

2011 Central US ShakeOut Survey

1. ABOUT THIS SURVEY

This survey is intended to serve both as a guide to evaluate your own ShakeOut activities, and to help us assess and improve upon the overall ShakeOut drill.

The survey is voluntary and completely confidential; your answers will not be linked to your name or email address in any published documents. The IP address for the computer you use will be collected with your answers, but this information will be deleted later to protect your privacy.

This survey will be closed on June 30th. Please complete it before that date. You may quit the survey at any time by clicking "Exit this Survey." You can stop and return later on the same computer to change or complete your entries, up until June 30th.

The survey should take about 10 minutes for individuals, and 15-20 minutes if answering the school or other organization questions. You must be at least 18 years old to participate.

This survey is being conducted by the [California State University at Fullerton](#), [RiskRED](#), the [Southern California Earthquake Center \(SCEC\)](#), and [Western Washington University](#). Findings from this survey will be posted on the ShakeOut website at www.shakeout.org/centralus/evaluation.

If you have any questions or comments about this survey, please send a note to info@shakeout.org.

Thank you!

- ★ **1. Participation in the survey is voluntary. No identifying information about you or any school or organization you may represent will be included in any published reports.**

☐ Yes, I would like to proceed to the survey

Your answer to the next question will determine which part of the survey we will ask you about.

- ★ **2. Please indicate on whose behalf you are completing this survey.**

☐ A K-12 School District, a county Office of Education, or a group of private schools

☐ A school (K-12)

☐ A homeschool

☐ A college or university

☐ An organization (business, government agency, community group, religious group, etc.)

☐ Myself (and my household)

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3. SCHOOL DISTRICT - DESCRIPTION

* 4. This report is on behalf of:

☐ A public school district

☐ A county office of education

☐ A group of private schools

* 5. Approximate total numbers for our schools:

# Schools	<input type="text"/>
# Pre-K Students	<input type="text"/>
# Primary/Elementary Students	<input type="text"/>
# Middle/Junior High Students	<input type="text"/>
# High School Students	<input type="text"/>
# Teachers	<input type="text"/>
# All other staff	<input type="text"/>

6. Approximate proportion of students in our school district receiving subsidized lunches

☐ 0-25%

☐ 26-50%

☐ 51-75%

☐ 76-100%

☐ N/A

7. Approximate proportion of students in our school district who are English Language Learners (ie English is NOT their mother tongue).

☐ 0-25%

☐ 26-50%

☐ 51-75%

☐ 76-100%

☐ N/A

8. The location of our schools is:

6

9. Do you consider your school district to be mostly:

☐ Urban

☐ Suburban

☐ Rural

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4. SCHOOL DISTRICTS - PREPAREDNESS

The next few questions are about things that may have happened before the most recent ShakeOut drill.

* 10. Our schools are instructed to do the following types of drills:

	Never or almost never	1 X every couple of years	1 X year	2-3 X year	4 X year or more	Don't Know
Fire drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop, Cover, and Hold On drill in classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulation drill including response (ie. Incident Command/Incident Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lock-down or shelter-in-place drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family reunification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. In our schools:

	All or Most	Some	None	Don't Know
Site maps and neighborhood maps have hazards, resources, assembly areas and evacuation routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff and students are encouraged to prepare for disasters at home and provided support material for doing so	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students receive instruction in family earthquake preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students receive instruction in structural /non-structural earthquake safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special needs of staff or students with disabilities have been identified and planned for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual staff who may need to be released have identified themselves in advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools know whether they are expected to provide emergency shelter in association with our local Red Cross Chapter or local government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are plans for an alternate school site for school continuity following a disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are plans for alternate schedules and methods as needed for continuing instruction during a period of school closure due to disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is off-site secure back-up of educational records and emergency contact and release information in an alternate location, should these be destroyed in a disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have insurance coverage for school disaster risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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★ 12. Our schools involve parents in learning the reunification process by:

	All or Most	Some	None	Do Not Know
Sending a letter home to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing this in PTA/PTSA meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiring all parents to update their list for emergency release at least annually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing our family reunification procedures with parent volunteers during annual drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing our family reunification procedures with all students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

★ 13. Our school district, group of schools, or county office has a Disaster Management or Emergency Preparedness Plan:

☐ Yes

☐ No

★ 14. Our school district, group of schools, or county office has a Disaster Management or Emergency Preparedness Committee:

☐ Yes

☐ No

★ 15. Our school district, group of schools, or county offices has a designated coordinator for Disaster and Emergency Management

☐ Yes

☐ No

If YES, what percentage of their time is devoted to these functions?

★ 16. In our schools:

	All or Most	Some	None	Don't Know
School buildings meet all current standards for earthquake safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tall or heavy furnishings that could fall or slide during earthquake shaking, and kill or injure people, are properly secured to wall studs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplies, lighting fixtures, roof elements, railings and parapets, heating and cooling devices, kitchen equipment, storage tanks and other items that could kill or injure people, or disrupt educational continuity, are secured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hazardous materials are limited, isolated, eliminated and secured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exit routes are marked, are kept clear and unlocked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers are in place and maintained regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency lighting is in place for areas where it may be needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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* 17. In our schools:

	All or Most	Some	None	Do Not Know	N/A
Portable classrooms are securely fastened to the ground on their foundations	jn	jn	jn	jn	jn
Schools near the coast have plans for evacuation to a safer location due to tsunami hazard	jn	jn	jn	jn	jn
Schools near a hazardous materials site have plans for evacuation to a safer location	jn	jn	jn	jn	jn

* 18. In our schools:

	All or Most	Some	None	Don't Know
Teachers and staff are instructed that they are expected to stay at school as disaster service workers in case of an emergency	jn	jn	jn	jn
Teachers and staff are expected to report to work in case an earthquake occurs at any hours when children may be at school or between home and school	jn	jn	jn	jn
Teachers and staff are instructed in how to use a fire extinguisher	jn	jn	jn	jn
Emergency Go-Bags must be available in each classroom	jn	jn	jn	jn
Other (please specify)				

* 19. We consider the following elements to be important aspects fo "Drop, Cover, Hold On" and evacuation drills in our schools:

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
When the drill begins students adopt the "Drop, Cover, Hold On" position and stay there "during the shaking"	jn	jn	jn
When the drill begins teachers adopt the "Drop, Cover, Hold On" position and stay there "during the shaking"	jn	jn	jn
Following the "shaking" teachers and staff check to see if anyone is injured (and offer transport or treatment as appropriate)	jn	jn	jn
Following the "shaking" teachers/staff lead students out of the building in a quiet and orderly evacuation, using 2-class buddy-system where possible	jn	jn	jn
Students, faculty and staff assemble in safe area outside following the "shaking"	jn	jn	jn
Staff complete a status report form on injured/missing for each room	jn	jn	jn
Other (please specify)			

* 20. I would like to report now on:

jn Participation of our schools in the ShakeOut drill

jn Participation of our District Office or Headquarters in the ShakeOut Drill

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5. SCHOOL DISTRICTS - SHAKEOUT THIS YEAR

The following questions are about this year's ShakeOut drill.

- ★ **21. The proportion of our schools participating in each type of drill this year is approximately:**

	All or most	Some	None	Don't Know
Classroom Drop, Cover, and Hold On	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Building Evacuation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Response simulation exercise (ICS/NIMS)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent release drill	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
District Emergency Operations Center mobilization	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tabletop exercise for decision-makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other (please describe)

- ★ **22. The following people were involved in drills in our schools:**

	All or Most	Some	None	Do Not Know
District office staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
County office of education staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
School board members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Administrative staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Maintenance staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Catering staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other classified staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other community members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other (please specify)

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★ **23. The following organizations were involved in drills in our schools in some way:**

	All or Most	Some	None	Do Not Know
Police Dept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fire Dept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Red Cross	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CERT Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Teacher / Student Associations (PTA/PTSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
City Emergency Operations Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County Emergency Operations Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

★ **24. Some or all of our schools used the following ShakeOut resources for their drills:**

	All or Most	Some	None	Do Not Know
Drill broadcast or sound effects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documents from the ShakeOut website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ShakeOut Posters or Flyers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

★ **25. Our schools did and will evaluate this drill through:**

	All or Most	Some	None	Do Not Know
Informally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using self-evaluation forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a staff meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In classrooms with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By including outside observers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a written report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In reports reviewed at district level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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- ★ 26. An Incident Command Systems (ICS) or National Incident Management Systems (NIMS) type of simulation drill (mobilizing an incident command center, accounting for all students, simulating response functions like light search and rescue, first aid, student release) was done by MOST schools in our district:

☐ Yes

☐ No

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6. SCHOOL DISTRICTS - INCIDENT COMMAND SYSTEMS / SEMS DRILL

These questions apply if most schools in your district or group did an Incident Command Systems / National Incident Management Systems drill.

* 27. Our estimate of our schools' performance of these ICS/NIMS functions.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	Varies by School	Insufficient Information
Incident command	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning & intelligence (in general)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations (in general)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistics (in general)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications (in general)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency supplies distribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Aid station	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simple/light search and rescue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assembly area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request and reunion gate(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapid safety assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fire suppression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilities control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shelter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sanitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were there problems with any of these functions? (If so, please describe)

* 28. I am able to report on our headquarter office's participation in this year's ShakeOut:

☐ Yes

☐ No

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17. ORGANIZATION - PREPAREDNESS

The next questions are about things that may have happened before the most recent ShakeOut drill.

- ★ **87. Including the ShakeOut, how often does your organization participate in the following types of drills?**

	Never or almost never	1 X Every couple of years	1 X Year	2-3 X Year	4X Year or more
Fire drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop, Cover, and Hold On drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulation drill including response (ie. ICS/NIMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lock-down or shelter-in-place drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

- ★ **88. Does your organization:**

	YES	NO	DON'T KNOW	NOT APPLICABLE
Have site and neighborhood maps?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify evacuation routes and locations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage staff to prepare for disasters at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for staff training in earthquake preparedness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and plan for staff with special needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow individual staff who may need to be released identify themselves in advance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have plans for evacuation to a safer location (if located near the coast or a hazardous materials site)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to disasters in the community as part of its mission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have plans for an alternate work site for business continuity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have plans for alternate schedules/methods for business continuity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have off-site secure back-up of organizational records, emergency contact, and release information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have insurance coverage for disaster risk?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ★ **89. Does your organization have an Emergency or Disaster Preparedness Plan?**

☐ Yes

☐ No

- ★ **90. Does your organization have a Disaster/Emergency Management Committee?**

☐ Yes

☐ No

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* 91. Does your organization have a designated coordinator for Disaster and Emergency Management?

☐ Yes

☐ No

If YES, what percentage of their time is devoted to disaster/emergency management?

* 92. In your organization:

	All or Most	Some	None	Don't Know
Emergency lighting is in place for areas where it may be needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exit routes are marked, and kept clear and unlocked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tall or heavy furnishings and equipment are secured to wall studs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hazardous materials are limited, isolated, eliminated, and secured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplies, lighting fixtures, roof elements, railings and other items are secured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buildings meet all current standards for earthquake safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers are in place and maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 93. In your organization:

	All or Most	Some	None	Not Applicable
Staff are taught how to use a fire extinguisher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have practiced "Drop, Cover, and Hold On" in their offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have practiced evacuating buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are taught that if they are outside they should exit to the assembly area and NOT go back inside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff using hazardous or flammable materials are taught how to extinguish flames and isolate hazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Go-Bags are available in each office or work area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 94. Did your organization participate in the most recent ShakeOut drill?

☐ Yes

☐ No

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18. ORGANIZATION - SHAKEOUT PARTICIPATION

★ **95. Approximately what percentage of your organization participated in this year's ShakeOut drill?**

	All or most	Some	None	Don't Know
Administrators	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Staff	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Volunteers	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>

Other (please describe)

★ **96. What drill elements did you include in your drill this year?**

	YES	NO
Drop, Cover, and Hold On	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Building Evacuation	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Response simulation exercise	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>

Other (please describe)

★ **97. Which individuals were involved in your drill?**

	All or Most	Some	None
Management / administrative staff	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Other staff	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Volunteers	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Customers / clients / members	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
People with disabilities	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>

Other (please specify)

★ **98. Which organizations were involved in your drill?**

	YES	NO
Police Dept	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Fire Dept	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
Red Cross	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
CERT Teams	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
City Emergency Operations Center	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>
County Emergency Operations Center	<input type="text" value="jñ"/>	<input type="text" value="jñ"/>

Other (please specify)

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* 99. Which ShakeOut resources did you use for your drill?

	YES	NO
Drill broadcast or sound effects	<input type="radio"/>	<input type="radio"/>
Documents from the ShakeOut website	<input type="radio"/>	<input type="radio"/>
Shakeout Posters or Flyers	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

* 100. How did your organization perform "Drop, Cover, Hold On" and optional building evacuation drill elements?

	All or Most	Some	None	Not Applicable
When the drill began, managers adopted the "Drop, cover and Hold On" position and stayed there "during the shaking"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the drill began, other staff adopted the "Drop, cover and Hold On" position and stayed there "during the shaking"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following the "shaking", staff checked to see if anyone was injured (and offered transport or treatment as appropriate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following the "shaking", staff led people out of the building in a quiet and orderly evacuation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff assembled in safe area outside following the "shaking"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff completed a status report form on injured/missing for each room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>			

* 101. If you conducted any building evacuations, please indicate the average Total Evacuation Time from the VERY START of the drill until the last staff arrived at the assembly area. This can be an estimate.

(If you did not conduct a building evacuation, please enter "0" in both boxes.)

Minutes

Seconds

* 102. Did you have problems with any of these issues?

	YES	NO
Participants not knowing what to do when "Drop" or "Cover" or "Hold On" is not possible	<input type="radio"/>	<input type="radio"/>
Limited drill due to weather	<input type="radio"/>	<input type="radio"/>
Rescheduled full drill due to weather	<input type="radio"/>	<input type="radio"/>
Distractions	<input type="radio"/>	<input type="radio"/>
Management resistance or non-participation	<input type="radio"/>	<input type="radio"/>
Staff resistance or non-participation	<input type="radio"/>	<input type="radio"/>
Absenteeism at the time of the drill	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

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103. Were there any special challenges to including staff with disabilities?

☐ YES

☐ NO

If "Yes", please describe

* 104. In addition to participation in the drill, what other methods did your organization use to reinforce learning about disaster risk reduction and preparedness?

	YES	NO
Reflection and discussion after the drill	<input type="radio"/>	<input type="radio"/>
Formal instruction	<input type="radio"/>	<input type="radio"/>
Printed materials	<input type="radio"/>	<input type="radio"/>

Please describe any other valuable learning activities at your organization:

* 105. Has your organization evaluated (or does it plan to evaluate) this drill: (Please select ALL that apply.)

	YES	NO
Informally	<input type="radio"/>	<input type="radio"/>
Using self-evaluation forms	<input type="radio"/>	<input type="radio"/>
In departmental meetings	<input type="radio"/>	<input type="radio"/>
In staff meetings	<input type="radio"/>	<input type="radio"/>
Including outside observers	<input type="radio"/>	<input type="radio"/>
Written report	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 106. Did this year's ShakeOut lead to improvements in the following areas: (Please check ALL that apply.)

- ☐ Your Organization's Disaster Plan, policies or procedures

☐ Reducing your physical exposure to risks

☐ Developing your preparedness to respond

☐ Seeking needed training

☐ Devoting more time to emergency planning

☐ Other: (please specify)

☐ Devoting more funds to emergency planning

☐ Educating staff for disaster prevention

☐ Involving staff more in disaster planning

☐ Encouraging disaster planning at home

☐ It did not lead to making any improvements

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- ★ 107. Did you do a full simulation drill? (mobilizing an incident command center, accounting for all staff, simulating response functions like light search and rescue, first aid, staff release)?

☐ Yes

☐ No

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19. ORGANIZATIONS - INCIDENT COMMAND DRILL

Please complete this section if your organization did an Incident Command Systems or Standard Emergency Management Systems drill.

★ **108. Please rate your organization's drill for the following Incident Command System/Standard Emergency Management System functions:**

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NOT PRACTICED
Incident command	jn	jn	jn	jn
Planning and intelligence	jn	jn	jn	jn
Operations	jn	jn	jn	jn
Logistics	jn	jn	jn	jn
Communications	jn	jn	jn	jn
Public information	jn	jn	jn	jn
Emergency supplies distribution	jn	jn	jn	jn
First Aid station	jn	jn	jn	jn
Light search and rescue	jn	jn	jn	jn
Assembly area	jn	jn	jn	jn
Rapid safety assessment	jn	jn	jn	jn
Fire suppression	jn	jn	jn	jn
Utilities control	jn	jn	jn	jn
Site security	jn	jn	jn	jn
Shelter	jn	jn	jn	jn
Sanitation	jn	jn	jn	jn
Nutrition	jn	jn	jn	jn

Were there problems with any of these functions? (If so, please describe)

5

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20. LESSONS LEARNED - Schools/Districts/Universities/Organizations

★ **109. During a real disaster, how challenging do you expect the following issues to be?**

	SERIOUS	MODERATE	MINOR/NOT AN ISSUE
Physical safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shelter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medication/equipment for people with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational continuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family reunification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search and rescue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychosocial support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe (these or any others)

110. What corrective measures will you take, and what changes will you implement next time?

111. Top three (3) lessons learned?

112. How can next year's ShakeOut be improved?

★ **113. If the Central U.S. ShakeOut is held again next year, would your organization plan to participate?**

☐ Yes

☐ No

☐ Maybe (don't know yet)

Comments:

(If you would like a blank copy of this questionnaire, you will have a chance to print a copy when you finish.)