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• Spring • 2013

# WESTERN REGION DIVERSITY

## Director's Corner

Welcome to the Spring Edition of our Diversity Newsletter.

Our observance begins in March by recognizing National Women's History Month which enables us to increase consciousness and knowledge of women throughout history. To take one month of the year to remember the contributions of notable and ordinary women, in hopes that the day will soon come when it's impossible to teach or learn history without remembering these contributions. American women of every race, creed, and ethnic background helped found and build our Nation in countless recorded & unrecorded ways. As leaders in public affairs, they not only worked to secure their own rights of suffrage and equal opportunity, but also were principal advocates in the abolitionist, mental health reform, industrial labor and social reform, as well as the modern civil rights movements.

As volunteers, women have provided invaluable service and leadership in American charitable, philanthropic and cultural endeavors. And, as mothers and homemakers, they remain instrumental in preserving the cornerstone of our Nation's strength – the family.

In particular, I would like to pay tribute to the efforts of women in preserving and protecting the environment for present and future generations. Ellen Richards is known to have been the first woman in the United States to be accepted at a scientific school. She graduated from the Massachusetts Institute of Technology in 1872 and went on to become a prominent chemist. In 1887, she conducted a water quality survey in Massachusetts. This study, the first of its kind in America, led to the Nation's first state water-quality standards.

In 1900, Maria Sanford led the Minnesota Federation of Women's Groups in their efforts to protect forestland near the Mississippi River, which eventually became the Chippewa National Forest, the first Congressional mandated national forest.

Grace Thorpe, another leading environmental advocate, also connected environmental protection with human well-being by emphasizing the vulnerability of certain populations to environmental hazards. In 1992, she launched a successful campaign to organize Native Americans to oppose the storage of nuclear waste on their reservations, which she said



NWS Western Region Director Vickie Nadolski

contradicted Native American principles of stewardship of the earth. She also proposed that America invest in alternative energy sources such as hydroelectricity, solar power, and wind power.

These women helped protect our environment and our people while challenging the status quo and breaking social barriers. Their achievements inspired generations of American women and men not only to save our planet, but to overcome obstacles and pursue their interests and talents. They join a long, proud history of American women leaders, and this month we honor contributions of all women to our Nation.

Other observances in the coming months include National Asian/Pacific American Heritage Month and National Memorial Day. Please take time to learn more about these observances.

Enjoy the Spring Season and all the fresh, new beauty it brings. If there was no winter, the spring would not be so enjoyable, if we do not sometimes taste hardship, prosperity would not be so welcomed.

Vickie

# Women's History 2013: Women Inspiring Innovation through Imagination

*Karrie Schmidt: WR DAC Women's SEPM, WFO Pocatello, ID*

The National Women's History Project selected the theme for March 2013 to be "Women Inspiring Innovation through Imagination: Celebrating Women in Science, Technology, Engineering, and Mathematics (STEM)." In fields where women continue to be conspicuously underrepresented, eighteen women were chosen as Honorees, all of whom are extraordinary role models and visionaries in the STEM fields.

Originating from different ethnic and cultural backgrounds, these Honorees represent an impressive range of accomplishments in diverse specialties including medicine, robotics, computer programming, architecture, primatology, and atmospheric chemistry. The latter is a specialty in which one Honoree, a NOAA employee, has changed the course of atmospheric research.

Susan Solomon is a leader in climate science, and is best known for her ground-breaking work revealing that climate change due to human increases in carbon dioxide will last for more than a thousand years. Upon completing her doctorate in 1981 at the University of California-Berkeley, Dr. Solomon went to work for NOAA's Aeronomy Lab in Boulder, and stayed with NOAA until 2011. She then joined the faculty of the Department of Earth, Atmospheric and Planetary Sciences at the Massachusetts Institute of Technology.

Solomon has played an instrumental role in the international scientific community's efforts to discover the cause of depleted atmospheric ozone in the Antarctic, referred to as the ozone hole. She co-chairs the Science Working Group I of the Intergovernmental Panel on Climate Change. Her development of a new method for evaluating ozone depletion potential is used as a scale for regulating compounds that damage the ozone layer. Due to her research, a global ban on the chemicals that destroy atmospheric ozone and, consequently, threaten human health worldwide, has been instituted.

Beyond her service on the national and international level, Dr. Solomon is committed to promoting the interests of the general public and students in science. She serves as an advisor to students at all levels on pursuing scientific careers. A role model for women in science, she is enthusiastic and inspirational and as a NOAA senior scientist, she has fostered the careers of many young women scientists who have succeeded in her research group.



Susan Solomon at her office in Boulder, Colorado

Dr. Solomon's research and discoveries provide the scientific foundation for the decisions on how to protect the Earth's ozone layer and climate. Her contributions are considerable in the world of science in the service of humankind.

For more information about all the Honorees, go to [www.nwhp.org](http://www.nwhp.org).

**EVERY MARCH,  
OUR COUNTRY CELEBRATES  
THE ACCOMPLISHMENTS OF WOMEN IN  
AMERICAN HISTORY!**

# How Well Do You Know Women In History?

Amy Schnetzler: WR DAC LGBT SEPM, WFO Glasgow, MT

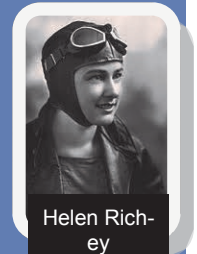
- ⇒ Sally Ride was the first American woman in space. What got her into the space program?  
a) Being an ex-Marine b) Being an Air Force Officer c) Answering a want ad d) Being a pilot
- ⇒ Female participants were allowed to compete in tennis, golf, and yachting at the 1900 Olympic Games in Paris. Margaret Abbot is recognized as the first female American Olympian winner. Margaret competed in which event(s)?  
a) Yachting b) Golf c) Yachting and Tennis d) Tennis and Golf e) Tennis
- ⇒ Elizabeth Blackwell was a pioneer in promoting women in medicine within the United States; in 1849, she became the first woman to receive a medical degree in the United States. What school did she attend?  
a) Geneva Medical College b) New England Female Medical College c) Harvard d) Yale
- ⇒ Jane Addams co-founded the American Civil Liberties Union (ACLU) and the National Association for the Advancement of Colored People (NAACP), but it was her efforts with the \_\_\_\_\_ that allowed her to be the first American woman to win the Nobel Peace Prize in 1931.  
a) Women's Suffrage b) Red Cross c) The Hull House Settlement d) Prohibition
- ⇒ Victoria Woodhull Martin was a prominent leader in the woman's suffrage movement, was the first woman to start a weekly newspaper, the first woman with her sister to operate a brokerage firm on Wall Street, and she was the first female to \_\_\_\_\_.  
a) Earn a Law Degree b) Run for President c) Write an Opera d) Obtain a Driver's License
- ⇒ Janet Guthrie was an aerospace engineer who was training to become an astronaut; however, she was cut from the program. Janet is known for being the first woman to \_\_\_\_\_.  
a) Design a jet engine b) Design the driving suit for race car drivers c) Design the current spacesuits d) Drive in the Indy 500
- ⇒ Alice Stebbins Wells was the first American-born female to be hired as a \_\_\_\_\_ in 1910 by the city of Los Angeles. She was a minister in the state of Kansas before her starting in this field.  
a) Firefighter b) Construction worker c) Surgeon d) Police Officer
- ⇒ Helen Richey was an aviator and the first woman to be hired by a commercial airline in the U.S.. She was also the first woman to be sworn in to the pilot air mail and one of the first female flight instructors. What airline hired her in 1934?  
a) Delta b) Central c) US Airways d) Southwest e) American



Sally Ride



Victoria Woodhull Martin



Helen Richey

## Women's History Month



2013

Answers to Women In History Quiz: c, b, a, c, b, d, d, b

# *Celebrate Asian-Pacific Islander Heritage Month in May!*

*By Michael Fitzsimmons: Diversity Focal Point, WFO Elko, NV*

May is Asian-Pacific American Heritage Month – a celebration of Asians and Pacific Islanders in the United States. A rather broad term, Asian-Pacific encompasses all of the Asian continent and the Pacific islands of Melanesia (New Guinea, New Caledonia, Vanuatu, Fiji, and the Solomon Islands), Micronesia (Marianas, Guam, Wake Island, Palau, Marshall Islands, Kiribati, Nauru, and the Federated States of Micronesia) and Polynesia (New Zealand, Hawaiian Islands, Rotuma, Midway Islands, Samoa, American Samoa, Tonga, Tuvalu, Cook Islands, French Polynesia, and Easter Island).

Asian-Pacific American Heritage Month was enacted by Public Law 102-450 on October 28, 1992. The purpose of the law was to honor the achievements of Asian-Pacific Americans and to recognize their contributions to the United States.

May was selected for the recognition because two significant events in history took place in that month: Japanese immigrants first arrived in the United States on May 7, 1843, and the transcontinental railroad was completed on May 10, 1869 (Golden Spike Day).

On Oct. 2, 1978, President Jimmy Carter signed the Joint Resolution and the first Asian-Pacific American Heritage Week was celebrated in May 1979. In 1992, the week was expanded to a month-long recognition when President George H.W. Bush signed the law permanently designating May of each year as Asian Pacific American Heritage Month. The law was unanimously supported by both the House of Representatives and the Senate.



Warren Tsuneishi,  
Served in World War II



Grant Jiro Hirabayashi,  
Served in World War II



Carolyn Tanaka,  
Served in Vietnam



Norman Ikari,  
Served in World War II



Jimmy Kanaya,  
Served in World War II, Korea, Vietnam



Yeiichi Kelly Kuwayama,  
Served in World War II

*The demands and pressures placed on Asian Americans and Pacific Islander Americans who served their country during war, even while some of their families were confined to detention centers, can't be understated.*

Information courtesy of the Library of Congress, Veterans History Project.

## ***Asians in the United States by the 2010 Census Numbers***



**17.3 million**

The estimated number of U.S. residents of Asian descent, according to the 2010 Census comprised 5.6 percent of the total population. This count includes those who said they were both Asian alone (14.7 million) or Asian in combination with one or more additional races (2.6 million).



**46%**

Percentage growth of the Asian alone or in combination population between the 2000 and 2010 censuses, which was more than any other major race group.



**3.8 million**

Number of Asians of Chinese, except Taiwanese, descent in the U.S. in 2010. Chinese-Americans were the largest Asian group, followed by Filipinos (3.4 million), Asian Indians (3.2 million), Vietnamese (1.7 million), Koreans (1.7 million) and Japanese (1.3 million). These estimates represent the number of people who reported a specific Asian group alone, and people who reported that Asian group in combination with one or more other Asian groups or races.



**50%**

The percentage of single-race Asians 25 and older who had a bachelor's degree or higher level of education. This compared with 28 percent for all Americans 25 and older.



**20%**

The percentage of single-race Asians 25 and older who had a graduate (e.g., master's or doctorate) or professional degree. This compared with 10 percent for all Americans 25 and older.



**265,200**

The number of single-race Asian military veterans. About 1 in 3 veterans was 65 years and older.

## ***Native Hawaiians and Other Pacific Islanders***



**1.2 million**

The number of U.S. residents who said they were Native Hawaiian and Other Pacific Islander, either alone or in combination with one or more additional races, according to the 2010 Census. This group comprised 0.4 percent of the total population. More than half of all people who identified as Native Hawaiian and Other Pacific Islander reported multiple races (56 percent).



**40%**

Percentage growth of the Native Hawaiian and Other Pacific Islander alone or in combination population between the 2000 and 2010 censuses.



**27,800**

The number of single-race Native Hawaiian and Other Pacific Islander military veterans. About 1 in 5 veterans was 65 years and older.



COMBAT TEAM 442

# Bronze Star & Congressional Gold Medal Award Ceremony

By Alan Takamoto: Hydrologist, CNRFC, Sacramento, CA

A Bronze Star Medal Ceremony and Congressional Gold Medal Ceremony honoring the United States Army's 100th Infantry Battalion, 422nd Regimental Combat Team, and Military Intelligence Service was held in Placer County, CA.

A ceremony was held on November 10, 2012 at Del Oro High School in Loomis, Placer County, California to present replicas of the Congressional Gold Medal to those Nisei (second-generation Japanese-Americans) who served in the military between the dates of December 8, 1941 and December 31, 1946 and were residents of Placer County before or/and after World War II. Many of these soldiers were members of the primarily Japanese-American 100th Infantry Battalion, the segregated Japanese-American 442nd Regimental Combat Team, and Nisei linguists serving with the U.S. Army's Military Intelligence Service. Although many had families interred in Relocation Centers during World War II, numerous Japanese-Americans volunteered for military service.



Group photo – elements of the 442nd Regimental Combat Team.

Bronze Star Medal Congressional Gold Medal



Ceremonial medals honoring the U.S. Army's 100<sup>th</sup> Infantry Battalion, 442<sup>nd</sup> Regimental Combat Team, & Military Intelligence Service



Veterans of Foreign Wars Post 8895 who presented the colors.

This was one of many such gold medal ceremonies held in communities throughout the United States.

*Article continued on next page*



Some of the veterans of the 100th Infantry Battalion, 442nd Regimental Combat Team and Military Intelligence Service. Gentleman at podium is Lt Col (Retired USAF) Gary Hongo, Ceremony Planning Committee Chairman.

## Bronze Star Medal

The Bronze Star Medal is a U.S. Armed Forces individual military decoration awarded for bravery, acts of merit or meritorious service. It is the fourth highest combat award of the Armed Forces, established by Executive Order 9419 retroactive to December 7, 1941. Soldiers awarded the Combat Infantry Badge or Combat Medical Badge qualify for the medal.

## The Congressional Gold Medal

The Congressional Gold Medal is the nation's highest civilian award bestowed by Congress to an individual or unit who performs an outstanding deed or act of service in the national interest of the United States. Past recipients include: George Washington, the Wright Brothers, Dr. Jonas Salk, Bob Hope, General Douglas MacArthur, the Tuskegee Airmen and Native American Code Talkers. On May 13, 2009, U.S. Congressman Adam Schiff and U.S. Senator Barbara Boxer simultaneously introduced bills in the House and Senate to award the Congressional Gold Medal to the 100<sup>th</sup> Infantry Battalion and the 442<sup>nd</sup> Regimental Combat Team for their actions during World War II. The bills were later amended to include the Military Intelligence Service. It was signed by President Obama on October 5, 2010.

The Congressional Gold Medal is created by the United States Mint and each medal is unique to the individual or organization being honored. The design for the medal honoring the Nisei soldiers underwent an extensive review and selection process lasting 8 months. Upon close examination of the medal, one can see the faces of actual Nisei soldiers on one side and the insignias of the three units on the other. The original medal was presented collectively to a representative from the 100<sup>th</sup> IB, 442<sup>nd</sup> RCT and MIS during the ceremony in Washington D.C. The medal will be permanently displayed at the Smithsonian Institute, but not before being shown at major cities throughout the United States. Medals presented to veterans, widows and next of kin at ceremonies in our capital and other cities are bronzes replicas of the original medal.

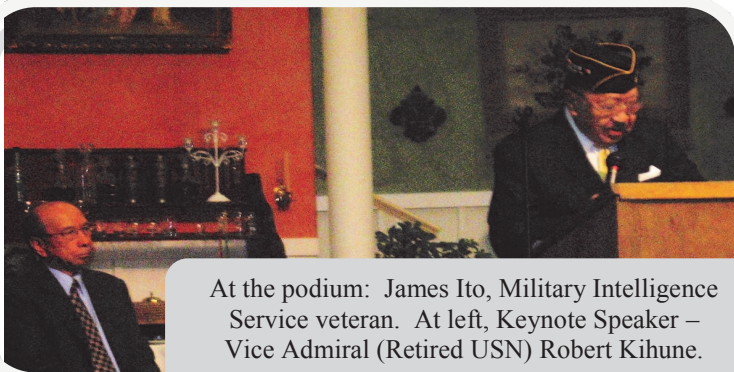
# For Placer County Nisei (Nisei are Second Generation Japanese-Americans)



COMBAT TEAM 442

One unique aspect of this ceremony was the awarding of fourteen posthumous Bronze Star Medals. These were presented to family members on behalf of the recipients. Keynote speaker was Vice Admiral Robert Kihune (U.S. Navy, retired), who also presented the Bronze Star Medals. Military Intelligence Service veteran James Ito gave a personal perspective of what it was like during the World War II period.

As a personal note, my uncle was one of the posthumous recipients of the Congressional Gold Medal during this ceremony, having served in the U.S. Army's 100th Infantry Battalion and the 442nd Regimental Combat Team.



At the podium: James Ito, Military Intelligence Service veteran. At left, Keynote Speaker – Vice Admiral (Retired USN) Robert Kihune.

## 100<sup>th</sup> Infantry Battalion

With the exception of a few of its officers, the 100<sup>th</sup> Infantry Battalion was the first combat unit in U.S. Army history to be comprised exclusively of Japanese Americans and Nisei from Hawaii. The unit was made up of 1,432 men serving in the 298<sup>th</sup> and 299<sup>th</sup> Regiments of the Hawaii National Guard who had been drafted prior to Japan's attack on Pearl Harbor. After guarding the islands' beaches against possible invasion by the Japanese, the unit was sent to Camp McCoy, WI and later Camp Shelby, MS for combat training.

After 16 months of training and earning high marks and a superior training record, the 100<sup>th</sup> was attached to the 34<sup>th</sup> Division and landed on the beaches of Salerno, Italy on September 22, 1943. For 9 months the unit forced its way from Salerno to Rome and during the battle at Monte Cassino suffered tremendous casualties, earning the nickname "The Purple Heart Battalion." On June 11<sup>th</sup>, 1944 the 100<sup>th</sup> was reinforced by replacements from the 442<sup>nd</sup> Regimental Combat Team and was designated its First Battalion. The unit was allowed to keep its original name, the 100<sup>th</sup> Infantry Battalion (Separate).

From Rome, the 100<sup>th</sup> along with the rest of the 442<sup>nd</sup>, drove the Germans north to the Arno River. The units were then transported to northeastern France where they battled the Germans in the Vosges Mountains and liberated "The Lost Battalion." Despite suffering many casualties, the 442<sup>nd</sup> was requested by Lt. General Clark to help break the German Gothic Line in Italy, knowing that the unit's "go for broke" attitude would get the job done. Indeed, the 442<sup>nd</sup> got the job done in less than one day and drove the German army through the Po Valley, where it surrendered on May 2, 1945.

Despite the unwarranted distrust in the wake of Pearl Harbor, the 100<sup>th</sup> earned the distinction of being the most highly decorated battalion for its size and length of time in combat. The numerous individual and unit awards and citations were offset by the 337 men who were killed in action.

## Military Intelligence Service

Preparing for the possibility of war with Japan, the U.S. Army secretly opened a Military Intelligence Service Language School on November 1, 1941 located at the Presidio in San Francisco. Japanese Americans well versed in the Japanese language were recruited from the 100<sup>th</sup> Infantry Battalion, the 442<sup>nd</sup> Regimental Combat Team and Hawaii's and mainland United States' internment camps. Over 6,000 soldiers graduated from the military language schools.

Graduates were attached to units of the U.S. Army, Navy, Marines and Air Corps serving in every combat theater and participating in every major battle against the Japanese. Nisei linguists were even loaned to British, Australian, Canadian, New Zealand, Chinese and Indian combat units. These soldiers fought as fiercely and bravely as their Nisei counterparts in the European and African theaters.

MIS soldiers translated enemy documents, intercepted and deciphered communications, interrogated Japanese prisoners of war, flushed caves of enemy soldiers and broadcast surrender appeals. After the Japanese surrender, these men assisted in the demobilization of that country's military and in its subsequent industrialization.

The secret intelligence work performed by the Nisei against the Japanese military dispelled any doubts that they were willing to fight an enemy whom they shared a common ancestral background. Their accomplishments were credited with saving a million lives and shortened the war in the Pacific by two years.

## 442<sup>nd</sup> Regimental Combat Team

Responding to a call by the War Department to form a segregated Japanese American combat unit more than 12,000 Nisei volunteered to form the 442<sup>nd</sup> Regimental Combat Team, which was organized on March 23, 1943. Of these 12,000 volunteers, 2686 were selected from Hawaii and 1,500 from Japanese American internment camps in the mainland United States. Men on the 442<sup>nd</sup> RCT trained at Camp Shelby, MS prior to being shipped overseas.

The 442<sup>nd</sup> RCT was comprised of 3 infantry battalions, the 522<sup>nd</sup> Field Artillery Battalion, the 232<sup>nd</sup> Combat Engineers Company, and Anti-Tank Company, Cannon Company, Medical Detachment and the 206<sup>th</sup> Army Ground Forces Band. After landing in Italy on May 1, 1944, the 442<sup>nd</sup> RCT was joined by the depleted 100<sup>th</sup> Infantry Battalion (Separate) which was designated the First Battalion of the 442<sup>nd</sup>. The 442<sup>nd</sup> was assigned to the 5<sup>th</sup> Army under Lt. Gen. Mark Clark.

After its baptism under fire at Suverto, Italy on June 26, 1944, the 442<sup>nd</sup> engaged the enemy for 10 weeks in the mountainous terrain of southern Italy, driving north to the Arno River and engaging the enemy in major battles at Belvedere, Castellina and Luciano. The 442<sup>nd</sup> was then sent to northeastern France with the 36<sup>th</sup> Infantry Division. Fighting in the bitter cold of the Voges mountains the 442<sup>nd</sup> liberated the towns of Bruyeres and Biffontaine. Then were ordered to rescue the "Lost Battalion" on the 36<sup>th</sup> Infantry Division. Although 211 men of Texas unit were rescued, the intense fighting encountered by the 442<sup>nd</sup> resulted in more than twice that number of casualties. In March 1945, the 522<sup>nd</sup> Field Artillery Battalion liberated the Jewish survivors of the Dachau concentration camp.

Through their bravery and courage, the men of the 442<sup>nd</sup> more than proved their loyalty to the United States, being paid the ultimate tribute from President Truman that "you fought the enemy abroad and prejudice at home and you won." Their combat record has not been surpassed.

# Importance of Diversity in Boise River Inundation Outreach Success

By Jay Breidenbach: Warning Coordination Meteorologist, WFO Boise, ID

I was a bit apprehensive when I was asked to write an article about the importance of diversity in successful outreach that led to the implementation of inundation maps on the Boise River. While I try to recognize and appreciate diversity, on the surface, it didn't seem that the agencies and people involved in our project were really all that diverse. However, after thinking about our project a little bit more, I realized that diversity was the reason that the project succeeded. The project also succeeded because of the way we treated everyone involved which can be summed up in the NWS Western Region Diversity Committee's vision statement that says **"At its core, diversity is about facilitating inclusion. Inclusion can be supported by engaging in constructive discussion that provides learning opportunities to think critically and discuss alternative perspectives."**

One of the most important early steps in leading an effort like the Boise River inundation map project is "selling the vision". You must be able to present the final goal in a way that all of your partners can "buy in". This requires listening to everyone and trying to make sure that all of the players are recognized as having valuable ideas that will contribute to the overall success. We had a very diverse group of local, state, and federal agencies, all with different perspectives on what they wanted out of the project. In addition, NOAA NWS did not bring any funding sources to the table, so the term "buy in" really had double meaning.

I wanted to foster the feeling of inclusion and have a meaningful discussion. As an ice breaker, I thought it would be fun if we use the flood plain model as if it were a toy. The goal was to break down barriers between agencies represented by the people at our meeting and to simultaneously demonstrate the concepts of a real hydraulic model. The toy model helped participants visualize real flooding and understand what a computer model would provide, but the most valuable part of the exercise was the play time for adults. It fostered a spirit of cooperation and inclusion, which in addition to being a key vision in diversity, is a best practice in outreach and meeting facilitation.

We used the Ward Flood Plain Simulator, developed by NWS Sr. Hydrologist, Mark Walton, which many field offices have obtained as an outreach tool for schools.

In our kick off meeting for the Boise River inundation mapping project, I assigned engineers and GIS experts from Boise City Public Works Department to simulate rain by pouring water into the model. Since Boise City handles planning and zoning issues, I asked them to carefully place the little monopoly houses in scenic areas near the river. I asked Molly Wood, hydrologist with the USGS, to monitor water

levels using a small ruler attached to the model and to plot a hydrograph on a flip chart. Since the Army Corps of Engineers is responsible for levees in real life, I asked the USACE participants at our meeting to use the modeling clay to build a "levee" around the town consisting of monopoly houses. We asked Mary McGown, State Flood Plain Coordinator with the Idaho Department of Water Resources, to monitor the model flood plain and report on any impacts to the monopoly houses. Basically, we gave everyone a job that resembled their real life responsibilities and ran the simulation several times. Everyone had a great time and worked together to enjoy the simulated floods. The exercise really helped everyone to loosen up a bit and expresses their thoughts about the real modeling project.

As the real hydraulic modeling effort and GIS visualization progressed, there were many of other meetings with emergency management, elected officials, state government, and other federal agencies. The Idaho Silver Jackets Team including NWS, USACE, USGS, and FEMA, IDWR, and Idaho



Jay Breidenbach discusses vision for inundation mapping on Boise River. Pictured from left to right: Mary McGown (Idaho Department of Water Resources), Mark Stephenson (Idaho Bureau of Homeland Security), Eric Wing (Boise City), Ellen Berggren (USACE), Allyn Meuleman (USBR), Dave Jackson (Idaho Bureau of Homeland Security), Rob Bousfield (Boise City), Jay Breidenbach (NWS), Molly Wood (USGS), and Doug Harman (Ada City-County Emergency Management).

Bureau of Homeland Security, played a key role in facilitating funding, various technical reviews, and public outreach though the development period. The key to success in all of these meetings was to reiterate the vision, appreciate diversity of people and ideas, and to understand differences in agency objectives so that everyone felt included. The results of our collaboration can be seen on NWS Advanced Hydrologic Prediction Services web pages. Equally important, this project strengthened NWS relationships with a diverse group of partners and customers and will improve our shared community's ability to protect lives and property against future floods.

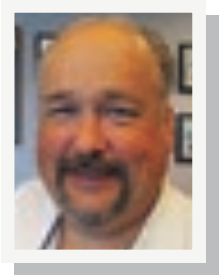


## ARTICLE IV

This is a continuing series on how we can learn from our Native American cultures and their emergency management concerns and needs. A large portion of the information I've provided has come from a partnership report that tribal emergency managers worked on with the International Association of Emergency Managers – IAEM Tribal Affairs Committee in 2003. My hope is that learning more about how tribal governments operate can assist our staffs develop better decision support tools and help promote weather safety to those who live or work on the many reservations in the United States. This is article 4.

# Putting It All Together

Vernon Preston: WR Native American SEPM, WFO Pocatello, ID



Over the past three articles we learned about our unique relationship as federal employees we have with Native American Tribal Governments. But does that help build partnerships and collaboration? FEMA, through the Emergency Management Institute, has developed an on-line course (IS-650.a) Building Partnerships with Tribal Governments) which provides an understanding, appreciation, and respect for tribal cultures so that effective relationships can be formed and nurtured. This course has been updated to align with the National Incident Management System and National Response Framework. The course goal is to develop knowledge on building effective partnerships with tribal governments and working in concert with tribal governments to protect native people and property against all types of hazards. Throughout the course, tribal representatives speak about their history, their culture, their way of life, and how to develop good relationships with tribal communities. The course takes about 10 hours to complete.

<http://training.fema.gov/EMIWeb/IS/is650a.asp>

Here is feedback from a county emergency manager on the course:

***"I just wanted to let someone know how much I enjoyed IS-650 Building Partnerships in Tribal Communities. It was wonderful! I knew the history of our Tribes but I found out I knew nothing about the appropriate way to approach and communicate with tribes. This was so informative and we have a Federally recognized tribe in our County. The Cowlitz Tribe. I also loved the format and listening to the dialog of the various spokespersons with their insights."***

**Cathy Batchelor  
Cowlitz County DEM  
Kelso, Washington**

Each of our offices has unique hazard concerns and we desire to learn how these impact our communities and how we can provide better decision support. Taking the above course may start you in a new direction in collaboration with tribal governments you service.

Vern





By Christine Riley:  
Meteorologist,  
WFO Monterey, CA

One organization that is near and dear to my heart is Locks of Love. This non-profit organization donates hair to children under age 21. I have donated my hair 3 times and am going for round number 4 in July. During my college years at UC Davis, we arranged a Locks of Love event at the Starbucks I worked at. After donating my hair, one of my usual drive-through customers at Starbucks asked why I got my hair cut. I told her that I donate my hair every few years and she broke down in tears. She was 19 years old at the time and told me her hair was from Locks of Love. She confessed to me that she had cancer and had lost her hair. In addition to losing her hair, she felt embarrassed and actually pulled away from her friends because of this. After she received her hair piece, she said her life really changed and she had a huge boost in confidence. This story really meant a lot to me. To hear her story and how much Locks of Love improved her life made me know what I was doing really made a difference.

Children helped by Locks of Love suffer from medical hair loss. What is so amazing about this organization is that it does not charge the children or their parents for the hair pieces! Locks of Love requires at a minimum 10 inches of hair, which cannot be bleached, but can be dyed. They also accept grey hair and curly hair that can be pulled straight to measure the 10 inches.

If you are interested in donating your hair, please connect through the URL below for further details. If you have any questions about Locks of Love, or the process, you can contact me at [christine.riley@noaa.gov](mailto:christine.riley@noaa.gov). If you do donate, and would like to share your before and after pictures, I would love to gather as many before-and-after pictures of all of you as possible with your new fancy haircuts! If you are unable to donate hair, but are interested in this cause, check out the Locks of Love website below. Any hair donations should be mailed to:

Locks of Love, 234 Southern Blvd., West Palm Beach, FL 33405.

**For additional information please see <http://www.locksoflove.org/>**

*Locks of Love is only one of many charitable organizations. All references to non-government entities, products, services, or information are included for informational purposes only and do not constitute an endorsement or recommendation by the National Oceanic Atmospheric Administration (NOAA) or any of its field offices or employees. NOAA is not responsible for the contents of any "off-site" web pages referenced herein.*

### **Locks of Love Manufacturing Process**

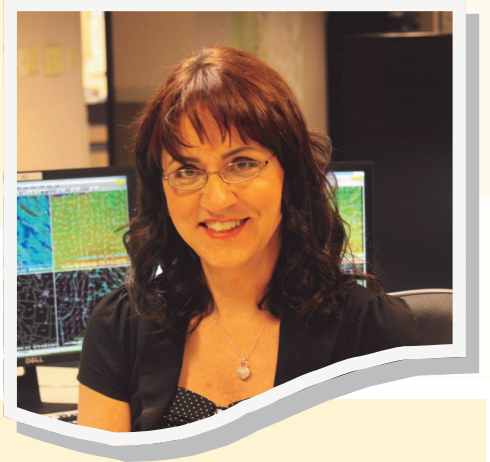
The process of providing a child a hair prosthesis (hairpiece) takes between four and six months. When a child is accepted into the program, they are sent a molding kit and instructional video, which shows their parents how to make a plaster cast mold of their head. During the casting process, they draw in a hairline and point where their crown would begin. (The starting point of the crown determines where the part will fall in the hairpiece.)

Next, each piece of hair is hand injected using a special needle, at a 45-degree angle into the skullcap. This is done 150,000 times for one hairpiece. The hair is then sealed into the base by another layer of silicone. (Two inches of the length of the hair is lost during this process.) This step takes eight to ten weeks.

The hairpiece retails between \$3,500 to \$6,000. Even though Locks of Love provides donated hair for the prosthesis, Locks of Love must pay for the manufacturing costs of each prosthesis. Between the ages of 6 and 21, a child can reapply every 18 months.



## Diversity Focal Point Spotlight **Katherine Hohmann**



### ***Kat, can you tell us a little about yourself?***

As a child growing up in tornado alley, I loved watching A.M. Weather on PBS every morning at 5:45 am, the Weather Channel on Saturday mornings instead of cartoons, and storms as they rolled into our Oklahoma City suburb. Never doubting my love for the weather, I pursued my degree in Meteorology at the University of Oklahoma and entered the NWS at Galveston, Texas in the summer of 1990. After a few stops at Austin, Fort Worth, Memphis, and Elko, I am now a senior forecaster at WFO Reno. I love what I do although a part of me misses the severe weather and the heavy downpours of rain that fell, mainly on the plains back home.

### ***What does diversity mean to you?***

I used to equate diversity with affirmative action. My lack of understanding led to a lack of trust and ultimately a lot of self-inflicted fear. Through the years, I had the chance to work with a lot of great people. These positive relationships and lessons learned from our outgoing diversity program leader led me to a much clearer understanding of diversity. It is not about laws and quotas. It is not an agenda. Rather, it is valuing both the team and each individual contribution toward a common mission. It is a working relationship that puts the fun and sense of accomplishment back into work. I believe such a diverse workplace is the envy of many in the search for a rewarding career.

### ***What is the most rewarding thing about being a Diversity Focal Point?***

This focal point has afforded me the opportunity to learn more about our team and the individuals that work on it. My teammates have helped me place more focus on our team goals rather than on my own accomplishments. On the bigger picture, I get to work alongside others in the Western Region diversity network. Learning from others is a growing experience and hopefully I can share those experiences and promote a positive attitude. It is a great opportunity to provide open discussion

and bring the importance of everyone to the table.

### ***What is your biggest challenge as a Diversity Focal Point and how do you handle it?***

Learning about diversity and how helpful it is to our organization is one thing. However, bringing true understanding and eliminating misconceptions can be a challenge. Every team I have worked on has had a different chemistry. I believe focus on the mission is a good place to start, followed by determining how to use each individual's talent to move that mission forward to completion. I do not believe it is something that can be forced on someone. Rather, learn to walk diversity and hope others embrace it and walk with me.

### ***How do you encourage diversity in the workplace?***

I want diversity to be a positive learning experience. I think it can be applied in everyday operations and not just during talks and group discussions. Much like the fun we have in our everyday jobs, we should embrace the differences that each person brings. As a team, we can encourage each other with a high five when a job is well done. When something does not quite go as planned, we can pick each other up and ask what could have been done better. Each weather event is as unique as each of us, that is what makes this job so fun.

### ***How are you and your office implementing the concepts of diversity?***

I have worked with a number of teams in the NWS during my career. The best teams have been those with mission and ability to put their team and mission above self. Most recently, I have seen this concept spread across forecast boundaries. As we have a diverse set of workers in each office, we also have a diverse set of offices within the NWS. However our mission is ultimately the same. A cohesive team with purpose can help an office perform to great heights. Many cohesive offices multiply to even greater heights!

# Announcing the 2013 Department-wide Mentoring Program

Mentors can offer valuable advice and wisdom at critical points in a person's career development. In its simplest form, mentoring is people helping people grow and develop.

At the Department of Commerce (DOC), mentoring is an important part of developing and retaining high-performing employees as well as preparing the next generation of leaders across DOC. Register today as a mentor or mentee—or both—and take advantage of one of the most popular development programs at DOC.

Enroll by March 13, 2013, at [www.mentoringconnection.com](http://www.mentoringconnection.com), using Group ID: DOC to participate in the formal DOC Mentoring Program. The FY13 program includes a sophisticated matching database, training webinars, and other resources to ensure you make the most of your partnership.

Even if you have previously participated in the DOC Mentoring Program, or are currently participating in a bureau-level program, you must re-register for this year's 2013 DOC Mentoring Program using Group ID: DOC to have access to mentors DOC-wide.

Step 1: Go to [www.mentoringconnection.com](http://www.mentoringconnection.com) and in the lower left "Not a Member Yet?" box, select "Click Here to Sign Up."

Step 2: Enter "DOC" in the Group ID field and click "SUBMIT."

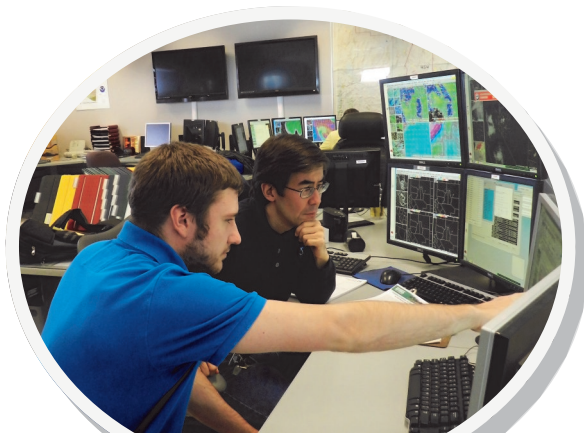
Step 3: Complete your User Profile and click "Continue." (Note: To enroll as both mentor and mentee, you will need to create a separate User Profile using a different User ID and Password.)

Step 4: Fill out and complete the Application Form that details your goals for the mentoring partnership, which helps us suggest potential matches. Click "I'm Done" when you are finished.

What to expect next:

Once you are enrolled, all DOC Mentoring Program participants and their supervisors will be invited to a live Orientation webinar on March 27, 2013. Webinar access details will be sent to you via e-mail prior to the webinar. The Orientation webinar is optional for supervisors, but be sure to keep your supervisor advised of your mentoring activities throughout the program to avoid any conflicts with assignments or work priorities.

If you need additional information, contact Gregory McHugh, DOC Mentoring Program Coordinator, [atgmchugh@doc.gov](mailto:atgmchugh@doc.gov) or (202) 482-1750.



In-house mentoring: Meteorologist Jeremy Michael with Senior Meteorologist Clair Ketchum.



# Paying It Forward – My Mentoring Story

By Christine Riley: Meteorologist, WFO Monterey, CA

The Western Region Mentoring Program was developed by Carolina Walbrun (WFO MTR) in 2007 with participation from WFO STO, EKA, PSR, and MTR. I participated in the first year of the program while attending UC Davis during my third year toward my Atmospheric Science Degree. I volunteered over 700 hours at WFO STO during my two years at the Sacramento office. Under the guidance of Cindy Palmer, I helped give tours of the office and presented several school talks to fourth and sixth graders. I also promoted the mentoring program at UC Davis and made the program even more successful the second year.

Service. Another happy ending for the mentoring program came in May 2012, when my mentee from San Jose State University, Andrew Chiuppi, accepted an Intern position at WFO Memphis, TN.



Christine Riley, WFO Monterey, CA on left and Andrew Chiuppi (with his acceptance letter to WFO Memphis, TN) San Jose State University Student on Right.

The mentoring program continues to expand at the Monterey office and at the Oakland CWSU with ten mentors between the two offices with fifteen students between San Francisco State University and San Jose State University. Not only do the forecasters from these offices participate in the program, but management is now involved in the program. The students are highly motivated and are excited to continue to work with their mentors for the next few years!

This mentoring program continues to place valuable students into Intern positions throughout the United States. Just like Carolina Walbrun paved the way for me, I continue to pay it forward to students at every office I work for. I know how priceless this program is, and will continue to be, to students in the San Francisco Bay Area. My hope is that students value their experience with their National Weather Service mentors and pass on this information to students entering meteorology programs around the country.

If you have any further questions, or would like additional information about the student mentoring program at the Monterey office please contact me at: Christine.Riley@noaa.gov.



Pictured above, from back row left to right: Carolina Walbrun (WFO MTR), Ashley Helmetag (Oakland CWSU), Malori Redman (SFSU), Matt Mehle (WFO MTR), Kerwyn Teixeira (SJSU), Matt Roby (SJSU), Chris Mitchell (SJSU), Cameron Venable (SJSU), Charles Bell (WFO MTR). Second row, left to right: Ellen Lu (SFSU), Sierra Brune (SFSU), Areana Flores (SJSU), Anamaria Perez (SJSU), A.J Eiserloh (SJSU). First row, left to right: Emily Parker (SFSU), Christine Riley (WFO MTR), Pieter Versavel (SJSU). Not pictured: Kevin Quinn (Oakland CWSU).



After graduation, I accepted an Intern position in Norman, OK, where I went on to mentor students at the University of Oklahoma. I involved them in large severe weather events, taught them how to launch weather balloons, and helped them with their job applications for the National Weather Service. At least three of my students in Norman accepted positions in the National Weather Service during my two year internship in Oklahoma.

I was thrilled in September of 2010 when I was offered a position at the forecast office in Monterey, CA as a General Forecaster. I was excited to get back to my home state of California and to get involved in the mentoring program. It was an amazing experience for me to finally meet Carolina Walbrun at the Monterey office, who started the program and inevitably changed my life!

In the Fall of 2011, Carolina and I (WFO MTR), as well as Ashley Helmetag (Oakland CWSU), teamed up with the Sacramento office to give school talks to San Francisco State University, San Jose State University, and UC Davis. We received positive feedback from the students with numerous students participating in the mentoring program that school year. Several meetings were held through the school year, including a tour of Oakland CWSU and a meeting at the Sacramento office which included a tutorial of USA Jobs and how to apply for the National Weather

# LETTER TO WR DIVERSITY ACTION COMMITTEE

## Monterey Diversity Letter

*At its core "diversity" is about facilitating inclusion. The WR DAC believes that facilitating inclusion can be supported by engaging in constructive discussions that provide learning opportunities to think critically and discuss alternative perspectives. Please let us know what YOU think.*

### Letter sent to the WR Diversity Newsletter:

Recently I've been granted the title of diversity focal point and have been trying to put together some fun diversity activities for the staff of WFO Monterey. One of the things that I've noticed working for the National Weather Service is that everyone has a different reason for working in weather and many different personal interests. Initially, I found this to be surprising. Prior to my career as a meteorologist at the NWS, I worked as a Harley Davidson Mechanic and prior to that I managed a ski shop. Employees at these two businesses were there because they either loved riding Harley Davidsons or enjoyed skiing.

These activities were their passions and working in a field that revolved around their passions was fulfilling to them, almost an honor. Sharing these interests with my colleagues made for a harmonious and enjoyable workplace. Often, after a long day working at the ski shop, we would go skiing and forget about the day's events. At a WFO, you may not share the same interests with your fellow forecasters or perhaps you are just not aware of their interests and passions. In turn, the atmosphere may not be as enjoyable as it could be.

One of the ideas that we came up with to overcome this stigma was to create a collage featuring the interests of our office's employees. It is a simple exercise and here is how it works. We simply placed a 3 foot by 4 foot poster board on the wall with the title "What Hobbies or Interests do you Have?" written across the top. We then sent a mass email to the staff requesting them to post a picture of an interest or passion, with a brief description, to the poster. After a week or two, our poster filled up and we had a collage of activities and interests posted on our wall.

It was interesting to see how diverse the interests of our coworkers are. Our ITO posted a picture that he took of the sky utilizing a long exposure. This long exposure created an image of the stars paths through the night sky. Prior to this activity, I had no idea that he was interested in astrophotography. One of my interests is astronomy, now he and I talk about upcoming astronomical events! Pretty fun! This collage has become a topic of conversation around the office. I get a kick out of seeing people standing next to the poster and saying "I didn't know that Steve was into that! How interesting is that?!"

At right is a photo of our poster. If you have any questions about the poster or any new ideas to improve it, please let me know.



Larry—Larry.smith@noaa.gov

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