

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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2. K-12 SCHOOL - HOMESHOOOLS

3. You will be continuing with the questions designed for K-12 schools. Some of these questions may not apply to you, but please answer as best possible, and select "not applicable" when needed.

Please click the button below to continue.

 Continue

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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:

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	jn	jn	jn	jn	jn	jn
Drop, Cover, and Hold On drill in classroom	jn	jn	jn	jn	jn	jn
Simulation drill including response (ie. Incident Command/Incident Management)	jn	jn	jn	jn	jn	jn
Lock-down or shelter-in-place drill	jn	jn	jn	jn	jn	jn
Family reunification	jn	jn	jn	jn	jn	jn

★ **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	jn	jn	jn	jn
Staff and students are encouraged to prepare for disasters at home and provided support material for doing so	jn	jn	jn	jn
Students receive instruction in family earthquake preparedness	jn	jn	jn	jn
Students receive instruction in structural /non-structural earthquake safety	jn	jn	jn	jn
Special needs of staff or students with disabilities have been identified and planned for	jn	jn	jn	jn
Individual staff who may need to be released have identified themselves in advance	jn	jn	jn	jn
Schools know whether they are expected to provide emergency shelter in association with our local Red Cross Chapter or local government	jn	jn	jn	jn
There are plans for an alternate school site for school continuity following a disaster	jn	jn	jn	jn
There are plans for alternate schedules and methods as needed for continuing instruction during a period of school closure due to disaster	jn	jn	jn	jn
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	jn	jn	jn	jn
We have insurance coverage for school disaster risk	jn	jn	jn	jn

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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	jn	jn	jn	jn
Discussing this in PTA/PTSA meetings	jn	jn	jn	jn
Requiring all parents to update their list for emergency release at least annually	jn	jn	jn	jn
Practicing our family reunification procedures with parent volunteers during annual drills	jn	jn	jn	jn
Practicing our family reunification procedures with all students and families	jn	jn	jn	jn

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	jn	jn	jn	jn
Tall or heavy furnishings that could fall or slide during earthquake shaking, and kill or injure people, are properly secured to wall studs	jn	jn	jn	jn
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	jn	jn	jn	jn
Hazardous materials are limited, isolated, eliminated and secured	jn	jn	jn	jn
Exit routes are marked, are kept clear and unlocked	jn	jn	jn	jn
Smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers are in place and maintained regularly	jn	jn	jn	jn
Emergency lighting is in place for areas where it may be needed	jn	jn	jn	jn

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)	<input type="text"/>			

* 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)	<input type="text"/>		

* 20. I would like to report now on:

Participation of our schools in the ShakeOut drill

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	jn	jn	jn	jn
Building Evacuation	jn	jn	jn	jn
Response simulation exercise (ICS/NIMS)	jn	jn	jn	jn
Parent release drill	jn	jn	jn	jn
District Emergency Operations Center mobilization	jn	jn	jn	jn
Tabletop exercise for decision-makers	jn	jn	jn	jn

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	jn	jn	jn	jn
County office of education staff	jn	jn	jn	jn
School board members	jn	jn	jn	jn
Administrative staff	jn	jn	jn	jn
Teachers	jn	jn	jn	jn
Transportation staff	jn	jn	jn	jn
Maintenance staff	jn	jn	jn	jn
Catering staff	jn	jn	jn	jn
Other classified staff	jn	jn	jn	jn
Parents	jn	jn	jn	jn
Other community members	jn	jn	jn	jn
Students	jn	jn	jn	jn
Students with disabilities	jn	jn	jn	jn

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	jn	jn	jn	jn
Fire Dept	jn	jn	jn	jn
Red Cross	jn	jn	jn	jn
CERT Teams	jn	jn	jn	jn
Parent Teacher / Student Associations (PTA/PTSA)	jn	jn	jn	jn
City Emergency Operations Center	jn	jn	jn	jn
County Emergency Operations Center	jn	jn	jn	jn
School Board	jn	jn	jn	jn

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	jn	jn	jn	jn
Documents from the ShakeOut website	jn	jn	jn	jn
ShakeOut Posters or Flyers	jn	jn	jn	jn

Other (please specify)

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

	All or Most	Some	None	Do Not Know
Informally	jn	jn	jn	jn
Using self-evaluation forms	jn	jn	jn	jn
In a staff meeting	jn	jn	jn	jn
In classrooms with students	jn	jn	jn	jn
By including outside observers	jn	jn	jn	jn
In a written report	jn	jn	jn	jn
In reports reviewed at district level	jn	jn	jn	jn

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	jn	jn	jn	jn	jn
Planning & intelligence (in general)	jn	jn	jn	jn	jn
Operations (in general)	jn	jn	jn	jn	jn
Logistics (in general)	jn	jn	jn	jn	jn
Communications (in general)	jn	jn	jn	jn	jn
Public information	jn	jn	jn	jn	jn
Emergency supplies distribution	jn	jn	jn	jn	jn
First Aid station	jn	jn	jn	jn	jn
Simple/light search and rescue	jn	jn	jn	jn	jn
Assembly area	jn	jn	jn	jn	jn
Request and reunion gate(s)	jn	jn	jn	jn	jn
Rapid safety assessment	jn	jn	jn	jn	jn
Fire suppression	jn	jn	jn	jn	jn
Utilities control	jn	jn	jn	jn	jn
Site security	jn	jn	jn	jn	jn
Shelter	jn	jn	jn	jn	jn
Sanitation	jn	jn	jn	jn	jn
Nutrition	jn	jn	jn	jn	jn

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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7. K-12 SCHOOL - DESCRIPTION

Some basic descriptive information about your school.

* **29. Approximate numbers in our school:**

- # Preschool students
- # Elementary school students
(including kindergarten)
- # Middle school / Junior High students
- # High school students
- # Teachers
- # Administrators
- # All other staff

30. Approximate proportion of students in our school receiving subsidized lunches

- 0-25% 26-50% 51-75% 76-100% N/A

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

- 0-25% 26-50% 51-75% 76-100% N/A

* **32. Type of school**

- Public school (including Charter schools)
- Private school
- Home school

33. Name of our school (will remain confidential):

34. IF your school belongs to a PUBLIC SCHOOL DISTRICT, please enter the name of your school district here:

* **35. Do you consider your school location to be:**

- Urban
- Suburban
- Rural

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8. K-12 SCHOOL - PREPAREDNESS

The next few questions are about school preparedness activities prior to the most recent ShakeOut.

★ **36. Our school does the following types of drills (including the ShakeOut):**

	Never or almost never	1 X Every couple of years	1 X year	2-3 X year	4 X year or more
Fire drill	jn	jn	jn	jn	jn
Drop, Cover, Hold On drill in classroom	jn	jn	jn	jn	jn
Simulation drill including response (eg. ICS/NIMS)	jn	jn	jn	jn	jn
Lock-down or shelter-in-place drill	jn	jn	jn	jn	jn
Family reunification	jn	jn	jn	jn	jn

Other (please specify)

★ **37. In our school community:**

	YES	NO	DON'T KNOW	NOT APPLICABLE
We have site and neighborhood maps and have identified evacuation routes and locations	jn	jn	jn	jn
We encourage staff and students to prepare for disasters at home and provide support material for doing so	jn	jn	jn	jn
Special needs of staff or students with disabilities have been identified and planned for	jn	jn	jn	jn
Individual staff who may need to be released have identified themselves in advance	jn	jn	jn	jn
If we are located near the coast, or near a hazardous materials site, we have plans for evacuation to a safer location	jn	jn	jn	jn
We have discussed our role (if any) as providers of community emergency shelter with our school district office or local Red Cross Chapter or local government	jn	jn	jn	jn
We have plans for an alternate school site for school continuity following a disaster	jn	jn	jn	jn
We have plans for alternate schedules and methods as needed for continuing instruction during a period of school closure due to disaster	jn	jn	jn	jn
We have 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	jn	jn	jn	jn
We have insurance coverage for school disaster risk	jn	jn	jn	jn

★ **38. Our school has an Disaster or Emergency Preparedness**

Plan:

jn Yes

jn No

★ **39. Our school has a School Disaster/Emergency**

Management Committee:

jn Yes

jn No

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*** 40. There is disaster and emergency planning for before and/or after school program(s) on our school site:**

YES they are included in our plan

YES they have their own plan

DO NOT KNOW

NO plan

NO such programs

Who provides these programs?

*** 41. In our school:**

	All or Most	Some	None	Do Not Know
Tall or heavy furnishings that could slide or fall during earthquake shaking and kill or injure people are properly secured to wall studs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency lighting is in place for areas where it may be needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exit routes are marked, are kept clear and unlocked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous materials are limited, isolated, eliminated and secured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portable classrooms are securely fastened to the ground on their foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School buildings meet all current standards for earthquake safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers are in place and maintained regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 impair educational continuity, are secured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>			

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*** 42. In our school:**

	All or Most	Some	None	Not Applicable
Teachers and staff receive training in how to use a fire extinguisher	jn	jn	jn	jn
Students have practiced "Drop, Cover, and Hold On" in their classrooms, and building evacuation	jn	jn	jn	jn
Students are taught the 4 rules for building evacuation: Don't Talk! Don't Push! Don't Run! Don't turn back!	jn	jn	jn	jn
Students have been taught that if they are outside of a classroom they should exit to the assembly area and NOT go back inside	jn	jn	jn	jn
Students using hazardous or flammable materials in science labs are taught how to extinguish flames and isolate hazardous materials in case of an earthquake	jn	jn	jn	jn
Students are provided with information about how communities can build and plan to reduce disaster impacts	jn	jn	jn	jn
Students participate in hands-on activities or projects to learn how to reduce disaster impacts	jn	jn	jn	jn
Emergency Go-Bags are available in each classroom	jn	jn	jn	jn

Other (please specify)

*** 43. In our school we involve parents in learning the reunification process by:**

- Sending a letter home to parents
- Discussing this in PTA/PTSA meetings
- Requiring all parents to update their list for emergency release at least annually
- Practicing our family reunification procedures with parent volunteers during annual drills
- Practicing our family reunification procedures with all students and families
- None of the above

Comments:

*** 44. Our school participated in this year's ShakeOut drill:**

Yes

No

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9. K-12 SCHOOLS - SHAKEOUT THIS YEAR

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

* **45. The following number of people were involved in this year's drill (approximate OK):**

- # Students
- # Teachers
- # Administrators
- # All other staff
- # Volunteers and visitors

* **46. Students or staff with disabilities participated in the drill:**

- ALL or MOST
- SOME
- NONE
- NOT APPLICABLE (none on our campus)

* **47. Our school participated in THIS year's ShakeOut Drill as follows:**

- Drop, Cover, and Hold On Only
- Drop, Cover, and Hold On + Building Evacuation Only
- Drop, Cover, and Hold On + Building Evacuation + Response simulation exercise (eg ICS/NIMS)

Other (please specify)

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10. K-12 SCHOOL - DURING DRILL

These next questions are about the most recent ShakeOut drill (whether you did this on the same day or not)

★ **48. Our rating of performance on the Incident Command System/Standard Emergency Management System drill elements is as follows:**

	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
Request and reunion gate(s)	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)

★ **49. Evaluation of Building Evacuation drill elements:**

	All or Most	Some	None	Do Not Know
Following the "shaking" teachers and staff checked to see if anyone was injured (and offered transport or treatment as appropriate)	jn	jn	jn	jn
Following the "shaking" teachers/staff led student out of the building in a quiet and orderly evacuation, using 2-class buddy-system where possible	jn	jn	jn	jn
Students, faculty and staff assembled in safe area outside following the "shaking"	jn	jn	jn	jn
Staff completed a status report form on injured/missing for each room	jn	jn	jn	jn

Other (please specify)

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* **50. Our total evacuation time from the VERY START of the drill until the last staff or students arrived at the assembly area: (This can be an estimate.)**

Minutes

Seconds

* **51. Evaluation of "Drop, Cover, and Hold On" drill elements:**

	All or Most	Some	None	Do Not Know
When the drill began students adopted the "Drop, Cover, and Hold On" position and stayed there "during the shaking"	jn	jn	jn	jn
When the drill began teachers adopted the "Drop, Cover, and Hold On" position and stayed there "during the shaking"	jn	jn	jn	jn

Other (please specify)

52. These organizations were involved in our drill or drill planning in some way:

- Police Dept
- Fire Dept
- Red Cross
- CERT Teams
- Parent Teacher / Student Association (PTA/PTSA)
- City Emergency Operations Center
- County Emergency Operations Center
- School District Emergency Operations Center

Other (please specify)

53. Special challenges to including students or staff with disabilities or different functional needs:

5
6

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★ **54. We experienced the following problems with our drill:**

	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"/>
Staff resistance or non-participation	<input type="radio"/>	<input type="radio"/>
Absenteeism at the time of the drill	<input type="radio"/>	<input type="radio"/>
Student resistance or non-participation	<input type="radio"/>	<input type="radio"/>
Cutting (not attending) school	<input type="radio"/>	<input type="radio"/>
Other (please specify)		
<input type="text"/>		

★ **55. We did (or will) evaluate this drill as follows: (Check all that apply)**

- Not at all
- Informally
- Using self-evaluation forms
- In a staff meeting
- In classrooms with students
- Including outside observers
- Written report

Other (please specify)

★ **56. In addition to participation in the drill, teachers at are school are asked to:**

	All or Most	Some	None
Reflect and discuss with their students after the drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send home take home materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide related instructional or follow-up activities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any valuable learning activities on disaster prevention at your school:

★ **57. Just a couple of final questions:**

Continue

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11. COLLEGE/UNIVERSITY - DESCRIPTION

* **58. Type of college/university:**

Public

Private

* **59. Approximate numbers in your college/university:**

Undergraduate students

Graduate students

Faculty

Staff/administrators

Other

* **60. The college or university I am answering for is located in this state:**

* **61. Name of the county where our college/university is located**

62. Name of our college or university: (This will remain confidential.)

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12. COLLEGE/UNIVERSITIES - BEFORE DRILL

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

* **63. The frequency of our drills is:**

	Never or almost never	1 X every couple of years	1 X year	2-3 X year	4 X 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 in classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulation drill including response (eg. 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"/>
Family reunification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* **64. In our college/university community:**

	YES	NO	DON'T KNOW	NOT APPLICABLE
We have site and neighborhood maps and have identified evacuation routes and locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We encourage staff and students to prepare for disasters at home and provide support material for doing so	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students receive training in earthquake preparedness	<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"/>
If we are located near the coast, or near a hazardous materials site, we have plans for evacuation to a safer location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We know whether we 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"/>
We have plans for alternate sites for school continuity following a disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have plans for alternate sites for research continuity following a disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have 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"/>
We have 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"/>

* **65. Does our college/university have an Emergency or Disaster Preparedness Plan:**

Yes

No

* **66. Does our college/university have a Disaster/Emergency Management Committee?**

Yes

No

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* 67. Does our college/university have a designated coordinator for Disaster and Emergency Management?

Yes

No

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

* 68. In our college/university:

	All or Most	Some	None	Do Not 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, are kept clear and unlocked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furnishings and equipment that could slide during earthquake shaking and kill or injure people are fastened	<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"/>
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 regularly	<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 impair educational continuity, are secured	<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"/>
Other (please specify)	<input type="text"/>			

* 69. In our college/university:

	All or Most	Some	None	Do Not Know
Instructors and staff are taught how to use a fire extinguisher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have practiced "Drop, Cover, and Hold On" in their classrooms, and building evacuation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have practiced evacuating buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are taught that if they are outside of a classroom they should exit to the assembly area and NOT go back inside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students using hazardous or flammable materials in science labs know how to extinguish flames and isolate hazardous materials in case of an earthquake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Go-Bags are available in each classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High occupancy venues (theatre/stadium) have practiced earthquake drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High occupancy venues (theatre/stadium) have practiced building evacuation drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>			

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* **70. Our college/university participated in THIS year's ShakeOut Drill as follows**

Drop, cover, and hold on only

Drop, cover, and hold on & Building evacuation only

Drop, cover, and hold on & Building evacuation & Simulation exercise

Did not participate

Other (please describe)

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13. COLLEGE/UNIVERSITY - INCIDENT COMMAND SIMULATION

* 71. Our estimate of our performance on the Incident Command System / National Incident Management System drill elements is as follows:

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

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

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14. COLLEGE/UNIVERSITY - DURING DRILL

* 72. Evaluation of Building Evacuation drill elements:

	All or Most	Some	None	Do Not Know
Following the "shaking" faculty and staff checked to see if anyone was injured (and offered transport or treatment as appropriate)	jn	jn	jn	jn
Following the "shaking" faculty/staff led students out of the building in a quiet and orderly evacuation	jn	jn	jn	jn
Students, faculty and staff assembled in safe area outside following the "shaking"	jn	jn	jn	jn
Staff completed a status report form on injured/missing for each room	jn	jn	jn	jn

Other (please specify)

* 73. Average Total Evacuation Time from the VERY START of the drill until the last staff or students arrived at the assembly area. (This can be an estimate.)

If you did not conduct any building evacuations, enter "0" in both boxes.

Minutes

Seconds

* 74. Evaluation of "Drop, Cover, and Hold On" drill elements:

	All or Most	Some	None	Do Not Know
When the drill began students adopted the "Drop, Cover, and Hold On" position and stayed there "during the shaking"	jn	jn	jn	jn
When the drill began faculty and staff adopted the "Drop, Cover, and Hold On" position and stayed there "during the shaking"	jn	jn	jn	jn

Other (please specify)

* 75. The following organizations were involved in our drill in some way:

	YES	NO
Police Dept	jn	jn
Fire Dept	jn	jn
Red Cross	jn	jn
CERT Teams	jn	jn
Student Volunteers	jn	jn
City Emergency Operations Center	jn	jn
County Emergency Operations Center	jn	jn

Other (please specify)

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*** 76. We had problems with these issues:**

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

77. Any special challenges to including students or staff with disabilities or specific functional needs?

*** 78. The following people were involved in our drill:**

	All or Most	Some	None	Do Not Know
Students	jñ	jñ	jñ	jñ
Administrative staff	jñ	jñ	jñ	jñ
Instructional staff	jñ	jñ	jñ	jñ
Transportation staff	jñ	jñ	jñ	jñ
Maintenance staff	jñ	jñ	jñ	jñ
Catering staff	jñ	jñ	jñ	jñ
Research staff	jñ	jñ	jñ	jñ
Visitors and other community members	jñ	jñ	jñ	jñ
Students or staff with disabilities	jñ	jñ	jñ	jñ
Other (please specify)				
<input type="text"/>				

*** 79. The following numbers of people were involved in this year's drill:**

(Approximate OK)

Students

Faculty

Administrators

Other Staff

Visitors and others

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* 80. In addition to participation in the drill, the following measures were implemented to support our drill.

	YES	NO
Preparedness fair or exhibits held to promote disaster safety	jn	jn
Faculty developed class projects to add value to campus-wide drill	jn	jn
SMS messages in weeks prior to drill	jn	jn
SMS message as reminder of drill	jn	jn
Reflection and discussion after the drill	jn	jn
Formal instruction	jn	jn
Take home materials	jn	jn
Use of social media (Facebook/Twitter etc) to reinforce messages	jn	jn

Please describe any other valuable learning activities at your school:

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15. COLLEGES/UNIVERSITIES - AFTER DRILL

* **81. We did (or will) evaluate our drill:**

	YES	NO
Informally	<input type="checkbox"/>	<input type="checkbox"/>
Using self-evaluation forms	<input type="checkbox"/>	<input type="checkbox"/>
In one or more staff meetings	<input type="checkbox"/>	<input type="checkbox"/>
In classrooms with students	<input type="checkbox"/>	<input type="checkbox"/>
Including outside observers	<input type="checkbox"/>	<input type="checkbox"/>
Written report	<input type="checkbox"/>	<input type="checkbox"/>
Report reviewed at system level	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

* **82. Click "Continue" to proceed.**

Continue

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16. ORGANIZATIONS - DESCRIPTION

Please tell us about your organization.

*** 83. Type of organization? (Choose ONE.)**

- | | | |
|---|---|---|
| <input type="checkbox"/> Business | <input type="checkbox"/> Museum | <input type="checkbox"/> Community group |
| <input type="checkbox"/> Government | <input type="checkbox"/> Science/preparedness | <input type="checkbox"/> Neighborhood group |
| <input type="checkbox"/> Local government | <input type="checkbox"/> Non-profit organization | <input type="checkbox"/> CERT group |
| <input type="checkbox"/> State government | <input type="checkbox"/> Faith-based organization | <input type="checkbox"/> Scouting group |
| <input type="checkbox"/> Federal government | <input type="checkbox"/> Service organization | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Tribe/Rancheria | <input type="checkbox"/> Communications | <input type="checkbox"/> Child care |
| <input type="checkbox"/> Media | <input type="checkbox"/> HOA/retirement | |

*** 84. Approximate numbers in your organization:**

- | | |
|------------------|----------------------|
| # Administrators | <input type="text"/> |
| # Staff | <input type="text"/> |
| # Volunteers | <input type="text"/> |
| # Others | <input type="text"/> |

85. Name of your organization: (Will remain confidential.)

*** 86. Your organization is located in this state:**

Other (please specify)

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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	jn	jn	jn	jn	jn
Drop, Cover, and Hold On drill	jn	jn	jn	jn	jn
Simulation drill including response (ie. ICS/NIMS)	jn	jn	jn	jn	jn
Lock-down or shelter-in-place drill	jn	jn	jn	jn	jn
Other (please specify)					
<input type="text"/>					

* **88. Does your organization:**

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

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

jn Yes

jn No

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

jn Yes

jn 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exit routes are marked, and kept clear and unlocked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tall or heavy furnishings and equipment are secured to wall studs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous materials are limited, isolated, eliminated, and secured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplies, lighting fixtures, roof elements, railings and other items are secured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buildings meet all current standards for earthquake safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers are in place and maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have practiced "Drop, Cover, and Hold On" in their offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have practiced evacuating buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are taught that if they are outside they should exit to the assembly area and NOT go back inside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff using hazardous or flammable materials are taught how to extinguish flames and isolate hazardous materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Go-Bags are available in each office or work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	jn	jn	jn	jn
Staff	jn	jn	jn	jn
Volunteers	jn	jn	jn	jn

Other (please describe)

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

	YES	NO
Drop, Cover, and Hold On	jn	jn
Building Evacuation	jn	jn
Response simulation exercise	jn	jn

Other (please describe)

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

	All or Most	Some	None
Management / administrative staff	jn	jn	jn
Other staff	jn	jn	jn
Volunteers	jn	jn	jn
Customers / clients / members	jn	jn	jn
People with disabilities	jn	jn	jn

Other (please specify)

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

	YES	NO
Police Dept	jn	jn
Fire Dept	jn	jn
Red Cross	jn	jn
CERT Teams	jn	jn
City Emergency Operations Center	jn	jn
County Emergency Operations Center	jn	jn

Other (please specify)

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

	YES	NO
Drill broadcast or sound effects	jn	jn
Documents from the ShakeOut website	jn	jn
Shakeout Posters or Flyers	jn	jn
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"	jn	jn	jn	jn
When the drill began, other staff adopted the "Drop, cover and Hold On" position and stayed there "during the shaking"	jn	jn	jn	jn
Following the "shaking", staff checked to see if anyone was injured (and offered transport or treatment as appropriate)	jn	jn	jn	jn
Following the "shaking", staff led people out of the building in a quiet and orderly evacuation	jn	jn	jn	jn
Staff assembled in safe area outside following the "shaking"	jn	jn	jn	jn
Staff completed a status report form on injured/missing for each room	jn	jn	jn	jn
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	jn	jn
Limited drill due to weather	jn	jn
Rescheduled full drill due to weather	jn	jn
Distractions	jn	jn
Management resistance or non-participation	jn	jn
Staff resistance or non-participation	jn	jn
Absenteeism at the time of the drill	jn	jn
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

5

6

* 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

6

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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	jn	jn	jn
Communications	jn	jn	jn
Shelter	jn	jn	jn
Nutrition	jn	jn	jn
Medication/equipment for people with disabilities	jn	jn	jn
Organizational continuity	jn	jn	jn
Family reunification	jn	jn	jn
Transportation	jn	jn	jn
People with special needs	jn	jn	jn
First aid	jn	jn	jn
Search and rescue	jn	jn	jn
Psychosocial support	jn	jn	jn

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.)

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* 114. You are done with the organization survey!

In addition to learning about your organization's preparedness and your drill, are you willing to answer questions about your personal experience of the ShakeOut?

Yes

No

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21. INDIVIDUAL - LOCATION

* 115. Select the state that you live in, from this drop-down menu.

Other (please specify)

116. Do you consider the area you live in to be:

Urban

Suburban

Rural

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22. INDIVIDUALS - BEFORE DRILL

These questions are about things that you, as an individual or household, may have done before the most recent ShakeOut drill.

*** 117. From what sources do you usually receive information about earthquake safety and preparedness? (Check ALL that apply.)**

- | | |
|--|---|
| <input type="checkbox"/> Friends or relatives | <input type="checkbox"/> United States Geological Survey (USGS) |
| <input type="checkbox"/> News anchors, hosts, or reporters | <input type="checkbox"/> Federal Emergency Management Agency (FEMA) or Dept. of Homeland Security (DHS) |
| <input type="checkbox"/> Entertainers | <input type="checkbox"/> Insurance companies |
| <input type="checkbox"/> Scientists | <input type="checkbox"/> Central US Earthquake Consortium |
| <input type="checkbox"/> Schools | <input type="checkbox"/> ShakeOut Website |
| <input type="checkbox"/> Employers | <input type="checkbox"/> Other local earthquake education alliance |
| <input type="checkbox"/> American Red Cross | <input type="checkbox"/> Viral emails |
| <input type="checkbox"/> City or state government agencies | <input type="checkbox"/> Have not gotten any information about earthquake safety and preparedness |

Other (please specify)

*** 118. In what ways do you prefer to receive information about earthquake safety and preparedness? (Check ALL that apply.)**

- | | |
|---|---|
| <input type="checkbox"/> Face-to-face | <input type="checkbox"/> Poster/Billboard |
| <input type="checkbox"/> Television | <input type="checkbox"/> Internet (website, chatroom, blog, social media) |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Email |
| <input type="checkbox"/> Newspaper/Magazine | <input type="checkbox"/> Cell-phone voice or text message |
| <input type="checkbox"/> Brochure/Flyer | |

Other (please specify)

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* **119. Including the ShakeOut, how often do you participate in the following types of drills?**

	4 X year or more	2-3 X Year	1 X Year	1 X Every couple of years	Never / Almost Never
Fire	jn	jn	jn	jn	jn
Drop, Cover, and Hold On	jn	jn	jn	jn	jn
Evacuation	jn	jn	jn	jn	jn

Other (please specify)

* **120. Altogether, in the year leading up to (before) the most recent ShakeOut, how much information did you receive about:**

	A LOT	SOME	A LITTLE	NONE
The ShakeOut?	jn	jn	jn	jn
How to prepare <u>before</u> an earthquake?	jn	jn	jn	jn
How to stay safe <u>during</u> an earthquake?	jn	jn	jn	jn
How to respond and recover <u>after</u> an earthquake?	jn	jn	jn	jn

* **121. What did you as an individual do to get ready for the most recent ShakeOut drill: (Check ALL that apply.)**

- Reviewed drill manuals from the ShakeOut website
- Participated in a workplace or school meeting about preparing for earthquakes
- Distributed information to other people
- Played the Beat the Quake game on the ShakeOut website
- Developed new earthquake response plans
- Joined a Facebook ShakeOut group
- Helped others prepare for their ShakeOut drill
- Followed the ShakeOut Twitter feed
- Encouraged others to participate
- Did not do anything to prepare for the ShakeOut drill

Other (please specify)

* **122. In the year leading up to the most recent ShakeOut drill, how many people did you encourage to:**

- Learn more about earthquake safety and preparedness?
- Participate in the ShakeOut?
- Visit the ShakeOut website (www.ShakeOut.org/centralus)?

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23. INDIVIDUALS - DURING DRILL

These next questions are about things you as an individual or your household may have done during the most recent ShakeOut drill.

* **123. During the most recent ShakeOut drill, did you or your household:**

	YES	NO
Drop, Cover, and Hold On	<input type="checkbox"/>	<input type="checkbox"/>
Listen to the ShakeOut drill broadcast recordings	<input type="checkbox"/>	<input type="checkbox"/>
Practice other aspects of your disaster plan	<input type="checkbox"/>	<input type="checkbox"/>

Other (please describe)

* **124. Where were you during the most recent ShakeOut drill?**

Work

Store, mall, theater, or other business

Home

Public building (museum, government office, etc.)

School

Outside

Other (please specify)

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24. INDIVIDUALS - AFTER DRILL

These next questions are about things you as an individual may have done after the most recent ShakeOut drill.

YOU ARE ALMOST DONE!

★ **125. After the most recent ShakeOut, did you seek further information to help you learn how to:**

	YES	NO
Prepare <u>before</u> an earthquake?	jn	jn
Stay safe <u>during</u> an earthquake?	jn	jn
Respond and recover <u>after</u> an earthquake?	jn	jn

★ **126. What things have you/your household done?**

	Done because of ShakeOut	Done NOT because of ShakeOut	Started but not finished	Planning to do it	Not planning to do it
Secure heavy furniture to the wall	jn	jn	jn	jn	jn
Move heavier items to lower shelves	jn	jn	jn	jn	jn
Complete or update a family disaster plan	jn	jn	jn	jn	jn
Identify an out-of-area contact person	jn	jn	jn	jn	jn
Keep shoes and flashlights by beds	jn	jn	jn	jn	jn
Complete first aid training	jn	jn	jn	jn	jn
Keep fire extinguisher nearby	jn	jn	jn	jn	jn
Have occasional earthquake drills	jn	jn	jn	jn	jn
Copy important documents for safekeeping	jn	jn	jn	jn	jn
Have a first aid kit	jn	jn	jn	jn	jn
Store at least 3 days of food at home	jn	jn	jn	jn	jn
Store at least 3 days of water at home	jn	jn	jn	jn	jn
Have an evacuation bag ready	jn	jn	jn	jn	jn
Have portable radio and batteries	jn	jn	jn	jn	jn
Talk to an expert to evaluate building earthquake risks	jn	jn	jn	jn	jn
Strengthen or repair my home for earthquake safety	jn	jn	jn	jn	jn
Purchase earthquake insurance	jn	jn	jn	jn	jn
Identify safe spots in every room	jn	jn	jn	jn	jn
Learn what to do to stay safe <i>during</i> an earthquake	jn	jn	jn	jn	jn
Learn when and how to shut off the main gas valve	jn	jn	jn	jn	jn

Other (please specify)

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* 127. After the most recent ShakeOut drill, how many people did you encourage to:

Learn more about earthquake safety and preparedness?

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25. LESSONS LEARNED - INDIVIDUALS

We would like to hear about your experiences. Your answers to the following questions will help improve the ShakeOut in future years.

* **128. During a real disaster, how challenging do you expect the following issues to be for you/your household?**

	SERIOUS	MODERATE	MINOR/NOT AN ISSUE
Physical safety	jn	jn	jn
Communications	jn	jn	jn
Shelter	jn	jn	jn
Nutrition	jn	jn	jn
Medication/equipment for people with disabilities	jn	jn	jn
Family reunification	jn	jn	jn
Transportation	jn	jn	jn
People with special needs	jn	jn	jn
First aid	jn	jn	jn
Search and rescue	jn	jn	jn
Psychological support	jn	jn	jn

Please describe (these or any others)

129. What are the top 3 lessons you/your household has learned because of the ShakeOut?

130. What effects has the ShakeOut had on your household?

131. What are the greatest challenges you face in getting ready for earthquakes?

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

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* 133. If the Central U.S. ShakeOut is held again next year, will you plan to participate?

Yes

No

Maybe (don't know yet)

Comments:

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26. ABOUT YOU

If you are willing, please describe yourself.

134. I am:

Male

Prefer not to say

Female

135. How old were you on your last birthday?

Years

136. What racial/ethnic group best describes you?

White

Native Hawaiian or other Pacific Islander

Hispanic/Latino

American Indian or Alaskan Native

Black or African American

Mixed

Asian

Prefer not to say

Other (please specify)

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27. THANK YOU

Thank you very much for your time!

If you would like a blank copy of this questionnaire, go to www.shakeout.org/centralus/evaluation/2011.

We hope that this evaluation will help you to improve your personal and/or organizational preparedness. By sharing your experiences you have contributed to helping all of us to improve the outcomes of the ShakeOut!