

## FUNDING & RESOURCES

The Funding & Resources sub-committee of the Public Education Track recognizes that there is a great deal of variety in the 9-1-1 systems throughout the United States and other countries. However, it was also determined that there are some basic principles for 9-1-1 Public Education that can be used generically throughout the world. The mission of this sub-committee is to recommend best practices regarding funding and resources for 9-1-1 Public Education. The following documents are generic in nature and the ideas within can be modified to work for any agency or organization, based on their local funding and resources.

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- I. Outline for 9-1-1 Public Education – Generic Job Description
- II. How to Justify your 9-1-1 Public Education Program
- III. Soliciting Corporate Sponsorship (Large and Small Scale)
- IV. Funding Opportunities through Grants
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**Disclaimer:** The information in this document is meant to act as an overview to specific topics. More information and examples can be obtained by contacting the author of the documents or calling NENA Headquarters at 1-800-332-3911.

## I. Outline for Public Education Program

*The following outline depicts some of the main elements of a public education program. A new public educator could use this information to develop program goals. An administrator could use this information to create a job description for public education. Certainly there are other elements that could be incorporated into a public education program. It is also important to note that all of these elements are not essential to a public education program. Each individual in acting as a public educator should find their strengths and focus on the activities that use those strengths. Each program should consider their resources and set goals accordingly.*

- I. Presentations (as requested or as time permits)
  - A. Schools
  - B. Churches
  - C. Civic or Social Organizations (adults)
  - D. Scout troops
  - E. Senior Citizen Centers
  - F. Daycares
  - G. PTA or PTO meetings
  - H. Teachers/Nurses in-service meetings
  - I. Libraries
  
- II. Design, Develop, Order and Distribute Educational Materials
  - A. Staples (always have on hand)
    - 1. pens
    - 2. pencils
    - 3. crayons
    - 4. bookcovers
    - 5. coloring/activity books or sheets
    - 6. magnets
    - 7. stickers
    - 8. wireless information cards
    - 9. general brochures/information cards
    - 10. plastic bags
  - B. Specialty Materials to be changed out each year (examples)
    - 1. zipper pulls
    - 2. key chains
    - 3. glow-in-the-dark stickers
    - 4. magnifying rules
    - 5. band-aid holders
    - 6. pill boxes
    - 7. pocket folders
    - 8. basal wood airplanes
    - 9. scratch pads or post-it notes
    - 10. rulers

- III. Write Articles for Local, State and National Publications
  - A. Press Releases for local newspapers
  - B. Articles for local newsletters (public safety or private organizations)
  - C. Articles for state newsletters or trade publications
  - D. Articles for national industry magazines such as NENA News
  
- IV. Participate in Local Special Events
  - A. Host a booth at safety and health fairs
  - B. Host a booth at local festivals and street fairs
  - C. Participate in a local parade
  - D. Host your own special event as a fund raiser (golf tournament, bake sale, dinner)
  - E. Host a telecommunicator appreciation special event
  
- V. Partner with Community
  - A. Work with volunteer firemen to post 9-1-1 addresses as a fund-raiser
  - B. Work with scouts to do a service project for 9-1-1 awareness
  - C. Work with civic group to raise money to purchase TTYs for low income hearing impaired
  - D. Work with local stores/restaurants to print 9-1-1 message on bags or inserts.
  - E. Work with local utilities for billing inserts.
  
- VI. Utilize School/University Resources
  - A. Ask drama class to perform skits on 9-1-1 for younger kids.
  - B. Work with art teachers on poster contests.
  - C. Ask art students to create logo.
  - D. Work with public relations classes to create campaign.
  - E. Work with creative design classes to develop a mascot.
  - F. Work with a marketing class to conduct research for you.
  
- VII. Work with the Media
  - A. Print and broadcast media
  - B. Billboards
  - C. Learn to be proactive, not reactive
  - D. Establish a good relationship with media
  - E. Write press releases
  - F. Create Public Service Announcements
  
- VIII. Establish a Group of Volunteers
  - A. Solicit volunteers (utilizing existing resources)
  - B. Train volunteers
  - C. Evaluate volunteers

- D. Create an incentive program for volunteers
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- IX. Solicit Corporate or Industry Funding or Donations
    - A. Ask local companies to underwrite gift for telecommunicators
    - B. Ask local companies to donate products for telecommunicator gifts
    - C. Ask industry vendors to provide funding for a special event.
    - D. Ask industry vendors to provide products for telecommunicator gifts
    - E. Ask local stores to donate products for a special event
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- X. Keep Statistics & Evaluate Programs and Products
    - A. Develop inventory of supplies and what is used.
    - B. Develop tracking of presentations, special events and station tours
    - C. Develop survey to evaluate materials
    - D. Develop method to evaluate campaigns or special programs

**Submitted by Christy Williams, North Central Texas Council of Governments**

## **II. How to Justify Your 9-1-1 Public Education Program**

### Documentation

Create a form that can be used to keep track of each event that your agency attends including school presentations, health / safety / baby fairs, festivals, tours and parades. Each form should be kept in a notebook specifically set aside for public education. Keep this Contact Book to show documentation of how much public education was performed within a certain time frame, whether it is quarterly, fiscal year, school year or calendar year. By having this information, you now have an up-to-date contact list for future events. This will also come in handy should ever need the event coordinator to write a Letter of Appreciation to your agency for their participation and it's very valuable public education program. The form should include:

- ⇒ Event Name
- ⇒ Event Date
- ⇒ Event Contact Name
- ⇒ Event Contact Phone Number / Email Address / Fax Number
- ⇒ Indoor or Outdoor (if outside, also ask if there is a rain date scheduled)
- ⇒ Presenter name(s)
- ⇒ Expected number of people at the event
- ⇒ Upon your return from the event, update the form with actual number of attendees.  
Break the number down even further into adult versus juvenile contacts
- ⇒ Comments line

### Statistics

It's important to know what your public education statistics were in the past, where you are currently and where you want to go. Your supervisors and above will want to know how many people you have reached with your public education message each year. Start by separating your statistics into juvenile and adult figures. Show how many contacts you have made at the different events your agency attends. When planning for the future, set a goal to increase your audience each year; increasing your goal annually by 10% above your current audience statistics is not unreasonable. In addition, create an Annual Report to show exactly how many people were reached with your 9-1-1 message that year. Include the number of presentations given, how many people helped with the presentations and any success stories you have had. If possible, use charts and graphs to show the breakdown between adult and juvenile contacts.

### Speaker Evaluation

After each school presentation, send the teacher(s) a one-page evaluation to complete on the speaker and the subject matter. Within this evaluation, ask if the presenter did an adequate job of presenting the materials, if the program time was adequate and if the material presented was considered important or valuable to the students. In addition, ask for suggestions for improvement and any comments they wished to share. It helps to include a postage-paid, addressed, return envelope. These evaluations will show the

teachers find your program important and let you know how to improve the program or presenter.

### Testing

It is difficult to prove that the public education programs of 9-1-1 have been successful. After all, we teach what to do *if and when* an emergency occurs. How do you prove that your message was valuable if the people you teach never have to use it? One way is to provide pre- or post testing to your audience. This is especially helpful when presenting to schoolchildren. For a pre-test, create a 10 – 15 question quiz based on the material you will be presenting. Prior to your presentation, send the teacher the pre-quiz and ask that he or she have the children take the quiz. Once given, have them sent back to you or go pick them up. Grade the quizzes and see if there is one area in which you should concentrate. Adjust your presentation if necessary then present your topics. Within a few weeks after the presentation, create a separate quiz that covered the material taught. Chances are it will closely resemble your first quiz but should be worded slightly different and have the questions in a different order. Send this to the teacher and have the students take the test again. The teacher should send in the quizzes to you and have you grade them. The test scores will show that the students did not know the information prior to your presentation and they learned and retained the information, therefore helping them to be ready to face an emergency head-on should they ever be faced with such a situation.

### Media

Almost as important as the testing, is the exposure of your public education program. Don't be afraid to contact the media for:

- ⇒ Children that dialed 9-1-1 successfully (find out how they learned about 9-1-1)
- ⇒ Any special 9-1-1 presentations to children that successfully dial 9-1-1
- ⇒ Any fair / festival where your public education "booth" will be visible
- ⇒ Any special presentation done for a 9-1-1 issue (new 9-1-1 system)
- ⇒ Anytime your local 9-1-1 mascot visits the classrooms

### Training

The more training you receive, the better your expertise as a presenter of safety related materials. This can be done in-house, at off-site facilities and at conferences. One good source of inexpensive training is the Federal Emergency Management Agency at [www.usfa.fema.gov/nfa/schedule.htm](http://www.usfa.fema.gov/nfa/schedule.htm).

### Network

It helps to introduce yourself to those organizations that could use your public education message. Eventually you may find that you can partner at events or on other safety related programs. Send introduction letters to Hospitals, Day Cares, Schools, PTA Presidents, Major Corporations, etc.... people that deal with health and safety issues. Let them know you have a 9-1-1 education program and you're available for safety fairs, presentations, neighborhood block parties, etc... Be easy to find. Have a dedicated phone line for that they can use to contact you. Get business cards and a list your website on them. Soon, you will find your schedule full of public education events!

**Submitted by Bettie Wesson-Grimes, City of Plano, Texas**

### **III. Soliciting Corporate Sponsorship**

#### **GUIDELINES: FUNDING SPECIAL CAMPAIGNS**

- ⇒ Start by creating a proposal that outlines what the objective is of your special campaign. Do you want to use billboards to get our your 9-1-1 public education message? Maybe you want to distribute your message on book covers that go out to all the schools in your region. Maybe there is a need to educate the people who live in rural areas to post their address so emergency responders can locate them. Of course there is also 9-1-1 Awareness Week and Telecommunicator Appreciation Week. All of these are good reasons to create a special campaign.
- ⇒ In addition to stating your objective, you will need to outline how you will measure the success of your campaign.
- ⇒ You will want to solicit funds from people you already know either in the 9-1-1 industry or in the communities you serve. They will be the ones to go the extra mile to contact the decisions makers in their company.
- ⇒ Create a list of benefits the sponsor will receive. This can be done based on the level of money being given. Remember to think in terms of exposure or logo placement, this is what the sponsors will base their decision on. The more money they give, the more exposure they should receive. List these benefits in the letters distributed to potential sponsors.
- ⇒ If the campaign warrants a press conference be sure to include this in your list of benefits to the sponsors.
- ⇒ Two weeks after the mailing follow up with a phone call to make sure the information is in the appropriate hands.
- ⇒ After receiving a commitment for sponsorship, invoice the vendor in the amount they promised and request a logo.
- ⇒ Some sponsors may want to see how their logos will be placed on special promotional items so include time for this process to take place.

#### **SPONSOR RECOGNITION**

- ⇒ After receiving commitments for sponsorship, make sure that logos are on all promotional items and materials used in the campaign.
- ⇒ If you hold a press conference be sure to have signage on the podium that lists all of the sponsors.
- ⇒ Whatever your special campaign is be sure to document all the exposure you receive from the media. Buy extra copies of newspapers so you can send a clipping to your sponsor. Take pictures and send copies of those to your sponsor as well.
- ⇒ Follow-up with a personalized thank you note and/or certificate to the sponsors and mail them with the newspaper clippings and photographs of your special campaign.

**Submitted by Teri Bloyd, North Central Texas Council of Governments**

### **GUIDELINES: FUNDING A LARGE EVENT OR CONFERENCE**

- ⇒ Make a list of different items relating to the event that needs funding. For example, food & beverages, gifts, entertainment, etc.
- ⇒ Create a list of benefits to sponsorship. This can be done based on the level of money being given.
- ⇒ Create a flyer listing the items needing sponsorship and listing the benefits and levels of sponsorship. Offer incentives for early sponsor commitments – like having sponsor logo on all promotional materials if they commit six-eight months prior to event.
- ⇒ Send the flyer to all past sponsors, as well as any local or related businesses. (phone companies, wireless carriers, etc.)
- ⇒ Personal contacts are the best people to send the sponsor flyer to – they can always direct you to the correct person in their agency.
- ⇒ Two weeks after the mailing, follow up on the flyer with a phone call to make sure the flyer is in the appropriate hands.
- ⇒ After receiving a commitment for sponsorship, invoice the vendor in the amount they promised and request a logo for promotional materials.

### **SPONSOR RECOGNITION**

- ⇒ After receiving early commitments for sponsorship, make sure that logos are on all promotional mailings and materials.
- ⇒ At the event, have signage listing all of the event sponsors.
- ⇒ Use table tents or some other form of signage that can be placed throughout the event giving additional sponsor recognition.
- ⇒ Have dignitary at the event present sponsors with recognition gift. (Certificate or other small token)
- ⇒ Creating a digital presentation of sponsor logos allows the sponsors to get added recognition at the event.
- ⇒ Follow-up with a personalized thank you note for the sponsorship and a photo of the sponsor at the event.

**Submitted by Sherri Griffith-Powell, Texas Commission on State Emergency Communications**

### **IV. Funding Opportunities through Grants**

Many foundations sponsor grants that can be utilized by non-profit organizations. Of these foundations, many are especially generous to those grant-seekers that use the funding for educational programs. Grant writing can be complicated, but it's not impossible. Below are some tips to remember when requesting your grant approval.

- ⇒ Most foundations will issue a Request for Proposal (RFP) seeking those organizations that would like to submit grant requests.
- ⇒ Most RFP's will include a description of the grant that advises what organizations and / or programs the grant specifically targets. If your educational program does not meet these basic criteria, unless you can modify your program to fit the criteria, do not apply for the grant.
- ⇒ It would be helpful to have a sample grant proposal to look through before you start your proposal. Many of the websites listed below have samples of proposed grants.
- ⇒ Also included in the RFP will be the grant writing guidelines. Some of the common guidelines include page numbering, utilizing specific fonts, paragraph spacing, and wording within the proposal. Follow these guidelines carefully. Some grants have been rejected because the paragraphs of the grant writing proposal were not indented as requested in the RFP. Remember, the foundation may get many requests for their money and not following guidelines is one way to 'weed-out' grant-seekers.
- ⇒ Be as specific as possible when explaining the proposed program. Give timelines, job duties of each person involved in the program and a budget detailing how the requested grant monies will be spent. If this will be an on-going program, you may be asked to explain how you will fund this program once the grant money runs out. In addition, have a 'scaled-down' version of your program in case your grant is only partially funded.
- ⇒ In writing the grant, if you discover that information specifically requested in the guidelines is unavailable to you and therefore cannot be included in your grant proposal, explain this to the foundation in the proposal. Do not think that they will understand if you just don't include it. They won't.
- ⇒ Deadlines are deadlines. Plan ahead and turn in your proposal within the dates and times allotted. Some foundations will advise you the grant is incorrect and will give you time to correct a mistake as long as you still have time to turn it in within the original dates and times allotted.
- ⇒ Some foundations target groups that have educational programs in certain areas of your state or even cities within your state. Search for these types of foundations, especially if you live near a large city with many educational opportunities.
- ⇒ Keep in mind that there are multitudes of local, state and national foundations that issue grants year-round. If you don't get the first grant you propose, contact the foundation and inquire as to why your grant proposal wasn't accepted. Learn from your experiences and try, try again!
- ⇒ If all else fails, look into the possibility of hiring a grant writer. If your project is large enough it may be worth the investment.

**Below are a few on-line sources of foundations that offer grants, but don't let this list limit you. Do your own search on-line for 'foundation' and utilize different search engines to do so. New foundations can be listed weekly.**

[www.fdn.center.org](http://www.fdn.center.org) – gives a comprehensive directory of foundations along with grant-writing tips

[www.lib.msu.edu/harris23/grants/2sselect.htm](http://www.lib.msu.edu/harris23/grants/2sselect.htm) – gives an alphabetical list of educational grant topics

[www.ed.gov](http://www.ed.gov) - grant application opportunities from the US Dept of Education

[www.tenet.edu/professional/main.html](http://www.tenet.edu/professional/main.html) – links to federal educational grant programs

[www.nprc.org](http://www.nprc.org) – non-profit research center of Texas which provides directory of all Texas foundations

[www.walmartfoundation.com](http://www.walmartfoundation.com) – the Wal-Mart Foundation

[www.efaw.org](http://www.efaw.org) – the Education Foundation of America

### **Getting Funded - A Complete Guide to Proposal Writing**

This document emphasizes the role of proposal writing as a tool for effective planning. It includes case studies, examples, practices, and checklists.

Contact: Continuing Education Publications, PO Box 1394 Portland, OR 97207

Subscription Fee: \$19.95 (plus \$4 for shipping and handling)

### **Program Planning and Proposal Writing**

This document is available in introductory and expanded versions. Both present information on how to develop credibility, assess needs, develop concise objectives and budgets, plan for future needs, and writing the proposal summary. The introductory version provides an overview and is 12-pages long while the expanded version explores these topics/issues in greater detail as well as contains case studies of key components of actual proposals.

Contact: The Grantsmanship Center Publications Department PO Box 17220 Los Angeles, CA 90017 Phone: (213) 482-9860 Fax: (213) 482-9863

Subscription Fee: \$3 Introductory; \$4 Expanded (plus \$2 shipping and handling)

### **GrantSeeker**

A monthly newsletter on winning grants and funding from both private and Federal funders. The newsletter provides tips on writing grant proposals from consultants in the field and from Federal and private funders, highlights of innovative Federal and private sources of funding, and innovative approaches to getting grants or resources for your local organization or program. It is 12-pages long and has been published since May 1994.

Contact: Government Information Services 4301 N. Fairfax Drive Suite 875 Arlington, VA 22203 Phone: (800) 876-0226 Fax: (703) 528-6060 Email: [rerb@tmn.com](mailto:rerb@tmn.com) (Jeanne Williams, Exec. Ed.) Subscription Fee: \$98/year

### **Foundation Grants Index**

This annually published document provides grant information on the over 800 largest independent, corporate, and community foundations in the U.S. Program profiles are indexed by 28 broad subject areas, geographically, and by alphabetical order.

Contact: The Foundation Center 79 Fifth Avenue New York, NY 10003 Phone: (800) 424-9836 Subscription Fee: \$125

### **Education Funding News**

A weekly newsletter on Federal and private grant and aid programs in the field of education.

The newsletter informs schools, school districts, colleges and other education institutions of funding opportunities in K- 12 and higher education and provides coverage of legislative and regulatory developments in the field. Also includes Grant and Regulation Alert, a weekly listing of Federal Register and Commerce Business Daily announcements relevant to education grants.

Contact: Government Information Services 4301 N. Fairfax Drive Suite 875 Arlington, VA 22203

Phone: (800) 876-0226 or Fax: (703) 528-6060 Email: [rerb@tmn.com](mailto:rerb@tmn.com) (Jeanne Williams, Exec. Ed) Subscription Fee: \$298/year

**Submitted by Bettie Wesson-Grimes, City of Plano, Texas**

## V. Media Tips

### RULES FOR DEALING WITH THE MEDIA

- ⇒ **Know your company policy.** Have a dedicated spokesperson and media contact. Have a media plan in place for your agency.
- ⇒ **Know the media.** Gather contact names and numbers. Know the media deadlines. Never lie and never speak badly of others.
- ⇒ **Plan ahead.** Know the facts and have a prepared statement. Always assume you are being recorded and remember that there is no such thing as “off the record”. Talk of the positive things your agency is doing and always state your 9-1-1 educational message. If you don’t know an answer, do not guess!
- ⇒ **Take Control.** Be as helpful as possible, releasing authorized information. Know how to buy time. It is perfectly acceptable to ask for the questions that the media wants answered prior to an interview. The agency media contact will want to review the questions and get answers from the appropriate person on staff. Plan out the interview then call the media back within an agreed upon timeframe.

### QUICK MEDIA TIPS

- ⇒ Truth at all times.
- ⇒ Interview on your own terms.
- ⇒ Keep good eye contact with the reporter.
- ⇒ Address a reporter by his or her first name.
- ⇒ Keep movements and gestures to a minimum.
- ⇒ Block out all distractions.
- ⇒ Keep responses short, clear and to the point.
- ⇒ Be sincere.
- ⇒ Don’t guess at an answer you don’t know.
- ⇒ Answer questions in a positive fashion whenever possible.
- ⇒ Anticipate and prepare.
- ⇒ Do not go off the record.
- ⇒ Never use profanity
- ⇒ Try not to use superlatives such as never, always, etc.
- ⇒ Do not state personal opinions.
- ⇒ If you make a mistake, stop and request to begin that response again.
- ⇒ Do not use company jargon or anagrams.
- ⇒ Avoid “no comment”.
- ⇒ Pause between questions to gather your thoughts.

### GETTING THE MEDIA’S ATTENTION

- ⇒ Story must be newsworthy.
- ⇒ Submit a press release.
- ⇒ Submit photographs or provide a photo opportunity.
- ⇒ Make personal contact with the media to discuss press release.

### PRESS RELEASE POINTERS

- ⇒ Double-space release on letterhead with address and phone number.
- ⇒ Date of release or “For Immediate Release” should be written on the top of the page.
- ⇒ Contact information for your agency should also be at the top of the release.
- ⇒ Use the inverted pyramid style with the most important facts in the first paragraph.
- ⇒ Answer: Who, What, When, Where, Why and How.
- ⇒ Include pertinent information with exact dates and times.
- ⇒ Make sure that that significance of the information in your press release is adequately explained.
- ⇒ Release should not exceed two typed pages.
- ⇒ Press Releases can be mailed, faxed or hand-delivered to a newsroom.
- ⇒ Follow through by calling three to four days after mailing a press release or one day after sending a fax to determine if more information is needed.

**Submitted by Christy Williams, North Central Texas Council of Governments**

## **VI. List of Web Sites**

NENA – National Emergency Number Association  
[www.nena9-1-1.org](http://www.nena9-1-1.org) Phone: 1-800-332-3911

APCO – Association of Public-Safety Communications Officials  
[www.APCO911.org](http://www.APCO911.org) Phone: 1-888-APCO-911

NIDA – National Institute on Drug Abuse  
[www.nida.nih.gov/NIDAHOME.html](http://www.nida.nih.gov/NIDAHOME.html) Phone: 301-443-1124

AT&T Language Line  
[www.language.com](http://www.language.com) Phone: 1-800-752-0093

AHA – American Heart Association  
[www.americanheart.org](http://www.americanheart.org) Phone: 1-800-242-8721

Poison Control  
[www.swmed.edu/toxicology](http://www.swmed.edu/toxicology) Phone: 1-800-764-7661

FEMA – Federal Emergency Management Agency  
[www.fema.gov](http://www.fema.gov) Phone: 202-646-4600

National Fire Academy  
[www.usfa.fema.gov](http://www.usfa.fema.gov)

CSEC – Commission on State Emergency Communications in Texas  
[www.csec.state.tx.us/programs/pub/](http://www.csec.state.tx.us/programs/pub/) Phone: 512-305-6911

ASTD – American Society for Training and Development  
[www.astd.org](http://www.astd.org) Phone: 1-800-628-2783

PET – Public Educators of Texas  
[www.ector911.org/pehomepage.html](http://www.ector911.org/pehomepage.html)

FCC – Federal Communications Commission  
[www.fcc.gov](http://www.fcc.gov) Phone: 202-418-0190

NIOA – National Information Officer Association  
[www.nioa.org](http://www.nioa.org) Phone: 865-670-6120

9-1-1 Magazine  
[www.9-1-1magazine.com](http://www.9-1-1magazine.com)

Dispatch Monthly Magazine  
[www.911dispatch.com](http://www.911dispatch.com)

Texas Public Utilities Commission  
[www.puc.state.tx.us/](http://www.puc.state.tx.us/) Phone: 512-936-7000

Special Agent 9-1-1 Activity Page  
[www.911education.com/](http://www.911education.com/)

United States Department of Transportation  
[www.dot.gov/ost/](http://www.dot.gov/ost/) Phone: 202-366-2332

Illinois Commerce Commission  
[www.icc.state.il.us](http://www.icc.state.il.us) Phone: 1-800-524-0795

Emergency-Dispatch  
[www.emergency-dispatch.com](http://www.emergency-dispatch.com)

North Central Texas Council of Governments – 9-1-1 Public Education  
[www.dfwinfo.com/hs/911/publiceducation.html](http://www.dfwinfo.com/hs/911/publiceducation.html) Phone: 817-695-9200

Massachusetts Statewide Emergency Telecommunications Board  
[www.state.ma.us/e911/core.htm](http://www.state.ma.us/e911/core.htm)

Galveston County 9-1-1 District  
[www.galco911.org/pubedu.htm](http://www.galco911.org/pubedu.htm)

Lubbock County 9-1-1 District  
[www.911.lubbock.tx.us/](http://www.911.lubbock.tx.us/)

City of Plano, Texas 9-1-1 Program  
[www.planotx.org/psc/redefox.html](http://www.planotx.org/psc/redefox.html)

Adams County Communications Center, Inc.  
[www.adcom911.org](http://www.adcom911.org)

## **VII. NENA Public Education Resources**

The following 9-1-1 public education resources are or will be available through the National Emergency Number Association and/or the NENA web site at [www.nena.org](http://www.nena.org). Additional resources may become available in the future.

### **Education**

**“In the Trenches” Public Education Course.** This day-long NENA course focuses on Public Education in 9-1-1. For course dates and registration information, please contact NENA Headquarters at (800) 332-3911. Course summary:

Whether you are new to 9-1-1 public education or a veteran who needs some fresh ideas, this is the course for you! Instructors will take you through starting a public education program from scratch as well as expanding your existing programs.

Little funding or lots, we can give you the tools to make it work. Although public education needs will vary, the instructors can provide some generic and specific approaches for a successful program. Points covered include: basics, utilization of resources, volunteer co-ordination (creating a TAG Team and a Phone Pals program), use of products & materials, media, special events/ campaigns, 3-1-1 and other N-1-1 non-emergency numbers, examples of public education programs including wireless education, funding & resources, target audiences, special recognition, and research & evaluation. Join with us in this interactive course and see how "learning can be fun in 9-1-1!"

**Public Education Text Book.** NENA’s text *Public Education in 9-1-1* was written by Jim Blackmore. Chapters include: Overview, Research, Planning, Communication, Evaluation, Tools, Special Needs Group, Communicating in Crisis, Summary. Appendices include many sample documents/scenarios.

**Online Class Sessions.** NENA’s EducationLine online class session schedule has and may again include topics on 9-1-1 Public Education. These one-hour online/conference call classes allow 9-1-1 professionals to learn from their office/home. Check with NENA for more information.

### **Resources/lists**

**National 9-1-1 Day Starter Kit.** NENA’s National 9-1-1 Day kit is available on the NENA web site at [www.nena.org](http://www.nena.org) or by calling NENA. It includes ideas of ways to celebrate 9-1-1 Day on or around September 11 and includes sample resolutions and press releases.

**Public Education Clearinghouse.** This online listing of public education “ideas” from NENA’s active membership will be available on the NENA web site. It will include public education specialty items, presentations and other ideas conceived and used by 9-

1-1 public educators across North America. The Pub Ed Clearinghouse is in progress as of May 2001.

**Commercial Offerings.** An online listing of public education products available on the commercial market will be available on the NENA web site. The listing will include 9-1-1 public education kits, simulators, coloring book companies, educational toy products, and other items NENA Headquarters discovers. This listing will be a referral only and include no evaluation. The list assumes users will make their own judgements concerning product usefulness, cost, etc.

**Public Education Committee/Best Practices.** NENA's Public Education Track of the 9-1-1 Center Operations Committee will develop additional Public Education Best Practices over time. These Best Practices will be available on the NENA web site.

### **Networking Opportunities**

NENA recognizes that sometimes the best way to learn is through the experiences of others. The following resources give 9-1-1 public educators ways in which to reach out to their peers in the public safety community for help and guidance.

**Public Educator Listing.** NENA has added a membership job category for those in the field of 9-1-1 public education. A listing of all NENA members who are public educators will be available to other NENA members for networking purposes regarding public education. (This list will not be available to the commercial community for marketing purposes.)

**911Talk Email List.** NENA's 911Talk email list is a unique way for list members and 9-1-1 professionals to reach out to their peers without regard to the boundaries of geography and time. The 911Talk email list can receive your post/question and immediately distribute it to your peers. With nearly 900 list members (May 2001), the list is a great way to get help or clarification on 9-1-1 public education or other 9-1-1 issues. You must be a member of the list to post messages. To join, visit the NENA web site at [www.nena.org](http://www.nena.org).

### **Products**

**"9-1-1: How It's Done" Classroom Book.** Also known as "the Buzzy book," this large, colorful book teaches pre-school through grade 2 children about when and how to call 9-1-1. Through song and story, the book uses interaction to make sure the 9-1-1 message sticks. Order the book on the NENA Online Store or call NENA Headquarters.

**NENA "Know When to Call" Bookmarks.** NENA's educational 9-1-1 bookmarks are an inexpensive and easy way to reach your community at schools, fairs, parades, etc. Bookmarks are two-sided and include a simple message of when/why to call 9-1-1.

Order NENA 9-1-1 bookmarks through the NENA Online Store or call NENA Headquarters.

**Public Service Announcements.** NENA offers two 9-1-1 public service announcements featuring Don Johnson, and Dave Thomas (founder of Wendy's). PSAs are available in VHS and BETA format and offer the message of when to call 9-1-1. They are available through the NENA Online Store or by calling NENA Headquarters.

**Submitted by Sonya Carius, NENA National Headquarters**

## VIII. Chapter Resources

### **PUBLIC EDUCATION MATERIALS RESOURCE MANUAL** **Created by 9-1-1 PUBLIC EDUCATORS OF TEXAS**

The 9-1-1 Public Educators of Texas have compiled a sample notebook of educational materials. The Texas group uses this notebook to share ideas and purchasing information for different educational items that were ordered separate from the State Catalog. The manual contains a photocopy picture of the item along with details on how/where the item was used and the intended target audience. This manual is especially helpful for new public educators in brainstorming ideas for educational materials for different events. The Texas group is willing to share this manual with other cities and states for a nominal duplicating fee and postage. (Average postage in the United States would be \$4.00 and approximately \$3.00 for duplicating fee.) *However, some of the items in the catalog contain trademarked logos and permission must be obtained before duplicating these items. (ex. Red E. Fox and the Harris County 9-1-1 logo.)* To order this manual, please contact Robert Gonzalez at 512-305-6911 or [robert.gonzalez@csec.state.tx.us](mailto:robert.gonzalez@csec.state.tx.us).

### **TEXAS PUBLIC EDUCATION RESOURCE GUIDE** **Created by 9-1-1 PUBLIC EDUCATORS OF TEXAS**

The 9-1-1 Public Educators of Texas have created a packet for new public educators. The packet is designed to give a brief overview of the public education programs and resources used in Texas. The packet contains: a brief history of 9-1-1; a web-site resource page; a media relations page; one-page documents detailing the curriculum for various educational programs; and information on recognition programs. The packet also contains information on contacts for more detailed information on some of the programs listed. This packet is currently available for the cost of shipping. (Average cost in the United States would be \$1.20.) To order this manual, please contact Robert Gonzalez at 512-305-6911 or [robert.gonzalez@csec.state.tx.us](mailto:robert.gonzalez@csec.state.tx.us).