

Thank you, everybody, for continuing to listen to FEMA's community preparedness webinar series on meeting the needs of Latino communities in emergency management. We will next hear from Mr. Guadalupe Pacheco from the US Department of Health and Human Services, Office of Minority Health, where he serves as the Senior Health Advisor to the Director. He will be presenting today on meeting the needs of underserved communities in emergency management.

Thank you very much for the nice introduction. And, as you indicated, the theme of my talk is the HHS Office of Minority Health, meeting the needs of underserved communities in emergency management. What I would like to do is basically build on the previous presentation that was made by Charles Kamasaki from NCLR. And, we have a very strong partnership with NCLR, and as Charles indicated, we were a supporter, in terms of providing funding for the development of this particular toolkit.

I think this will really benefit emergency preparedness managers. So, with that, if you could go to the next slide. Okay, so what I would like to do is cover some of these themes that you see on this slide. Talk a little bit about the mission of the office of minority health. At the office of minority health, we have a center for disaster preparedness for underserved communities. And then, I would like to talk about preparedness, emergency preparedness as issues of minority populations. And I will talk about that -- some additional resources that we have developed, or are in the process of developing, to enhance the ability of emergency preparedness responders to meet the needs of diverse populations. Submit and then, if we have time, I can answer some questions. Next, please?

Okay, so first of all, the mission of our office, and here, I'm talking about the office of minority health, is to improve the health status of minority populations. And we do that by developing particular initiatives and policies that can help eliminate racial disparities that are proportionately affecting minority populations. Now, on the next slide, you'll see the wheel, and in the wheel, we focus on particular functions. And I will start with research, demonstrations and evaluations.

As our office develops particular programs, policies or initiatives, and we want to make sure that in those initiatives, we can evaluate or conduct research that can determine the effectiveness of those particular interventions that have been developed, or programs, or the type of initiative. In other words, trying to build the evidence base for these interventions.

Secondly—raising the awareness that disparities disproportionately affect minority populations. Okay? And that is critical because we want to make sure that we use that awareness to garner additional partners that can help us in our agenda to eliminate those disparities.

And then, another function is data. The importance of collecting racial and ethnic data, including language. Because we need to know what interventions work, in terms of eliminating health disparities that also help us develop better strategies or to refine our strategies to meet our goal of eliminating racial and ethnic health disparities.

And then, I will talk briefly in terms of the importance of partnerships. You know, we recognize that the federal government cannot eliminate health disparities, solely by itself. We have to

network, not only -- with outside nonprofit organizations, national, such as NCLR, but even with sister agencies, such as FEMA, who can help us, eliminate racial and ethnic health disparities.

Lastly, the importance of policies and programs and practices. You know, as we develop these programs and practices, we look at particular strategies that are eliminating health disparities. And we want to make sure that we disseminate those promising practices to the community so that they can adapt them to their respective settings.

So, at our office, we created a center for emergency preparing us for underserved communities. And one of the reasons for doing that was Katrina. And we realized at that time that we were not doing enough, internally, to focus on those disaster scenarios and on those communities, racial and ethnic communities that were being affected by disasters, such as Katrina.

Based on literature, and based on studies, we recognize also that minority populations, given the fact that they were already in, let's say, a situation where they had severe disparities, but most likely, it'll be compounded by these disasters. For example, let's say somebody with diabetes, if that disaster hit in a community, where a number of individuals have diabetes, most likely, those primary care providers or the treatment centers would not be available to treat them.

So, as you can see by that example, somebody with a chronic disease would be adversely affected by those kind of disasters. So, we created this center. It is the center with [Indiscernible], and this slide basically kind of highlights some of the focuses of the center. The importance of raising awareness, in terms of involving underserved populations in all phases of disaster preparedness. So here, I am talking about not only preparedness, but also response and recovery.

And also, the importance of developing resources and other kind of best practice models that can promote the inclusivity of underserved communities in disaster preparedness.

And in that disaster preparedness cycle. Additionally, we want to and have developed the virtual clearinghouse that can store that information and resources regarding emergency preparedness tools that can be used by emergency preparedness personnel, or other individuals who are in the business of serving the general public, but specifically, diverse populations when disasters do hit.

And then finally, looking at the importance of evaluating whatever strategies that were used in those disaster situations to determine the effectiveness of those strategies. So, we can learn and enhance our ability to respond to disasters in reaching underserved communities. Next slide, please.

So, some of the issues, I think that I already alluded to, but in Katrina, we recognize that the public health information response systems were not adequate in responding to diverse populations in New Orleans. And that was pretty much depicted in not only the news media, but also all over the world.

And then, we have other kind of literature that indicates that, you know, there has been a historical kind of pattern, in reference to minority communities who have not really played a

major go part -- an integral part in the emergency preparedness cycle, in terms of them being involved from the fairness faith -- preparedness phase to the response and recovery phase.

We recognize again, based on literature, that a lot of the systems are not tailored to meet the needs of minority populations which contribute to them not being prepared to deal with disaster scenarios.

And then lastly, well, a couple more items here. We notice that there is a lack of diversity within the disaster preparedness arena. And I think there was a recent study done by [Indiscernible name] on EMTs, and that 81% of the EMTs are non-white, which gives us an indicator about the disparity between the emergency responder personnel, and those populations which are affected more severely by disasters. And then lastly, you know, the lack of awareness, in terms of emergency responders addressing cultural and language issues of those affected communities.

Okay, next slide, please. So, at OMH, how have we responded to these kind of scenarios? Number one, as indicated, we developed that center. One product of the center resulted in the development of a cultural competency curriculum for disaster preparedness and crisis response. And the website where you can access this particular learning tool is at www.thinkculturalhealth.hhs.gov. It's free, offered 24/7, launched in 2009, and fully accredited for education. So, that is a way to get emergency responders to take this course.

The goal of this e-learning program is to better equip disaster personnel with knowledge, awareness, and skills to provide quality and effective and efficient emergency care sources to diverse populations that are affected by disasters. Next, please.

Okay, so some of the key components of our eLearning program are as follows. We have four courses. The first one is an introduction to a recall CLAS, cultural competency curriculum courses -- in health, how does it apply to disaster preparedness and crisis response? The second course is, okay, how do you implement these cultural kind of elements in the whole preparedness phase of a disaster? And then the third course, going back again to CLAS, have you implement CLAS, some of the elements, and the response phase of the disaster? And lastly, how do you implement CLAS, again, the culturally appropriate kind of services, and the recovery phase of a disaster? Next, please.

Now, these are some additional kind of features that we offer them in a eLearning program. We have tabs that look at from the field. Case studies. They demonstrate how culture and influences -- culture and influences in these disaster situations and how responders react, or even how the affected populations react to those disaster situations. In the eLearning program, we also have video clips, showing the case studies in scenarios of showing those populations being affected by disasters. It may be fire, hurricane, etc.

And then we have a couple of other features, where we provide the end-user's ability to ask questions about the case studies that have been presented, including the videos. And then lastly, we call it a fast facts tab, which gives up-to-date information on research and statistics related to not only emergency preparedness, but also to diversity type issues. Next slide, please.

Okay, here is another tool that we work closely with, the Texas health Institute. And they have developed a guide, it is called a guidance for integrating culturally diverse communities into planning for and responding to emergencies. And it is a toolkit, similar to the one that NCLR has developed, and is still being refined, because the next phase of that particular toolkit is to pilot test it within diverse communities to make sure that it does resonate with their particular needs. And so that it is reality-based. -- So that it is a reality-based kind of instrument.

The last one that we talked about, is the toolkit, meeting the needs of the Latino communities. We plan to end that -- at that tool to our depository of resources on our website. Next slide, please. For okay, --

Okay, to summarize the toolkit that was developed by NCLR is another kind of, I guess it is part of the ammunition or Arsenal that we are using to help emergency preparedness personnel meet the needs of diverse populations. We know it is a challenge, but I think the more tools that we are able to provide to our partners, obviously FEMA, you know, I think they will be in a better position to respond more effectively to the needs of those diverse populations as disasters hit.

You know, across the country, we know that we are going to have more disasters because of the climate change that we are experiencing. So with that, I would like to thank you very much for the opportunity to be a part of this program.

Mr. Pacheco, thank you very much for your presentation today. That is some great work they were doing and we are very grateful that you have been able to take time out of her schedule to chat with us today. Next up, we are going to hear a presentation from Mr. Josue Diaz.