of the agency's training has centered on emergency management specific skills – for example, incident command structure, National Incident Management System, Citywide Incident Management System, emergency operations center (EOC), and field preparedness. And, though the aforementioned trainings are integral parts of the emergency management system, NYCEM leadership sought to implement a program to highlight the foundational skills (planning, coordination, facilitation) that are often overlooked, but are important to the success of the emergency management field. The department's Training, Exercises, and Evaluation Division developed a mentor program that: blends operational and professional developmental learning; and links newer agency members with more seasoned staffers who can provide advice, coaching, and professional support that will encourage growth and development. In personal interviews in June 2017, two NYCEM employees shared their experiences:

Serving as a mentor has given me the opportunity to share what I've learned about the agency and the emergency management field, and to develop a meaningful and long-lasting professional relationship with a new colleague. The mentor program is a rewarding experience for everyone – it's a great way for new staff to connect with senior leaders, and it gives mentors the opportunity to guide newer emergency managers as they grow within the agency. (Nancy Silvestri, press secretary)

The mentor program at New York City Emergency Management spearheads and drives the success of producing outstanding emergency managers by building relationships, strengthening professional growth opportunities, and forming strong leaders. As a mentor, I am grateful to share my insight on professional development and my emergency management experiences. This program has not only provided me an opportunity to lead, but also allowed me to encourage my mentee to lead as well. I look forward to seeing future participants in this program to inspire others and to grow as individuals. (Elizabeth Haza Sáinz, procurement analyst)

How It Works

The Mentor Program is a voluntary program that is available to NYCEM employees. It takes place over a nine-month period, and is operational in the following four steps (see Figure 1):

1. Interested participants sign up with a representative of the department's Training Unit.
2. A Training Unit coordinator is assigned to meet individually with each participant (mentors and mentees) to determine the mentees' career goals, strengths and weaknesses, and learning styles. In turn, mentors are questioned about their teaching styles.
3. The coordinator thoughtfully matches pairs based on interests and learning objectives.
4. The coordinator facilitates an orientation session to set expectations, provide resources and best practices, and outline a timeline of events for the nine-month cycle, once all pairs are announced.

Although most work is conducted in one-on-one sessions between the mentors and mentees, there are group meetings and activities to provide additional learning opportunities. The entire group convenes at the end of the nine-month program to provide feedback and celebrate successes.

"We owe it to ourselves to help those new to our field. They are looking to us for guidance, support, and they also lend some nuanced ideas to what we do," said Paula Carlson, director of

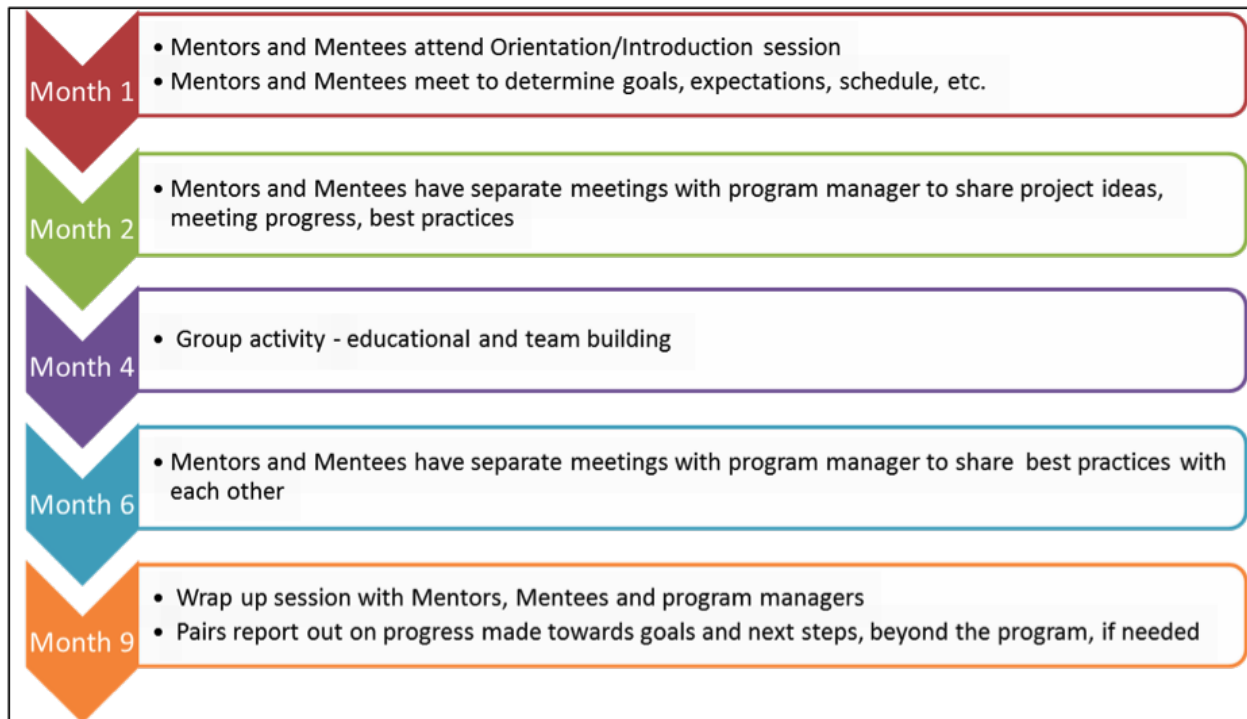


Fig. 1. Mentor Program Cycle Timeline. *Source:* NYCEM Mentor Program (2017).

exercises, in a personal interview in June 2017. As a 13-year employee who has participated in the program as both a mentor and mentee, Carlson said the mentorship program is “extremely beneficial” to understanding the challenges newer employees encounter in the emergency management field.

Benefits of the Program

Since the inaugural cycle in 2015, the NYCEM mentor program has boasted about 100 participants – close to half of the department’s 230 employees. Many mentors have re-entered the program, while some mentees have become mentors. Participants on both ends of the aisle have raved about the benefits of the program, citing professional growth, transferred institutional knowledge, increased employee morale, and improved functional competencies as the key contributors. Mentees also note an increased comfort in EOC operations during emergency activations, and enhanced skills in their day-to-day work:

I had a great experience as a mentee in the program. I was looking to improve my skills in delivering succinct briefings to our agency’s executives, and I worked with my mentor to develop those skills. I had a large interagency after-action report I needed to brief to the Commissioner, and my mentor was very helpful in coaching me on how I could deliver the information better and in less time. (Robert Cohen, Interagency After Action Report coordinator and former program mentee, personal interview in June 2017)

Program participants have worked on a number of interesting goals together. Some examples include: executive briefings, Emergency Support Function coordinator best practices, communication skills improvement, and networking.



NYCEM has recently launched the third cycle of the mentor program and the department anticipates participant numbers to grow over the next few years as the program is officially implemented into the department’s onboarding process. NYCEM has shared the program model with other city agencies interested in creating similar mentorship opportunities.

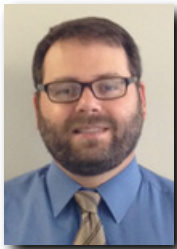
For more information on NYCEM’s mentor program, contact NYCEMAcademy@oem.nyc.gov

Sarah Geydarov is an emergency management and learning and development professional who has been with New York City (NYC) Emergency Management for the past three years. She is currently the deputy director of training. In this role, she develops emergency management and professional development classes and programs and manages day-to-day operations of the Training Unit. In the NYC Emergency Operations Center, she works in the Planning Section. Previously, she worked in the private sector in training and human resources.

Next Generation Emergency Management

By Terry Hastings

The discipline of emergency management is poised to benefit from three converging factors: an increasing number of millennials joining the workforce; the proliferation of emergency management related degree programs; and greater visibility and relevance of the discipline itself due to the increasing frequency, scope, and magnitude of disasters and evolving threats. Together, these factors will shape emergency management for the next generation.



Millennials (born in the 1980s and early-to-mid 1990s) have recently overtaken baby boomers as the [largest segment of the population](#) in the United States. This demographic now includes more than 75 million people. On the surface, this may not be significant, but millennials have some characteristics that set them apart from other generations.

Influx of Millennials in the Workforce

First and foremost, as “digital natives,” millennials grew up with the internet, social media, and other technologies that older generations sometimes still struggle to embrace. As such, they adapt well to new technologies and are able to quickly integrate and digest new information. Since they are so networked, they also tend to be [collaborative](#), [highly informed](#), and [open to new ideas](#). Millennials are often interested in work that allows them to [make a difference](#) in people’s lives as well.

Of course, not every millennial shares all of these positive traits, and millennials have been criticized for being too [self-absorbed and entitled](#) compared to other generations. Overall, though, the positives still outweigh the negatives, particularly when it comes to emergency management, where [networks](#), coordination, and integration are keys to success. Having an increased number of employees “wired” to think in these terms should be an asset.

Millennials and other key factors will profoundly shape the next generation of emergency management.

Expansion of Degree Programs

The proliferation of degree programs related to emergency management is another key factor. Many contemporary emergency managers became involved in the field by happenstance or as a second career. Today, millennials (and others) are making a conscious choice to pursue a career in emergency management and are taking advantage of homeland security and emergency management related degree programs that are now commonplace and [gaining](#)



[in popularity](#). According to the [Center for Homeland Defense and Security's University and Agency Partnership Initiative](#), as of mid-2017, there are 445 homeland security related degree programs across the country, including numerous emergency management programs.

These degree programs are enabling students to graduate with a baseline level of knowledge that allows them to quickly integrate into the

emergency management workforce and contribute to their organizations. Many schools are also requiring internships and practical level training to obtain a degree, plus the academic interest in the field of emergency management has spawned more research that will also help to further advance the discipline.

Evolution of Threats

The increasing frequency, scope, and magnitude of disasters have [enhanced the visibility and importance of emergency management](#). The 9/11 terrorist attacks in 2001 and Hurricane Katrina in 2005 certainly raised the [profile of emergency management](#), but the evolving threats associated with terrorism, cybersecurity, public health emergencies, and extreme weather are further reinforcing the relevance of emergency management and need for disaster preparedness and resilience. As of 6 April 2017, the nation had already experienced five weather- and climate-related disasters with losses exceeding [\\$1 billion](#). As these trends continue, emergency management is going to become more necessary and popular.

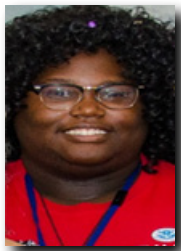
In the best case scenario, this all means that emergency management will benefit from an influx of highly networked and educated individuals as the discipline becomes more important and relevant. However, as exciting as this sounds, it will be up to the current generation to use their experience and insight to help mentor and further educate the next generation on the practical application of emergency management and explain the lessons that cannot be learned in the classroom. If this generational hand-off is successful, the discipline of emergency management will prosper.

Terry Hastings is currently the senior policy advisor for the New York State Division of Homeland Security and Emergency Services, and an adjunct instructor for the College of Emergency Preparedness, Homeland Security and Cybersecurity at the State University of New York at Albany.

FEMA Corps: Youth Engagement in Emergency Management

By Sierra Griffieth

The FEMA Corps Program is the result of a revolutionized partnership between the Corporation for National and Community Service and the Federal Emergency Management Agency (FEMA). Established in 2012, FEMA Corps falls under the AmeriCorps National Civilian Community Corps umbrella. Its members travel across the country assisting FEMA and its partners with disaster preparedness, response, and recovery initiatives.



FEMA Corps is a team-based organization that allows young adults (ranging from 18-24 years old) from all over country to work together, make a difference, and serve impacted and disaster-prone communities. Disasters are unpredictable, so its members are taught to be ready to move at any moment. For example, the summer of 2016 enabled all FEMA Corps teams to serve in disaster deployments, most of them beginning their disaster deployments by serving in West Virginia (WV) to help respond to historic flooding across the state.

Disaster Survival Assistance in West Virginia

[FEMA Corps](#) worked alongside FEMA staff by helping craft a Joint Field Office in Charleston, West Virginia. FEMA Corps teams also assisted in Disaster Survival Assistance, where they inspected communities for damages and registered survivors for assistance, as well as inputted the information collected from the inspections into mapping software on their FEMA-provided iPads. Some FEMA Corps teams took on hazard mitigation, individual assistance, logistics, and planning projects while in West Virginia as well. For hazard mitigation, the FEMA Corps teams conducted damage surveys of properties affected by the recent floods, and inputted that information into the Substantial Damage Estimator in order to project a percentage for the damage impacted on each property.

Individual Assistance teams supported Disaster Recovery Centers located across the state to register survivors, provide case updates and inquiries, and answer all registration questions. Logistics teams supported the creation of the Joint Field Office as their initial assignment, but were also tasked with supporting and



Fig. 1. FEMA Corps member Aaron Lockwood of Topaz 5 is working with GIS to produce disaster maps of critical infrastructure during flooding in Louisiana. *Source:* Paul Whitman/FEMA (April 2016).

establishing the various Disaster Recovery Centers across the state, as well as cataloging and inventorying FEMA equipment to deployed personnel. Planning projects included working with the Planning Section in establishing the Incident Action Plans and all documents pertaining to the plans, as well as some members assisted with geographic information systems (GIS) in developing disaster maps in specific communities (see Figure 1). Many of these projects were replicated during the major flooding in Louisiana and then during Hurricane Matthew, where all FEMA Corps team received similar projects through Florida, Georgia, South Carolina, and North Carolina.

Steady State Assignments

Steady state assignments are secondary projects FEMA Corps members take part in when there are limited or minimal disaster deployments. Steady state projects vary, but many include working with FEMA, state or local emergency management, and even the American Red Cross in disaster preparedness and resilience (see Figure 2). In the past, teams have been assigned to FEMA headquarters and regions in promoting disaster preparedness by working in communities and performing education across the nation in disaster preparedness and mitigation.



Fig. 2. FEMA Corps member Eddie Horwedel of Bayou 2 is working with the American Red Cross in preparing and managing a shelter in Missouri. *Source:* Paul Whitman/FEMA (June 2015).

Some teams aided mission assignments, participated in interviews, entered and edited observations in the Joint Lessons Learned Information System database (JLLIS), and completed projects resulting in the collection and analysis of disaster operations data regarding innovative practices, areas for improvement, and potential root causes of recurring issues. The JLLIS is used to identify ways for improvement and analyzes data from disaster operations

and information contained in the after actions reports. Each year one FEMA Corps team is assigned to the National [Incident Management Assistance Team](#) (IMAT) East, where the team members completed day-to-day tasks within the office, which meant testing equipment, ensuring National IMAT vehicles were in good working order, and doing other various tasks required to keep the National IMAT fully prepared to respond to a disaster if necessary.

When teams work with the American Red Cross, FEMA Corps members assisted with updating emergency shelter surveys and facility use agreements. Members are trained to enter data for these shelters into the [National Shelter System](#). Members are instructed in the train-the-trainer section of the [Pillow Case Project](#), which is to instruct kids of various ages, preferred the 3rd-5th grade in preparing for home fires. Members are tasked with many components of the [Home Fire Preparedness Campaign](#) in which the American Red Cross and FEMA Corps members assist in preventing home fires.

Always Ready to Respond

At any point, when disasters occur, FEMA Corps is ready to mobilize to support FEMA staff and survivors in the field within a short time frame. Disaster deployments are a top priority for assignments and steady-state work takes a back seat to ensure FEMA Corps can gain experience out in the field and make impacts in these communities.

Each FEMA region has a FEMA Corps liaison that they can reach out to for assistance. The regional liaison is responsible for:

- Providing updates and education of the program as needed;
- Assisting staff members in creating service project requests and work plans based on their needs;
- Ensuring project goals and accomplishments are being met through conversations with the team leader and the primary project point of contact;
- Providing career development opportunities for teams that are deployed to the region; and, most importantly,
- Ensuring that teams have successful project rounds during their time within the FEMA region.

What many people do not necessarily know about the FEMA Corps Program is that they can support FEMA and various other partners of FEMA, such as volunteer organizations and state agencies. The guidance for FEMA Corps teams supporting these groups are that:

FEMA Corps can generally support voluntary agencies with preparedness activities and projects that enhance disaster resilience consisting of supporting or contributing to the following: training, exercises, assessments or evaluations, research, outreach, planning, presentations, promoting disaster preparedness awareness or messaging to the public. These activities must demonstrate a benefit to FEMA, must be requested through the FEMA Region, and have a FEMA requestor and point of contact on the project request. All activities are subject to review by the FEMA Corps Legal Advisor to approve any such requests.

Although current partnerships exist between state emergencies and the American Red Cross, the FEMA Corps Program is always looking to build future partnerships with appropriate agencies and organizations to serve the American people.

The partnership between the Corporation for National and Community Service and FEMA has developed a robust program full of young adults ready to sacrifice 10 months of their lives to help disaster-struck communities. When disasters strike, FEMA Corps is alongside FEMA, aiding in recovery and ensuring that survivors can rebuild their lives efficiently. Since its foundation, FEMA Corps has proven its importance and has shown countless times why its members are the future of emergency management.

Sierra Griffieth is currently a FEMA Corps member and is serving in her second year in the program. She is from the Sacramento campus in California and has been trained in External Affairs, as well as cross-trained in Disaster Survivor Assistance. During her first year, she was supporting disaster operations throughout the United States, specifically in Florida, South Carolina, Virginia, Louisiana, West Virginia, and Pennsylvania. She has also assisted the AmeriCorps Campus in Sacramento by assisting staff there and field team deployments and is currently assisting FEMA Region II in promoting FEMA Corps among our state and volunteer agencies that have projects where FEMA Corps teams can assist in disaster prevention and preparedness projects.

FEMA Corps: Bringing in the Next Generation

By Richard Serino & Jennifer Grimes

When Hurricane Sandy struck the east coast in 2012, its effects were devastating. The storm left a trail of destruction that affected 24 states, killing 159 people, costing \$70.2 billion in damage, and leaving millions without power. Yet, in the wake of this terrible disaster, there was a new source of hope: A group of young AmeriCorps members working with the Federal Emergency Management Agency's (FEMA) newly launched FEMA Corps assisted the recovery effort.



AmeriCorps members have had a profound impact through their assistance in various recovery efforts, including the response to the catastrophic tornado outbreak in Joplin, Missouri, in 2011. Their efforts demonstrate an eagerness to serve and to help those devastated by disasters, the utility of a service corps in disaster response and recovery, and the importance of opening more opportunities for national service to young volunteers. FEMA Corps members are specially trained in disaster preparedness, response, and recovery and are assigned to work with on-the-ground FEMA responders at presidentially declared disasters and other emergencies. Their roles are diverse and include helping with logistics, survivor assistance, public assistance, and recovery ([more information](#) is available online). Through this program, young patriots can have a profound, even heroic, impact on disaster outcome for individual survivors and whole communities.

Personal & Professional Growth Through Service & Mentorship

Not only has FEMA Corps had a positive impact on disaster outcomes for those affected by the event, but the organization has also proved beneficial to the volunteers themselves at

a critical time in their lives. Members have an opportunity to explore their interests in emergency management and homeland security. Their one or two years of service afford them experiences that few others have had, especially so early in their careers:

This organization offers young volunteers numerous hands-on experiences and helps them prepare for future career opportunities.

- Deploying to and seeing disasters and disaster management firsthand;
- Having the opportunity to serve others and to help them through the worst times; and
- Traveling to many parts of the country as their help is needed.

The resultant experiences and earned insights of FEMA Corps members coupled with their personal understanding of the importance of service and its impact prepare them to become great leaders, whether or not they continue to pursue a career in emergency management. The service experience itself is even more than helping survivors. It is also learning to help each other in the work they do and driving their team's success and others' wellbeing regardless of the chaos and adversity around them.

The service aspect of FEMA Corps offers an invaluable experience, but mentorship is also a critically important part of any field. Any profession within emergency management should establish internships and opportunities to serve within a mentorship structure for individuals at all levels in their careers. Mentors can be those in senior roles, but also those who are newer in their positions, as they too have valuable experiences and insights

to share with those who are younger or newer in the profession and would benefit from immediate coaching during the initial phases of their careers. Mentors are an indispensable resource for individuals throughout their careers to speak with, advise, and discuss ideas with them, thus helping them develop their understanding of the field and its processes. Mentors can also introduce mentees to others to expand their networks, open doors to help create opportunities for them, and teach them both directly and through observation.

Mentees can learn important practical knowledge from their mentors, but the learning is not unidirectional. Mentors can also learn important information from mentees, whose perspective is quite different from theirs. In a milieu where enthusiasm, compassion, and commitment meet difficulty and complexity, the experiences of FEMA Corps volunteers are greatly enhanced by the development of mentorships during their service.

Mentoring – A Win-Win Experience

The personal impact of the experience of working with FEMA Corps coupled with the guidance available through mentorship help shape young volunteers, enabling them for



Richard Serino with two FEMA Corps members in Bethpage, NY. Source: FEMA/Jocelyn Augustino (5 November 2012).



FEMA Corps members playing a game that explains mitigation to high school students in Denver, CO. *Source:* FEMA/Michael Rieger (7 November 2013).

the next part of their careers and supporting efforts to find their calling. Members of FEMA Corps who have completed a year of service without knowing what their next step would be have found that the year helped them to decide that they wanted to serve. Some volunteers continued their careers within FEMA in National Incident Management Assistance Teams (IMATs). Others left emergency management, but they serve in other ways, continuing their community engagement as police officers or teachers.

Regardless of ultimate career path, a year of working in FEMA Corps has shown members the gift of helping people through dedicated service, and it has inspired their fundamental drive to continue to serve others in whatever career path best fits their skills and interests. As they find themselves in their work, FEMA Corps members can also learn from others through mentorship. Everyone, from undergraduate and graduate students, Ph.D. candidates and post-doctoral fellows, to people working in high levels of government and private sector – everyone can be a mentor to someone. Mentoring others shares resources, knowledge, and experiences, and can yield contributions and personal satisfaction even more rewarding than the benefaction of being mentored.

Richard Serino (pictured), is a distinguished visiting fellow at Harvard School of Public Health, National Preparedness Leadership Initiative. He was appointed by President Barack Obama and confirmed by the Senate as the Federal Emergency Management Agency's (FEMA) 8th deputy administrator in October 2009 and served until 2014. He responded to over 60 national disasters while at FEMA. During Super Storm Sandy, he was the lead federal area commander for New York and New Jersey. Prior to his appointment as deputy administrator, he spent 36 years at Boston Emergency Medical Services, where he became chief and oversaw 35 mass casualty incidents. He also served as the assistant director of the Boston Public Health Commission. He is currently a senior advisor for numerous organizations such as Airbnb and the MIT Urban Risk Labs. He attended Harvard University's Kennedy School of Government Senior Executives in State and Local Government program, completed the National Preparedness Leadership Initiative (a joint program of the Harvard School of Public Health and the Harvard Kennedy School of Government), and graduated the Executive Leadership Program, Center for Homeland Defense and Security at the Naval Postgraduate School.

Jennifer Grimes, B.A., M.A., is a medical student at the Warren Alpert Medical School at Brown University. Previously, she was: an intern at Harvard University, National Preparedness Leadership Initiative; the research coordinator for Harvard Faculty Physicians Fellowship in Disaster Medicine, an affiliated fellowship of the Harvard Humanitarian Initiative; a clinical research assistant at Athinoula A. Martinos Center for Biomedical Imaging; as well as a research assistant at Harvard University Psychology Department's Systems Neuroscience of Psychopathology Lab and at the Social Cognitive and Affective Neuroscience Lab.

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Schooling the Next Generation of Professionals

By Robert Magliaro

On 27 June 2017, the Urban Assembly School for Emergency Management ([UASEM](#)), the first high school in the United States dedicated to the field, graduated its first cohort of students. Over the past four years, UASEM has engaged students in exploring careers in first response through trips to the New York City Fire Department (FDNY) training headquarters, logistics at the New York City Emergency Management Emergency Operations Center, and internships in emergency management organizations across the region.



UASEM provides students with authentic learning experiences that empower them with the skills to contribute to their communities and succeed in college and career. By constantly applying what they learn in the classroom and field of emergency management, students develop the confidence to pursue their dreams and the character to serve their communities. UASEM accomplishes this by offering “work-based learning” opportunities, which combine traditional classwork with career preparation

through emergency management related experiences such as internships, guest speakers, field trips, and projects.

Industry Exposure & Skills Building

As UASEM leaves its “start up” phase and moves into an “at capacity” institution, it has gleaned three key takeaway lessons in preparing students for emergency management related jobs and post-secondary study:

- Industry exposure is key;
- Industry skills are learned best through experience and application; and
- Individual partners matter most.

In terms of industry exposure, UASEM strives to provide at least two meaningful industry touch points with students per year, ranging from a career-week program that gives students the opportunity to speak with industry experts to ongoing programs such as the New York City Police Department’s (NYPD) [Explorers program](#) that engages students in weekly trainings with the local precinct. Students speak about how these opportunities give them insight and intrigue into the industry and have inspired at least two students to apply to the Federal Emergency Management Agency’s [FEMA Corps program](#) as a post-secondary option.

UASEM has also learned that industry skills best come through experience and application. The most impactful, applicable experiences students speak about are the large-scale,

industry-specific projects. For example, in the inaugural year of the school, students learned about personal and community preparedness. Students then partnered with FEMA as part of their annual [PrepareAthon](#) to design and administer a [survey](#) measuring the average New Yorker's preparedness for emergencies germane to New York City. Students fanned out across the five boroughs and collected over 1,200 data points. After analyzing the data, students made public service announcements aimed at specific target populations and addressed trends from the analysis – for example, how to make and use a go bag.



Ninth grade students practice putting out a car fire during the annual trip to “The Rock,” the FNDY training headquarters. Students participate in physical training, drills such as the one pictured above, and get to speak to firefighters about their careers. *Source:* Salvatore Puglisi (2017).

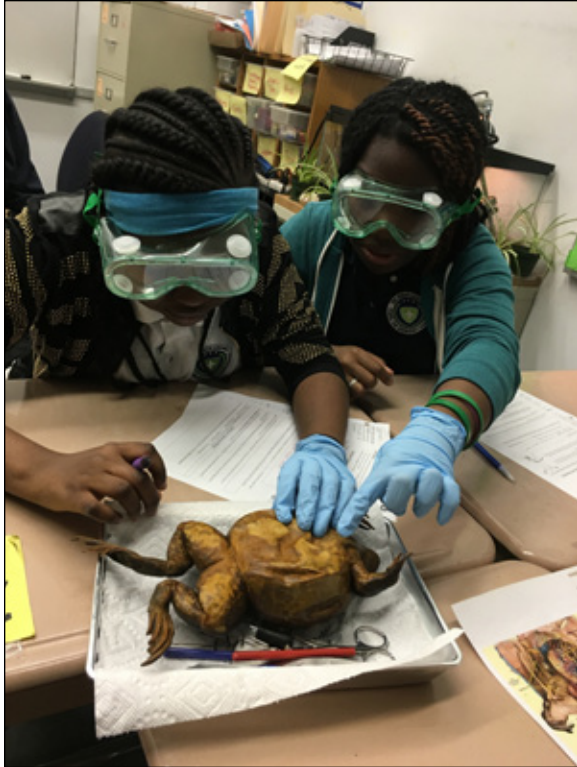
In that public service experience, students produced work authentic to the industry while also learning a variety of skills that emergency managers have stated are important for success in the field such as data collection and analysis, critical thinking, and strong writing and communication. Such experiences also provide knowledge and skills that students can speak to in interviews with future employers.

Partnerships That Work

Finally, UASEM has learned that the individual industry partners who students are paired up with for internships and work-based learning experiences matter immensely. Students who speak highly about their internship supervisors tend to learn the most and develop the most industry-specific skills. For example, a student



As part of FEMA's annual PrepareAthon, students survey New Yorkers on their daily commute about their own personal preparedness for emergencies using a survey tool co-design with the school, FEMA, and New York City Emergency Management. *Source:* FEMA Region II (2014).



Students dissecting frogs in science class, just one of the many hands-on tasks designed by teachers to engage students in rigorous and relevant tasks that reflects the work of practitioners in the field. *Source:* Casey Depasquale (2016).

who had a summer internship with the New York City Department of Education's Emergency Management unit spoke highly of her supervisor and had the opportunity to develop an active shooter plan and drill. These partners become more like mentors and are deeply invested in strengthening their student's professional as well as industry-specific skill sets. UASEM is finding that its partners often return to offer internships. New York City Emergency Management went a step further and offered to extend an internship in order to get one UASEM student's input in developing their internship program.

As UASEM continues to grow, it seeks to strengthen its industry preparation program using these lessons learned alongside partners who are simultaneously developing certifications and professional standards in the field of emergency management. For example, UASEM was recently awarded a

Pathway Development grant from the New York City Department of Education to build out its "Response and Recovery" pathway and enable students to earn their Emergency Medical Technician certification before leaving UASEM. UASEM is also exploring how to support students in developing skills and work experience in cybersecurity, a less traditional but growing field within emergency management.

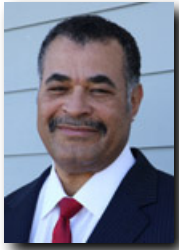
For more information about the Urban Assembly School for Emergency Management, contact info@uasem.org

Robert Magliaro is a co-founder of The Urban Assembly School for Emergency Management (UASEM) and co-wrote the initial proposal for the school. He came to education through Teach for America, taught grades 7-12 in the South Bronx, and supported teachers and students as an Instructional Lead and Data Coach before opening UASEM. Prior to teaching, he worked at the Pennsylvania Governor's Office, Moody's Economy.com, the Mayor of Syracuse, and Lovell's International Law Firm in Hong Kong. He was recently appointed to Manhattan Community Board 3 by The Manhattan Borough president and is a member of the Alliance for School Integration and Desegregation (ASID). He earned his B.S. as a triple major in economics, international relations, and public policy from Syracuse University, where he graduated as one of 12 University Scholars. He also earned his masters in math education from Lehman College and is an alum of the Leadership Apprenticeship Program at the New York City Leadership Academy.

School Safety and Security: The Power of Students

By Robert Boyd

On 22 May 2017, DomPrep held a panel discussion on “Responders of the Future” at the National September 11 Memorial and Museum. In concert with that event, Secure Schools Alliance Research and Education ([the Alliance](#)) released its brief, “[Securing Our Schools: Partner Roles and Responsibilities](#).” Together, these offerings provide significant insight on the power that students can play in the safety and security of their schools.



DomPrep’s discussion highlighted high school students from the Urban Assembly School for Emergency Management ([UASEM](#)) along with some of the mentoring programs in which they participated. Those programs included the New York City (NYC) Office of Emergency Management (OEM) and the NYC Education Department’s OEM. The discussion also highlighted course work in which the students engaged and courses in the City University system, which these students could take for college credit.

Mutually Beneficial Mentorships

Most of the interns started their work by fetching coffee and making copies. Each of them told of earning trust and respect from their mentors and, ultimately, being given projects that contributed significantly to the work of the office to which they were assigned. They learned and the agencies benefitted from the additional help.

None of these students expressed plans to pursue careers in emergency management, law enforcement, or homeland security. They were interested in medicine, law, and politics. Most said they previously had never thought about issues raised in their classes and one had no idea what emergency management was before attending the school. The student representatives mentioned the skills they are learning, the enlightened ways of looking at seemingly ordinary things with “new eyes,” and the responsibility to bring these new skills and perspectives to whatever tasks or careers they undertake.

Their discoveries and expressions reinforced the concepts presented in the “Securing Our Schools” brief, which speaks of empowering students as full partners in school safety, security, and preparedness. The brief builds on the motto, “[If you see something, say something](#),” and takes a common-sense approach to school safety: drill, be engaged, be aware, communicate with each other and with adults, be involved in safety programs, and serve as positive role models. Recommended are all appropriate activities for students (particularly middle and high school students) to help lead their schools in safety and security best practices.



New Eyes & Exciting Possibilities

Although the United States experiences high violent crime rates, it does not experience the volume of violent terrorist incidents that its allies and other parts of the world have experienced – nor do communities live in the constant state of war or fear of war that exists in other parts of the world. What is striking about the UASEM students is the new eyes, enlightened perspectives, and analytical skills these students are discovering, as well as the insights they will bring to whatever careers they do pursue going forward. One can imagine the law school class on privacy issues, where students bring the perspectives of their emergency management and homeland security training to the conversation.

The prospect of actively recruiting more students to serve in emergency management, homeland security, and first response roles raises some intriguing questions:

- How much safer would the country become if future generations learn the skills that the UASEM students are learning?
- Should these skills and insights be taught to all high school students?
- Should there be regular courses or seminars in all high schools that teach the planning, observations, and analytical skills that the UASEM students are learning?
- Should there be more agency internships that plan, serve, and protect communities and the nation?
- Should schools conduct regular field trips to the workplaces of relevant local and regional agencies?
- Should emergency managers, first responders, and homeland security professionals be detailed to rotate through schools as seminar teachers, as a way of preparing the next generation for the new world and exposing them to various career opportunities?

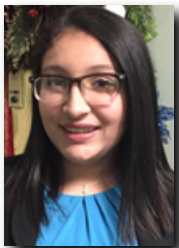
These possibilities are exciting, and emergency managers, first responders, and homeland security professionals have the opportunity to lead such initiatives within their communities. Imagine high school classes discussing topics – such as privacy issues and why cameras may be needed in public spaces, or why facial recognition technology can be a valuable tool for law enforcement and terrorism prevention – and bringing these perspectives into college and beyond. By taking the lead and offering services to local high schools, emergency preparedness professionals can further the nation’s resilience. Imagine living in communities where people do not need to be reminded, “If you see something, say something.” They will already know how to evaluate and take steps to protect the world around them.

Robert Boyd is the executive director of Secure Schools Alliance, which is a nonprofit organization dedicated to security and safety as a key part of a successful education. He was formerly an executive at several education nonprofits, including DonorsChoose.org, the National Alliance for Public Charter Schools, and the Community Education Building in Delaware, where he led the \$26 million conversion of an 11-story office building into a state-of-the-art campus for charter schools. It has been heralded as the safest building in Wilmington as well as one of the safest schools in the nation. In addition to his role as chief of staff to a senior congressman, he also previously worked in the New York City Mayor’s Office and was public safety chairman for University Park, Texas. He holds degrees from Brown, Harvard, and Southern Methodist universities and can be reached at rboyd@secureschoolsalliance.org

A Generation Z Perspective on Intergenerational Learning

By Gisselle A. Aguirre

As the next generation enters the emergency management field, it is time to think about the impact experienced generations can have on their younger counterparts. In emergency management, experienced professionals have knowledge that younger generations cannot gain until they are in the field, but they can share that field experience in the classroom and bring textbooks to life.



As emergency management becomes more integrated within the academic environment, young, interested students have the opportunity to learn from experienced professionals who have moved into the classroom setting in colleges, and even in some high schools across the country. Putting a professor with hands-on field experience and emergency management students together in a learning environment can turn textbooks into something students can see as a reality. Having this contrast of experience in the classroom helps students take what they learn from their professors and textbooks, and turn that information into events that they can learn from as if they were there.

For example, anyone born after 1998 is presumably too young to remember the horrific events of 9/11. By discussing this event with professors and fellow students who experienced 9/11 and saw the damage, the mistakes, and the recovery, younger students can create connections to the event and begin to generate new ideas. These younger students learn what it was like to live through that event and how people felt during and after the attacks. With this interaction, students are able to experience the long-term effect of learning from past mistakes and figure out how to make things better in the future. Through this exchange of wisdom, students learn about what happened before, during, and after the event, which helps them reflect on what went well and which areas still need improvement.



UASEM graduating class of 2017. Source: Salvatore Puglisi (2017).

In emergency management, learning from past events is very important – something every person in the emergency management field needs in order to succeed.

Young generations are not entrenched in their ways of doing things and can often bring new and innovative views to the table.

While experienced generations in the emergency management field have the background knowledge of emergency management via learning and experienced events, those now graduating from school are just beginning to “dip their toes” into the field. When multiple

generations come together to learn about events, it is an opportunity to generate new ideas. The experienced professionals have ideas based on what they learned in the field, whereas younger generations have ideas that may be new to people who have been in the field for a long time. The younger generations are not entrenched in their ways of doing things and can often bring a fresh view to the table.



Students from the UASEM graduating class of 2017. *Source:* Salvatore Puglisi (2017).

Take technology as an example, young generations tend to be technologically savvy and use different types of technology on a daily basis. However, the more experienced generations might not have as much knowledge about technology since they were not raised or taught to use it at a young age. The younger generations then could show the older generations new ways to incorporate technology into emergency management – for example, by showing them how to use social media to quickly disseminate information to the public. This difference in age

brings out new ideas and new ways to share information with the use of technology. It helps keep the way people look at and respond to events “fresh” as time goes on.

Gisselle Aguirre is a 2017 graduate of The Urban Assembly School for Emergency Management (UASEM). At UASEM, she was a mentee at the New York City Department of Education Emergency Management Unit, where she worked to create an Active Shooter Emergency Plan, participated in shelter walkthroughs to see if a shelter was accessible, and helped create mapping for emergency generator connections at shelter locations. In addition, she helped rebuild homes that were destroyed during Hurricane Sandy, helped sign people up for Notify NYC, and assisted in a readiness seminar at Con Edison. She will be attending St. Joseph’s College in Brooklyn, New York, in the fall where she will be majoring in biology.

Help Wanted: Next Generation of Emergency Managers

By Catherine L. Feinman

Veterans, Baby Boomers, Generation X, and Millennials compose the majority of the modern workforce, but the next generation (Generation Z) is now beginning to emerge from schools and colleges. Before this new generation transforms into a significant portion of the workforce, it is important to determine what makes these young people unique and what they can offer to the emergency management field.



The Millennial generation, comprising people born in the 1980s and early 1990s, currently forms the [largest living population](#) in the United States. As such, Millennials today have a significant presence in the workplace and in social networks. However, with three million more U.S. births than its predecessor, the subsequent generation of post-Millennials (known as Generation Z) born in 1995 or later will move into the spotlight over the next decade. With Generation Z growing up post-9/11, its population has a very different view of the world, [different manner of communicating](#), and different methods for tackling tough issues.

Research reveals articles that discuss Generation Z traits, such as learning styles, work ethic, leadership abilities, environmental views, social skills, behavioral traits, and activity levels. Having unique perspectives on their communities, country, and world, this young generation exhibits [different socialization and technological skills](#) than previous generations. How this generation learns, behaves, and interacts with others can influence their ability to prepare for, respond to, and recover from disasters. By examining studies conducted on these youths as they grow from infancy, through childhood, and into adulthood, various traits and characteristics could influence their ability to effectively manage emergencies.

Emergency Management at Its Core

Emergency management is a unique profession that necessarily spans multiple disciplines, multiple jurisdictions, and multiple generations of people. A 12-person FEMA Working Group developed eight core [Principles of Emergency Management](#) to ensure that current and future emergency managers are equipped with the right tools to protect their communities from any type of natural or human-caused disaster. By comparing these principles to the generalized characteristics of Generation Z, the following assertions could be made:

1. *Comprehensive:* Emergency managers should be comprehensive – all hazards, all phases, and all consequences – to work toward a common goal with all stakeholders. Generation Z saw the cascading effects of an economic crisis, the devastation of 9/11, the ongoing cleanup of Hurricane Katrina, and the emotional trauma following terror attacks. This generation is not disillusioned

about such threats, and their tendency toward [risk aversion](#) could inspire mitigative efforts to prevent such disasters.

2. *Progressive:* Emergency managers should be progressive and focus more on predisaster planning, which in turn would mitigate the response and recovery phases of disaster. Generation Z is [not afraid of change](#) and has a tendency to [want to solve problems](#) rather than manage consequences. Predisaster planning is one way this generation can use its entrepreneurial skills to build community preparedness and resilience into the psyche and routine of future generations.
3. *Risk-driven:* Emergency managers should be risk driven and assign the highest priorities to the greatest hazards and risks. Generation Z members want to make a difference in their communities yet at the same time avoid risks. Although they have a desire to save money for the future, they may see great value in targeted spending now for preparedness efforts to minimize future risks.
4. *Integrated:* Emergency managers should be integrated to ensure unity of effort throughout communities and at all levels of management. Generation Z provides more opportunities for two-way mentoring: top-down for teaching traditional skills and bottom-up for teaching technological skills. In the process of bilateral mentoring, the generational gap in a multigenerational work environment becomes smaller and the tolerance for others with different beliefs, practices, and styles becomes greater.
5. *Collaborative:* Emergency managers should be collaborative to create and sustain relationships based on trust. Starting from birth with their parental relationships, Generation Z has developed a collaborative [“we-centric”](#) mindset, with their parents and role models serving as mentors rather than authoritarian figures. These core relationships coupled with inclusive attitudes toward all races, genders, ethnicities, and religions, provide a solid base for community partnerships to form and thrive.
6. *Coordinated:* Emergency managers should be coordinated and synchronize preparedness efforts with all stakeholders, rather than dictate activities that the various stakeholders should do. Although Generation Z members prefer to work alone, they are not averse to [team efforts](#). Emergency management offers a hybrid work environment where there are plenty of opportunities for independent learning as well as for group training, drills, and exercises.
7. *Flexible:* Emergency managers should be flexible and use out-of-the-box thinking to address challenges and solve problems as circumstances change. Generation Z has grown up in an ever-changing socioeconomic environment and [does not automatically follow common conventions](#) for what to think and how to perform tasks. This emerging workforce addresses problems from a fresh perspective, which spurs innovative ideas and perhaps solutions that have not yet been discovered.

8. *Professional*: Emergency managers should be professional and never stop learning and developing their skills. Generation Z students value higher education when it brings them closer to their career goals. Combining their natural skills and abilities with imaginative learning and gaming techniques would likely keep this generation engaged and motivated to contribute to long-term community preparedness and resilience.

Caveats & Recommendations

Generation Z possesses many characteristics that align well with the principles developed for effective emergency management. However, before integrating this emerging workforce into emergency management, this generation's weaknesses cannot be overlooked. Broad use of technology and frequent texting and social media use do not equate to effective communication skills. These skills need to be taught and demonstrated by older generations of professionals. Another caveat is the level at which this generation depends on technological devices. During a disaster, there is likely to be at least some level of disruption in cellphone, Internet, and GPS services. How well Generation Z members can adapt and how much they know about "old school" preparedness techniques require further research and, most likely, additional training from seasoned professionals.



Class at Beethoven Elementary School in Boston, Massachusetts, prepares for emergencies with the Student Tools for Emergency Planning (STEP) Program. *Source*: FEMA/Michelle Collins (2008).

By examining societal, educational, and interpersonal factors that are considered the "norm" for Generation Z – and assuming this generation does not change its trajectory – inferences can be made with regard to their potential future contributions to emergency and disaster preparedness. First, societal factors within their families and communities have shaped their behaviors and thoughts with regard to their communities' threats, risks, and hazards. Second, educational factors have altered the ways in which they learn and play, which differ from previous generations. Finally, interpersonal factors such as work ethic, leadership, and communication style have changed how Generation Z builds intragenerational and intergenerational social interactions.

Emergency management agencies are tasked with creating safe environments for the communities they serve. This includes coordinating plans, resources, and personnel during the prevention, preparedness, response, recovery, and mitigation stages of a disaster. As

the frequency and intensity of disasters increase, the need for personnel in the emergency management field also increases. As Veterans and Baby Boomers retire, their wealth of knowledge and skills for managing emergencies and disasters retire with them unless these traits are transferred to younger generations through recruitment and training efforts. Generation Z is a strong prospect for acquiring legacy knowledge and skills and for making new contributions to the emergency management's body of knowledge, but emergency management agencies must take a proactive approach to attract and retain this emerging workforce.

Everything changes and agencies must be able to adapt. Generational transitions are one such change that introduces opportunities for new perspectives, new communication techniques, and new ways of addressing problems. However, in order to leverage the

No two disasters are exactly alike, neither are two generations of emergency and disaster managers. What will the next generation offer to the field?

incoming workforce, agencies must first understand and accept the generational differences that exist between current and future personnel. They must identify operational gaps within the agency as well as the skills and abilities of Generation Z that could help fill these gaps. Emergency management

efforts encourage taking a whole community approach and engaging all stakeholders. The same is true for recruiting within the field. Generation Z is a new stakeholder that understands risks and threats, wants to solve problems, and feels strongly about helping communities.

To attract this generation to the field, emergency management agencies must emphasize the tasks that are most important to these young adults: continuing education opportunities; serving communities; risk-reduction responsibilities; solving problems; joining a growing field with many positions; individual and group learning; fast-paced environment; and need for multitasking. These types of tasks coupled with the knowledge that they can earn a paycheck doing them would be attractive to many members of Generation Z. However, grassroots efforts and outreach through schools and community programs are needed to build awareness among youths about the benefits of joining forces with the emergency management field. The following recommendations list some steps that those in the field need to take to ensure successful integration of Generation Z:

- Mentor and work with interns at the high school level to inform Generation Z about emergency preparedness.
- Develop gaming techniques to promote critical thinking and overcome risk aversion.
- Include hands-on opportunities for experiential learning.
- Integrate social media as an information sharing and communication tool.

- Encourage a social support structure to reduce stress and interpersonal conflicts.
- Create intergenerational workgroups to share knowledge and skills.
- Assign mentors with legacy knowledge and skills to new personnel.
- Provide opportunities for new personnel to share ideas.
- Define communication and interpersonal expectations.
- Integrate individual and group learning into the educational structure.
- Ensure individual accountability.

Recruiting an Adaptable Workforce

Although emergency management is competing for technologically savvy workers against industries that are more technologically advanced, this field still has many attractive opportunities for Generation Z. These include various emergency management activities that fall within the stages of a disaster: identifying vulnerabilities and hardening potential targets (prevention); anticipating needs and fostering partnerships (preparedness); supporting response agencies and staffing emergency operations centers (response); assessing damages and collaborating with other organizations (recovery); and reducing the impact of future threats (mitigation). Connections can be made between Generation Z characteristics and the principles of emergency management, and how these characteristics could benefit the field. However, more research is needed on practical experience as members of Generation Z begin to enter emergency management agencies.

In a rapidly growing field responsible for managing emergency and disaster preparedness efforts, recruiting and maintaining personnel are critical. Fortunately, an emerging workforce in Generation Z could fulfill the industry's need for more personnel and provide adaptive solutions for an ever-changing threat environment. The emergency management field could flourish as Generation Z grows into leadership roles, but only if the older generations take the time to understand their younger counterparts and use an effective mentoring style to draw out their talents and abilities. As the emergency management field grows, it needs to adapt to intergenerational changes and transitions, many of which introduce new innovative thoughts and solutions. With effective mentoring and the opportunity to demonstrate its strengths, Generation Z will likely prove to be an agent for change to make communities more prepared and more resilient.

This article is based on the author's masters thesis, which can be accessed in full [here](#).

Catherine L. Feinman, M.A., joined Team DomPrep in January 2010. She brought more than 25 years of publishing experience to her current role as editor-in-chief and works with writers and other contributors to build and create new content that is relevant to the emergency preparedness, response, and resilience communities. She also volunteers as an emergency medical technician, firefighter, and member of the Media Advisory Panel of EMP SIG (InfraGard National Members Alliance). She received a masters degree in emergency and disaster management from American Military University.

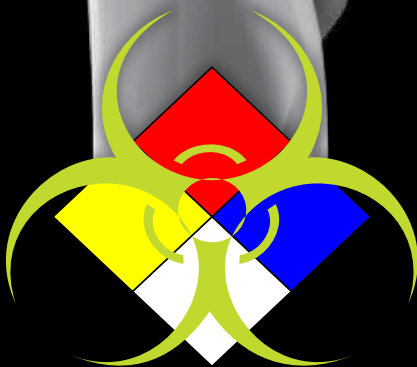
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