I. Introductions and Expectations

A. Introductions

    1. Students

    2. Facilitator

B. Expectations

    1. What do the students expect to get out of the class

    2. What do you expect to impart to the class

II. History

A. History of 9-1-1

    1. Dialing "0" for help

    2. First 9-1-1 call

B. The 9-1-1 System

    1. Basic 9-1-1

    2. Enhanced 9-1-1 (E-911)

    3. MSAG and how it is updated

    4. Emergency E911 mandates

    5. Telecommunications Relay Services (TRS)

III. Technology

A. Wireless

    1. Phase 1

    2. Phase 2

    3. Cell phones

        a. Introduction of cell phones

        b. Calling 9-1-1 from cell phone

    4. FCC Stats

    5. GPS chips and how they work

B. Text to 911

    1. History

     a. Deaf and Hard of Hearing Community

     b. Virginia Tech Case Study

2. Legislation

3. How it works

     a. Short Message Service (SMS)

     b. Multimedia Message Service (MMS)

     c. Text Control Center (TCC)

4. Interim solution

     a. The location-based routing of SMS text-to-9-1-1 messages parallels that of wireless Phase I, 5 that is, based on cell site and sector.

     b. Cell sector coverage does not generally follow community, PSAP jurisdictional, or county boundaries, so SMS text-to-9-1-1 cannot be limited to these geographic oriented boundaries.

     c. Consumers who wish to use SMS text to 9-1-1 must have some clear, understandable idea of where they can and cannot utilize the service.

     d. It is believed that county-oriented service is preferable, whether temporarily to a single PSAP in multiple PSAP counties, or to all PSAPs in a county at the onset. PSAP by PSAP implementation can be confusing to the consumer, due to lack of service area clarity.

IV. Implementation

A. Delivery Options

1. Network Interface (ESInet/IP i3)

2. Web-based Portal

3. Text-to-TTY/TDD

4. Bounce Back Messages

     a. Resulting from Virginia Tech shooting

     b. If service is unavailable consumer will receive a message indicating to contact emergency services by another means

5. Requesting Text-to-911

6. Carrier options

B. Learning Activity & Student Assessment

(This activity will be used to evaluate student learning)

1. Students will be separated into groups of 4-6 and each group will use the Text-to-911 simulator during the exercise.
2. Each student will simulate the role of a reporting party while the other simulates the role of call-taker or dispatcher
3. Students will identify the various components of the text message.
4. Students will identify the potential for miscommunication by not analyzing the text in context.
5. Each group will teach back to the class their discoveries from analyzing and evaluating the simulator exercise.

C. Future Technologies

1. Video messaging
2. Evidence retention
3. Implications

V. Lessons Learned

A. Cincinnati, Ohio

1. Hamilton County 9-1-1
2. Montgomery County 9-1-1

B. State of Indiana

C. San Bernardino County Inland Empire Partnership

1. Regional Approach
2. Multi-jurisdictional
3. State Agencies
4. Fire Agencies

VI. Certificates and Course Evaluation