

## San Jose State University SJSU ScholarWorks

---

Master's Projects

Master's Theses and Graduate Research

---

Spring 5-2017

# Collective Impact: Working Together for Robust Community Emergency Preparedness

Cheryl H. Galloway  
*San Jose State University*

Follow this and additional works at: [https://scholarworks.sjsu.edu/etd\\_projects](https://scholarworks.sjsu.edu/etd_projects)

Part of the [Emergency and Disaster Management Commons](#), and the [Public Administration Commons](#)

---

### Recommended Citation

Galloway, Cheryl H., "Collective Impact: Working Together for Robust Community Emergency Preparedness" (2017). *Master's Projects*. 511.

DOI: <https://doi.org/10.31979/etd.aypt-59ek>

[https://scholarworks.sjsu.edu/etd\\_projects/511](https://scholarworks.sjsu.edu/etd_projects/511)

This Master's Project is brought to you for free and open access by the Master's Theses and Graduate Research at SJSU ScholarWorks. It has been accepted for inclusion in Master's Projects by an authorized administrator of SJSU ScholarWorks. For more information, please contact [scholarworks@sjsu.edu](mailto:scholarworks@sjsu.edu).

# **Collective Impact: Working Together for Robust Community Emergency Preparedness**

Written by Cheryl H. Galloway

A Thesis Quality Research Project Submitted in Partial Fulfillment  
of the Requirements for the Masters of Public Administration.

Frances Edwards, Ph.D.

The Graduate School

San Jose State University

May 2017

## Table of Contents

Introduction	Page 3
Literature Review	Page 6
<i>Figure 1: Five Key Elements for Collective Impact</i>	Page 9
Methodology	Page 18
Findings	Page 21
Analysis and Conclusion	Page 41
Appendix	Page 49
<i>Appendix 1: GUSD Emergency Preparedness Questionnaire</i>	
<i>Appendix 2: 2016/2017 PBIS Self-Assessment Survey</i>	
References	Page 51

## INTRODUCTION

Is it possible for government agencies, businesses, philanthropists, non-profits and citizens to come together with a common agenda and mutually reinforcing activities to change complex social problems? According to the Stanford Social Innovation Review, the collective impact framework makes that possibility, a reality. All across America, collective impact cadres with a common agenda, consistent measured results, mutually reinforcing activities, continuous communication and a backbone organization are solving problems that no single entity could ever do on its own. By collaborating, these groups are changing the world in areas of K-12 public education, watershed restoration and prevention of childhood obesity (Kania & Kramer, 2011). Would this same method work for emergency preparedness in a small community at the southern tip of Santa Clara County?

In Gilroy, California, the self-proclaimed Garlic Capital of the World, private, non-profit and public agencies, along with thousands of volunteers, work together every year for a common goal. Each summer, the charter city with a population of 52,000 (City of Gilroy, 2017) puts on an annual Gilroy Garlic Festival with unprecedented participation from all different areas. A nationally renowned event, Gilroyans roll up their sleeves and roll out the red carpet to host more than 100,000 visitors who travel from all over the world to experience *all things garlic*. The three-day smorgasbord includes a Garlic Cook-Off, Gourmet Alley (with the ever-popular garlic ice cream), local artisans and vendors. According to the Gilroy Garlic Festival Association, well over \$10 million has been paid out during the first 36 years of this popular event; which is about to celebrate its 39<sup>th</sup> year in July of 2017. The money, distributed to support 149 local non-profit organizations and charities through a Volunteer Equity Program established by the founders in 1979 (Filice, 2014), has become a staple income source for everything from sports leagues to

choirs to gang prevention task forces and schools. The power of cooperation, collaboration and community engagement is irrefutable, with almost four decades of proven results.

What significance could a collective impact cadre have on the community and local school district if it targeted emergency preparedness? In the face of natural, technological or human-caused disasters, Gilroyans need to successfully mitigate, respond and recover (Martin, 2013) quickly and efficiently in order to save lives, preserve property and resume business-as-usual. The purpose of this study is to determine whether collective impact, a model that functions much like the hugely successful Gilroy Garlic Festival Association, is a viable option to increase the level of emergency preparedness for Gilroy Unified School District and the community as a whole.

Throughout Gilroy, there are systematic activities occurring every day related to emergency preparedness. The school district, by education code, does mandatory emergency drills with students and provides tabletop exercises and training for staff on a regular basis. The city website provides emergency preparedness resources, offers CPR classes through the recreation department and participates in annual health and wellness fairs. The Community Emergency Response Team (CERT) in Gilroy is an active chapter that provides free quarterly classes to citizens, while the Red Cross hosts monthly disaster preparedness sessions at the local library. Many local businesses sell pre-packaged earthquake kits, first aid supplies, flashlights and bottled water. Yet, despite these isolated impact programs and resource venues, there is still an unsettling lack of preparedness on the part of organizations and individuals in town. Somehow, even with all of these agencies working to provide planning, training and implementation to Gilroyans, confidence in handling even the smallest of disasters, on the part of individuals, is relatively low.

What multiple organizations have been trying to do alone for the benefit of all residents is achievable by working together. The goal of long lasting social change, brought on by the collaboration of private, non-profit, and public agencies intermixed with philanthropists and citizens who are all striving for common ground (Graham, 2015) has a proven track record. Collective impact requires said unrelated groups, in a proactively structured and innovative way, to promote a common agenda by coming together to solve complex social problems. For Gilroy, that common agenda is robust emergency preparedness.

This study identifies a shortfall of solid emergency preparedness between organizations and individuals in Gilroy, providing a gap analysis in disaster mitigation on the civilian side. This information is important for emergency managers and public safety officials to understand as they strive to develop plans and solutions to increase participation, effectiveness, planning, training and implementation at the Gilroy Unified School District and in the community at large. Using an evaluation of current efforts for review by the school board, city council, Chamber of Commerce and non-profits in the public safety sector, more expansive outreach through collaboration is the common goal. Ultimately, this recommendation could be the jumping off point for implementation of a collective impact cadre focused on creating robust emergency preparedness for all residents in Gilroy.

## LITERATURE REVIEW

*They* say we should have shoes tied under our beds, flashlights in our rooms and “go bags” in our cars with umbrellas, hand crank radios and first aid kits. *They* say we should have water stored by the gallon, a medical directive, emergency contact lists, utility shut off plans and evacuation maps. *They* say smoke detectors, carbon monoxide monitors and fire extinguishers save people and possessions, Automated External Defibrillator’s (AEDs) and Cardiopulmonary Resuscitation (CPR) save cardiac arrest victims, and that blood drives are necessary. *They* say drought can last for decades, and flooding can and will occur in and out of flood zones. *They* say we should have cash on hand, medication readily available and enough supplies to survive in an emergency for up to 72 hours on our own. *They* say quite a bit but who is this elusive *they* and why should we listen to them? For Gilroyans, *they* is FEMA, Cal OES, the City of Gilroy and Gilroy Unified School District. *They* are just a few of the subject matter experts who work tirelessly as emergency managers to assist in planning, training and implementing emergency preparedness for all.

Emergency managers around the globe recognize the need for disaster preparedness not only on the part of emergency responders, but on the shoulders of organizations and individuals as well. The Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI) clearly states that preparation, organization and coordination are primary factors in the success of handling emergencies (2013), but it is unrealistic to expect the government, single-handedly, to care for everyone in a full-scale disaster. Hollywood revels in images of uniformed firefighters, paramedics, police officers and the National Guard coming to the rescue of helpless civilians who hang perilously to life during floods, earthquakes, tornadoes and terrorist attacks. Reality is far from what we see on the big screen. Although these modern day

heroes do exist, there are limitations in successfully handling disasters based merely on size and scope. Before wreaking havoc on a bustling metropolis, a widespread H1N1 flu outbreak does not bother to consider the number of beds in a hospital wing or calculate how many elderly are unable to leave their homes for medical attention. Nor does a tornado check the coffers of mobile-home-park tenants before blasting through and taking out all they own. There is no magic government formula for predicting or solving these problems. It is up to the whole community to plan for these very real threats. “Preparedness is a shared responsibility; it calls for the involvement of everyone—not just the government—in preparedness efforts. By working together, everyone can keep the nation safe from harm and resilient when struck by hazards, such as natural disasters, acts of terrorism, and pandemics” (Federal Emergency Management Agency, 2017).

“The complex nature of most social problems belies the idea that any single program or organization, however well managed and funded, can single-handedly create lasting large-scale change” (Hanleybrown, Kania & Kramer, 2012). Emergency preparedness comes down to planning, training and implementation, but even the experts can get overwhelmed in the thick of competing interests and lack of resources. Craig Fugate, Obama’s FEMA administrator from 2009 to 2017, warns emergency service providers against planning based on capabilities and resources rather than planning for the actual hazards and needs faced by a community (Graham, 2015). When discussing what took place before, during and after Hurricane Katrina in New Orleans, Fugate stated, “The systemic problem was we planned for what we were capable of responding to, not what could happen” (Graham, 2015). With scarce resources, dwindling public safety staff and little budgetary leeway for the *what-ifs* in life, it may appear easier to sit back and hope that nothing bad ever happens, or that Walt Disney was correct and a brigade of knights



in shining armor will trot into town to save us all just in time. However, hope is not a plan. School districts and communities need to find a way to prepare organizations and individuals to fend for themselves when the need arises.

In the essay, “Collective Impact for Community Resilience: A Collaborative Approach for a Complex Issue” Martin (2013) discusses the need for an impact reduction on life and property loss during and after an emergency. With the goal of community resilience, she uses collective impact to create partnerships that work through shared objectives while supporting communications and reinforcing activities. Martin acknowledges existing programs within the community that are in place to support resilience. However, she confirms it is collective impact that works best to lessen social isolation and decrease vulnerability across the board (2013). “The appeal of collective impact may also be due to a broad disillusionment in the ability of governments around the world to solve society’s problems, causing people to look more closely at alternative models of change” (Hanleybrown, Kania & Kramer, 2012). Collective impact is performance oriented in approach and targets large social issues. That in itself is intriguing to many potential players who have grown weary of trying to change things on their own.

Collective impact requires a few preconditions in order to bring people to the table for extensive social change. These include an urgent need for change, a champion for the cause and a means for financial resource acquisition (Hanleybrown, Kania, & Kramer, 2012). Although isolated planning, training and implementation is occurring on a regular basis, examples where collective impact has been effective imply much greater progress with combined efforts of nonprofits, governments, businesses and individuals. Emergency preparedness for an entire school district, business or community is too grand for one emergency manager to handle,

making the need for a collective impact model, founded on the idea that no single person, policy, department, program, organization or governmental branch can do it alone (Graham, 2015).

Kania and Kramer wrote about collective impact in 2011 and defined five areas that must be in place in order for this method of collaboration to work successfully in the long term. Figure 1 defines the elements of common agenda, common progress measures, mutually reinforcing activities, communications and the importance of a backbone organization (2011).

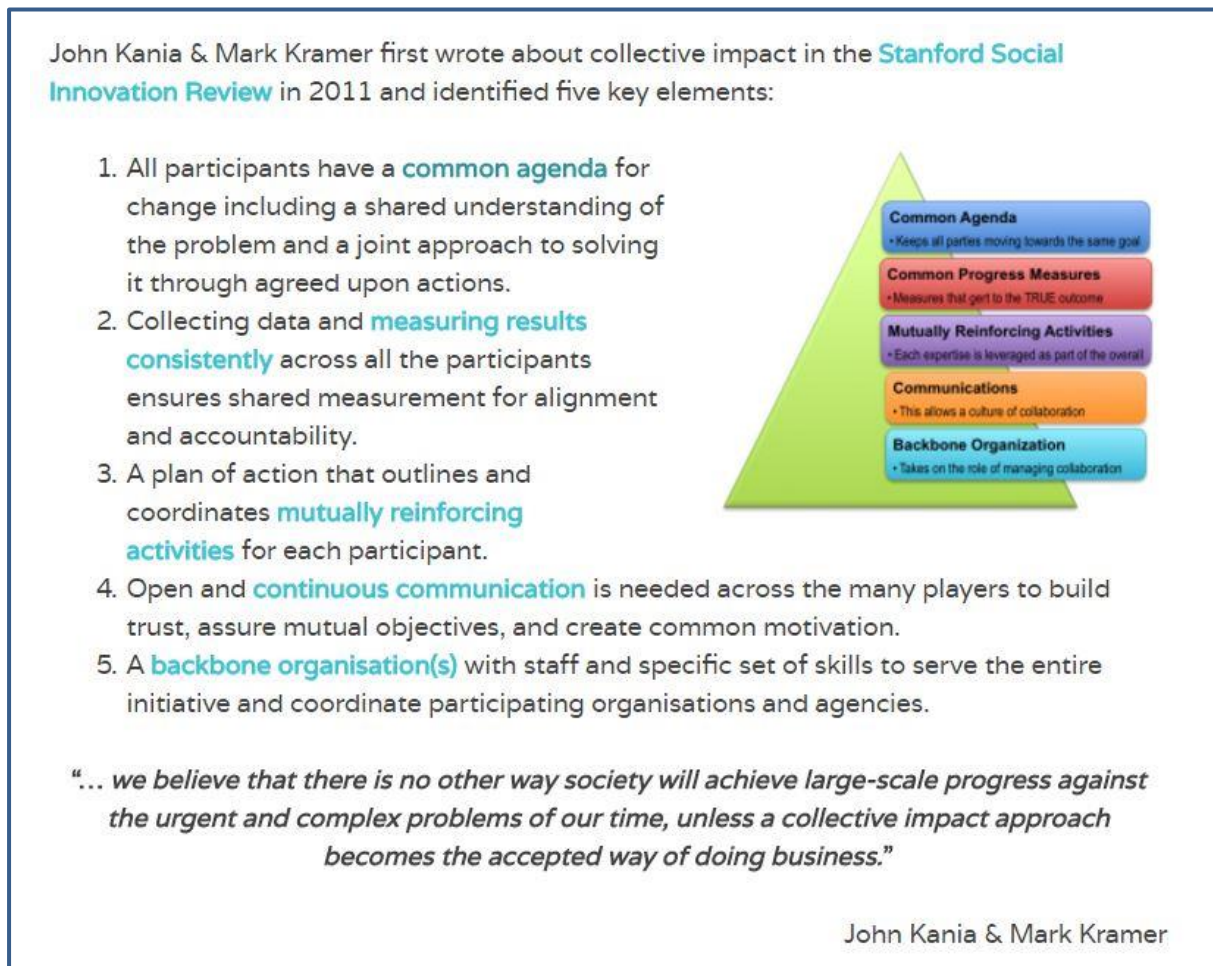


Figure 1. Five Key Elements for Collective Impact. This figure illustrates collective impact.

In the article “Collective Impact: The Missing Link”, Nundy and Chandler mention three additional items critical in supporting various agencies in meeting, collaborating and growing. They are building awareness for the issue, building the capacity of stakeholders to help them

perform at scale, and nurturing a culture of collective impact (2015). The Federal Emergency Management Agency (FEMA) realized the need for this kind of collaboration in disaster readiness and developed the Whole Community concept, introduced in Presidential Policy Directive 8 (PPD-8), which requires a collective approach to emergency preparedness throughout the country.

FEMA is a government entity that exists because bad things happen and they always will (Federal Emergency Management Agency Emergency Management Institute, 2013). Planet earth is continually under attack from natural disasters such as hurricanes, floods, snowstorms, earthquakes and tornadoes. There are also manufactured disasters, which include technology breakdowns and forms of terrorism like active shooters on campuses, hostage situations in shopping malls and violence at nightclubs. There are hi-jacked airplanes, wildland fires, plagues, famines, biological hazards and cyber-hackers. There are public health-related outbreaks, pandemic flues, whooping cough and Ebola, just to name a few. In turn, the United States has FEMA: the nation's best practices provider with firsthand knowledge of the National Incident Management System (NIMS), the Incident Command System (ICS) and all things disaster (Federal Emergency Management Agency Emergency Management Institute, 2013).

Determined to improve FEMA's ability to respond more effectively in disasters, President Barak Obama promoted the concept of Whole Community, which Craig Fugate suggested is a necessity since government-centered problem solving during major emergencies will not have the capacity to fulfill community needs in their entirety (Graham, 2015). Fugate supports a more collaborative approach to emergency management, decentralizing its home base away from government and putting it in the hands of the non-profit, private sectors and individuals. "When you step back and look at most disasters, you talk about first responders—

lights and sirens—that’s bullshit. The first responders are the neighbors. Bystanders. People that are willing to act” (Graham, 2015).

The Whole Community concept is one of shared responsibility on the part of individuals, families, schools, communities, nonprofit and private businesses, faith-based organizations, and governmental entities. It works to develop preparedness documents that involve all groups of people in a community and includes the roles and responsibilities of everyone in the materials (Federal Emergency Management Agency, 2017). PPD-8 spells out the necessary and integrated involvement of these groups in order to meet the layered national preparedness goals and preparedness system. Ultimately developed to aid in the recovery from threats and hazards through prevention, protection, mitigation and response (Federal Emergency Management Agency Emergency Management Institute, 2013), it too recognizes the inability of any government agency to stand alone successfully in a disaster. Core capabilities are required to meet the goals of a prepared nation, and without a series of elements enabling the best use of resources, along with ways for the whole community to work together, part of that core does not exist (Federal Emergency Management Agency, 2016).

According to the article “Coordination in Crisis”, there are three circles of emergency responders when working under the FEMA program known as NIMS. The first circle includes police, fire, paramedics and the National Guard. These trained professionals have the education and skills to manage everything from the smallest to the most large-scale emergency. The second circle of emergency responders integrates with the first and involves agencies such as public health, transportation, social services and public works. These organizations are equipped with much needed resources, personnel and a strong community trust that is instrumental in providing support to the more traditional group of responders (Hambridge, Howitt, & Giles,

2017). Finally, the third circle includes additional support by other organizations and individuals. These can include volunteers such as Community Emergency Response Teams (CERT) and Volunteers in Policing (VIPs). Businesses and non-profits are also instrumental in providing relief, especially when it is clear that competing demands on resources (money, people, time and attention) keep emergency preparedness from remaining the driving focus of agencies who rarely see the need to activate or mobilize when local emergencies are few and far between (Hambridge, Howitt, & Giles, 2017).

At the state level, emergency management resides in the hands of the California Office of Emergency Services (Cal OES) which uses the Standardized Emergency Management System (SEMS) with all public entities including counties, cities and school districts (Cal Office of Emergency Services, 2017). Designed in order to provide guidelines for setting priorities, cooperation between inter-agencies, and the effective disbursement of resources and information, this system has a universal language for everyone involved. The 2015 Edition of the California Emergency Services Act states that SEMS is required for all California responses that involve the management of multiagency and multijurisdictional response. Eligibility for response-related cost recovery dollars requires the use of SEMS for local government agencies (Kuncz, 2016) including school districts. The Incident Command System (ICS) is another important concept that ties into SEMS.

The FEMA online ICS-100.SCa course defines ICS as an incident management approach which “allows school personnel and community responders to adopt an integrated organizational structure that matches the complexities and demands of the incidents without being hindered by jurisdictional boundaries” (Federal Emergency Management Agency Emergency Management Institute, 2013). Most importantly, ICS provides organizational concepts and structures for

managing personnel, facilities, equipment and communications for the life of an incident. This is critical for teachers, staff and other volunteers who are not normally in the role of emergency responders, but may find themselves in that position as a public employee called upon to serve as a Disaster Service Worker (Santa Clara Office of Emergency Services, n.d.).

Cal OES also provides a Technical Assistance (TA) center called Readiness and Emergency Management for Schools (REMS), which specifically aids school districts and their community partners in the creation of emergency operations plans (EOPs), developed in partnership with the U.S. Department of Education and the Office of Safe and Healthy Students (OSHS). Training, information, resources and services are available at the REMS TA center (Cal Office of Emergency Services, 2017).

Emergency preparedness and community resilience is all about mitigating risk. “For emergency response planning and hazard mitigation, populations can be assessed from a perspective of their vulnerability to various hazards, such as fires or floods. Physical vulnerability refers to a population’s exposure to specific potential hazards, such as living in a designated flood plain. Social vulnerability refers to potential exposure due to population and housing characteristics: age, low income, disability, home value, or other factors” (Edwards, 2011). The whole community must have the ability to make informed decisions in order to be empowered when faced with incidents requiring recognition, communication, adaptation and a quick recovery (Federal Emergency Management Agency, 2016). While both the Federal Government (through FEMA) and the State Government (through Cal OES) support local counties and cities with planning and training documents, it takes implementation of these best practices to prepare a community fully. This is where collective impact comes into play. Dissimilar to traditional partnerships in the social sector, “Collective impact initiatives are

distinctly different. Unlike most collaborations, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants” (Kania & Kramer, 2011). In his article, “The Preparedness Message Isn’t Reaching the Public,” Jim McKay discusses a survey the Ad Council conducted which indicated that only 17% of the citizens asked consider themselves prepared for an emergency. He continues to discuss the importance of having community organizations and individuals hear the message in various forms from groups they already know, trust and have their attention. Churches, schools and employers are on the list (2012).

The City of Gilroy spends approximately 64% of General Fund Tax Dollars on police and fire services for the community (Turner, 2015) but there are not nearly enough employees, supplies, equipment or resources within the two departments to take care of over 52,000 residents in a massive disaster. Therefore, the city website provides access to a number of emergency preparedness agencies that make planning and training readily available, leaving only implementation in the hands of organizations and individuals. Included in the resource list are Gilroy’s Community Emergency Response Team (CERT), FEMA’s guide to Citizen Preparedness, “Do 1 Thing” monthly task lists aimed at disaster preparedness for families, FEMA’s Build-A-Kit class and a simple sign up for AlertSCC, which Santa Clara County uses for targeted communication during times of crisis (City of Gilroy, 2017). The city also collaborates with the American Red Cross in order to provide emergency preparedness classes through the Parks and Recreation Department with a focus on family disaster planning and Ready When the Time Comes (RWTC), a program designed to recruit, train and activate groups of volunteers in disaster action teams (American Red Cross, 2015).

The Gilroy Unified School District (GUSD) follows Cal OES directives by using emergency plans that include the Incident Command System (ICS), which enables certificated (primarily teachers), classified (child nutrition services, custodial, maintenance, office and transportation staff) and management staffs the ability to promote safe schools while interfacing with community response personnel through common language. ICS maps out positions and responsibilities, facilities, functions, and planning (Federal Emergency Management Agency Emergency Management Institute, 2013) so that everyone understands their position and role during the emergency event, as it may be very different from that in their daily jobs. ICS identified employees take a biennial NIMS/SEMS/ICS combo course taught by the Gilroy Fire Department and are encouraged to take the IS-100.SCa for Schools offered by FEMA's Emergency Management Institute (EMI) online courses (2013).

GUSD also follows State requirements referenced in California Education Code BP 3516.5 that covers Business and Non-instructional Operations Emergency Schedules for K-12 Public Schools (Gilroy Unified School District, 2008). These include monthly mandatory safety drills: fire, earthquake and lockdown protocols. There are also trainings on fire extinguisher safety, Run Hide Defend, Epinephrine Auto-injectors (EpiPen) and AED use, Emergency Operations Center (EOC) Activations, ICS positions, SEMS and NIMS, and more, offered regularly through partnerships with departments in the City of Gilroy. A GUSD Safety Committee, run by the author of this study, meets three times per year and the District 7 is a cadre of managers who meet, create and execute incident action plans during actual events and then review after-action reports that follow both live events and tabletop exercises. The District 7 includes the Superintendent, Assistant Superintendent, Human Resources Director, IT Director, Maintenance Manager, PIO and the Safety Coordinator. Each year GUSD safety cadres work on



a target area for increased safety and security of all staff and students. FY 2015 Gilroy Police Officers focused training on active shooter drills and Run, Hide, Defend county protocol. FY 2016 highlighted the need for a Heart Safe Community and not only facilitated the installation of 30 AED's throughout the school sites, but collaborated with Gilroy Fire Department on training all staff on equipment use. High school students also received training on the devices, as well as a course in hands-only CPR. FY 2017 will focus on standardizing earthquake supplies and preparedness at each site, a huge undertaking during a period when resources such as staffing, discretionary funds and time are in short supply.

A countless variety of unexpected disasters and emergencies happen in the world, but the threat of a large earthquake occurring sometime during the next thirty years looms over California. There are multiple policies and guidelines in place focusing on the ability of buildings and the environment to withstand such a catastrophic event (Martin, 2013) and media, emergency managers and the general population discuss it often. However, this daily rhetoric of “the BIG one” has many ignoring this true possibility and simply leaving the preparedness piece lingering on a list of things to do. (Shopping List: Earthquake kit. Water. Flashlights.) Health and Safety Code Section 1596.867 is legislation put in place to require that all child care facilities have an Earthquake Preparedness Checklist attached to the site specific disaster plan (Child Care Advocate Program, 1999), but a list doesn't guarantee actual training or implementation. Though legislation does not force personal earthquake preparedness, recapping old memories is a common strategy used to implore individuals to get ready. Every October, close to the anniversary of the 1989 Loma Prieta Quake, the California Great Shake Out provides the opportunity for schools, businesses and individuals to educate one another, practice “drop, cover and hold-on” responses and review the supplies and necessities needed to adapt to, cope

with and recover from a massive earthquake. The news splashes numerous photos of the Bay Bridge collapsing and Candlestick Park shaking, but even scenes from the past are not long lasting incentives. Grace Devlin warns against fear-based messaging, stating that an attempt to shock people into doing what they should can actually backfire. “Rather than empowering people to proactively and collaboratively problem solve, fear-based messaging has been shown to decrease awareness, preparedness, and competence across every discipline in which its effects have been evaluated” (Devlin, 2012).

The threat of natural disasters, manufactured terrorist acts and emergencies is real, and it behooves everyone, organizations and individuals, to be prepared. From the Federal level to local school districts, and everywhere in between, emergency managers have strived to plan, train and help implement what is necessary to survive a disaster with or without the aid of emergency responders. Collective impact is an approach that enables and guides government agencies, businesses, philanthropists, non-profits and citizens to come together with a common agenda and mutually reinforcing activities to change complex social problems. When catastrophes happen only on screen rather than in someone’s backyard, emergency preparedness is often neglected (McKay, 2012). However, waiting for disaster to strike is too late. Utilizing collective impact in emergency preparedness is uniquely innovative and diverse enough to move the preparedness continuum forward.

## **METHODOLOGY**

To understand the level of emergency preparedness in Gilroy, at Gilroy Unified School District, and with GUSD staff, an evaluation of district planning, training and implementation served as a baseline. This study used a research method called Process Intervention. Although there are four phases in this process, the study evoked only the first two: problem identification and solution development. Implementation and feedback evaluation are phases III and IV of Sylvia's method of process intervention; however, they are not part of this study (Sylvia & Sylvia, 2004).

### ***Problem Identification, Phase I:***

Two years of emergency preparedness data including planning, training and implementation, coupled with multiple research methods, created a baseline for collective impact. Included in this study were:

1. A hard copied nine-question emergency preparedness survey for GUSD employees given to site principals the week of April 9, 2017 with a ten day window to be filled out during a mandatory staff meeting and returned by April 19, 2017 (Appendix A). This survey included multiple-choice and yes/no questions. There was an option at the end to provide additional input on the back of the form. A Junior High Student was given community service hours to help input the results into a spreadsheet.
2. The program analyst for Positive Behavior Interventions and Supports (PBIS) gave a Self-assessment survey questionnaire to three elementary, one middle, and two high schools during the 2016/17 school year. One of the questions related to emergency preparedness and the results are included in this study (Appendix B).

3. The author of this study leads the GUSD Safety Committee and gives regular safety presentations on behalf of the district. A review of meeting minutes, notes and presentations, over a two-year period, enabled the extrapolation of key reoccurring emergency preparedness concerns brought forward by staff, students and parents.
4. A focus group was held with the District 7 and Cabinet on March 6, 2017 regarding an After Action Report (AAR) from the February 17, 2017 EOC Activation. Highlighted was the need for emergency supplies at the sites. The GUSD purchasing department is working on pricing for recommendations.
5. There was a focus group with Gilroy Care and Shelter (GCS) on April 13, 2017 in order to discuss the possibility of an Emergency Preparedness Collective Impact Cadre. Members of the GCS include City of Gilroy's Public Information Officer, Fire Captain, and Parks & Recreation Shelter Manager; GUSD's EOC Agency Representative and the local Red Cross coordinator. The group had a roundtable discussion and agreed to share information about emergency preparedness classes taken by community members through the city parks and recreation department during the past two years.
6. The Gilroy CERT Team Leader shared training class data for two years.
7. A survey of best practices completed on April 18, 2017 for earthquake preparedness of K-12 Districts in the county of Santa Clara and San Francisco is included for determining earthquake preparedness supplies needed at each site in the GUSD system.
8. An interview with the Gilroy City Administrator regarding emergency preparedness and collective impact took place on Friday, April 21, 2017.
9. An interview with the CEO of the Gilroy Chamber of Commerce took place on Tuesday, April 25, 2017.

### ***Solution Development, Phase II:***

Community Intervention for Health (Stevens, 2017) discusses the effectiveness of a combination of both qualitative and quantitative research on a wide breadth of process activities performed by multiple groups, in particular where time and resources are an issue. Evaluation of emergency preparedness activities performed by multiple agencies for the greater Gilroy area are necessary to determine what gaps remain for organizations and individuals in the community. The answers to five basic process evaluation questions were dissected using community and GUSD staff surveys, focus groups with the District 7, Care and Shelter Group discussions and personal interviews with CERT team leaders, local emergency managers and community leaders. Discussion of the answers to the following questions is in the analysis and conclusion section of this study.

- What emergency preparedness activities are taking place in Gilroy?
- Who is conducting the emergency preparedness activities in Gilroy?
- Who do emergency preparedness activities in Gilroy and at GUSD reach?
- What is the necessary mobilization of inputs and resources for emergency preparedness activities in Gilroy?
- What are possible strengths, weaknesses, opportunities and threats in the area of emergency preparedness activities in Gilroy?

## FINDINGS

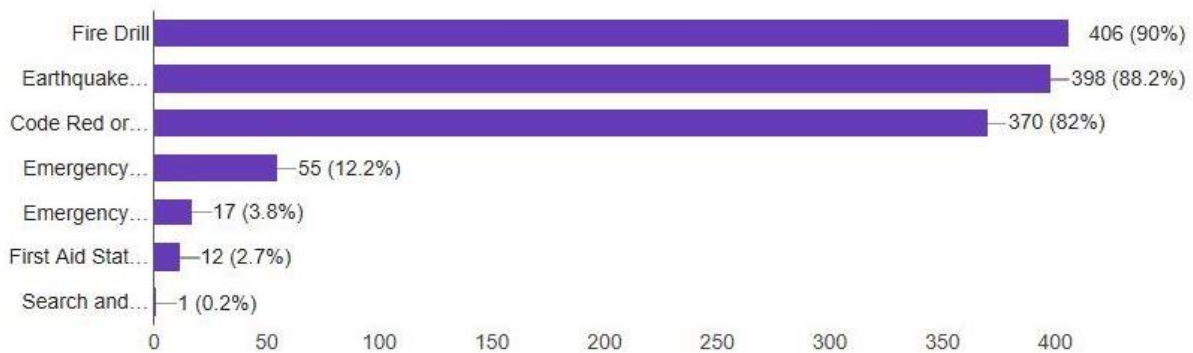
### *GUSD Multiple Choice Emergency Preparedness Survey*

Distributed during staff meetings at sixteen different locations in GUSD staff from three labor units aided in providing quantitative and qualitative feedback on emergency planning, training and implementation activities that have gone on during the past five years. Employees included 527 certificated, classified and management staff. There were 461 surveys completed during mandatory staff meetings.

#### *Survey Results: Q1*

In the past twelve months, have you participated in any of the following drills (mark all that apply):

(451 responses)

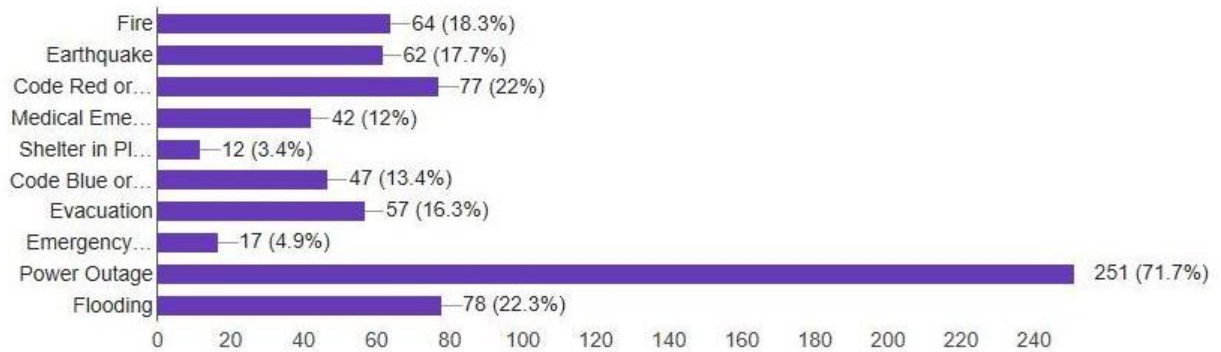


Q1	Certificated	Classified	Management	Other
<b>Fire Drill</b>	97%	71%	65%	25%
<b>Earthquake Drill</b>	90%	75%	92%	50%
<b>Code Red or Run Hide Defend Drill</b>	91%	59%	54%	25%
<b>Emergency Radio Check</b>	3%	23%	69%	25%
<b>First Aid Station Set up</b>	3%	2%	4%	0%
<b>Emergency Operations Center Table-top Exerc</b>	0%	7%	31%	25%
<b>Search and Rescue</b>	0%	0%	4%	0%

The California Education Code requires mandatory fire drills in primary grades every month, and at secondary levels twice per year. Survey data reveals that fire drills have 90% participation; with certificated staff (mostly teachers) topping the chart at 97%. Earthquake drills are a close second, attributed to the California Great Shake Out in October. A strong partnership with Gilroy Police Department and the shared belief that Run, Hide, Defend protocols are now a life skill, account for the high 82% participation in code red drills. The breakout by position shows that mandatory drills occur at school sites but rarely in the district office, maintenance or transportation yards. As a result, classified and management participation is lower than that of certificated staff. On the other hand, radio checks and EOC operations rarely include certificated personnel.

Survey Results: Q2

In the past twelve months, have you participated in any of the following actual events (mark all answers that apply):  
(350 responses)



Q2	Certificated	Classified	Management	Other
<b>Fire</b>	12%	21%	12%	0%
<b>Earthquake</b>	9%	24%	23%	0%
<b>Code Red or Run Hide Defend</b>	15%	21%	19%	0%
<b>Medical Emergency</b>	6%	12%	38%	0%
<b>Shelter in Place</b>	3%	1%	8%	0%
<b>Code Blue or Campus Lockout</b>	10%	9%	19%	0%
<b>Evacuation</b>	9%	16%	42%	0%
<b>Emergency Ops Center Activation</b>	0%	5%	35%	25%
<b>Power Outage</b>	50%	63%	77%	50%
<b>Flooding</b>	13%	23%	31%	25%

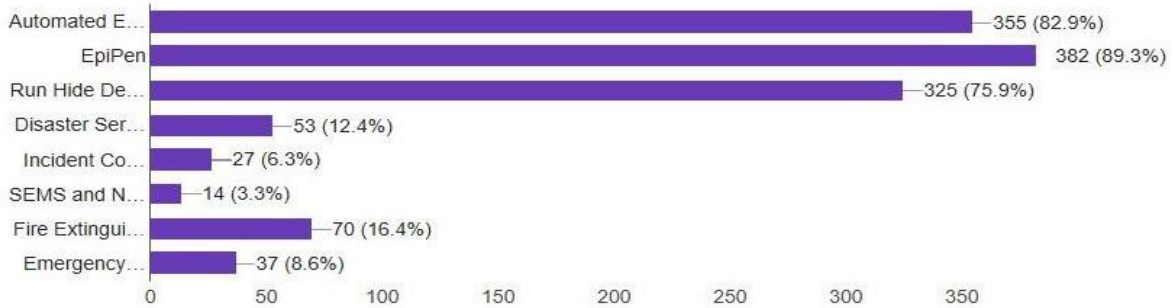
On February 17, 2017, a large tree fell on a PG&E transformer and five school sites lost power right before lunchtime. Seventy-one percent of the respondents stated their involvement in this event. Heavy rains during January and February caused minor flooding issues around the City of Gilroy, and in particular, Silva’s Crossing closed, a popular route over 200 walking students use to get to school. These two events account for the high percentage noted in power outage and flooding.



Survey Results: Q3

In the past three years, have you received training on any of the following (mark all answers that apply):

(428 responses)



Q3	Certificated	Classified	Management	Other
<b>Automated External Defibrillator (AED)</b>	72%	84%	96%	100%
<b>EpiPen</b>	79%	91%	96%	100%
<b>Run Hide Defend</b>	66%	79%	85%	50%
<b>Disaster Service Worker Roles</b>	14%	5%	15%	0%
<b>Incident Command System</b>	5%	5%	15%	0%
<b>SEMS and NIMS</b>	3%	3%	0%	0%
<b>Fire Extinguisher Use</b>	19%	4%	8%	50%
<b>EmergencyRadios</b>	9%	3%	23%	0%

GUSD joined Gilroy Fire Department in making Gilroy a Heart Safe Community.

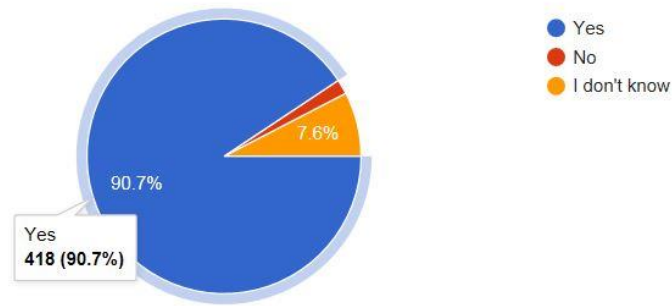
That, coupled with new laws for EpiPens in public schools, prompted an increased prioritization of medical device training in the fall of 2016. “California Education Code (EC) Section 49414, as amended by Senate bill 1266, effective January 1, 2015, required school districts to provide emergency epinephrine auto-injectors to school nurses” (California Department of Education, 2016).

In spring of 2016, GUSD collaborated with Gilroy Police Department (GPD) to do extensive training on Run, Hide, Defend (RHD) active shooter protocol following the November

2015 gun violence attacks in Paris. Staff and secondary students trained on the purpose and protocol for RHD; and the entire district drilled with GPD at the sites.

*Survey Results: Q4*

Is your emergency contact information current with GUSD? (461 responses)

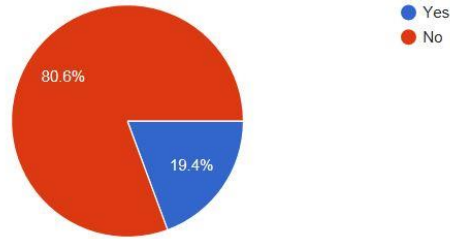


Q4	Certificated	Classified	Management	Other
Yes	93%	84%	92%	75%
No	1%	3%	8%	25%
I don't know	6%	14%	0%	0%

The majority of GUSD employees confirmed that their emergency contact information is correct. A recent push for better communications by the district's public information officer included updating contact information for all staff.

Survey Results: Q5

Have you signed up with AlertSCC? (444 responses)



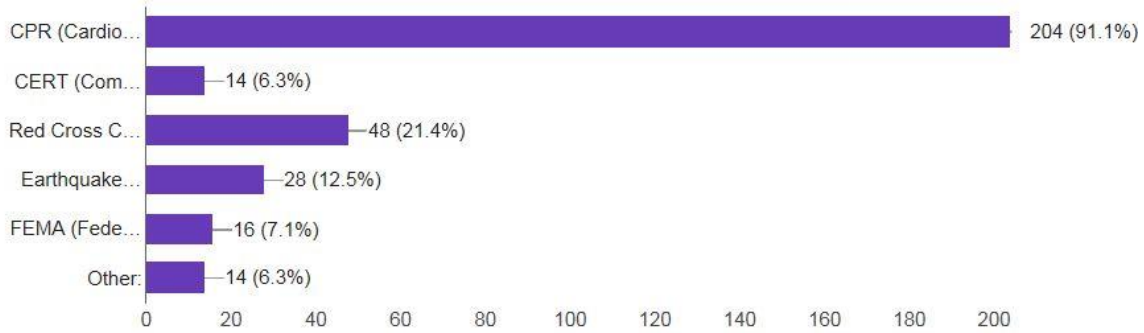
Q5	Certificated	Classified	Management	Other
<b>Yes</b>	16%	16%	65%	25%
<b>No</b>	79%	84%	35%	75%
<b>No Answer</b>	5%	1%	0%	0%

AlertSCC is the Santa Clara County emergency platform for texting and emailing critical information during a time of community disasters. Messages travel through an automated system based on the zip code associated with the phone or computer, and its proximity to the site of the emergency or crime. The GUSD Superintendent has strongly recommended that the District Leadership Team sign on with AlertSCC. Sixty-five percent have done so. Only 16% of certificated and classified staff have done the same.

Survey Results: Q6

In the past five years, have you taken any emergency preparedness training courses outside of work (mark all answers that apply):

(224 responses)

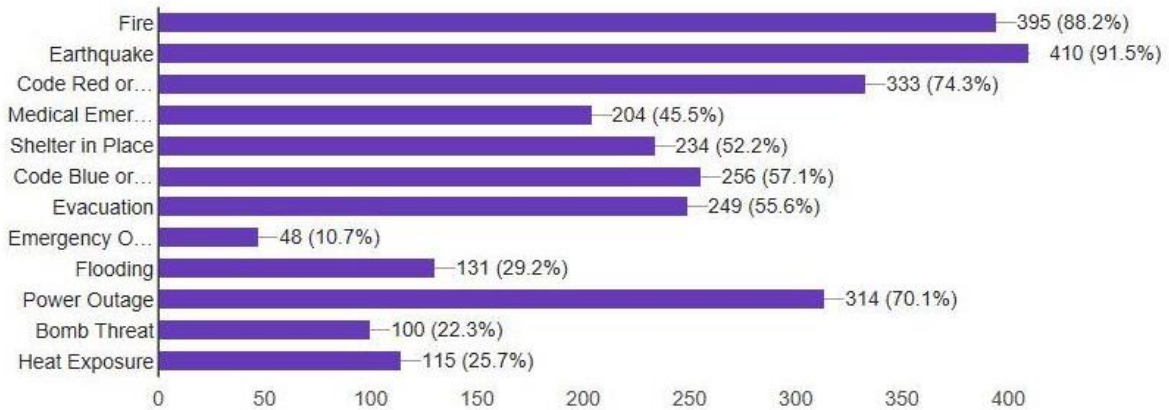


Q6	Certificated	Classified	Management	Other
<b>CPR (Cardiopulmonary Resuscitation)</b>	48%	35%	46%	0%
<b>CERT (Community Emergency Response)</b>	0%	0%	8%	0%
<b>Red Cross Classes</b>	0%	3%	4%	0%
<b>Earthquake Preparedness</b>	0%	3%	4%	0%
<b>FEMA (Federal Emergency Management Agency)</b>	0%	0%	4%	0%

Although California State Law does not require teachers to be CPR certified, many credentialing programs do require it for graduation. Ninety-one percent of respondents have taken CPR Certification outside of work; including 48% of certificated staff.

Survey Results: Q7

At work, mark all of the emergency disasters that you feel prepared to handle:  
(448 responses)



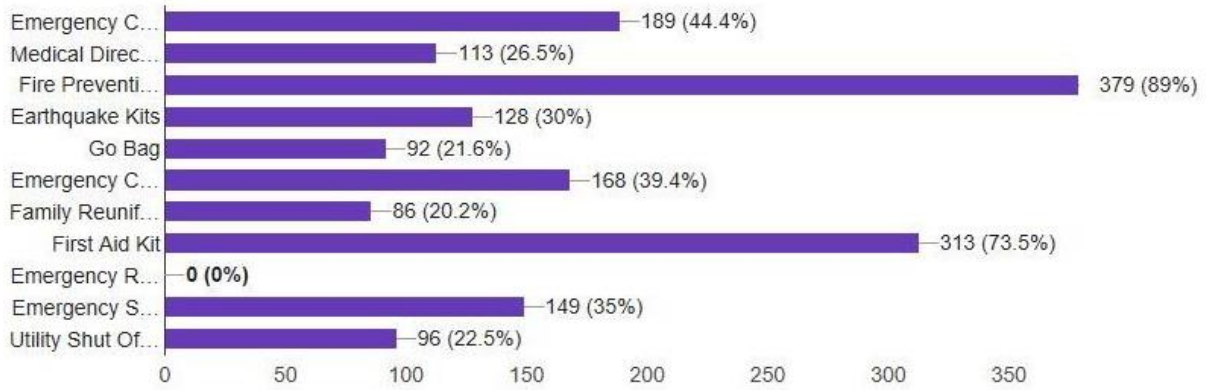
Q7	Certificated	Classified	Management	Other
<b>Fire</b>	91%	72%	85%	25%
<b>Earthquake</b>	95%	77%	81%	50%
<b>Code Red or Run Hide Defend</b>	78%	59%	65%	50%
<b>Medical Emergency</b>	44%	41%	65%	0%
<b>Shelter in Place</b>	58%	29%	65%	25%
<b>Code Blue or Campus Lockout</b>	63%	34%	65%	25%
<b>Evacuation</b>	54%	48%	81%	25%
<b>Emergency Ops Center Activation</b>	4%	16%	58%	25%
<b>Flooding</b>	23%	36%	58%	25%
<b>Power Outage</b>	65%	72%	85%	75%
<b>Bomb Threat</b>	20%	23%	38%	25%
<b>Heat Exposure</b>	24%	24%	42%	0%

The three highest scoring emergency disasters that staff feel prepared to handle are the three that GUSD practices the most. They are earthquake, fire and code red. A close fourth was power outage with 70%; only one percent shy of the number of staff who actually experienced a power outage in February of 2017.

Survey Results: Q8

At home, mark all of the emergency preparedness you have in place:

(426 responses)

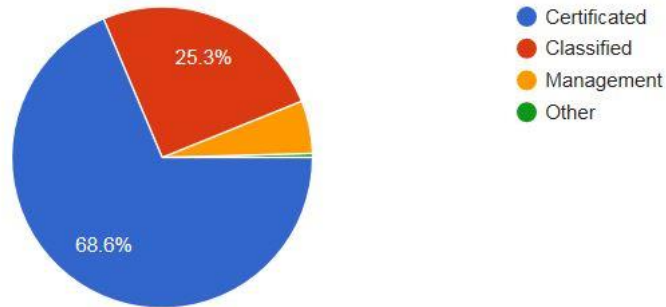


Q8	Certificated	Classified	Management	Other
<b>Emergency Contact Lists</b>	40%	44%	42%	25%
<b>Medical Directive</b>	25%	25%	15%	0%
<b>Fire Prevention: smoke detectors, extinguisher</b>	85%	74%	85%	50%
<b>Earthquake Kits</b>	27%	28%	42%	0%
<b>Go Bag</b>	21%	17%	19%	0%
<b>Emergency Car Supplies</b>	40%	23%	50%	25%
<b>Family Reunification Plan</b>	18%	21%	23%	0%
<b>First Aid Kit</b>	71%	58%	81%	50%
<b>Emergency radio</b>	14%	14%	19%	25%
<b>Emergency Supplies</b>	32%	32%	35%	25%
<b>Utility Shut Off Plan</b>	17%	25%	23%	25%

Eighty-nine percent of respondents have some sort of fire prevention device at home. This is in part because residences come equipped with smoke detectors. Seventy-three percent have purchased a first aid kit. On the low end, none of the respondents own an emergency radio and less than a quarter have utility shut off plans, go bags, or family unification plans.

Survey Results: Q9

Position with GUSD (459 responses)



Of the 459 responses that answered “position within GUSD,” 68.6% are certificated, 25.3% are classified, and 6% are management.

**PBIS Self-assessment Survey**

In support of the GUSD PBIS program at six school sites, teachers at three elementary, one middle, and two high schools took a self-assessment survey (Appendix 2). One of the questions related to emergency preparedness.

“8. Procedures are in place to address emergency/dangerous situations.”

Current Status Total Average			Feature	Improvement Priority Total Average		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
61 %	31 %	8 %	<b>8. Procedures are in place to address emergency/dangerous situations.</b>	39 %	29 %	32 %

***GUSD Safety Committee Meetings and Presentations: Reoccurring Theme Analysis***

GUSD Safety Committee Meetings and safety presentations over a period of two years occurred with parents, staff and students. Evaluation of meeting minutes and notes aided in the creation of a chart of emergency preparedness reoccurring themes.

**Emergency Preparedness Concerns brought forward by Staff, Students and Parents**

Date:	11/16/15	1/13/16	2/26/16	5/17/16	11/28/16	2/13/17	2/15/17	3/14/17	3/21/17	4/17/17
Meeting:	Safety Committee	Safety Committee	Safety Committee	Safety Committee	SCCOE Safety Planning	SPAC Safety Presentation	PARA Safety Presentation	Safety Committee	SCCOE Safety Planning	TOTALS:
AEDefibrillator	X			X				X		3
Bomb Threat		X								1
Code Blue					X				X	2
Code Red					X				X	2
Communications	X			X	X	X	X	X		6
Disaster Serv. Worker				X			X	X		3
Earthquake	X			X	X		X	X	X	6
Emergency Supplies	X	X					X	X		4
EOC								X	X	2
EpiPen								X		1
Evacuation										0
Fire										0
Flooding		X				X	X	X	X	5
Gas Leak							X	X		2
Heat Exposure				X						1
Medical				X						1
NIM/SEMS/ICS	X		X					X		3
Power Outage							X	X	X	3
Quick Ref. Guides			X	X				X	X	4
Quick Six Guidelines							X	X	X	3
Radios	X	X					X	X		4
Reunification Sites						X				1
Run Hide Defend	X	X	X			X	X	X		6
Shelter in Place										0
Site Disaster Plans					X			X	X	3
Site Medical Supplies				X			X			2
Traffic Control						X				1
Training for Staff	X	X	X	X			X	X		6



***GUSD District 7 and Cabinet Emergency Supply Focus Group***

A focus group was held with the District 7 and Cabinet on March 6, 2017 regarding an After Action Report from February 17, 2017 EOC Activation and the need for emergency supplies at the sites.

<b>Pluses and Deltas</b>	<b>Recommendations</b>
Emergency Radio Repeater Down	Generator at Transportation
Not enough flashlights	Give flashlight to each DO employee
DO staff designation	Give safety vest to all DO staff
No electricity in EOC or at DO	Generator for Annex
Maps and charts not up in EOC	White boards on wheels
Restrooms dark	
Battery back up	Purchase battery packs for cell phones
CNS Staff does not carry cell phones	Get emergency radios for kitchens
Emergency Radio's Cabinet	Take home/at office
EOC needs items for staff	Necessity kits - water, snacks, etc.
Chromebooks wouldn't work	Need laptop with Microsoft Word
Supplies for DO Repsonding Staff	Flashlights and Ponchos for DO staff
CNS staff need to be hands free	Headlamps for CNS
Work spaces dark	LED Lanterns for common areas
No phone or vendor consistency	Emergency communications App
Dan's phone keeps locking up	Look at new standard for DLT
Generaors don't just plug in	Check out UPS system
Charging Stations	Phones, laptops, etc.
No electricity to charge items	Battery block w/flashlights
Food and water for EOC	MRE's, storage unit, water
Blankets and First Aid Kit for Annex	
Scheduling of staff in EOC	Magnetic scheduling board for Annex
Emergency Cell Phones	Only charged when in use
Satellite Phones	Key People
Emergency Bins at Sites	20'x10'
Kits for all sites	Radios, food, maps, helmets, vests

***Gilroy Care and Shelter Focus Group***

There was a focus group with Gilroy Care and Shelter (GCS) on April 13, 2017 in order to discuss the possibility of an emergency preparedness collective impact cadre and share city sponsored emergency preparedness training data.

**Potential Candidates for a Collective Impact Cadre**

<p align="center"><b>City of Gilroy</b></p>	<ul style="list-style-type: none"> <li>▪ Emergency Operations Center</li> <li>▪ Finance Department</li> <li>▪ Fire Department</li> <li>▪ Parks and Recreation Department</li> <li>▪ Police Department</li> <li>▪ Public Information Officers</li> <li>▪ Planning and Public Works Department</li> </ul>
<p align="center"><b>Gilroy Chamber of Commerce</b></p>	<ul style="list-style-type: none"> <li>▪ For Profit Businesses</li> <li>▪ Individual Members</li> <li>▪ PAC</li> </ul>
<p align="center"><b>Gilroy Interfaith Council</b></p>	<ul style="list-style-type: none"> <li>▪ Advent Lutheran Church</li> <li>▪ Cathedral of Faith</li> <li>▪ South Valley Community Church</li> <li>▪ South Valley Islamic Center</li> <li>▪ Saint Mary Catholic Parish</li> <li>▪ St. Stephen’s Episcopal Church</li> <li>▪ The Church of Jesus Christ of Latter-day Saints</li> <li>▪ Victory Outreach</li> </ul>
<p align="center"><b>Gilroy Unified School District</b></p>	<ul style="list-style-type: none"> <li>▪ Emergency Operations Center</li> <li>▪ District 7</li> <li>▪ Parents, Staff and Students</li> </ul>
<p align="center"><b>Non-Profit Organizations</b></p>	<ul style="list-style-type: none"> <li>▪ CMAP</li> <li>▪ YMCA</li> <li>▪ American Red Cross</li> <li>▪ Community Solutions</li> <li>▪ Gilroy Neighborhood Health Clinic</li> <li>▪ Rebekah Children’s Services</li> <li>▪ St. Joseph’s Family Center</li> </ul>

**First Aid, CPR and AED Trainings conducted by Gilroy Fire Department 2/15-3/17**

<b>Date</b>	<b>Group</b>	<b>Organization</b>	<b>Type</b>	<b># of Trained</b>
2015-02-01	Employees	City	CPR/1st Aid	12
2015-04-01	Employees	City	CPR/1st Aid	13
2015-05-01	Citizen	CERT	CPR/1st Aid	18
2015-06-01	Citizen	CERT	CPR/1st Aid	17
2015-11-14	Citizen	Arteaga's Health Fair	Hands Only	200
2015-12-10	Citizen	Bill Wilson Center	CPR/1st Aid	15
2016-02-29	Citizen	CHS Health & Career Fair	Hands Only	100
2016-03-19	Citizen	GHS Health Fair	Hands Only	200
2016-04-02	Citizen	Leadership Gilroy	Hands Only	11
2016-05-14	Citizen	Bike Team Rodeo	Hands Only	150
2016-05-15	Citizen	GHS Student Leadership	Hands Only	120
2016-05-27	Citizen	GHS Student Leadership	Hands Only	700
2016-09-10	Citizen	Bike Team Rodeo	Hands Only	150
2016-09-16	Citizen	GECA Students	Hands Only	275
2016-09-29	Citizen	GUSD Employees	AED/CPR	1000
2016-11-30	Citizen	Leadership Gilroy-6 Agencies	AED/CPR	20
2017-02-10	Citizen	CHS Student-Taught	Hands Only	42
2017-02-17	Citizen	EOC - City training	CPR/1st Aid	2
2017-02-28	Citizen	Christopher High	Hands Only	900
2017-03-11	Citizen	Glen View Health Fair	Hands Only	100
2017-03-18	Citizen	Grizzly Youth Academy	Hands Only	6
<b>TOTALS</b>				<b>4051</b>

***Gilroy CERT Team Leader Email Exchange***

The Gilroy CERT Team Leader shared training class data for two years.

Over the last two years we have offered two CERT Basic Training Courses in Gilroy per year. Morgan Hill, who we train with and exercise with, also offers two courses per year. In Gilroy we can have anywhere from six to 45 students in a class. On average, it probably runs around 25 to 30 students per class. That means around 50 to 60 people are trained in Gilroy on CERT each year.

***Best Practices Data Collection for Earthquake Preparedness in K-12 Public Schools***

Education Services staff completed an earthquake preparedness best practices survey on April 18, 2017 of K-12 Districts in the county of Santa Clara and San Francisco in order to create checklists and procedures for updating comprehensive school site emergency plan.

### **Earthquake Procedures Inside**

1. **DROP** to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
2. **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.
3. **HOLD** onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes.
4. Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
5. School staff should check for injuries and assess the general safety of the room.
6. Report any hazards to \_\_\_\_\_
7. All Emergency Response Team members should report to pre-designated location.

### **Medical Emergency procedures**

In the event of a medical emergency, school staff should calmly and carefully assess the situation and immediately notify the front office. School staff should follow directions given in the **EMERGENCY PREPAREDNESS QUICK REFERENCE GUIDE** and only take those measures in which they are qualified to do. When handling medical emergencies, gloves are required.

#### **Bleeding**

Apply direct pressure to the wound and maintain the pressure until the bleeding stops.  
If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the heart.  
If limb appears to be broken, minimize movement but take appropriate actions to stop bleeding.

#### **Shock**

Take necessary actions to keep the individual's body temperature as close to normal as possible.  
Do not attempt to move the victim unless there is an apparent threat to life.  
Stay with the victim until 9-1-1 arrives on-scene.

#### **Choking**

Stand behind the individual who is choking.

Lean the individual slightly forward and give five back blows with the heel of your hand.

Place the thumb side of one of your fists against the individual's abdomen, just above the navel and well below the end of the breastbone.

Grasp your fist with your other hand and give an abdominal thrust.

Repeat until the object comes unconscious.

## GUSD Site Earthquake Supply List

### **Water**

Water 1 gallon per person per day times three days, with small paper cups

### **First Aid**

First Aid Compress, 4 x 4": 1000 per 500 students  
Compress, 8 x 10": 150 per 500 students  
Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus  
Triangular bandage: 24 per campus  
Cardboard splints: 24 each, small, medium, large  
Butterfly bandages: 50 per campus  
Water in small sealed containers: 100 (for flushing wounds, etc.)  
Hydrogen peroxide: 10 pints per campus  
Bleach, 1 small bottle  
Plastic basket or wire basket stretchers or backboards: 1.5/100 students  
Scissors (paramedic): 4 per campus  
Tweezers: 3 assorted per campus  
Triage tags: 50 per 500 students  
Latex gloves: 100 per 500 students  
Oval eye patch: 50 per campus  
Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus  
Dust masks: 25 per 100 students  
Disposable blanket: 10 per 100 students  
First Aid books: 2 standard and 2 advanced per campus  
Space blankets: 1 per student and staff  
Heavy-duty rubber gloves: 4 pairs

### **Sanitation Supplies** (for non-classroom personnel)

1 toilet kit per 100 staff, to include:  
    1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10  
    large plastic trash bags, kitty litter  
Soap and water, in addition to the wet wipes

### **Tools per Campus**

Barrier tape, 3" x 1000": 3 rolls  
Pry bar  
Pick ax  
Sledgehammer  
Shovel  
Pliers  
Bolt cutters  
Hammer

Screwdrivers  
Utility knife  
Broom  
Utility shut off wrench: 1 per utility

### **Other Supplies**

Folding tables, 3' x 6': 3-4  
Chairs: 12-16  
Identification vests for staff, preferably color-coded per school plan  
Communication system (walk-e talkies, radio with batteries)  
Small directory with emergency telephone numbers of local drugstores, etc.  
Clipboards with emergency job descriptions  
Map of building(s) with location of exits, phones, first aid kits, assembly areas) could include maps of surrounding streets and evacuation routes  
Blueprints of school building(s), including utilities  
Student rosters and current attendance lists  
Emergency student profile sheets/cards  
Copy of flipchart and/or district procedures  
Office supplies: pens, paper, etc.  
Signs for student request and release  
Alphabetical dividers for request gate  
Copies of all necessary forms  
Cable to connect car battery for emergency power

### **Food**

Food that is easy to serve, non-perishable and does not need refrigeration or heating after opening

Some suggested items are:

MRE's  
Cheese Crackers  
Beef Jerky  
Applesauce  
Pudding  
Fruit Cups  
Granola Bars  
Cereal Bars  
Hard Candy (Primarily for comfort)  
Single Serving Chef-Boy-R-Dee Items  
Single Serving Soups with Pull Tab Openings  
Ramen Noodles  
Tomato Juice  
Packaged nuts  
Train mix  
Fruit Snacks  
Dried Fruit

## **GUSD Classroom Earthquake Supply List**

### **Water**

Water 1 gallon per person per day times three days, with small paper cups

### **Supplies**

Plastic bucket to include the following:

Leather Work gloves

Safety goggles: 1 pair

Small First Aid Kit

Crow bar

Space blankets: 3

Plastic Tarp or ground cover

Class Roster with addresses and their parents' emergency contact information

List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential

Student accounting forms (blank)

Student emergency cards

Buddy classroom list

Pens, paper

Whistle

Student activities (activity cards, board games, puzzles, etc.)

Duct Tape: 2 rolls (for sealing doors and windows)

Scissors

Suitable container for supplies (5-gallon bucket or backpack)

Drinking water and cups (stored separately)

Portable radio, batteries or other communication system

Flashlight with batteries or light sticks

Push broom (if classroom includes wheel chairs)

### **Toilet supplies**

Large bucket, used as container for supplies and toilet when needed

100 plastic bags

Toilet paper

Hand sanitizer

### **Food**

Food that is easy to serve, non-perishable and does not need refrigeration or heating after opening.

***Interview with City Administrator***

An interview with the Gilroy City Administrator regarding emergency preparedness and collective impact took place on Friday, April 21, 2017. The conversation yielded a strengths, weaknesses, opportunities and threats (SWOT) analysis.

Strengths	Weaknesses
<p>Mandatory Drill Schedule            History of planning, training and implementation with staff            Joint Use and Collaboration w/City            Trusted internal relationships            District 7, EOC Staff            Multiple sites, staff and equipment</p>	<p>Outdated comprehensive site plans            Limited resources: staff, time, supplies, funding            Prioritization            Power outages            Back-up communications</p>
Opportunities	Threats
<p>Collective Impact Cadre            Strong external relationships with subject matter experts            Shared resources: JPA            Multi-agency grant applications            District/City Standardized Communication            Multi-jurisdictional DSW agreements</p>	<p>Lack of interest            Unsupportive participants            Lack of resources: staff, time, supplies, funding            No sense of urgency; lack of prioritization</p>



### *Interview Chamber of Commerce CEO*

An interview with the Gilroy Chamber Chief Executive Officer regarding emergency preparedness and collective impact took place on Tuesday, April 25, 2017. The conversation yielded a topics, event and lead agency list.

<b>Topics</b>	<b>Event</b>	<b>Lead Agency</b>
Earthquake	Great Shake Out Earthquake	GUSD
First Aid/CPR/AED	Heart Safe Community	Gilroy Fire
Fire Prevention	National Preparedness Month	Gilroy Fire
Business Continuity	California Great Shake Out	Gilroy Chamber
Cyber Safety	Cyber Safety Begins with You	CMAP
Chemical/Biological/Bomb Threat	What to Do?	Department of Homeland Security and Gilroy PD
Pandemic	POD Exercise	Red Cross
Smoke, smog, spare the air	Public Health Department Flag Program	GUSD
Active Shooter	Run Hide Defend Drill	Gilroy PD
Emergency Communications	SCCAAlert, Nixle	GUSD and City PIO
Evacuation and Shelters	Red Cross Health Fair	Interfaith Council
Search and Rescue	Extended Earthquake Drill	CERT

## **ANALYSIS AND CONCLUSION**

### ***Problem Identification, Phase I:***

The GUSD employee survey confirmed that school sites where children learn, routinely conduct monthly mandatory fire, earthquake and/or code red drills. However, the same drills rarely occur in locations that are adult focused. These include the district office, maintenance and transportation yard. Across the board, drills that are required by federal law, California Education Code or Board Policy receive priority. Those that are optional, such as first aid station set up and search and rescue practice, do not happen on a regular basis.

There was quite a mix of “actual events” throughout the district, leading the author to think question number two of the employee survey is unclear. Logically, over 70% of the staff felt the effects of the power outage that took place in February of 2017. However, a small percentage of responders reported having code red events, earthquakes and fires. The site incident commander must report all actual events to the district office and there was not any documentation found for an earthquake or fire in the past twelve months. All fires, even if put out by GUSD staff or students, must be reported to Gilroy Fire Department as well as GUSD headquarters. Though there are many records at both agencies reporting a fire department response, these calls are medical in nature and do not involve flaming classrooms.

Training efforts in collaboration with the Gilroy Police and Fire Departments provided astoundingly high percentages for AED and EpiPen use, as well as active shooter protocol. On the other hand, trainings given via video- Disaster Service Workers in Schools and ICS100SCa - only reached 12% and 6% respectively. This is of great concern since every employee in the school district, as required by law, must perform as a disaster service worker. SEMS/NIMS and ICS is the system under which everyone will carry out such duties. Emergency contact

information is current for 90% of responders while only 10% reported being in the AlertSCC database, both a potential necessity for reaching staff during a crisis.

Emergency preparedness courses taken outside of work topped out at 91% for CPR certification, while other classes ranked less than 21%. Although schools do not require teachers to be CPR certified, AB-1719 will commence during the 2018-19 school year and will greatly affect students. The bill requires that “the governing board of a school district or the governing body of a charter school that requires a course in health education for graduation from high school to include instruction in performing compression-only cardiopulmonary resuscitation, as provided” (California Legislative Information, 2016). GUSD currently offers hands-only CPR and AED training classes to all high school students through the Gilroy Fire Department, but once the requirement is mandatory for graduation, additional instructors will be necessary.

Emergency preparedness at home reflects a lack of planning and implementation on the part of individuals who are disaster service workers. While most homes are equipped with some sort of fire prevention device and a first aid kit, less than half of the responders have emergency supplies on hand or in their cars. Fewer than 26% have a medical directive, go bag or family reunification plan.

While the PBIS self-assessment tool suggested that 61% of the staff felt the district had emergency procedures in place (31% giving partial credit), it showed a clear lack of prioritization with high, medium and low split almost in even thirds. Emergency preparedness concerns brought forward by staff, students and parents over a two-year period highlighted the need for more staff training with a focus on communications, earthquakes and active shooter drills. Concurring, the District 7 and Cabinet gave direction to create a standardized earthquake protocol and supply list for each site while improving on the comprehensive school site

emergency plans for the 2017-18 school year. Countywide best practices data supported this initiative.

Gilroy Care and Shelter Members put together a list of potential collective impact cadre participants, including private, non-profit, and public agencies. Two years of data regarding city sponsored emergency preparedness classes and trainings included CPR Certification, AED Training, CERT and first aid classes. An interview with the Gilroy City Administrator and the GUSD IT Director yielded a SWOT analysis of internal strengths and weaknesses, as well as their correlation to external opportunities and threats.

Research and data in this study have identified a few problems with emergency preparedness at GUSD and in the City of Gilroy. Evidence suggests multiple agencies are conducting some level of planning, training and implementation on their own. In a few cases, there are even examples where these groups are working together. However, emergency preparedness drops down on priority lists when resources such as personnel, financing, supplies and time are in short supply. It is better to prepare for what could be than to look back full of regret. Now is the time to create a collective impact cadre for robust community emergency preparedness.

### ***Solution Development, Phase II***

Gilroy Unified School District and the Gilroy community have many connections tying them together. Whether it be 11,200 students and 8,000 families, joint use of facilities, social services outreach or collaboration with local business, there are strong relationships between GUSD, organizations and individuals in town. In a natural disaster or manufactured crises, these entities will come together for the benefit of everyone. Why not get ahead of the game and use collective impact to enhance planning, training and implementation of emergency preparedness in order to mitigate, respond and recover while preserving life and property?

There were five primary questions asked and answered in this study using a process intervention method.

➤ **What emergency preparedness activities are taking place in Gilroy?**

GUSD is performing regular drills, training and implementation of disaster preparedness plans during the regular school year, August through June. The City of Gilroy Parks and Recreation Department offers classes in emergency preparedness, first aid, CPR and AED use. The GUSD and City of Gilroy Emergency Operation Centers do regular tabletop exercises and trainings on SEMS/NIMS/ICS and roles of Disaster Service Workers.

➤ **Who is conducting the emergency preparedness activities in Gilroy?**

Using Education Code and direction from the Santa Clara County Office of Education, GUSD revisits procedures, protocol and practices on an annual basis. Gilroy Police and Fire Departments are subject matter experts on hand for assisting in the planning and training segments of emergency preparedness. CERT and the American Red Cross work in tandem educating individuals and businesses on being self-sufficient in emergencies.

➤ **Who do emergency preparedness activities in Gilroy and at GUSD reach?**

The GUSD employee survey clearly shows that while planning, training and implementation for emergency preparedness is occurring regularly, it does not touch the certificated, classified and management staff in the same way. While in some instances this is to be expected, there is a need for drills to be much more in-depth, as the correlation between actual practice and confidence in handling a crisis go hand-in-hand. Data from the Fire Department and CERT show that a large section of the population has received CPR certifications; however, there is comparatively low participation in other preparedness courses.

➤ **What is the necessary mobilization of inputs and resources for emergency preparedness activities in Gilroy?**

Emergency preparedness is common sense, but making it a priority is not easy.

Organizations and individuals alike are bogged down by lack of resources: personnel, money, supplies and time. A set of best practices for emergency preparedness and training by subject matter experts are inputs necessary in order to move forward. For successful implementation, there must be an influx of financial support, supply acquisition, staffing and time. Without prioritization on the part of leaders in the community, it is unlikely that this will happen.

➤ **What are possible strengths, weaknesses, opportunities and threats in the area of emergency preparedness activities in Gilroy?**

Internally, GUSD has a history of planning, training and implementation with staff. The district already performs mandatory drills, and has trusted relationships between certificated, classified and management positions. Annual progress in safety and security has aided in building an informed workforce while collecting a moderate amount of emergency supplies. However, outdated comprehensive site plans and limited resources stand in the way of robust emergency preparedness. Site plans need updates, earthquake supplies need standardization and distribution to all sites, and training must cast a wider net across all positions. Creating a Disaster Service Worker Database to include name, site, contact information and special skills would better enable the district to staff emergency events safely and effectively.

Externally, GUSD has the opportunity to build on existing relationships and reinforce collaboration. Lists of emergency response supplies and equipment by all agencies can lead the way for joint use agreements and joint purchase agreements. Grant applications for multi-agency distribution can fill the funding void. Badly needed resources and the spreading out of time-

intensive planning and training, shared across multiple groups, can relieve some of the personnel struggles. External and internal threats have many similarities. Lacking a sense of urgency leads to a lack of prioritization, which limits access to resources and creates nonexistent participation.

As discussed in the literature review, collective impact needs five things to be successful. First, there must be a common agenda with agreed upon solution-based action. In reality, disasters strike. Earthquakes happen. Large-scale emergencies take place. GUSD does not have the personnel, equipment and resources to safely house and take care of over 11,000 children for up to 72 hours without the assistance of other agencies. The City of Gilroy does not have the personnel, equipment and resources to take care of over 52,000 residents for up to 72 hours without the assistance of other agencies. It behooves community organizations and individuals to put in the time to prepare for emergencies before they happen. The common agenda for a collective impact cadre in Gilroy is to plan, train and implement emergency preparedness best practices through joint communications efforts on the part of participating agencies.

Second, the collective impact cadre must be able to measure results consistently. Serving as a baseline, the re-creation of surveys and research in this study will provide qualitative and quantitative measurements for alignment. The number of disaster service workers entered in the DSW database, the quantity of trainings offered and the number of participants in the outreach activities will measure accountability.

Mutually reinforcing activities, the third requirement for successful collective impact, include the promotion and coordination emergency preparedness events that are currently occurring in agencies around the city. Parks and Recreation classes will align with the drilling schedules of schools in order to support a whole community focus on monthly safety topics. Businesses in town will promote the sale of emergency supplies as they relate to enhancing preparedness, and

nonprofit-sponsored health and wellness fairs will work to encourage community participation in the collaborative approach to educate and provide resources. The California Great Shake Out will extend to businesses in order to have citywide participation, and other mandatory school drills will include tabletop and functional components involving organizations and individuals. The cadre will focus on joint purchase agreements, grant applications and emergency contracts in order to ensure the availability of badly needed resources in the time of disasters.

The fourth requirement, continuous communication across many players to build trust, assure mutual objectives, and create common motivation might be a daunting task in some cities but not Gilroy. The Garlic Festival alone is a 39-year testament to the strong collaborative relationships currently in place, and it is just one of many areas where all three circles of emergency management already cross. Creating an innovative one-wire community for local emergency communications through trusted agencies like the school district, city departments, churches, nonprofits and businesses is simply another step in better preparing and communicating with the community.

The final requirement for a successful collective impact cadre is having a backbone organization with staff and a specific set of skills to serve the entire initiative and coordinate participating organizations and agencies. Easily shared between GUSD and the City of Gilroy, the position already exists. Both agencies have active EOCs staffed with subject matter experts, planners, trainers and access to implementation resources. A predetermined calendar of mandatory drills and trainings provided by the California Education Code can guide topics and activity timelines.

The coordination of participating organizations and agencies will grow from the initial list created during the Care & Shelter discussion in this study. Groups will include:



- American Red Cross
- CERT
- CMAP
- GUSD
- Gilroy Chamber of Commerce
- Gilroy Interfaith Council
- The City of Gilroy

Both GUSD and the City of Gilroy operate on a fiscal year, beginning July 1. May and June of 2017 allow for two months of pre-discussion about the creation of a Gilroy collective impact emergency preparedness cadre. Once organizations are on board, monthly meetings will define topics, plans, trainings and implementation beginning in September at the start of the 2017-18 school year. Subject matter experts will weigh in on best practices while CMAP, GUSD and public information officers spread the word throughout the community. The Chamber of Commerce will work with businesses on supporting supply purchases, for example, earthquake preparedness kits, first aid supplies, and water, and getting private industry involved in drilling for emergencies. Interfaith Council Members will do the same activities to stimulate participation in the faith community. Following the school calendar, Gilroy will become an educated community with robust emergency preparedness on the part of self-sufficient organizations and individuals. By doing so, city emergency responders and resources can go to those in the community with the greatest need, first.

**APPENDIX**

**Appendix A – GUSD Emergency Preparedness Questionnaire**

<p>1. In the past twelve months, have you participated in any of the following drills (mark all answers that apply):</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fire Drill</li> <li><input type="radio"/> Earthquake Drill</li> <li><input type="radio"/> Code Red or Run Hide Defend Drill</li> <li><input type="radio"/> Emergency Radio Check</li> <li><input type="radio"/> Emergency Operations Center Table-top Exercise</li> <li><input type="radio"/> First Aid Station Set up</li> <li><input type="radio"/> Search and Rescue</li> </ul>	<p>6. In the past five years, have you taken any emergency preparedness training courses outside of work (mark all answers that apply):</p> <ul style="list-style-type: none"> <li><input type="radio"/> CPR (Cardiopulmonary Resuscitation)</li> <li><input type="radio"/> CERT (Community Emergency Response)</li> <li><input type="radio"/> Red Cross Classes</li> <li><input type="radio"/> Earthquake Preparedness</li> <li><input type="radio"/> FEMA (Federal Emergency Management Agency) Online Training</li> <li><input type="radio"/> Other: _____</li> </ul>
<p>2. In the past twelve months, have you participated in any of the following <u>actual</u> events (mark all answers that apply):</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fire</li> <li><input type="radio"/> Earthquake</li> <li><input type="radio"/> Code Red or Run Hide Defend</li> <li><input type="radio"/> Medical Emergency</li> <li><input type="radio"/> Shelter in Place</li> <li><input type="radio"/> Code Blue or Campus Lockout</li> <li><input type="radio"/> Evacuation</li> <li><input type="radio"/> Emergency Ops Center Activation</li> <li><input type="radio"/> Power Outage</li> <li><input type="radio"/> Flooding</li> </ul>	<p>7. At work, mark all of the emergency disasters that you feel prepared to handle:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fire</li> <li><input type="radio"/> Earthquake</li> <li><input type="radio"/> Code Red or Run Hide Defend</li> <li><input type="radio"/> Medical Emergency</li> <li><input type="radio"/> Shelter in Place</li> <li><input type="radio"/> Code Blue or Campus Lockout</li> <li><input type="radio"/> Evacuation</li> <li><input type="radio"/> Emergency Ops Center Activation</li> <li><input type="radio"/> Flooding</li> <li><input type="radio"/> Power Outage</li> <li><input type="radio"/> Bomb Threat</li> <li><input type="radio"/> Heat Exposure</li> </ul>
<p>3. In the past three years, have you received training on any of the following (mark all answers that apply):</p> <ul style="list-style-type: none"> <li><input type="radio"/> Automated External Defibrillator (AED)</li> <li><input type="radio"/> EpiPen</li> <li><input type="radio"/> Run Hide Defend</li> <li><input type="radio"/> Disaster Service Worker Roles</li> <li><input type="radio"/> Incident Command System</li> <li><input type="radio"/> SEMS and NIMS</li> <li><input type="radio"/> Fire Extinguisher Use</li> <li><input type="radio"/> Emergency Radios</li> </ul>	<p>8. At home, mark all of the emergency preparedness you have in place:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Emergency Contact Lists</li> <li><input type="radio"/> Medical Directive</li> <li><input type="radio"/> Fire Prevention: smoke detectors, extinguishers, etc.</li> <li><input type="radio"/> Earthquake kits</li> <li><input type="radio"/> Go Bag</li> <li><input type="radio"/> Emergency Car Supplies</li> <li><input type="radio"/> Family Reunification Plan</li> <li><input type="radio"/> First Aid Kit</li> <li><input type="radio"/> Emergency radio</li> <li><input type="radio"/> Emergency Supplies</li> <li><input type="radio"/> Utility Shut Off Plan0</li> </ul>
<p>4. Is your emergency contact information current with GUSD?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> <li><input type="radio"/> I don't know</li> </ul>	<p>9. Position with GUSD</p> <ul style="list-style-type: none"> <li><input type="radio"/> Certificated</li> <li><input type="radio"/> Classified</li> <li><input type="radio"/> Management</li> </ul>
<p>5. Have you signed up with AlertSCC?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>	<p>Thank you! Please write more information on the back of this survey if you would like to give additional input to better our emergency plan.</p>

## Appendix B – 2016/2017 PBIS Self-Assessment Survey

Current Status Elementary			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
78 %	17 %	4 %	8. Procedures are in place to address emergency/dangerous situations.	30 %	20 %	50 %

In Place	Partial	Not	System: School-Wide	High	Medium	Low
65 %	30 %	5 %	8. Procedures are in place to address emergency/dangerous situations.	56 %	28 %	17 %

In Place	Partial	Not	System: School-Wide	High	Medium	Low
36 %	48 %	16 %	8. Procedures are in place to address emergency/dangerous situations.	48 %	30 %	22 %

Current Status Middle School			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
62 %	24 %	15 %	8. Procedures are in place to address emergency/dangerous situations.	31 %	31 %	38 %

Current Status High School			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
48 %	39 %	13 %	8. Procedures are in place to address emergency/dangerous situations.	37 %	43 %	20 %

In Place	Partial	Not	System: School-Wide	High	Medium	Low
75 %	25 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	30 %	20 %	50 %

## References

- American Red Cross. (2015). Ready when the time comes. Retrieved from <http://www.redcross.org/local/south-carolina/volunteer/ready-when-the-time-comes>
- California Department of Education. (2016). Administration of epinephrine auto-injectors. Retrieved from <http://www.cde.ca.gov/ls/he/hn/epiadmin.asp>
- California Legislative Information. (2016). AB-1719 pupil instruction: Cardiopulmonary resuscitation. Retrieved from [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB1719](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1719)
- Cal Office of Emergency Services. (2017). School emergency planning and safety. Retrieved from <http://www.caloes.ca.gov/cal-oes-divisions/planning-preparedness/school-emergency-planning-safety>
- Child Care Advocate Program (CCAP). (1999). *Disaster planning self-assessment guide for childcare centers and family childcare homes*. Retrieved from <http://www.cclfd.ca.gov/res/pdf/DisasterGuideforHomesCenters.pdf>
- City of Gilroy. (2017). Emergency preparedness. Retrieved from <http://www.cityofgilroy.org/174/Emergency-Preparedness>
- Clemens, E. S. (2006). Nonprofits, associations, and politics: Theoretical perspectives. In W. W. Powell & R. Steinberg (Eds.), *The nonprofit sector: A research handbook* (2<sup>nd</sup> ed.). New Haven, CT: Yale University Press.
- Devlin, L. (2012). I can't hear you: An examination of the limitations of fear-based messaging. Retrieved from Gordon Sakai of the Red Cross.

- Edwards, F. (2012). Doing good badly: The need for cultural competency in disasters. In Norman-Major & Gooden (Eds.), *Cultural competency for public administrators*. Amonk, NY: Sharpe.
- Federal Emergency Management Agency. Emergency Management Institute (EMI). (2013). Emergency management overview. Retrieved from <https://emilms.fema.gov/IS230c/FEM0101summary.htm>
- Federal Emergency Management Agency. Emergency Management Institute (EMI). (2013). Incident command system: Promoting safer schools. Retrieved from <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.SCa>
- Federal Emergency Management Agency. Emergency Management Institute (EMI). (2013). Incident command system: Promoting safer schools. Retrieved from <https://emilms.fema.gov/IS100SCA/ICS01summary.htm>
- Federal Emergency Management Agency. (2016). Learn about presidential policy directive–8. Retrieved from <https://www.fema.gov/learn-about-presidential-policy-directive-8>
- Federal Emergency Management Agency. (2017). Whole community, shared responsibility. Retrieved from <https://www.fema.gov/whole-community>
- Filice, K. (2014). Gilroy garlic festival exceeds \$10.6 million in non-profit distributions. Gilroy Garlic Festival Association. Retrieved from <http://gilroygarlicfestival.com/gilroy-garlic-festival-exceeds-10-6-million-in-non-profit-distributions/>
- Gilroy Unified School District. (2008). Business and non-instructional operations emergency schedules. Retrieved from <http://www.gamutonline.net/district/gilroy/DisplayPolicy/525061/3>

- Graham, D. (2015). We are all first responders. *The Atlantic*. Retrieved from <https://www.theatlantic.com/national/archive/2015/09/we-are-all-first-responders/402146/>
- Hambridge, N., Howitt, A., & Giles, D. (2017). Coordination in crises: Implementation of the National Incident Management System by surface transportation agencies. *Homeland Security Affairs*. Retrieved from <https://www.hsaj.org/articles/13773>
- Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work. *Stanford Social Innovation Review*. Retrieved from [https://ssir.org/articles/entry/channeling\\_change\\_making\\_collective\\_impact\\_work](https://ssir.org/articles/entry/channeling_change_making_collective_impact_work)
- Kania, J., Hanleybrown, F., & Juster, J. S. (2015). Essential mindset shifts for collective impact. Retrieved from [https://communityengagement.uncg.edu/wpcontent/uploads/2014/08/Collective\\_Insights\\_on\\_Collective\\_Impact.pdf](https://communityengagement.uncg.edu/wpcontent/uploads/2014/08/Collective_Insights_on_Collective_Impact.pdf)
- Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*. Retrieved from [https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact)
- Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work. Retrieved from [https://ssir.org/articles/entry/channeling\\_change\\_making\\_collective\\_impact\\_work#bio\\_footer](https://ssir.org/articles/entry/channeling_change_making_collective_impact_work#bio_footer)
- Kuncz, D. (2016). Standardized emergency management system. Retrieved from <http://www.caloes.ca.gov/cal-oes-divisions/planning-preparedness/standardized-emergency-management-system>

- Martin, S. A. (2013). Collective impact for community resilience: A collaborative approach for a complex issue. Retrieved from <http://oldpm.umd.edu/files/public/documents/symposium2015/Papers/Martin.pdf>
- McKay, J. (2012). The preparedness message isn't reaching the public. Retrieved from Gordon Sakai of the Red Cross.
- Nundy, N., & Chandler, A. P. (2015). Collective impact: The missing link. *Stanford Social Innovation Review*. Retrieved from [https://ssir.org/articles/entry/collective\\_impact\\_the\\_missing\\_link](https://ssir.org/articles/entry/collective_impact_the_missing_link)
- Salamon, L. M. (1987). Of market failure, voluntary failure, and third-party government: Toward a theory of government-nonprofit relations in the modern welfare state. *Nonprofit and Voluntary Sector Quarterly*, 16(29).
- Santa Clara Office of Emergency Services. (n.d.). *California schools public employee disaster service worker pamphlet*.
- Stevens, D. (2017). An Oxford Health Alliance Program. Evaluation. Retrieved from [http://www.oxha.org/cih\\_manual/index.php/process-evaluation](http://www.oxha.org/cih_manual/index.php/process-evaluation)
- Sylvia, R. D., & Sylvia, K. M. (2004). *Program planning and evaluation for the public manager*. Long Grove, IL: Waveland Press.
- Turner, C. (2015). FY2016 & 2017 budget summary. City of Gilroy. Retrieved from <http://www.cityofgilroy.org/DocumentCenter/Home/View/5914>
- Vaughan, S. K., & Arsneault, S. (2015). A core issue: The inseparable relationship between nonprofits and public policy. *Journal of Public Affairs Education*, 21(3), 349–366.